



# Education Information Standards Dictionary of Education Concepts and Terms 2010



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





# **Education Information Standards**

## **Dictionary of Education Concepts and Terms 2010**

**Published by the Department of Basic Education**

DEPARTMENT OF BASIC EDUCATION

SC006: Dictionary of Education Concepts and Terms

I, Angelina Matsie “Angie” Motshekga, Minister of Basic Education, after consultation with the Council of Education Ministers and in terms of section 3(4)(a) of the National Education Policy Act, 1996 (Act No. 27 of 1996), as read with section 59 of the South African Schools Act, 1996 (Act No. 84 of 1996) amend the Education Information Policy as read with paragraph 62 of the Education Information Policy published in Government Gazette No. 26710 of 27 August 2004, and amended 6 August 2010, gazette 33426, hereby publish the standard SC006: Dictionary of Education Concepts and Terms as set out in the schedule.



A handwritten signature in black ink, which appears to read 'uMotshekga'.

**MRS ANGIE MOTSHEKGA, MP**  
**MINISTER**  
**DATE:25/02/2011**

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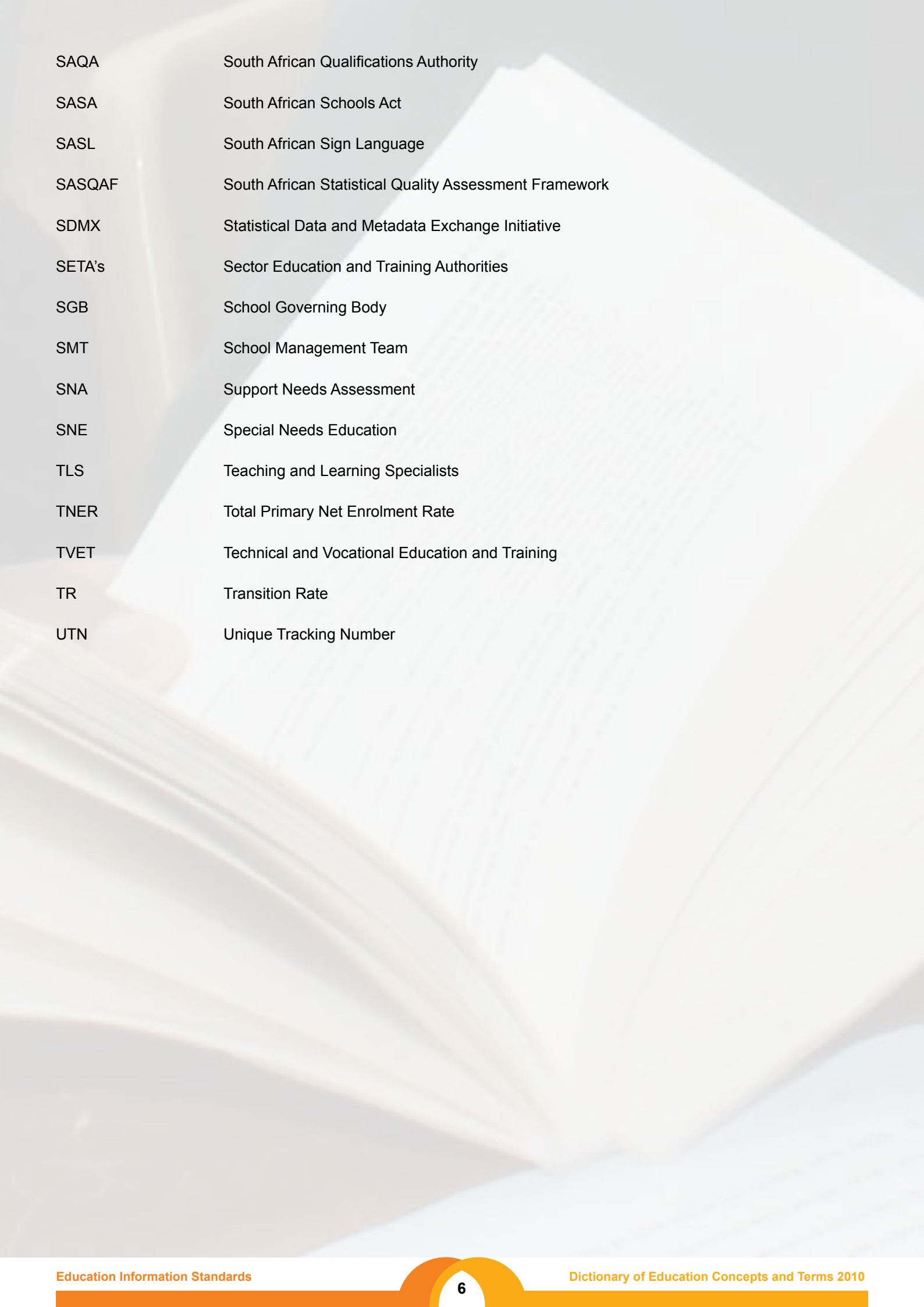
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## 1. ACRONYMS

AAC	Augmentative and Alternative Communication
ABET	Adult Basic Education and Training
ADHD	Attention Deficit Disorder with/without Hyperactivity
AIDS	Acquired Immune Deficiency Syndrome
AIR	Apparent Intake Rate
ASER	Age Specific Enrolment Ratio
ASS	Annual School Survey
ASD	Autistic Spectrum Disorders
CEM	Council of Education Ministers
CR	Completion Rate
CSG	Child Support Grant
CPTD	Continuing Professional Teacher Development
DBST	District-Based Support Team
ECD	Early Childhood Development
EEA	Employment of Educators Act
EFA	Education for All
ELRC	Education Labour Relations Council
EMIS	Education Management Information System
ESR	Educator-School Ratio
FET	Further Education and Training
FSS	Full Service Schools
FTE	Full Time Equivalent
GENFETQA	General and Further Education and Training Quality Assurance Act
GER	Gross Enrolment Rate
GET	General Education and Training
GPI	Gender Parity Index
HE	Higher Education
HEDCOM	Heads of Education Departments Committee



HEI	Higher Education Institution
HOD	Head of Department
ICT	Information Communication Technology
ISCED	International Standards Classification of Education
IQMS	Integrated Quality Management System
LCR	Learner-Classroom Ratio
LER	Learner-Educator Ratio
LSR	Learner-School Ratio
LOLT	Language of Learning and Teaching
MEC	Member of the Executive Council for Education
NC (V)	National Certificate (Vocational)
NEIMS	National Education Infrastructure Management System
NEPA	National Education Policy Act
NER	Net Enrolment Rate
NIR	Net Intake Rate
NQF	National Qualifications Framework
NSA	National Skills Authority
NSC	National Senior Certificate
OECD	Organisation for Economic Co-operation and Development
OSD	Occupation Specific Dispensation
PANSALB	Pan South African Language Board
PED	Provincial Education Department
PFMA	Public Finance Management Act
PR	Promotion Rate
PSA	Public Service Act
RCL	Representative Council of Learners
REQV	Relative Education Qualification Value
RSA	Republic of South Africa
UNESCO	United Nations Educational Scientific and Cultural Organisation
SACE Act	South African Council for Educators Act



SAQA	South African Qualifications Authority
SASA	South African Schools Act
SASL	South African Sign Language
SASQAF	South African Statistical Quality Assessment Framework
SDMX	Statistical Data and Metadata Exchange Initiative
SETA's	Sector Education and Training Authorities
SGB	School Governing Body
SMT	School Management Team
SNA	Support Needs Assessment
SNE	Special Needs Education
TLS	Teaching and Learning Specialists
TNER	Total Primary Net Enrolment Rate
TVET	Technical and Vocational Education and Training
TR	Transition Rate
UTN	Unique Tracking Number



## 2. INTRODUCTION

### 2.1 Background

A dictionary of terms and concepts is a pre-requisite for the effective functioning of any information system. It provides a standard for the terms and concepts used by an organisation in its information collection and reporting processes.

This dictionary seeks to standardise terms and concepts that are commonly used in education in South Africa, especially in its Education Management Information System (EMIS) processes. Consequently, many of the definitions provided reflect the EMIS environment. The dictionary clarifies the language used by officials working in the EMIS terrain. The dictionary harmonises different terms currently used to describe the same concept.

The dictionary is designed to be both technical and broadly usable.

On the technical side, specifications are provided that will assist in the design of databases, the development of survey instruments, data analysis and report writing. Systems designers are expected to use the dictionary to gain an idea of the logic of the education system, and to ensure that standards are adhered to as closely as possible. Education departments should require systems designers doing work for them to adhere to the standards embodied in the dictionary. Deviations should be permissible, but within limits, and only in instances where they are necessary for the quality of the system being developed. Designers of electronic school management systems not employed by the education departments will be encouraged to use the dictionary to standardise their products, and education departments will encourage schools to buy only products that are standardised.

The dictionary will also serve a larger audience. Programme managers at both national and provincial levels can draw on the dictionary to clarify the meanings of terms they come across as part of their work. The dictionary will be particularly beneficial to programme managers who undertake surveys of their own, especially in the development of questionnaires and the analysis of data. Information users both within and outside education departments will better understand and interpret the data they encounter. Researchers will be able to engage with data obtained from the Department of Basic Education in an informed manner.

The compilers of the dictionary have drawn on a number of sources. Priority has been given to the Department of Basic Education's own legislative and policy documents. In the absence of definitions in official sources, the compilers have sought advice from the Department of Basic Education programme managers. Statistics South Africa's standard terminology has been adopted where relevant.

The UNESCO Institute of Statistics, UNESCO's International Standard Classification of Education (ISCED) and the OECD's glossaries have been fruitful sources of international definitions.

The Department of Basic Education has undertaken an extensive process of consultation in order to achieve a broad level of consensus for the dictionary definitions. The Department's Education Information Standards Committee, established in 2004 (*Government Gazette* 26710, August 2004), which includes *inter alia*, two representatives from Statistics South Africa and three from Provincial Education Departments, has engaged thoroughly with each definition, and by consensus has proposed what it believes to be appropriate.

Much appreciation is expressed to Statistics South Africa for permitting their officials to engage in all the work related to the dictionary. Statistics South Africa has played its role in accordance with Section 7 (2) (e) of the Statistics Act, 1999, which states: "The Statistician-General must...formulate quality criteria and establish standards, classifications and procedures for statistics".

Additionally, both internal and inter-provincial consultative processes have been undertaken to promote coherence at horizontal and vertical levels of the system. Over and above these processes, the draft dictionary was published in the *Government Gazette* for public comment and the Education Information Standards Committee considered all comments received. The committee expresses its appreciation to all who contributed.

## 2.2 Scope and applicability

The scope and applicability of the dictionary is affected by recent changes in the administration of the education and training sector. From 1994 to 2009 the national Department of Education was responsible for all formal education and the Department of Labour was responsible for skills development in the labour market. Following national elections in April 2009 the new government established two departments to administer the education and training sector.

The new Department of Basic Education (DBE) is responsible for the school system and adult literacy. This dictionary is published by the DBE.

The new Department of Higher Education and Training (DHET) is responsible for Higher Education Institutions (HEIs), Further Education and Training (FET) Colleges and Adult Basic Education and Training (ABET) Centres. It is also responsible for the system of workforce skills development, including the National Skills Authority (NSA), the Sector Education and Training Authorities (SETAs), trade testing centres and skills development institutes that had previously been developed and managed by the Department of Labour.

The dictionary is directed largely at the school system; however, it does include some definitions relating to FET Colleges, ABET Centres and HEIs, although these bodies are now the responsibility of the DHET. Such definitions are included as a matter of practical convenience since they relate to the legacy of statistical reporting by the Department of Education.

The dictionary is largely for the use of persons working in the EMIS environment and programme managers in national and provincial Departments of Basic Education. Other information system developers, researchers and stakeholders who utilise the Departments information and data will also find it helpful.

## 2.3 Conventions followed in the dictionary

This section needs to be understood if the dictionary is to be utilised correctly. Each entry in the definition section has the following elements:

**Term:** label for the concept

**Definition:** a short definition of the term or concept

**Source:** the source for the definition. The reference section at the end of the dictionary lists all sources.

**Note:** comments on the usage of the term, where applicable

**Cross reference:** a link with other definitions

**Reference code:** each term has been assigned a unique code. These codes are continuous and will not change over time.

The dictionary must be used in conjunction with the Information Standard on Data Coding.

## 2.4 Changes to the dictionary

The Department of Basic Education plans to upgrade the dictionary every three years. In the meanwhile comments and suggestions are welcome on an ongoing basis.

You are welcome to submit comments to the EMIS Officer: [definitions@dbe.gov.za](mailto:definitions@dbe.gov.za).

Comments are particularly sought on:

- more appropriate definitions that should be incorporated in preference to those already listed;
- definitions for other concepts or terms that should also be included; or

- sources that are insufficiently detailed.

The Education Information Standards Committee will control changes, which will be gazetted at least every three years. In the meantime, a register of temporary definitions will be approved by the EMIS Officer.

## **2.5 How you can access the dictionary**

- The dictionary is available on the Department of Basic Education's website ([www.education.gov.za](http://www.education.gov.za)). The electronic version is searchable using any pdf viewer or reader.
- A limited number of printed copies are available at the Resource Centre at the Department of Basic Education.

### 3. DEFINITIONS

#### Academic staff

**Definition:** Includes personnel whose primary or major assignment is instruction or research and so covers personnel who hold an academic rank with such titles as professor, associate professor, assistant professor, lecturer, or the equivalent.

**Source:** OECD, 2004, OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

**Note:** The category includes personnel with other titles (dean, director, associate dean, assistant dean, chair or head of department), if their principal activity is instruction or research. This category excludes teaching or research assistants. In South Africa the term “academic staff” applies to HEIs but the use of the title “professor” by a private HEI is regulated in terms of the Higher Education Act, 1997.

**Cross reference:** Higher Education Institution (HEI), university

**Reference code:** 10001

---

#### Access

**Definition:** A measure of opportunities available to learners for learning comprising factors such as the availability of learning places, travelling distance, transport availability, affordability and other barriers faced by learners in enrolling and remaining in an education programme.

**Source:** Department of Basic Education

**Note:** Scholars have noted that “physical access” to learning opportunities does not necessarily translate into “cognitive access” or “meaningful access” to learning.

**Cross reference:** None

**Reference code:** 10003

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#### Accessibility of data

**Definition:** The ease with which data can be obtained.

**Source:** Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)

**Note:** None

**Cross reference:** Accuracy of data, coherence of data, interpretability of data, methodological soundness, relevance of data, timeliness of data

**Reference code:** 10004



## **Accuracy of data**

- Definition:* The degree to which the output correctly describes the phenomena it was designed to measure.
- Source:* Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)
- Note:* None
- Cross Reference:* Accessibility of data, coherence of data, interpretability of data, methodological soundness, relevance of data, timeliness of data
- Reference Code:* 10005
- 

## **Acquired immune deficiency syndrome (AIDS)**

- Definition:* The acquired immune deficiency syndrome that is the final phase of HIV infection.
- Source:* Department of Education, 1999, National Policy on HIV/AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions
- Note:* None
- Cross reference:* HIV/AIDS status
- Reference code:* 10006
- 

## **Additional language**

- Definition:* A language learned in addition to one's home language.
- Source:* Department of Education, 2008, National Curriculum Statement, Grades 10-12 (General)
- Note:* None
- Cross Reference:* Home language
- Reference Code:* 10421
- 

## **Address type**

- Definition:* The type of address for employee/learner/institution.  
Examples: physical address, postal address.
- Source:* Department of Basic Education
- Note:* None
- Cross reference:* None
- Reference code:* 10007

## **Addressee**

*Definition:* Person to whom correspondence at an institution is addressed.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10008

---

## **Administrative data**

*Definition:* Data collected from administrative sources.

Examples: data from PERSAL, attendance registers, admission registers and NEIMS.

*Source:* Adapted from UNESCO Institute for Statistics, undated, Glossary

*Note:* None

*Cross reference:* Operational data

*Reference code:* 10009

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## **Administrative spaces**

*Definition:* Spaces in a school that are used by school management and staff for the day to day running of the school.

Examples: principal's office, deputy principal's office, administration office, reception area, storage area, storage room, printing room, staff room, pastoral care (counselling) room, sick room, HOD's office and kitchenette.

*Source:* RSA, 2010, Regulations relating to the National Uniform Norms and Standards for School Infrastructure (Draft)

*Note:* None

*Cross reference:* Core educational spaces, education support spaces

*Reference code:* 10010

---

## **Administrative staff**

*Definition:* Employees in an administrative capacity that provide services to offices and institutions.

Examples: secretaries, typists, administrative clerks and accountants.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Assistant teacher, support staff

*Reference code:* 10011

## **Admission**

*Definition:* Means admission of a learner to a school.

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* Has the same meaning as enrolment (verb).

*Cross reference:* Attend, enrolment

*Reference code:* 10481

---

## **Admission register**

*Definition:* A permanent, compulsory record of all learners admitted at a school that lists the school's former and current learners.

*Source:* Department of Education, 2004, National Guidelines on How to Manage School Records

*Note:* None

*Cross reference:* None

*Reference code:* 10013

---

## **Adult Basic Education and Training (ABET)**

*Definition:* All learning and training programmes for adults from levels 1 to 4, where ABET Level 4 is equivalent to Grade 9 in public schools or a National Qualifications Framework Level 1, as contemplated in the South African Qualifications Authority Act, 58 of 1995.

*Source:* RSA, 2000, Adult Basic Education and Training Act

*Note:* None

*Cross reference:* Adult Basic Education and Training (ABET) Centre, Private Adult Basic Education and Training (ABET) Centre, Public Adult Basic Education and Training (ABET) Centre

*Reference code:* 10014

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## **Adult Basic Education and Training (ABET) Centre**

*Definition:* Education institutions that offer ABET programmes as derived in the ABET Act.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Adult Basic Education and Training (ABET), Private Adult Basic Education and Training (ABET) Centre, Public Adult Basic Education and Training (ABET) Centre

*Reference code:* 10015



## Adult education

**Definition:** The entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, 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, enrich their knowledge with the purpose: to complete a level of formal education; to acquire knowledge and skills in a new field; to refresh or update their knowledge in a particular field.

**Source:** Postlethwaithe, TN and Husén, T, 1994, The International Encyclopaedia of Education

**Note:** None

**Cross reference:** None

**Reference code:** 10016

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## Adult literacy programme

**Definition:** Literacy, numeracy and basic skills programme within or outside the school system which may be similar in content to Foundation Phase programmes in primary education but adapted for adults and making use of adult learners' knowledge and life experience.

Example: Kha Ri Gude (Let us Learn) Adult Literacy Campaign.

**Source:** Adapted from OECD, 2004, OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

**Note:** None

**Cross reference:** None

**Reference code:** 10018

---

## Adult literacy rate

**Definition:** The percentage of the population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life.

**Source:** UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

**Note:** Proxy: an adult who has completed up to Grade 7 of schooling is deemed to be literate.

**Cross reference:** Literacy, youth literacy rate

**Reference code:** 10017

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## Age

**Definition:** The number of completed years from date of birth to the year in which the survey is being undertaken. The age is calculated as at 31 December in the year of the survey.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** Age of admission of a learner

**Reference code:** 10019

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### **Age of admission of a learner**

*Definition:* The age at which a learner can be admitted to a school.

*Source:* RSA, 1996, South African Schools Act

*Note:* The age of admission of a learner to a public school to Grade 1 is age five turning six by June in the year of admission. The age of admission of a learner to a public school to Grade R is age four turning five by June in the year of admission. This applies to both public and independent schools.

*Cross reference:* Age, learner

*Reference code:* 10422

---

### **Age specific enrolment ratio (ASER)**

*Definition:* Percentage of the population of a specific age enrolled, irrespective of the level of education.

*Source:* UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

*Note:* None

*Cross reference:* None

*Reference code:* 10020

---

### **Aggregated data**

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

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10021

---

### **Alternative institution name**

*Definition:* Names other than the official name used for an institution.

*Source:* Department of Basic Education

*Note:* Includes previous official names, commonly used names, names in other languages, etc.

*Cross reference:* Institution name

*Reference code:* 10022

---

## Annual School Survey (ASS)

*Definition:* A survey conducted by all nine provinces in March each year in every ordinary school. The ASS is a self-reporting instrument completed by the principal or his/her delegate.

*Source:* Department of Basic Education

*Note:* The Annual School Survey is a census.

*Cross reference:* Snap survey, survey

*Reference code:* 10023

---

## Apparent intake rate (AIR)

*Definition:* Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the appropriate school entrance age.

*Source:* UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

*Note:* None

*Cross reference:* None

*Reference code:* 10024

---

## Approved dataset

*Definition:* A provincial and or national dataset that has been officially approved by the provincial and or national EMIS officer respectively.

*Source:* Department of Basic Education

*Note:* This definition applies exclusively to information obtained through EMIS processes. It does not apply to HEMIS, FETMIS or to other databases such as PERSAL, NEIMS, Examinations or Systemic Evaluation.

*Cross reference:* Signed-off data

*Reference code:* 10026

---

## Archive

*Definition:* Repository holding documents or other material containing a variety of data, usually those of historical and/or rare value.

*Source:* University of South Dakota, undated, Glossary of Library and Internet Terms

*Note:* Also referred to as special collections.

*Cross reference:* None

*Reference code:* 10027

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## Assault

**Definition:** The unlawful and intentional (a) application of force, directly or indirectly, to another person; or (b) threatening another with immediate personal violence in circumstances which lead the threatened person to believe that the other intends or has the power to carry out the intent.

Examples: stabbing, physical fighting.

**Source:** Department of Education, 2002, Regulations to Prohibit Initiation Practices in Schools

**Note:** None

**Cross reference:** None

**Reference code:** 10028

---

## Assessment body

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

Examples: Department of Basic Education, Independent Examinations Board.

**Source:** RSA, 2001, General and Further Education and Training Quality Assurance Act

**Note:** None

**Cross reference:** None

**Reference code:** 10030

---

## Assessment standards

**Definition:** The knowledge, skills and values that learners need to show to achieve the learning outcomes in each grade.

**Source:** Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

**Note:** It spells out the expected level of performance of a learner for each subject for each grade. It specifies what a learner is expected to know, do and demonstrate as part of the learning process.

**Cross reference:** None

**Reference code:** 10031

---

## Assistant teacher

**Definition:** Person employed at a school to provide support to qualified teachers allowing them time to focus on core teaching duties.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** Administrative staff, support staff

**Reference code:** 10032



## **Attend**

*Definition:* Enrol at and go regularly to a legally recognised public or private educational institution to undertake organised learning at any level of education.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* Attendance may be full time or part time, and distance learning is included. Temporary absence due to illness does not interrupt attendance. Statistics South Africa equates “attendance” with “enrolment” in its survey forms.

*Cross reference:* Admission, daily attendance, enrolment

*Reference code:* 10033

---

## **Attention deficit disorder with/without hyperactivity (ADHD)**

*Definition:* A chronic disorder that initially manifests in childhood and is characterised by hyperactivity, impulsivity and/or inattention in varying combinations.

*Source:* Department of Basic Education

*Note:* May lead to difficulty in academic, emotional, and social functioning. May be associated with other neurological, significant behavioural, and developmental or learning disabilities. Not all of those affected by ADHD manifest all three behavioural categories.

*Cross reference:* None

*Reference code:* 10035

---

## **Augmentative and alternative communication (AAC)**

*Definition:* The way people supplement their communication when they cannot speak clearly enough to be understood by those around them. These strategies include a wide range of communication methods ranging from gestures and communication boards to assistive communication devices.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10036

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## **Autistic spectrum disorders**

*Definition:* A range of related developmental disorders that impact on the normal development of the brain in the areas of social interaction and communication skills.

*Source:* Department of Basic Education

*Note:* A medical practitioner, preferably a specialist paediatrician or psychiatrist must examine and diagnose learners who present such symptoms. Children with autistic spectrum disorders typically have difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, find it hard to communicate with others and relate to the outside world.

*Cross reference:* None

*Reference code:* 10037

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## **Automatic exemption from payment of school fees**

*Definition:* Total exemption from the payment of school fees in a public school is available to the following: (a) a person who has the responsibility of a parent in respect of a child placed in a foster home, a youth care centre, a place of safety or an orphanage; (b) a person who is a kinship caregiver of an orphan or of a child who has been abandoned by his or her parents and is without any visible means of support; (c) a person who receives a social grant on behalf of a child; or (d) a child who heads a household.

*Source:* RSA, 2006, Regulations for the exemption of parents from the payment of school fees

*Note:* None

*Cross reference:* Conditional exemption from payment of school fees, fee exemption, partial exemption from payment of school fees, total exemption from payment of school fees.

*Reference code:* 10423

---

## **Barriers to learning**

*Definition:* Difficulties that arise within the education system as a whole, the learning site and/or within the learner which prevent access to learning and development for learners. Intrinsic barriers to learning and development are those that emerge from mental, neurological, physical, sensory and intellectual disabilities as well as from health conditions, psycho-social and emotional disturbances within the individual.

*Source:* Department of Education, 2001, Education White Paper 6 (section 1.5.2): Special Needs Education: Developing an Inclusive Education and Training System.

*Note:* None.

*Cross reference:* Disability, inclusive education, learner with special education needs, person with disabilities, primary disability, special needs education, support needs assessment, support package

*Reference code:* 10038

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## **Behavioural/conduct disorder (including severe behavioural problems)**

*Definition:* Repeated violation of the basic rights of others and the rules of society.

Examples: lying, theft, aggression, truancy, the setting of fires and vandalism.

*Source:* Department of Basic Education

*Note:* A learner who manifests serious challenging behaviour (serious misconduct in terms of the South African Schools Act, 1996) may be subjected to formal disciplinary procedures. These could lead to the learner being temporarily suspended or expelled from school.

*Cross reference:* None

*Reference code:* 10040

## **Bilingualism**

*Definition:* Ability to communicate effectively in two languages with more or less the same degree of proficiency.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10041

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## **Blindness**

*Definition:* Loss of useful sight.

*Source:* Department of Basic Education

*Note:* Blindness may be temporary or permanent. Damage to any portion of the eye, the optic nerve, or the area of the brain responsible for vision may lead to blindness. A common medical definition is visual acuity not exceeding 3/60 in the better eye, after maximum correction, or limitation of the field of vision subtending an angle of 20 degrees or worse.

*Cross reference:* Partial sightedness/low vision

*Reference code:* 10042

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## **Boarding school**

*Definition:* A school where some or all learners not only study, but also live during term time, with their fellow learners and possibly teachers.

*Source:* Department of Basic Education

*Note:* The word “boarding” means to have food and lodging provided.

*Cross reference:* None

*Reference code:* 10043

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## **Campus**

*Definition:* The grounds of an educational institution.

*Source:* Mothata, S et al, 2000, A Dictionary of South African Education and Training

*Note:* A campus may be geographically removed from the main or central institution but is still regarded as part of the institution.

*Cross reference:* None

*Reference code:* 10044



## **Catchment area**

*Definition:* The area to be served by a school.

*Source:* RSA, 2010, Regulations relating to the National Uniform Norms and Standards for School Infrastructure (Draft)

*Note:* Encapsulates the distance between a school and the community it serves.

*Cross reference:* None

*Reference code:* 10045

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## **Cause of death**

*Definition:* All diseases, morbid conditions or injuries which either resulted in or contributed to death and the circumstances of the accident or violence which produced any such injuries.

*Source:* Statistics South Africa, 2009, Concepts and Definition for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10046

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## **Census**

*Definition:* A total count of a set of observations belonging to a given population at a given time at a given area.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* Synonym: census survey

*Cross reference:* Survey

*Reference code:* 10047

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## **Centre manager**

*Definition:* The head of a public centre appointed by the HoD in terms of the Employment of Educators Act, 1998 (Act No 76 of 1998).

Examples: Centre managers of ABET Centres, Centre managers of Teacher Centres.

*Source:* RSA, 2000, Adult Basic Education and Training Act

*Note:* None

*Cross reference:* None

*Reference code:* 10048

## **Cerebral palsy**

*Definition:* A group of chronic conditions affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, whether traumatic, infectious, or developmental. Major types include spastic, dystonic, athetoid and ataxic, and they can be quadriplegic, diplegic or hemiplegic.

*Source:* Department of Basic Education

*Note:* A medical practitioner must make the diagnosis.

*Cross reference:* None

*Reference code:* 10049

---

## **Certificate**

*Definition:* A document indicating satisfactory fulfilment of requirements of a course of study. Alternatively, the term applies to a qualification that is generally of shorter duration and less cognitively demanding than a diploma or degree.

Example: Higher Certificate.

*Source:* Adapted from Mothata, S et al., 2000, A Dictionary of South African Education and Training

*Note:* The term “certificate programme” is used to differentiate a programme of study from degree and diploma programmes. A certificate programme may be as short as a day.

*Cross reference:* Degree, diploma

*Reference code:* 10050

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## **Child support grant (CSG)**

*Definition:* The monthly grant paid to a child’s primary care giver by the South African Social Security Agency to provide for a child’s basic needs.

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* None

*Cross reference:* None

*Reference code:* 10482

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## **Circuit**

*Definition:* See education circuit.

*Source:* None

*Note:* None

*Cross reference:* Education circuit

*Reference code:* 10424

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### **Circuit manager**

*Definition:* The head of an education circuit.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Circuit, circuit office, education circuit

*Reference code:* 10425

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### **Circuit office**

*Definition:* See education circuit office.

*Source:* None

*Note:* None

*Cross reference:* Circuit, circuit manager, education circuit

*Reference code:* 10426

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### **Class**

*Definition:* A group of learners who are under the administrative supervision of a class teacher. Commonly referred to as a form class or a register class.

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* A class could also refer to a subject class wherein a group of learners are taught a subject together, example math's class.

*Cross reference:* Classroom, class register, class size, class teacher

*Reference code:* 10051

---

### **Class register**

*Definition:* An official document, which may be an electronic document, in which the attendance of learners in a class is recorded each school day.

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* None

*Cross reference:* Admission, attend, class, class teacher, daily attendance

*Reference code:* 10054

---

## **Class size**

*Definition:* The average number of learners per class, calculated by dividing the number of learners enrolled by the number of classes.

*Source:* OECD, 2007, Education at a Glance 2007

*Note:* None

*Cross reference:* Class, classroom, learner-classroom ratio (LCR), learner-educator ratio (LER), educator-school ratio (ESR)

*Reference code:* 10055

---

## **Class teacher**

*Definition:* A teacher to whom the principal has allocated administrative responsibility for a class for a school year.

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* None

*Cross reference:* None

*Reference code:* 10056

---

## **Classification**

*Definition:* A set of discrete, exhaustive and mutually exclusive categories that can be assigned to one or more variables or items.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10052

---

## **Classroom**

*Definition:* A physical structure or room within a school where learners are taught.

*Source:* Oxford University Press, 2010, Oxford Advanced Learner's Dictionary

*Note:* The National Education Infrastructure Management System (NEIMS) distinguishes between ordinary, multipurpose and general classrooms.

*Cross reference:* Class, core educational spaces

*Reference code:* 10053

### **Closed dataset**

*Definition:* A dataset on which no further data can be recorded.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10057

---

### **Cluster schools**

*Definition:* More than one school with their own facilities on the same site. The site is registered in the name of one of the schools.

*Source:* Department of Basic Education

*Note:* Schools on different sites can also be grouped together in a cluster for curriculum or other arrangements.

*Cross reference:* Host school, platooning school

*Reference code:* 10060

---

### **Co-curricular activity**

*Definition:* Activities that support the formal curriculum in which learners are required to participate.

Example: A tourism business set up by a school that offers tourism as a subject.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Extra curricular activity

*Reference code:* 10427

---

### **Code switching**

*Definition:* Switching from one language of instruction to another language of instruction during teaching and learning.

*Source:* Department of Basic Education

*Note:* It occurs when one language of instruction is dominant but is accompanied by the use of other languages of instruction in the form of snippets (words or phrases).

*Cross reference:* None

*Reference code:* 10061



## Coherence of data

*Definition:* The degree to which data can be successfully brought together with other data within a broad analytical framework and over time.

*Source:* Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)

*Note:* None

*Cross reference:* Accessibility of data, accuracy of data, interpretability of data, methodological soundness, relevance of data, timeliness of data

*Reference code:* 10062

---

## College

*Definition:* A public or private educational institution generally offering post-school instruction in a professional, vocational or technical field or fields.

*Source:* Department of Basic Education

*Note:* Historically, some secondary schools have used the term “college” in their title.

*Cross reference:* Further Education and Training College

*Reference code:* 10063

---

## Combined school

*Definition:* A school that offers all or a selection of grades from Grade R to Grade 12, but such a selection is not in line with the grade limits of either a primary school or a secondary school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Focus school, primary school, school secondary school

*Reference code:* 10064

---

## Complete dataset

*Definition:* A dataset that contains data received from 100% of units targeted for a survey.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Compliant dataset, dataset

*Reference code:* 10065

## **Completion rate (CR)**

*Definition:* Number of learners who have successfully completed the last grade of a given level of education expressed as a percentage of the population of the relevant age group for that particular grade.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10066

---

## **Compliant dataset**

*Definition:* A dataset that conforms to requirements prescribed by the Department of Basic Education.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Complete dataset, dataset, non-compliant dataset

*Reference code:* 10428

---

## **Compulsory education**

*Definition:* The number of years or the age-span during which children and young people are legally obliged to attend school.

*Source:* UNESCO, Institute for Statistics, 2005, Survey 2006 Data Collection on Education Statistics

*Note:* In South Africa this refers to nine years of schooling from the first school day of the year in which a learner reaches the age of seven years until the last school day of the year in which the learner reaches the age of fifteen years or until the last school day of the ninth grade, whichever occurs first (RSA, 1996, South African Schools Act).

*Cross reference:* Further Education and Training (FET), General Education and Training (GET)

*Reference code:* 10067

---

## **Computer room**

*Definition:* A physical space designed and equipped with computers to train learners in information communication technology (ICT).

*Source:* Adapted from Department of Education, 2007, National Assessment Report (public schools) National Education Infrastructure Management System (NEIMS)

*Note:* None

*Cross reference:* None

*Reference code:* 10429

---



## Conditional exemption from payment of school fees

**Definition:** The exemption granted to a parent who – (a) qualifies for partial exemption but, owing to personal circumstances beyond his or her control, cannot pay even the reduced amount; or (b) does not qualify for exemption but supplies information indicating his or her inability to pay school fees owing to personal circumstances beyond his or her control, which exemption the school governing body grants with the proviso that the parent agrees to certain conditions for the payment of the school fees.

**Source:** RSA, 2006, Regulations for the exemption of parents from the payment of school fees

**Note:** None

**Cross reference:** Automatic exemption from payment of school fees, fee exemption, partial exemption from payment of school fees, total exemption from payment of school fees

**Reference code:** 10430

---

## Condonation

**Definition:** The limited relaxation of promotion requirements in the case of a student who comes very close to meeting such requirements.

**Source:** RSA, 2006, Policy for the National Certificate (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)

**Note:** None

**Cross reference:** None

**Reference code:** 10068

---

## Continuing education

**Definition:** Courses, programmes, or organised learning experiences that bring participants up-to-date in a particular area of knowledge or skills and enhance personal or professional goals.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** None

**Reference code:** 10069

---

## Continuing professional teacher development (CPTD)

**Definition:** All development activities, programmes and courses engaged in by in-service teachers for professional growth.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** Teacher development centre

**Reference code:** 10070

---

## Continuous assessment

**Definition:** The chief method by which assessment took place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles.

**Source:** Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

**Note:** None

**Cross reference:** None

**Reference code:** 10431

---

## Core educational spaces

**Definition:** Critical teaching and learning spaces that are essential to carry out the core teaching and learning function in a school.

Examples: classroom, Grade R facility, multimedia centre, multipurpose classroom, science laboratory, computer room, library centre and storage area.

**Source:** RSA, 2010, Regulations relating to the National Uniform Norms and Standards for School Infrastructure (Draft)

**Note:** None

**Cross reference:** Administrative spaces, classroom, computer room, education support spaces

**Reference code:** 10071

---

## Curriculum

**Definition:** A statement of intended outcomes to be achieved, what knowledge content is to be acquired, which competencies and skills are to be developed, and the levels of performance that are expected from learners in each of the grades.

**Source:** Department of Basic Education

**Note:** It defines what teachers must teach and what learners must learn, and determines what is to be assessed. It determines the kind of learning programme that must be put in place to facilitate teaching, learning and assessment.

**Cross reference:** Curriculum adaptation, curriculum differentiation, subject

**Reference code:** 10073

---

## Curriculum adaptation

**Definition:** The process of making the curriculum accessible for learners with disability.

**Source:** UNESCO, 2004, Changing Teaching Practices: using curriculum differentiation to respond to students' diversity: Guidelines for Inclusive Learning Programmes

**Note:** Material may be made accessible by translating it to Braille, language can be simplified and additional time can be allocated in assessment.

**Cross reference:** Curriculum, curriculum differentiation, environmental access

**Reference code:** 10475

---

## Curriculum differentiation

**Definition:** The process of modifying or adapting the curriculum according to the different ability levels and learning styles of learners in one class.

**Source:** UNESCO, 2004, Changing Teaching Practices: using curriculum differentiation to respond to students' diversity: Guidelines for Inclusive Learning Programmes

**Note:** Differentiation is intrinsic to all aspects of flexible curriculum delivery, namely the content selection, the way in which it is taught or presented and the way in which the learner's performance is assessed. The same activity can be taught to a class with learners who have diverse needs ranging from those with intellectual disabilities to those who are gifted, by differentiating what is taught, how it is taught and how the learners demonstrate that they have achieved the learning outcome.

**Cross reference:** Curriculum, curriculum adaptation, special class, standard language

**Reference code:** 10476

---

## Daily attendance

**Definition:** The record in a class register of a learner's presence at school on each school day.

**Source:** Department of Basic Education, 2010, Policy on Learner Attendance

**Note:** The Policy on Learner Attendance (2010) requires the class teacher to record only learner absences.

**Cross reference:** Attend, admission, class register, enrolment

**Reference code:** 10075

---

## Dangerous object

**Definition:** (a) Any explosive material or device; (b) any firearm or gas weapon; (c) an article, object or instrument that may be employed to cause bodily harm to a person or damage to property, or to render a person temporarily paralysed or unconscious; or (d) any object that the Minister may, by notice in the *Government Gazette*, declare to be a dangerous object for the purpose of this Act.

Examples: sword, knife, gun.

**Source:** RSA, 1996, South African Schools Act

**Note:** None

**Cross reference:** None

**Reference code:** 10076

---

## Data

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

**Source:** Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

**Note:** Dataset, data element

**Cross reference:** Information, knowledge

**Reference code:** 10077

---

## Data confidentiality

*Definition:* A property of data indicating the extent to which its unauthorised disclosure could be prejudicial or harmful to the interest of the source or other relevant parties.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10079

---

## Data consolidation

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

Example: the combination of Annual School Survey data from different provincial departments.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Data integration, national education data, national level data, provincial education data

*Reference code:* 10080

---

## Data credibility

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

*Source:* Department of Basic Education

*Note:* 'Data' in this context can be substituted by 'information' with no loss of meaning.

*Cross reference:* Data integrity

*Reference code:* 10074

---

## Data element

*Definition:* A unit of data in which the definition, identification, representation and permissible values are specified by a set of attributes.

Examples: learners, teachers, schools.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* Gender of learner is not an element but an attribute.

*Cross reference:* None

*Reference code:* 10081

## Data integration

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

Example: linking PERSAL, LURITS NEIMS, Examinations, SNAP, ASS and other databases in any combination.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Data consolidation, national education data, national level data, provincial education data

*Reference code:* 10082

---

## Data integrity

*Definition:* The correctness and consistency of data.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Data credibility

*Reference code:* 10182

---

## Data source

*Definition:* A record, organisation, individual or database from which data is obtained.

*Source:* Adapted from OECD, 2007, Glossary of Statistical Terms

*Note:* The organisation or individual may be the primary source or secondary source of data.

*Cross reference:* None

*Reference code:* 10083

---

## Data verification

*Definition:* The processes by which data is checked, assessed, reviewed and audited.

*Source:* Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10084



## Database

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

*Source:* OECD, 2007, Glossary of Statistical Terms

*Note:* The terms database and dataset are often used interchangeably.

*Cross reference:* Data, dataset

*Reference code:* 10078

---

## Dataset

*Definition:* See database

*Source:* None

*Note:* None

*Cross reference:* Data, complete dataset, compliant dataset, non-compliant dataset, open dataset

*Reference code:* 10473

---

## Deaf-blindness

*Definition:* Concomitant hearing and visual impairments, the combination of which causes severe communication and other developmental and educational needs which are different from those associated with deafness or blindness alone.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Blindness, deafness

*Reference code:* 10085

---

## Deafness

*Definition:* Severe or profound hearing loss.

*Source:* Department of Basic Education

*Note:* The level of hearing loss must be assessed through audiological tests and the decibel loss should be more than 60dB at 0, 5; 1; 2 and 4 KHz in the better ear. Learners who are deaf depend on specialised educational support.

*Cross reference:* Deaf-blindness, South African Sign Language (SASL)

*Reference code:* 10086

---

## **Degree**

*Definition:* A qualification whose primary purpose is to provide a well-rounded, broad education, that equips graduates with the knowledge base, theory and methodology of disciplines, and enables them to demonstrate initiative and responsibility in an academic or professional context. Principles and theory are emphasised as a basis for entry into the labour market, professional training, postgraduate studies, or professional practice in a wide range of careers.

*Source:* Department of Education, 2007, Higher Education Qualifications Framework

*Note:* Certificate, diploma

*Cross reference:* None

*Reference code:* 10087

---

## **Deputy Principal**

*Definition:* An educator appointed to the post and assigned duties to assist the principal and to deputise for the principal during his/her absence.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10089

---

## **Diploma**

*Definition:* A qualification that is primarily professional, vocational or industry-specific. The knowledge emphasises general principles and application. The purpose of the diploma is to develop graduates who can demonstrate focused knowledge and skills in a particular field. Typically they will have gained experience in applying such knowledge and skills in a workplace context.

*Source:* Department of Education, 2007, Higher Education Qualifications Framework

*Note:* None

*Cross reference:* Certificate, degree

*Reference code:* 10090

---

## **Disability**

*Definition:* A moderate to severe limitation in a person's ability to function or ability to perform daily life activities as a result of a physical, sensory, communication, intellectual or mental impairment.

*Source:* Department of Basic Education

*Note:* Article 1 of the UN Convention on the Rights of Persons with Disability (2007) defines persons with disabilities as those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

*Cross reference:* Barriers to learning, inclusive education, learner with special education needs, mainstreaming, persons with disability, primary disability, special needs education

*Reference code:* 10091

---



## Distance learning

**Definition:** Study by means of correspondence, telecommunication media or computer programmes. Courses are self-instructional and two-way communication takes place between students and the institution. Learners and or students need not be on campus to attend classes but can continue their normal work programmes at home.

**Source:** Mothata, S, et al., 2000, A Dictionary of South African Education and Training, 2000

**Note:** Distance learning institutions such as universities, colleges, technikons and others offer a wide variety of lifelong study opportunities and programmes, from pre-tertiary level certificates to higher diplomas and advanced degrees such as Masters and Doctorates, thus catering for all levels of the National Qualifications Framework (NQF). Well-known institutions for this purpose are the University of South Africa (UNISA), Vista and other universities and colleges such as Success, Lyceum and Damelin.

**Cross reference:** None

**Reference code:** 10092

---

## District

**Definition:** See education district.

**Source:** None

**Note:** None

**Cross reference:** District manager, district office, education district

**Reference code:** 10433

---

## District Based Support Teams (DBST)

**Definition:** Groups of departmental professionals whose responsibility it is to promote inclusive education through training, curriculum delivery, distribution of resources, identifying and addressing barriers to learning, leadership and general management.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** None

**Reference code:** 10093

---

## District manager

**Definition:** The head of an education district office.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** District, district officer, education district

**Reference code:** 10434

---

## **District municipality**

*Definition:* A municipality that shares municipal executive and legislative authority in an area that includes more than one municipality.

*Source:* RSA, 1998, Local Government Municipal Structures Amendment Act

*Note:* None

*Cross reference:* None

*Reference code:* 10094

---

## **District office**

*Definition:* See education district office.

*Source:* None

*Note:* None

*Cross reference:* District, district manager, education district

*Reference code:* 10435

---

## **Double shift schools**

*Definition:* Schools where the school day is divided into two sessions and two groups of learners are taught by the same educators and principal.

*Source:* Department of Basic Education

*Note:* Double shifting occurs where there are too few classrooms to accommodate all the learners.

*Cross reference:* None

*Reference code:* 10095

---

## **Dropout rate by grade**

*Definition:* Percentage of learners who drop out of a given grade in a given school year. It is the difference between 100% and the sum of the promotion and repetition rates.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009, Education for All: Overcoming Inequality: Why Governance Matters

*Note:* None

*Cross reference:* None

*Reference code:* 10096

## Dual medium of instruction

*Definition:* The use of two media of instruction by a teacher in a lesson, switching from one medium to the other on a 50: 50 percent basis.

*Source:* Department of Basic Education

*Note:* Media of instruction refers to language of learning and teaching (LOLT).

*Cross reference:* Language of learning and teaching (LOLT), parallel medium of instruction, parallel medium school, single medium of instruction, single medium school

*Reference code:* 10097

---

## Duration of appointment

*Definition:* The period of time which an employee serves at any education institution or office.

Examples: temporary, permanent.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10098

---

## Early childhood development (ECD)

*Definition:* An umbrella term that applies to the processes by which children from birth to at least nine years grow and thrive, physically, mentally, emotionally, spiritually, morally and socially.

*Source:* Department of Education, 2001, Education White Paper 5 on Early Childhood Education

*Note:* None

*Cross reference:* Early childhood development (ECD) centre, early childhood development (ECD) practitioner

*Reference code:* 10099

---

## Early Childhood Development (ECD) Centre

*Definition:* Any building or premises maintained or used, whether or not for gain, for the admission, protection and temporary or partial care of more than six children away from their parents. Depending on registration, an ECD centre may admit babies, toddlers and/or pre-school aged children.

*Source:* Department of Social Development, 2006, Guidelines for Early Childhood Development Services

*Note:* Synonyms for ECD centre: ECD site, day-care centre, preschool, crèche, nursery, playgroup. Attendance is not compulsory. The Child Care Act, 1983 (Act No. 74 of 1983) provides guidelines and minimum standards for these places of care. They must be registered and licensed by the state or a provincial authority. People who care for no more than six children need not be licensed to do so, nor need they comply with the provisions of the Child Care Act.

*Cross reference:* Early childhood development (ECD)

*Reference code:* 10100

## Early childhood development (ECD) practitioner

**Definition:** Formally and non-formally trained individuals providing an educational service in ECD including persons currently covered by the Educators' Employment Act, 1994 (Act No. 138 of 1994).

**Source:** Department of Social Development, 2006, Guidelines for Early Childhood Development Services

**Note:** Synonyms: caregiver (deprecated), edu-carer (deprecated).

**Cross reference:** Early childhood development (ECD)

**Reference code:** 10101

---

## Education

**Definition:** Education undertaken in an educational institution established, declared or registered in terms of the Child Care Act, South African Schools Act, Adult Basic Education Act, Further Education and Training Colleges Act, Higher Education Act or a provincial law.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** None

**Reference code:** 10102

---

## Education circuit

**Definition:** The geographic area within an education district that has been demarcated by the MEC for Education as the second-level administrative sub-division with a PED.

**Source:** Department of Basic Education

**Note:** Historically, some PEDs have adopted different nomenclature for an education district but the trend supported by CEM is towards standardising on "district" and "circuit" to describe the first-level and second-level administrative sub-divisions respectively within a PED.

**Cross reference:** None

**Reference code:** 10103

---

## Education circuit office

**Definition:** The field office of an education district office in a circuit.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** None

**Reference code:** 10436

## Education district/region

*Definition:* The geographic area within a province that has been demarcated by the MEC for Education as the first-level administrative sub-division within a PED.

*Source:* Department of Basic Education

*Note:* Historically, some PEDs have adopted different nomenclature for an education district but the trend supported by CEM is towards standardising on “district” and “circuit” to describe the first-level and second-level administrative sub-divisions respectively within a PED.

*Cross reference:* None

*Reference code:* 10104

---

## Education district office

*Definition:* The headquarters of an education district.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10437

---

## Education institution

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

Examples: school, FET College, university, ABET centre, ECD centre.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10106

---

## Education management

*Definition:* The day-to-day organisation of teaching and learning, and the activities that support teaching and learning. The professional management of public schools is the responsibility of the head of the institution who is also the manager of the school (principal) and other members of the professional management team. Management in schools includes a wide variety of processes related to teaching and learning.

*Source:* Mothata, S et al., 2000, A Dictionary of South African Education and Training

*Note:* None

*Cross reference:* None

*Reference code:* 10107



## **Education Management Information System (EMIS)**

*Definition:* A system designed to systematically organise information related to the management of educational development.

*Source:* Department of Basic Education

*Note:* It is a tool and support system for processing of information for the management of education.

*Cross reference:* None

*Reference code:* 10483

---

## **Education Management Information System (EMIS) Officer**

*Definition:* The official of the education department charged with certain responsibilities regarding education management information, in terms of the Education Information Policy (2004).

*Source:* RSA, 2004, National Education Information Policy

*Note:* None

*Cross reference:* None

*Reference code:* 10108

---

## **Education office**

*Definition:* A facility used for the management and administration of education and education processes by the national and provincial education departments.

Examples: provincial head office, district office, circuit office, teachers' centre.

*Source:* Department of Basic Education

*Note:* Each education office may be assigned a National EMIS Number. An education office is not an education institution.

*Cross reference:* None

*Reference code:* 10110

---

## **Education sector**

*Definition:* See government sector.

*Source:* None

*Note:* None

*Cross reference:* Education sub-sector

*Reference code:* 10438

## Education specialist

**Definition:** A person employed in terms of the Employment of Educators Act 76 of 1998 as an educator based in the office supporting curriculum delivery in various ways. There are four levels of education specialists; namely, Education Specialist, Senior Education Specialist, Deputy Chief Education Specialist and a Chief Education Specialist.

**Source:** Derived from ELRC, 2008, Collective Agreement 1 of 2008

**Note:** None

**Cross reference:** None

**Reference code:** 10109

---

## Education subsector

**Definition:** Grouping of programmes in the education sector.

Examples: ECD, ordinary schools, special schools, ABET, FET, HE.

**Source:** Department of Basic Education

**Note:** The National Qualifications Act (Act No 67 of 2008) refers to a sector as “education and training for which a quality council is responsible for”.

**Cross reference:** Education sub-sector, government sector

**Reference code:** 10386

---

## Education support spaces

**Definition:** Spaces that are not critical but are required for the core functions of the school.

Examples include food gardens, tuck-shop, kitchen, nutrition centres/food storage, security room, general purpose hall, parking bays, caretaker room and storage areas.

**Source:** RSA, 2010, Regulations relating to the National Uniform Norms and Standards for School Infrastructure (Draft)

**Note:** None

**Cross reference:** Administrative spaces, core educational spaces

**Reference code:** 10388

---

## Educational programme

**Definition:** A collection of educational activities which are organised to accomplish a pre-determined objective or the completion of a specified set of educational tasks.

**Source:** OECD, 2004, OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

**Note:** None

**Cross reference:** None

**Reference code:** 10111

---

## **Educator**

*Definition:* Any person, who teaches, educates or trains other persons or who provides professional educational services.

Examples: teacher, principal, SMT member, office-based educator.

*Source:* RSA, 1998, Employment of Educators Act

*Note:* In the case of an educator employed by the state, it refers to an educator employed in terms of the EEA.

*Cross reference:* Educator staff, non-educator staff, office-based educator, school-based educator, school management team (SMT), teacher

*Reference code:* 10112

---

## **Educator attendance register**

*Definition:* A daily record of educators' attendance at school.

*Source:* Adapted from Mothata, S et al., 2000, A Dictionary of South African Education and Training

*Note:* None

*Cross reference:* None

*Reference code:* 10034

---

## **Educator staff**

*Definition:* All educators employed at a school.

*Source:* Department of Basic Education

*Note:* Whether remunerated by the state, SGB or any other source.

*Cross reference:* Educator, non-educator staff

*Reference code:* 10113

---

## **Educator-school ratio (ESR)**

*Definition:* Average number of educators per school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Learner-school ratio (LSR), learner-educator ratio (LER)

*Reference code:* 10439

---

## **Effectiveness**

*Definition:* A measure of the extent to which an intervention (policy, programme, project) achieves its objectives.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10114

---

## **Efficiency**

*Definition:* A measure of how well the education system uses resources to achieve its objectives.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10115

---

## **Enrolled learner**

*Definition:* A learner who is admitted at a school and whose name is recorded in the admission register.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Admission, admission register, enrolment

*Reference code:* 10117

---

## **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).

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* None

*Cross reference:* Admission, attend, enrolled learner

*Reference code:* 10118

---

## **Environmental access**

*Definition:* The means with which people with disabilities are able to enter, use and leave the built environment.

*Source:* Department of Education, 2006, Full-Service School Environmental Access Manual

*Note:* Environmental accessibility features include ramps, wheelchair accessible toilets, widened doorways, levelled walkways, lowered light switches, etc. The South African Schools Act, 1996, section 12 (5) states that a Member of the Executive Council must take all reasonable measures to ensure that the physical facilities at public schools are accessible to disabled persons.

*Cross reference:* Curriculum adaptation, inclusive education

*Reference code:* 10477

---

## **Epilepsy**

*Definition:* Disorder caused by the sudden over activity of brain cells and characterised by repetitive attacks of a diverse nature.

*Source:* Epilepsy South Africa, undated

*Note:* Seizures (or convulsions) occur when there is abnormal electrical discharge in the brain. This may be triggered by chemical imbalance or a structural abnormality. Seizures differ in cause, nature, severity, management and long term effect.

*Cross reference:* None

*Reference code:* 10119

---

## **Equity**

*Definition:* A measure of the fairness with which education opportunities, resources or outcomes are distributed among the learning population.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10120

---

## **Evaluation**

*Definition:* The systematic determination of merit, worth and significance of something or someone using criteria determined against a set of standards.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10121



## Ex department of education

*Definition:* Government departments of education that existed prior to 1994.

Examples: Department of Education and Training, Department of National Education, Houses of Representatives, Department of Education and Culture, Natal Education Department, Bophuthatswana Education Department, Venda Education Department and KwaZulu Department of Education and Culture.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10122

---

## Examination

*Definition:* A component of the assessment process in which learners' knowledge and understanding of the curriculum is tested by requiring them to provide written or oral answers to questions or to perform practical tasks in a laboratory or workshop in conditions of strict security.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Assessment, examination centre, formative assessment, summative assessment

*Reference code:* 10123

---

## Examination centre

*Definition:* A registered venue, at which the National Senior Certificate Examinations are conducted, administered and managed.

*Source:* RSA, 2008, Regulations Pertaining to the Conducting, Administration and Management of Assessment for the National Senior Certificate

*Note:* None

*Cross reference:* Examination

*Reference code:* 10124

---

## Extra-curricular activity

*Definition:* Activities organised for learners by an education institution that fall outside of the formal curriculum.

Examples: sports, music, dance, science club, book clubs.

*Source:* Department of Basic Education

*Note:* Extra-curricular activities may take place within or outside the education institution. They are not generally compulsory for every learner and learners are not assessed on their performance. A school may charge participation or joining fees. This term is often used interchangeably with the term extra mural activity.

*Cross reference:* Co-curricular activity

*Reference code:* 10125

---

## Fee exemption

*Definition:* The total, partial or conditional exemption of parents who are unable to pay school fees from the payment of such fees.

*Source:* RSA, 2006, Regulations for the exemption of parents from the payment of school fees

*Note:* None

*Cross reference:* Automatic exemption from payment of school fees, conditional exemption from payment of school fees, partial exemption from payment of school fees, total exemption from payment of school fees

*Reference code:* 10440

---

## Financial statement

*Definition:* Statements consisting of at least (a) a balance sheet; (b) an income statement; (c) a cash-flow statement; (d) any other statements that may be prescribed; and (e) any notes to the statements.

*Source:* RSA, 1999, Public Finance Management Act

*Note:* None

*Cross reference:* None

*Reference code:* 10129

---

## First additional language

*Definition:* A compulsory language subject that learners are expected to undertake at that level.

*Source:* Adapted from Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* None

*Cross reference:* Home language, second additional language

*Reference code:* 10130

---

## Focus school

*Definition:* A school that specialises in an area of the curriculum.

Examples: technical school, school of skill, agricultural school, art school, drama school, music school, sport school, commercial school, finishing school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* School, ordinary school, special school, school specialisation

*Reference code:* 10441

---

## Formal education

*Definition:* Education provided in an educational institution that is established, declared or registered in terms of an Act of Parliament or a provincial legislature.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Non-formal education, informal learning

*Reference code:* 10131

---

## Formally closed institution

*Definition:* An education institution whose closure is published in a provincial *Gazette* by an MEC.

*Source:* Department of Basic Education

*Note:* None

*Cross Reference:* Formally opened institution, institution closure date, institution status, legal status of an institution

*Reference Code:* 10133

---

## Formally opened institution

*Definition:* An education institution whose establishment is published in a provincial *Gazette* by an MEC.

*Source:* Department of Basic Education

*Note:* An education institution that is listed as 'not yet opened' in the Master list of Institutions is one that has not been formally opened in terms of a provincial *Gazette*.

*Cross reference:* Formally closed institution, institution closure date, institution status, legal status of an institution

*Reference code:* 10132

---

## Formative assessment

*Definition:* Assessment of learners' achievement whose purpose is to monitor and support the process of learning and teaching.

*Source:* Adapted from Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* Formative assessment is used to provide constructive feedback to both learners and teachers about learners' progress.

*Cross reference:* Examination, summative assessment

*Reference code:* 10442

---

## Foundation phase

*Definition:* The first phase of the school curriculum applicable in Grades R, 1, 2 and 3.

*Source:* Department of Basic Education

*Note:* Although Grade R is part of the foundation phase, it is not part of the primary level of schooling.

*Cross reference:* Further Education and Training (FET) phase, intermediate phase, primary level of schooling, senior phase

*Reference code:* 10134

---

## Full service schools (FSS)

*Definition:* An ordinary school that is specially resourced and orientated to address a full range of barriers to learning in an inclusive education setting.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10135

---

## Full time equivalence

*Definition:* A measure that attempts to standardise a student's actual course load against the normal course load.

*Source:* OECD, 2002, Education at a Glance 2002

*Note:* A programme that covers only 200 hours of the agreed contact time of 1300 hours would be 0.15 FTE. The FTE measure can also be applied to staff members.

*Cross Reference:* Full time equivalent (FTE) enrolment

*Reference Code:* 10136

---

## Full time equivalent (FTE) enrolment

*Definition:* Measure of student enrolment calculated in student years, where the unit is a full time student who is registered for all courses in a full academic year.

*Source:* Department of Basic Education

*Note:* A student registered for half the courses required for a full year academic programme is counted as 0.50 FTE. In Higher Education, FTE enrolment is obtained by multiplying the head-count enrolment by the credit value of the programme rather than the programme duration.

*Cross reference:* Full time equivalence, head-count enrolment

*Reference code:* 10137

---

### **Full time staff member**

*Definition:* A staff member who is employed in a full time post for a minimum of 12 months and delivers at least 22.5 hours of teaching per week.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Part time staff member, permanent staff, temporary staff

*Reference code:* 10138

---

### **Funding type**

*Definition:* The funding sector to which the educational institution belongs.  
Example: independent, public.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10139

---

### **Further Education and Training (FET)**

*Definition:* All learning and training programmes leading to qualifications on levels 2, 3 and 4 of the National Qualifications Framework.

*Source:* RSA, 2001, General and Further Education and Training Quality Assurance Act

*Note:* Corresponds to ISCED Level 3.

*Cross reference:* Further Education and Training (FET) Band, Further Education and Training (FET) College, Further Education and Training (FET) College Management Staff, Further Education and Training (FET) College Council, Further Education and Training (FET) Lecturer, Private Further Education and Training (FET) College, Public Further Education and Training (FET) College

*Reference code:* 10140

---

### **Further Education and Training (FET) College**

*Definition:* A public or private further education and training institution that is established, declared or registered under the Further Education and Training Colleges Act, but does not include a school offering further education and training programmes under the South African Schools Act; or a college under the authority of a government department other than the Department of Education.

*Source:* RSA, 2006, Further Education and Training Colleges Act

*Note:* None

*Cross reference:* Further Education and Training (FET), Further Education and Training (FET) College Council, Further Education and Training (FET) College Management Staff, Further Education and Training (FET) Lecturer, Private Further Education and Training (FET) College, Public Further Education and Training (FET) College

*Reference code:* 10142

---



### **Further Education and Training (FET) College Council**

*Definition:* The governing structure of a public FET college.

*Source:* RSA, 2006, Further Education and Training Colleges Act

*Note:* None

*Cross reference:* Further Education and Training (FET), Further Education and Training (FET) College Management Staff, Further Education and Training (FET) Lecturer, Private Further Education and Training (FET) College, Public Further Education and Training (FET) College

*Reference code:* 10143

---

### **Further Education and Training (FET) College 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 FET Act.

*Source:* RSA, 2006, Further Education and Training Colleges Act

*Note:* None

*Cross reference:* Further Education and Training (FET), Further Education and Training (FET) College, Further Education and Training (FET) College Management Staff, Further Education and Training (FET) College Council, Private Further Education and Training (FET) College, Public Further Education and Training (FET) College

*Reference code:* 10128

---

### **Further Education and Training (FET) College management staff**

*Definition:* Means the principal and vice-principal of a FET College.

*Source:* RSA, 2006, Further Education and Training Colleges Act

*Note:* None

*Cross reference:* Further Education and Training (FET) Band, Further Education and Training (FET) College, Further Education and Training (FET) College Council, Further Education and Training (FET) Lecturer, Private Further Education and Training (FET) College, Public Further Education and Training (FET) College

*Reference code:* 10213

---

### **Further Education and Training (FET) phase**

*Definition:* The fourth phase of the public school programme, comprising Grades 10, 11 and 12.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Further Education and Training (FET), foundation phase, intermediate phase, senior phase

*Reference code:* 10141

## **Gender**

*Definition:* Social distinction between males and females.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* Gender is distinguished from sex which is biologically determined.

*Cross reference:* None

*Reference Code:* 10144

---

## **Gender parity index (GPI)**

*Definition:* Ratio of female to male values of a given indicator.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* A GPI of 1 indicates parity between sexes. A GPI above or below 1 indicates a disparity in favour of one sex over the other.

*Cross reference:* None

*Reference code:* 10145

---

## **General Education and Training (GET)**

*Definition:* All programmes leading to a qualification at Level 1 on the National Qualifications Framework.

*Source:* RSA, 2001, General and Further Education and Training Quality Assurance Act

*Note:* GET represents nine years of schooling from Grade 1 to Grade 9 as well as ABET levels 1 to 4.

*Cross reference:* Compulsory education, Further Education and Training (FET)

*Reference code:* 10146

---

## **Geographical coordinates**

*Definition:* An ordered set of two coordinates specifying a position in degrees of latitude and longitude.

*Source:* Department of Basic Education

*Note:* Latitude denotes North South or Y-axis distance covered. Longitude denotes East West or X-axis distance covered. The international norm is to express latitude before longitude. It is important to comply, otherwise users might get latitude and longitude mixed in life-threatening situations.

*Cross reference:* Geographical waypoints

*Reference code:* 10148

---

## Geographical waypoints

*Definition:* An ordered set of three coordinates specifying a position in degrees of latitude, longitude and altitude.

*Source:* Department of Basic Education

*Note:* Latitude denotes North South or Y-axis distance covered. Longitude denotes East West or X-axis distance covered. Altitude denotes vertical distance above sea level, measured upwards.

*Cross reference:* Geographical coordinates

*Reference code:* 10443

---

## Government sector

*Definition:* A grouping of government functions according to area of focus.

Examples: Basic Education, Health, Defence and Security, Transport.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Education sector, education sub-sector

*Reference code:* 10354

---

## Grade

*Definition:* The part of an educational programme which a learner may complete in one school year, or any other education programme which the Member of the Executive Council may deem equivalent thereto.

*Source:* RSA, 1996, South African Schools Act

*Note:* None

*Cross reference:* None

*Reference code:* 10149

---

## Grade R

*Definition:* The reception year for a learner in a school or an ECD Centre, that is, the grade immediately before Grade 1.

*Source:* Department of Basic Education

*Note:* Also known as Reception Grade.

*Cross reference:* Pre-grade R, pre-primary education

*Reference code:* 10152

---

## **Grades approved**

*Definition:* The grades that a school is permitted to offer as approved by the Head of Department of the Provincial Education Department.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10150

---

## **Grades offered**

*Definition:* The actual grades offered by a school in a particular year.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10151

---

## **Graduate**

*Definition:* A student who has successfully completed all requirements of an educational programme and has been awarded a certificate of completion.

*Source:* Postlethwaite, T and Husén, T, 1994, The International Encyclopaedia of Education

*Note:* None

*Cross reference:* None

*Reference code:* 10153

---

## **Gross enrolment rate (GER)**

*Definition:* Number of learners or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

*Source:* UNESCO Institute of Statistics, 2008, Global Education Digest 2008

*Note:* None

*Cross reference:* Net enrolment rate (NER), Net intake rate (NIR)

*Reference code:* 10154

---

## Harassment

**Definition:** Behaviour which is hostile or offensive to a reasonable person and which unreasonably interferes with an individual's work, academic performance and any behaviour that creates an undermining of the integrity or dignity of an individual. Such behaviour can make a reasonable person feel uncomfortable, unsafe, frightened, embarrassed, and may be physical, verbal or non-verbal. The common link is that the behaviour would be unwanted by any reasonable person and could not be justified through a personal or family relationship.

**Source:** Department of Education, 2002, Regulations to Prohibit Initiation Practices in Schools

**Note:** None

**Cross reference:** None

**Reference code:** 10444

---

## Hard of hearing (mild to moderate hearing loss)

**Definition:** Refers to learners who experience mild to moderate hearing impairment and who are in need of additional specialised support.

**Source:** Department of Basic Education

**Note:** Hearing must be assessed through an auditory test and the decibel loss must be more than 31dB for persons under the age of 15 and more than 41dB for persons 15 years and older.

**Cross reference:** South African Sign Language (SASL)

**Reference code:** 10155

---

## Head of Department (HoD)

**Definition:** Title applied to the head of a Provincial Education Department or to an educator in a public school who is at Post-Level 2 and is head of a subject area, a learning area or a phase.

**Source:** RSA, 1996, South African Schools Act, 1996, RSA, 1998, Employment of Educators Act, and RSA, 1999, Personnel Administrative Measures

**Note:** None

**Cross reference:** None

**Reference code:** 10157

---

## Head-count enrolment

**Definition:** Number of students enrolled on a given census date. Students are counted as units, regardless of whether they are full time or part time and regardless of the number of courses they are enrolled in.

**Source:** Department of Basic Education

**Note:** Students enrolled for 20%, 50% or 100% of a full time curriculum will all be counted as units in a headcount total.

**Cross reference:** Full Time Equivalent (FTE) enrolment

**Reference Code:** 10156

---



## Health professional

*Definition:* Person employed in a Provincial Education Department who is qualified in terms of the Health Act, 2003 and registered with the Health Professions Council of South Africa.

Examples: paramedic, nurse.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10158

---

## Higher Education

*Definition:* All learning programmes that meet the requirements of the Higher Education Qualifications Framework.

*Source:* Adapted from RSA, 1997, Higher Education Act

*Note:* Corresponds to ISCED Levels 5 and 6. Includes tertiary education as contemplated in Schedule 4 of the Constitution of the Republic of South Africa, 1996. Formerly defined in the Higher Education Act as “all learning programmes leading to qualifications higher than Grade 12 or its equivalent in terms of the National Qualifications Framework as contemplated in the South African Qualifications Authority Act, 1995 (Act No 58 of 1995), and includes tertiary education as contemplated in Schedule 4 of the Constitution of the Republic of South Africa, 1996”.

*Cross reference:* None

*Reference code:* 10160

---

## Higher Education Institution (HEI)

*Definition:* Any institution that provides higher education on a full time, part time or distance basis and which is established, deemed to be established or declared as a public higher education institution, or registered or conditionally registered as a private higher education institution under the Higher Education Act.

*Source:* Adapted from RSA, 1997, Higher Education Act

*Note:* None

*Cross reference:* Academic staff, private higher education institution (HEI), public higher education institution (HEI), university

*Reference code:* 10161

---

## Highest level of education completed

*Definition:* The highest grade completed at school or the highest post-school qualification obtained.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10159

---

## Historical data

*Definition:* Refers to data that is two or more years old.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10162

---

## HIV/AIDS status

*Definition:* Actual or perceived presence in a person's body of the Human Immunodeficiency Virus (HIV) or symptoms of Acquired Immune Deficiency Syndrome (AIDS), as well as adverse assumptions based on this status.

*Source:* RSA, 2000, Promotion of Equality and Prevention of Unfair Discrimination Act

*Note:* None

*Cross reference:* Acquired immune deficiency syndrome (AIDS)

*Reference code:* 10163

---

## Home education

*Definition:* A programme of education that a parent of a learner may provide to his/her own child at their own home. A parent may, if necessary, enlist the services of a tutor for specific areas of the curriculum; or a legal independent form of education, alternative to attendance at a public or an independent school.

*Source:* RSA, 1996, National Education Policy Act, Policy for the Registration of a learner for Home Education

*Note:* A parent who wishes to provide home education for his or her child must apply for registration to the HOD. Provincial Education Departments must maintain a register of learners registered for home education.

*Cross reference:* None

*Reference code:* 10164

---

## Home language

*Definition:* The language that is spoken most frequently at home by a learner.

*Source:* Department of Basic Education

*Note:* It also refers to a subject offered at school at a particular language level.

*Cross reference:* Additional language, first additional language, language level, language of learning and teaching, second additional language, South African Sign language (SASL)

*Reference code:* 10165

## Host school

*Definition:* A school that owns the buildings and shares its infrastructure with another education institution.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Cluster schools, platooning school

*Reference code:* 10166

---

## Hostel

*Definition:* A facility that provides accommodation, and/or food and care for learners.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Boarding school, hostel boarders, hostel staff

*Reference code:* 10167

---

## Hostel boarders

*Definition:* Learners or staff who live in a hostel during school terms.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Hostel

*Reference code:* 10168

---

## Hostel staff

*Definition:* Persons employed for the administration, maintenance and management of the hostel.

*Source:* Department of Basic Education

*Note:* Excludes educators responsible for learner supervision at the hostel.

*Cross reference:* Hostel

*Reference code:* 10169

---

## Impact

*Definition:* A measure of the direct and indirect long-term effects on a situation, whether intended or unintended, of interventions by a policy, programme or project.

Examples: impact of education on income levels and on access to employment.

*Source:* Department of Basic Education

*Note:* Impact could also refer to changes that an intervention brings about.

*Cross reference:* None

*Reference code:* 10170

---

## **In loco parentis**

*Definition:* Acting in the place of a parent who has entrusted the custody and control of his or her child to an educator or another person during normal intramural or extramural school activities.

*Source:* Department of Education, 2002, Regulations to Prohibit Initiation Practices in Schools

*Note:* None

*Cross reference:* Parent

*Reference code:* 10178

---

## **Inclusive education**

*Definition:* Pedagogical approach that recognises and respects the differences among learners, builds on their similarities, and involves changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners.

*Source:* Adapted from Department of Education, 2001, Education White Paper 6 (Section 1.5.2): Special Needs Education: Developing an Inclusive Education and Training System

*Note:* In South Africa the inclusive education system includes both ordinary schools and special schools, special school resource centres, full-service/inclusive schools and District Based Support Teams.

*Cross reference:* Barriers to learning, curriculum adaptation, mainstreaming, persons with disabilities, physical disability

*Reference code:* 10478

---

## **Independent school**

*Definition:* A school registered or deemed to be registered in terms of section 46 of the South African Schools Act 84 of 1996.

*Source:* RSA, 1996, South African Schools Act

*Note:* None

*Cross reference:* Ordinary school, public school, school, special school

*Reference code:* 10171

---

## **Indicator**

*Definition:* A measure designed to assess the performance of a system, policy, programme or project.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10172

## Indigenous language

*Definition:* A language that originated in a specified territory or community and was not brought in from elsewhere.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009, Education for All: Overcoming Inequality: Why Governance Matters

*Note:* None

*Cross Reference:* None

*Reference Code:* 10173

---

## Individual support plan

*Definition:* A plan designed for learners who need additional support or expanded opportunities, developed by educators in consultation with the parents and the Institution-level Support Team.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10174

---

## Informal learning

*Definition:* Learning that has been acquired outside a formal course of study undertaken at an education institution or in structured non-formal or experiential learning.

*Source:* Adapted from OECD, 2004, OECD, Handbook for Internationally Comparative Education Statistics, Concepts, Standards, Definition and Classifications

*Note:* None

*Cross reference:* Formal education, non-formal education

*Reference code:* 10175

---

## Informal settlement

*Definition:* An unplanned settlement on land that has not yet been surveyed or proclaimed as residential, consisting mainly of informal dwellings.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10176



## Information

*Definition:* Data presented in a context so that it can be applied or used.

*Source:* The Presidency, 2007, Policy Framework for the Government-wide M&E System

*Note:* None

*Cross reference:* Data, knowledge

*Reference code:* 10177

---

## Institution closure date

*Definition:* Date on which an education institution is officially closed.

*Source:* Department of Basic Education

*Note:* Together with the institution closure reason, this is a repeating field – but it is used for historical purposes. If an institution is ‘reopened’, it should be assigned a new National EMIS Number.

*Cross reference:* Institution closure reason, institution status, formally closed institution, formally opened institution, legal status of an institution

*Reference code:* 10058

---

## Institution closure reason

*Definition:* Reason for an education institution being closed.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Institution closure date, institution status, formally closed institution, formally opened institution, legal status of an institution

*Reference code:* 10059

---

## Institution name

*Definition:* The official name of an education institution.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Alternate institution name

*Reference code:* 10446

---

## Institution status

*Definition:* The legal, practical or reporting status of an education institution.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Institution closure reason, institution status, formally closed institution, formally opened institution, legal status of an institution, reporting status of an institution

*Reference code:* 10382

---

### **Instructional period**

*Definition:* Allocated time slot in a school day designated for instruction in a subject, learning area, or learning programme for a particular day in a school timetable.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10180

---

### **Instructional time**

*Definition:* The amount of allocated time during which instruction is provided in the essential subjects.

*Source:* Department of Education, 2000, National Policy for Designing School Calendars for Ordinary Public Schools in South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10181

---

### **Intended instructional time**

*Definition:* The number of hours per year that are officially allocated for a learner to receive instruction in the curriculum from an educator.

*Source:* Adapted from OECD, 2009, Education at a Glance: OECD Indicators

*Note:* Synonym: notional time

*Cross reference:* None

*Reference code:* 10183

---

### **Intermediate phase**

*Definition:* The second phase of the school curriculum applicable in Grades 4, 5 and 6.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Further Education and Training (FET) phase, foundation phase, senior phase

*Reference code:* 10184

---

## International Standard Classification of Education (ISCED)

*Definition:* A classification system that provides a framework for the comprehensive statistical description of national educational systems and a methodology that translates national educational programmes into internationally comparable levels of education.

*Source:* UNESCO Institute for Statistics, 2004, Global Education Digest 2004

*Note:* None

*Cross reference:* None

*Reference code:* 10447

---

## Interpretability of data

*Definition:* The ease with which users can understand data through provision of metadata.

*Source:* Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)

*Note:* None

*Cross reference:* Accessibility of data, accuracy of data, coherence of data, methodological soundness, relevance of data, timeliness of data

*Reference code:* 10185

---

## Intervention school

*Definition:* A school in which special intervention programmes are being implemented.

Examples: Dinaledi school, QIDS-Up school, schools in nodal areas, full service school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10186

---

## Item response rate

*Definition:* The ratio of the number of units responding to an item in a questionnaire (survey form) to the number of responding units eligible to have responded to the item.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* Response rate

*Reference code:* 10187

---

## Joint appointment

*Definition:* Appointment of the same person to more than one position, whether in the same institution or a different institution

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10188

---

## Knowledge

*Definition:* Information becomes knowledge when connections and links to other information items are analysed to facilitate critical thinking and reasoning.

*Source:* The Presidency, 2007, Policy Framework for the Government-wide M&E System

*Note:* None

*Cross reference:* Data, information

*Reference code:* 10189

---

## Language learning areas

*Definition:* The 11 official languages, other languages approved by the Pan South African Language Board (PANSALB), Braille and the South African Sign Language approved by Umalusi.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10193

---

## Language level

*Definition:* Proficiency level at which language learning areas are offered at school.

Examples: home language, first additional language, second additional language.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10190

## Language of learning and teaching (LOLT)

*Definition:* Is a language medium through which learning and teaching, including assessment occurs.

*Source:* Department of Basic Education

*Note:* Synonym: medium of instruction, standard language

*Cross reference:* Home language

*Reference code:* 10191

---

## Language proficiency

*Definition:* The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10192

---

## Learner

*Definition:* A person who attends an ECD centre, school or ABET centre.

*Source:* Department of Basic Education

*Note:* This is contextualised to South Africa. The term “learner” is also used in the Skills Development Act, 1998, with reference to learnership agreements, and in that context includes apprentices. The term “student” is reserved for a person who attends a FET college or a higher education institution.

*Cross reference:* Age of admission of a learner, student

*Reference code:* 10196

---

## Learner assessment

*Definition:* The process of identifying, gathering and interpreting information about a learner’s achievement.

*Source:* Department of Basic Education

*Note:* Includes internal and external assessment.

*Cross reference:* None

*Reference code:* 10029



## **Learner profile**

*Definition:* A continuous record of information that provides an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development.

*Source:* Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* It assists the teacher in the next grade or school to understand the learner better and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

*Cross reference:* None

*Reference code:* 10197

---

## **Learner retention in school**

*Definition:* The continued participation of a learner in the formal school system until the completion of schooling.

*Source:* Department of Education, 2008, Learner Retention in the South African Schooling System

*Note:* An indicator of the efficiency or quality of the school system; the opposite of drop-out.

*Cross reference:* Survival rate by grade, transition rate

*Reference code:* 10201

---

## **Learner transfers from a school**

*Definition:* A measure of the number of learners that have deregistered from their current school and intend to enrol at another school.

*Source:* Department of Basic Education

*Note:* This information can be obtained from the learner transfer form that schools usually provide to learners that intend to enrol at another school. This measure excludes those learners that are transferred from a primary school to a high school.

*Cross reference:* None

*Reference code:* 10198

---

## **Learner transfers to a school**

*Definition:* A measure of the number of learners enrolled at a school that had previously been enrolled at another school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10199

## **Learner with special education needs**

*Definition:* A learner who has been identified through a screening, identification and assessment process as having additional support needs that would require reasonable accommodation and interventions of a specialised nature.

*Source:* Department of Basic Education

*Note:* Specialised intervention may include availability of staff with specialised skills, training and orientation of staff, supply of specialised equipment and assistive technology as well as ensuring environmental accessibility at the site of learning.

*Cross reference:* Barriers to learning, disability, persons with disabilities, primary disability, support needs assessment

*Reference code:* 10200

---

## **Learner-classroom ratio (LCR)**

*Definition:* Average number of learners per classroom in a given school year.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Class size, learner-educator ratio (LER), learner-school ratio (LSR)

*Reference code:* 10448

---

## **Learner-educator ratio (LER)**

*Definition:* Average number of learners per educator at a specific level of education in a given school year.

*Source:* UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

*Note:* None

*Cross reference:* Class size, educator-school ratio (ESR), learner-classroom ratio (LCR), learner-school ratio (LSR)

*Reference code:* 10202

---

## **Learner-school ratio (LSR)**

*Definition:* Average number of learners per school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Class size, educator-school ratio (ESR), learner-classroom ratio (LCR), learner-educator ratio (LER)

*Reference code:* 10418

## Learning

*Definition:* The acquisition of knowledge, understanding, values, skill, competence or experience.

*Source:* RSA, 2008, National Qualifications Framework Act

*Note:* None

*Cross reference:* None

*Reference code:* 10449

---

## Learning area

*Definition:* A field of knowledge, skills and values which has unique features as well as connections with other fields of knowledge and learning areas.

*Source:* Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* None

*Cross reference:* None

*Reference code:* 10203

---

## Learning outcome

*Definition:* A description of what knowledge, skills and values learners should know, demonstrate and be able to do.

*Source:* Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* None

*Cross reference:* None

*Reference code:* 10450

---

## Learning programme

*Definition:* Structured and systematic arrangements of activities that promote the attainment of learning outcomes and assessment standards for the phase.

*Source:* Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* None

*Cross reference:* None

*Reference code:* 10204

## Legal status of an institution

*Definition:* Status of being formally opened, formally closed or not yet open in terms of the South African Schools Act, 1996 or other relevant legislation.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Formally closed institution, formally opened institution, institution status, practical status of an institution, reporting status of an institution

*Reference code:* 10205

---

## Lesson plan

*Definition:* A document that describes what a teacher intends to teach, how the teacher intends to teach and the preparatory material intended to be used for a particular lesson or sequence of lessons.

*Source:* Department of Basic Education

*Note:* A lesson plan could range in duration from a single activity to a term's teaching, learning and assessment.

*Cross reference:* None

*Reference code:* 10451

---

## Level of support needs

*Definition:* Scope and intensity of support needed at system, school, educator and learner level.

*Source:* Department of Basic Education

*Note:* This is the main organiser for schools, funding and post provisioning in the inclusive education system.

*Cross reference:* None

*Reference code:* 10206

---

## Lifelong learning

*Definition:* All informal and formal learning that is acquired throughout a person's life.

*Source:* UNESCO Institute for Statistics, undated, Glossary

*Note:* None

*Cross reference:* None

*Reference code:* 10207

## **Literacy**

*Definition:* Ability to read and write with understanding in any language.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* A person is literate who can, with understanding; both read and write a short simple statement on his or her everyday life. Level of education attainment equivalent to Grade 7 is often used as proxy measure for literacy.

*Cross reference:* Adult literacy rate, youth literacy rate

*Reference code:* 10208

---

## **Local municipality**

*Definition:* A municipality that shares municipal executive and legislative authority in its area with a district municipality within whose area it falls, and which is described in section 155 (1) of the Constitution of the Republic of South Africa, 1996 as a category B municipality.

*Source:* RSA, 1998, Local Government Municipal Structures Amendment Act

*Note:* None

*Cross reference:* None

*Reference code:* 10209

---

## **Lower secondary level of education**

*Definition:* Generally designed to continue the basic programmes of the primary level but the teaching is typically more subject-focused, requiring more specialised teachers for each subject area.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* Corresponds with ISCED Level 2. The end of this level often coincides with the end of compulsory education. In South Africa this level of education refers to Grades 8 and 9.

*Cross reference:* None

*Reference code:* 10210

---

## **Macro data**

*Definition:* Observation data gained by a purposeful aggregation of statistical micro data.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10211

---



## **Mainstreaming**

*Definition:* Integration of learners with disabilities into the ordinary school without changes in curriculum, organisation or teaching strategies.

*Source:* Adapted from UNESCO, 2005, Guidelines for Inclusion: Ensuring Access to Education for All

*Note:* Contrast with inclusive education. Mainstreaming and inclusion are often used interchangeably, but the latter involves purposeful adaptation of the ordinary school environment whereas the former does not.

*Cross reference:* Barriers to learning, inclusive education

*Reference code:* 10212

---

## **Marital status**

*Definition:* Personal status of an individual in relation to the marriage laws or customs of a country.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10214

---

## **Master list of institutions**

*Definition:* A register of all education institutions and all education offices.

*Source:* Department of Basic Education

*Note:* Includes open and closed schools.

*Cross reference:* Education institution, education office, institution status

*Reference code:* 10215

---

## **Master teacher**

*Definition:* A classroom teacher who has been upgraded from a position of Senior Teacher with the added responsibility of facilitating professional development activities and providing support to the school management team if and when required.

*Source:* Derived from ELRC, 2008, Collective Agreement 1 of 2008

*Note:* None

*Cross reference:* None

*Reference code:* 10216

## Metadata

*Definition:* Information on the underlying concepts, definitions and classifications used, the methodology of data collection and processing, and indicators or measures of accuracy of the statistical information.

*Source:* Association for Development of Education in Africa's (ADEA) Working Group on Education Management and Policy Support (WGMPS), 2009, Education Management Information System Norms and Standards for SADC Region)

*Note:* Metadata are data that describe other data, and data become metadata when they are used in this way. This happens under particular circumstances and for particular purposes, as no data are always metadata. The set of circumstances and purposes (or perspective) for which some data are used as metadata is called the context. So, metadata are data about data in some context.

*Cross reference:* Data

*Reference code:* 10220

---

## Methodological soundness

*Definition:* The application of international, national, or peer-agreed standards, guidelines, and practices to produce statistical outputs.

*Source:* Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)

*Note:* One of the dimensions of SASQAF.

*Cross reference:* Accessibility of data, accuracy of data, coherence of data, interpretability of data, relevance of data, timeliness of data

*Reference code:* 10221

---

## Micro data

*Definition:* Observation data collected on an individual object or statistical unit.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* Data

*Reference code:* 10223

---

## Mild to moderate intellectual disability

*Definition:* Learners with an intellectual disability have significantly lower than average intellectual ability and deficits in social and adaptive functioning, that is, limitations in such areas as communication, social, daily living or movement skills. Learners with mild to moderate intellectual disability are academically functioning on level below 75% of that of their peers.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Moderate to severe/profound intellectual disability

*Reference code:* 10225

---

## Misconduct

*Definition:* A deed or behaviour of an educator or learner that does not comply with their respective code of conduct.

Examples include damage to property, smoking, gambling, substance abuse, graffiti, pornographic material, vandalism, disruption of teaching and lessons, use of alcohol, verbal abuse, truancy, forgery of parents' signatures, gangsterism, carrying of dangerous weapons, bullying, disregarding instructions of authority, racism, etc

*Source:* Mothata, S et al., 2000, A Dictionary of South African Education and Training

*Note:* None

*Cross reference:* None

*Reference code:* 10226

---

## Moderate to severe/profound intellectual disability

*Definition:* Learners with moderate to severe/profound intellectual disability are academically functioning on a level below 50% of that of their peers. Some identifiable causes include: hereditary factors; chromosome abnormalities, such as in Down Syndrome; brain damage before or at birth; brain damage after birth due to illness or accident; malnutrition or other deprivation in early childhood.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Mild to moderate intellectual disability

*Reference code:* 10227

---

## Monitoring

*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.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10228

---

## Mortality statistics

*Definition:* The statistics collected on deaths amongst educators and learners.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10229

### **Mother tongue**

*Definition:* The language which a learner has acquired in early years and which normally has become his or her natural instrument of thought and communication.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Home language, primary language, indigenous language

*Reference code:* 10230

---

### **Multi-grade class**

*Definition:* A class where learners in more than one grade are taught in the same classroom at the same time.

*Source:* Department of Basic Education

*Note:* Learners in multi-grade classes may be taught by more than one educator.

*Cross reference:* None

*Reference code:* 10231

---

### **Multilingualism**

*Definition:* Ability to speak more than two languages; proficiency in many languages.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10232

---

### **Multiple disability**

*Definition:* Any combination of two or more types of disabilities.

*Source:* Department of Basic Education

*Note:* Compare multiple barriers to learning.

*Cross reference:* None

*Reference code:* 10233

---

### **Multipurpose classroom**

*Definition:* A room designed or used for several purposes.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10452

## National Certificate (Vocational)

**Definition:** A qualification at levels 2, 3 or 4 on the National Qualifications Framework (NQF) awarded to students who comply with the national policy requirements for the NC (V).

**Source:** RSA, 2003, National Policy on the Conduct, Administration and Management of the Assessment on the National Certificate (Vocational)

**Note:** None

**Cross reference:** National Senior Certificate (NSC)

**Reference code:** 10236

---

## National education data

**Definition:** Data collected processed by the Department of Basic Education.

Examples: Maths and Science Survey, Data Quality Audit.

**Source:** Department of Basic Education

**Note:** This data is not collected and processed by the PED.

**Cross reference:** Data consolidation, data integration, national level data, provincial education data

**Reference code:** 10234

---

## National EMIS number

**Definition:** A nationally unique number that identifies an education institution.

**Source:** Department of Basic Education

**Note:** The National EMIS Number is allocated to the institution as soon as the possibility of it is conceived. The institution is recorded on the Master List of Institutions when it is allocated a National EMIS Number. The National EMIS Number must not be reused. When an institution moves from one province to another because of demarcation, it must be closed in the first province and opened in the new province, with a new National EMIS Number. When a new institution is opened on premises previously used, it must be allocated a new National EMIS Number. Each campus for an FET College and each site for an ABET Centre must have its own National EMIS Number. Synonym: Institution ID (deprecated).

**Cross reference:** None

**Reference code:** 10235

---

## National level data

**Definition:** Data that is consolidated at the national level.

Examples: SNAP, Annual School Survey.

**Source:** Department of Basic Education

**Note:** None

**Cross reference:** Data consolidation, data integration, national education data

**Reference code:** 10237



## National Qualifications Framework (NQF)

*Definition:* A comprehensive system for the classification, registration, publication and articulation of quality-assured national qualifications.

*Source:* RSA, 2008, National Qualifications Framework Act

*Note:* None

*Cross reference:* None

*Reference code:* 10238

---

## National Qualifications Framework (NQF) levels

*Definition:* A series of levels of learning achievement arranged in ascending order from one to ten, with each level described by a statement of learning achievement known as a level descriptor.

*Source:* RSA, 2008, National Qualifications Framework Act

*Note:* Level 1: General Education

Levels 2-4: FET

Levels 5-10: Higher Education

*Cross reference:* None

*Reference code:* 10239

---

## National School Nutrition Programme

*Definition:* A national programme managed by the Department of Basic Education, targeted at poor communities, whose objectives are to contribute to enhanced learning capacity through school feeding; promote and support the implementation of food production initiatives in schools; and strengthen nutrition education for school communities.

*Source:* Department of Basic Education, 2009, National School Nutrition Programme 2008 Annual Report.

*Note:* None

*Cross reference:* None

*Reference code:* 10241

---

## National Senior Certificate (NSC)

*Definition:* The NSC is a 130 credit certificate at Level 4 on the National Qualifications Framework (NQF). The NSC is to be awarded for the achievement of the exit level learning outcomes stipulated in the National Curriculum Statement (NCS) Grades 10-12 (General).

*Source:* Department of Education, 2005, The National Senior Certificate: A Qualification at Level 4 of the National Qualifications Framework (NQF)

*Note:* The NSC is equivalent to the successful completion of Grade 12 of the school system.

*Cross reference:* National Certificate (Vocational) (NC (V))

*Reference code:* 10240

### **Nature of appointment**

*Definition:* Describes the manner in which a staff member is appointed.

Examples: temporary appointment, appointment on contract, abnormal appointment, permanent appointment, probation, substitute appointment.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10242

---

### **Net enrolment rate (NER)**

*Definition:* Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

*Source:* UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

*Note:* None

*Cross reference:* Age specific enrolment ratio (ASER), gross enrolment rate (GER), net intake rate (NIR), total primary net enrolment rate (TNER)

*Reference code:* 10243

---

### **Net intake rate (NIR)**

*Definition:* New entrants in the first grade of primary education that are of official primary school-entrance age, expressed as a percentage of the population of the same age.

*Source:* UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

*Note:* None

*Cross reference:* Net enrolment rate (NER), net intake rate (NIR)

*Reference code:* 10244

---

### **New entrant**

*Definition:* A learner who is enrolled in a grade during the current reference period but who was not enrolled in that grade in the previous reference year.

*Source:* Adapted from OECD, 2004, OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

*Note:* None

*Cross reference:* None

*Reference code:* 10245

### **Nil response**

*Definition:* A numeric response the value of which is zero.

*Source:* Statistics South Africa

*Note:* None

*Cross reference:* Non-response, null response

*Reference code:* 10246

---

### **No fee school**

*Definition:* A school defined as a 'no fee school' in Section 1 of the South African Schools Act.

*Source:* RSA, 2006, Amended National Norms and Standards for School Funding

*Note:* 'A 'No fee school' may not levy compulsory school fees.

*Cross reference:* Quintile

*Reference code:* 10247

---

### **Nodal area school**

*Definition:* A school located in a presidential nodal area.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Presidential nodal area

*Reference code:* 10248

---

### **Non-compliant dataset**

*Definition:* A dataset that does not conform to requirements as prescribed by the Department of Basic Education.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Complete dataset, compliant dataset, dataset

*Reference code:* 10249

---

### **Non-educator staff**

*Definition:* Persons employed at a school who are not educators.

*Source:* Department of Basic Education

*Note:* Refers to the following categories: support staff, administrative staff, hostel staff, professional non-teaching staff. Such staff members may be remunerated by the state, SGB or any other source.

*Cross reference:* Educator, educator staff

*Reference code:* 10250

---

## Non-formal education

*Definition:* Any organised and sustained educational activity that does not correspond exactly to formal education.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* Non-formal education may take place both within and outside educational institutions, and may cater for persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, may have varying durations, and may or may not confer certification of the learning achieved.

*Cross reference:* Formal education, informal learning

*Reference code:* 10251

---

## Non-official language

*Definition:* A language that, though relatively widely used, lacks official status.

*Source:* Adapted from OECD, 2007, Glossary of Statistical Terms

*Note:* None

*Cross reference:* None

*Reference code:* 10453

---

## Non-response

*Definition:* Failure to obtain a measurement on one or more study variables for one or more key elements selected for a survey.

*Source:* OECD, 2007, Glossary of Statistical Terms

*Note:* Also referred to as null response, where no response is provided by the respondent.

*Cross reference:* Item response rate, nil response, response rate

*Reference code:* 10252

---

## Null response

*Definition:* See non- response.

*Source:* None

*Note:* None

*Cross reference:* None

*Reference code:* 10474

## **Nutrition centre**

*Definition:* Space used to prepare food for learners in terms of National School Nutrition Programme.

*Source:* Department of Education, 2007, National Assessment Report (public schools) National Education Infrastructure Management System (NEIMS)

*Note:* None

*Cross reference:* None

*Reference code:* 10454

---

## **Office-based educator**

*Definition:* A person assigned to work in an office of a national or provincial department of education and who is employed in terms of the EEA.

*Source:* Department of Basic Education

*Note:* An office-based educator does not work in an education institution.

*Cross reference:* Educator, school-based educator

*Reference code:* 10254

---

## **Official institution name**

*Definition:* The current official registered name of an education institution.

*Source:* Department of Basic Education

*Note:* The National EMIS Number is the official identifier for an institution, because a school may decide to change its name. In the past some survey forms have given the instruction that a school name should not include the word 'school'. This kind of instruction should be avoided, as it creates incorrect names such as 'Lesedi for Girls', as opposed to 'Lesedi School for Girls'.

*Cross reference:* None

*Reference code:* 10253

---

## **Official language**

*Definition:* The official languages of the Republic of South Africa are Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu.

*Source:* RSA, 1996 Constitution of the Republic of South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10455



## Open dataset

*Definition:* A dataset which is still being updated, corrected or modified.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10255

---

## Operational data

*Definition:* See administrative data.

*Source:* None

*Note:* Synonym is administrative data.

*Cross reference:* Administrative data

*Reference code:* 10456

---

## Ordinary school

*Definition:* A school that is not a special school.

*Source:* Department of Basic Education

*Note:* An ordinary school could be both a public school and an independent school.

*Cross reference:* Focus school, school, special school

*Reference code:* 10256

---

## Orphan

*Definition:* A learner who has one or both parents deceased.

*Source:* Department of Basic Education

*Note:* A single orphan has one parent deceased and a double orphan has both parents deceased.

*Cross reference:* None

*Reference code:* 10257

---

## Outcome

*Definition:* The intended (or unintended) results of a policy or programme intervention.

*Source:* Department of Basic Education

*Note:* Outcomes are specified in terms of the effect the intervention is expected to have on beneficiaries, such as to raise the quality of teachers, or improve the retention of learners in the system.

*Cross reference:* None

*Reference code:* 10259

---

## **Outlier**

*Definition:* A data value that lies in the tail of the statistical distribution of a set of data values. It refers to data that does not fit the central tendency shown by the remaining data.

*Source:* OECD, 2007, Glossary of Statistical Terms

*Note:* An alternative way of determining an outlier is by predetermining the parameters for the variable.

*Cross reference:* None

*Reference code:* 10260

---

## **Out-of-school children**

*Definition:* Children in the official school age group who are not enrolled in school.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* None

*Cross reference:* None

*Reference code:* 10258

---

## **Output**

*Definition:* The final products, goods and services produced for delivery; 'what we produce or deliver'.

*Source:* Adapted from The Presidency, 2007, Policy Framework for the Government-wide M&E System

*Note:* None

*Cross reference:* None

*Reference code:* 10261

---

## **Ownership of building**

*Definition:* Whether a building in which an educational institution is housed, is privately or publicly owned.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Ownership of institution, ownership of land

*Reference code:* 10420

---

## **Ownership of institution**

*Definition:* Whether an institution is publicly or privately owned.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Ownership of building, ownership of land

*Reference code:* 10262

---

## Ownership of land

*Definition:* Whether the land on which an institution is located is publicly or privately owned.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Ownership of institution, ownership of building

*Reference code:* 10263

---

## Parallel medium of instruction

*Definition:* Teaching that occurs in two or more languages of instruction in separate classes in the same grade.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Dual medium of instruction, parallel medium school, single medium of instruction, single medium school

*Reference code:* 10264

---

## Parallel medium school

*Definition:* A school that practises parallel medium of instruction in all grades.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Dual medium of instruction, parallel medium of instruction, single medium of instruction, single medium school

*Reference code:* 10265

---

## Parent

*Definition:* The (a) biological or adoptive parent or legal guardian of a learner, (b) the person legally entitled to custody of a learner, or (c) the person who undertakes to fulfil the obligations of a person referred to in (a) and (b) towards the learner's education at the institution.

*Source:* RSA, 1996, South African Schools Act

*Note:* A status that is important for determining dependency exemptions.

*Cross reference:* In loco parentis, parent learner

*Reference code:* 10266

---

## **Parent learner**

*Definition:* A learner who has a dependent child.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10267

---

## **Part time staff member**

*Definition:* A staff member appointed to work fewer hours than a full time staff member.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Full time staff member, permanent staff, temporary staff

*Reference code:* 10269

---

## **Partial exemption from payment of school fees**

*Definition:* The financial concession granted to a parent in terms of which he or she is liable for the payment of only a portion of the school fees.

*Source:* RSA, 2006, Regulations for the exemption of parents from the payment of school fees

*Note:* None

*Cross reference:* Automatic exemption from payment of school fees, conditional exemption from payment of school fees, fee exemption, total exemption from payment of school fees

*Reference code:* 10457

---

## **Partial sightedness/low vision**

*Definition:* Impairment of visual functioning even after treatment, such as an operation or standard refractive correction (has been given glasses or lenses) and has a visual acuity of less than 6/18 to light perception, or a visual field of less than 10° from the point of fixation (i.e. 20° across) but who uses, or is potentially able to use, vision for the planning or execution of a task.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Blindness

*Reference code:* 10268

## Performance appraisal

*Definition:* Assessment against a set of pre-determined criteria of the efficiency and effectiveness with which an individual fulfils an agreed set of tasks.

*Source:* OECD, 2007, Glossary of Statistical Terms

*Note:* None

*Cross reference:* None

*Reference code:* 10419

---

## Period register

*Definition:* An official document in which the attendance of learners in an instructional period is recorded.

*Source:* Department of Basic Education, 2010, Policy on Learner Attendance

*Note:* None

*Cross reference:* None

*Reference code:* 10270

---

## Permanent staff

*Definition:* Staff employed on a permanent contract.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Full time staff, part time staff, temporary staff

*Reference code:* 10271

---

## PERSAL component number

*Definition:* The number used by PERSAL to identify institutions and offices in the organogram.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Education institution, education office, PERSAL pay point number

*Reference code:* 10272



## **PERSAL pay point number**

*Definition:* The number used by PERSAL to identify the site of payment for employees.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* PERSAL component number

*Reference code:* 10273

---

## **Personnel category**

*Definition:* Refers to the following: principal, deputy principal, HoD, educator, SNE educator and remedial educator.

*Source:* Department of Basic Education

*Note:* PERSAL refers to the following personnel ranks: principal, deputy principal, departmental head, teacher, teacher intern, education specialist, teaching and learning specialist and circuit manager.

*Cross reference:* None

*Reference code:* 10274

---

## **Persons with disabilities**

*Definition:* People who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis.

*Source:* United Nations, 2007, Convention on the Rights of Persons with Disabilities, Article 1

*Note:* None

*Cross reference:* Barriers to learning, disability, inclusive education, learners with special education needs, mainstreaming, physical disability, primary disability

*Reference code:* 10275

---

## **Physical disability**

*Definition:* A condition that substantially limits one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying.

*Source:* Department of Basic Education

*Note:* Barriers to learning, disability, inclusive education learners with special education needs, persons with disabilities

*Cross reference:* None

*Reference code:* 10276

## **Platooning school**

*Definition:* A school with its own learners, staff, principal and EMIS number which uses the building and infrastructure of a host school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Cluster schools, host school

*Reference code:* 10277

---

## **Population (statistical)**

*Definition:* The total membership/universe of a defined class of people/objects/events under study.

*Source:* Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10278

---

## **Population group**

*Definition:* A group with common characteristics (in terms of descent and history) particularly in relation to how they were classified before 1994.

*Source:* Statistics South Africa

*Note:* The following categories are provided: Black African, Coloured, Indian/Asian, White, Other. Information is collected to determine the extent to which equity is being addressed and redress has occurred.

*Cross reference:* None

*Reference code:* 10279

---

## **Post**

*Definition:* An approved position relating to a particular job description on the establishment for which financial provision exists.

*Source:* RSA, 1994, Adapted from Public Service Act

*Note:* None

*Cross reference:* None

*Reference code:* 10280

### **Post-matric**

*Definition:* Instructional programme offered by a school to learners who have completed Grade 12.

*Source:* Department of Basic Education

*Note:* This usually applies in schools that offer programmes such as A Levels or O levels.

*Cross reference:* None

*Reference code:* 10281

---

### **Poverty indicator**

*Definition:* A group of criteria used to determine the level of poverty of a public school, according to the Norms and Standards for School Funding.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10282

---

### **Practical status of an institution**

*Definition:* The operational status of an institution.

Examples: institution under construction, institution providing services, institution not providing services.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Institution status, legal status of an institution, reporting status of an institution

*Reference code:* 10283

---

### **Preferred language of instruction**

*Definition:* The preferred language of instruction as indicated on admission of a learner to a school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10284

## **Pre-grade R**

*Definition:* A programme of learning provided by a school or other education institution in a grade before Grade R.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Pre-primary education

*Reference code:* 10285

---

## **Preliminary data**

*Definition:* Released version of an information series before finalisation.

*Source:* Department of Basic Education

*Note:* Data may be preliminary due to (a) incomplete returns from sources (b) justifiably incomplete processing of data.

*Cross reference:* None

*Reference code:* 10458

---

## **Pre-primary education**

*Definition:* Initial stages of organised instruction designed primarily to introduce very young children to a school environment.

*Source:* UNESCO, 2006, International Standard Classification of Education ISCED 1997

*Note:* Corresponds with ISCED Level 0. In SA this refers to all education programmes before Grade 1.

*Cross reference:* Grade R, Pre-grade R

*Reference code:* 10286

---

## **Presidential nodal area**

*Definition:* Severely impoverished areas in South Africa, identified during 2001 through the Integrated Sustainable Rural Development Programme (ISRDP) and Urban Renewal Programme (URP), whose underdevelopment is addressed in interventions by the Government of South Africa.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Nodal area school

*Reference code:* 10287

---

## Primary disability

*Definition:* The predominant impairment of a learner; the area in which the functional limitation is most severe.

*Source:* World Health Organisation, 2001, International Classification of Functioning, Disability and Health (ICF)

*Note:* None

*Cross reference:* Barriers to learning, inclusive education, learners with special education needs, mainstreaming, persons with disability, primary disability

*Reference code:* 10288

---

## Primary level of education

*Definition:* Grade 1 to Grade 7 in the school system.

*Source:* Department of Basic Education

*Note:* Corresponds with ISCED Level 1. It excludes Grade R.

*Cross reference:* Foundation phase, primary school, secondary level of education, school, school level

*Reference code:* 10290

---

## Primary school

*Definition:* A school that offers all or a selection of grades from Grade R to Grade 7

*Source:* Department of Basic Education

*Note:* Some schools do not yet offer Grade R since it is still being phased in. Institutions that offer only Grade R and that are registered with a PED as schools are also referred to as primary schools.

*Cross reference:* Combined school, primary level of education, school, secondary school

*Reference code:* 10292

---

## Principal

*Definition:* An educator employed and appointed as a manager of a school responsible for providing school leadership and management.

*Source:* Adapted from RSA, 1998, Employment of Educators Act

*Note:* Synonyms: headmaster, headmistress (deprecated), rector (deprecated).

*Cross reference:* None

*Reference code:* 10294



### **Private Adult Basic Education and Training (ABET) Centre**

*Definition:* A private centre registered in terms of section 27 of the ABET Act, 1998.

*Source:* RSA, 2000, Adult Basic Education and Training Act

*Note:* None

*Cross reference:* Adult Basic Education and Training (ABET), Adult Basic Education and Training (ABET) Centre, Public Adult Basic Education and Training (ABET) Centre

*Reference code:* 10295

---

### **Private Further Education and Training (FET) College**

*Definition:* An institution that is registered or provisionally registered as a private college under the Further Education and Training Colleges Act, 2006.

*Source:* RSA, 2006, Further Education and Training Colleges Act

*Note:* None

*Cross reference:* Further Education and Training (FET), Further Education and Training (FET) College, Further Education and Training (FET) College Council, Further Education and Training (FET) College Management Staff, Further Education and Training (FET) Lecturer, Public Further Education and Training (FET) College

*Reference code:* 10296

---

### **Private higher education institution**

*Definition:* An institution registered or conditionally registered as a private higher education institution in terms of Chapter 7 of the Higher Education Act, 1997.

*Source:* RSA, 1997, Higher Education Act

*Note:* None

*Cross reference:* Higher Education Institution (HEI), Public Higher Education Institution (HEI), university

*Reference code:* 10297

---

### **Processes**

*Definition:* Key activities aimed at achieving outputs.

Examples: management and leadership practices, time on task, teaching practices, use of books, participation in governance structures.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10298

## Professional non-teaching staff

*Definition:* Staff members of a school who are registered with a professional body other than the South African Council for Educators (SACE).

Examples: paramedics, social workers, caregivers, therapists, psychologists.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10299

---

## Promotion rate (PR)

*Definition:* Proportion of learners from a cohort who proceed from a given grade in a given school year to the next grade in the next school year.

*Source:* Adapted from UNESCO, undated Institute of Statistics Glossary

*Note:* The actual number of learners promoted is calculated by taking the number of learners enrolled in a grade and subtracting the number of learners repeating that grade. This gives the number of learners who were promoted from one grade to the next.

*Cross reference:* None

*Reference code:* 10300

---

## Provincial education data

*Definition:* Data obtained through provincial specific surveys.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Data consolidation, data integration, national education data, national level data

*Reference code:* 10301

---

## Provincial EMIS number

*Definition:* A number unique within a province that identifies an institution and was allocated to the institution at registration.

*Source:* Department of Basic Education

*Note:* This concept is included only for historical purposes.

*Cross reference:* None

*Reference code:* 10302

## Psychiatric disorder

- Definition:** Psychiatric illness or diseases manifested primarily as abnormalities of thought, feeling and behaviour producing either distress or impairment of function. Examples:
- Personality disorders:* Extreme or significant deviations from the way in which the average individual in a given culture perceives, thinks, feels and, particularly, relates to others. Behaviour patterns tend to be stable and encompass multiple domains of behaviour and psychological functioning.
- Adjustment disorders:* Relate to a significantly more difficult adjustment to a life situation than would normally be expected considering the circumstances.
- Mood disorders:* Primary symptom is a disturbance in mood; inappropriate, exaggerated, or limited range of feelings. Examples: bipolar disorder, major depression disorder.
- Anxiety disorders:* Primary feature is abnormal or inappropriate anxiety. Examples: acute stress disorder, obsessive-compulsive disorder, phobias, post-traumatic stress disorder.
- Psychotic disorders:* Major symptoms are psychosis, delusions (false beliefs that significantly hinder a person's ability to function), hallucinations. Example: schizophrenia
- Source:** Department of Basic Education; World Health Organisation, 2007, International Classification of Diseases: Mental and Behavioural Disorders; Medical Dictionary Online at <http://www.online-medical-dictionary.org>
- Note:** These disorders must be diagnosed by a psychiatrist or psychologist. See also South African Society of Psychiatry (SASOP) at <http://www.sasop.co.za>
- Cross reference:** None
- Reference code:** 10303
- 

## Public Adult Basic Education and Training (ABET) Centre

- Definition:** A public education institution established in terms of the ABET Act which offers adult basic education and training programmes.
- Source:** RSA, 2000, Adult Basic Education and Training Act
- Note:** None
- Cross reference:** Adult Basic Education and Training (ABET), Adult Basic Education and Training (ABET) Centre, Private Adult Basic Education and Training (ABET) Centre
- Reference code:** 10304
- 

## Public Further Education and Training (FET) College

- Definition:** An institution that is established under the Further Education and Training Colleges Act.
- Source:** Adapted from RSA, 2006, Further Education and Training Colleges Act
- Note:** None
- Cross reference:** Further Education and Training (FET), Further Education and Training (FET) College, Further Education and Training (FET) College Council, Further Education and Training (FET) College Management Staff, Further Education and Training (FET) Lecturer, Private Further Education and Training (FET) College
- Reference code:** 10305

## **Public higher education institution**

*Definition:* A higher education institution that is established, deemed to be established or declared as a public higher education institution under the Higher Education Act.

*Source:* RSA, 1997, Higher Education Act

*Note:* None

*Cross reference:* Higher education institution (HEI), private higher education institution (HEI), university

*Reference code:* 10306

---

## **Public school**

*Definition:* A school contemplated in Chapter 3 of the South African Schools Act, 1996.

*Source:* RSA, 1996, South African Schools Act

*Note:* This refers to both an ordinary school and a special school.

*Cross reference:* Independent school, school

*Reference code:* 10307

---

## **Public service staff**

*Definition:* All personnel employed in education under the Public Service Act, 1994.

*Source:* RSA, 1994, Public Service Act

*Note:* None

*Cross reference:* None

*Reference code:* 10308

---

## **Publication**

*Definition:* (1) The act of publishing; (2) document of which copies are available for public consumption.

Examples: book, periodical, magazine, journal and newspaper.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10459



## Qualification

*Definition:* A qualification registered by the South African Qualifications Authority.

*Source:* RSA, 2001, General and Further Education and Training Quality Assurance Act

*Note:* None

*Cross reference:* Qualification band, qualification category, qualification type, relative education qualification value (REQV)

*Reference code:* 10309

---

## Qualification band

*Definition:* One of three horizontal bands in which the National Qualifications Framework was organised under the South African Qualifications Act.

*Source:* Department of Basic Education

*Note:* The three bands were GET, FET and HE. The term 'band' is being phased out and replaced by the term 'sector' in terms of the NQF Act. The three sectors are General and Further Education and Training, Higher Education, and Trades and Occupations.

*Cross reference:* Qualification, qualification category, qualification type, relative education qualification value (REQV)

*Reference code:* 10310

---

## Qualification category

*Definition:* Classification of qualifications according to the Relative Education Qualification Value (REQV) level.

*Source:* Department of Basic Education

*Note:* This definition has been arrived at in the context of the EMIS survey forms. Refer to the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education Based on the Norms and Standards for Educators, 2000, *Government Gazette* No. 21565, 22 September 2000.

*Cross reference:* Qualification, qualification band, qualification type, relative education qualification value (REQV)

*Reference code:* 10311

---

## Qualification type

*Definition:* Classification of qualifications according to professional and academic qualifications.

*Source:* Department of Basic Education

*Note:* This definition has been arrived at in the context of the EMIS survey forms. Refer to the Criteria for the Recognition and Evaluation of Qualifications for Employment in Education Based on the Norms and Standards for Educators, 2000, *Government Gazette* No. 21565, 22 September 2000.

*Cross reference:* Qualification, qualification band, qualification category, relative education qualification value (REQV)

*Reference code:* 10312



## Qualified educator

*Definition:* A person who is in possession of an approved and recognised professional teaching qualification for employment in public education.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10313

---

## Questionnaire

*Definition:* A group or sequence of questions designed to elicit information from a subject or a sequence of subjects.

*Source:* OECD, 2007, Glossary of Statistical Terms

*Note:* None

*Cross reference:* None

*Reference code:* 10314

---

## Quintile

*Definition:* One of five poverty-based categories to which public schools are allocated for purposes of non-personnel funding by PEDs. Quintile 1 schools are the poorest and Quintile 5 schools are the least poor.

*Source:* Department of Education, 1998, National Norms and Standards for School Funding; Department of Education (2006); Amended National Norms and Standards for School Funding; South African Schools Act, 1996, chapter 4.

*Note:* Since 1 January 2007 quintiles have been determined on the basis of national criteria. Schools in quintiles 1 and 2 are no fee schools.

*Cross reference:* No fee school, resource targeting list

*Reference code:* 10315

---

## Reception Grade

*Definition:* See Grade R

*Source:* None

*Note:* None

*Cross reference:* Grade R

*Reference code:* 10484

## **Redress**

*Definition:* Deliberate interventions to overcome disparities in educational opportunity and performance, generally inherited from South Africa's past history of racial, ethnic and gender discrimination.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10316

---

## **Re-entrant to a level of education**

*Definition:* A learner who returns to a level of education following a period of absence of at least one year from studying at the same level.

*Source:* OECD, 2004, OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

*Note:* A re-entrant will not have been enrolled at that level in the previous reference year, but will have been enrolled at that level; in some year prior to that.

*Cross reference:* Repeater

*Reference code:* 10317

---

## **Register of exempted learners**

*Definition:* A list of learners who have been exempted entirely, partially or conditionally from compulsory education by the HoD.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10460

---

## **Relative education qualification value (REQV)**

*Definition:* A relative value attached to an education qualification primarily for purposes of salary determination.

*Source:* Adapted from RSA, 1998, Employment of Educators Act 76 of 1998

*Note:* None

*Cross reference:* Qualification, qualification band, qualification category, qualification type

*Reference code:* 10319

---

## Relevance of data

*Definition:* Reflects the degree to which data meets the real needs of clients.

*Source:* Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)

*Note:* None

*Cross reference:* Accessibility of data, accuracy of data, coherence of data, interpretability of data, methodological soundness, timeliness of data

*Reference code:* 10320

---

## Remedial class

*Definition:* Refers to a class that learner who experience specific learning difficulties attend on a part time basis so that their curriculum support needs can be individually addressed and they can eventually return to the ordinary class.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Special class

*Reference code:* 10479

---

## Remedial educator

*Definition:* A person, who teaches, educates or trains special needs learners or who provides professional educational services, including professional therapy and educational psychological services, at any public school, departmental office or adult basic education centre and who is appointed in a post in terms of the Employment of Educators Act 76 of 1998.

*Source:* RSA, 1998, Employment of Educators Act

*Note:* None

*Cross reference:* None

*Reference code:* 10321

---

## Remuneration source

*Definition:* The source of the remuneration for a particular staff member.

Example: school governing body, PED.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10322

## Repeater

*Definition:* A learner who enrolls in the same grade or the same educational programme for a second or further time.

*Source:* Adapted from OECD, 2004, OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications

*Note:* None

*Cross reference:* Re-entrant to a level of education, repetition rate by grade

*Reference code:* 10323

---

## Repetition rate by grade

*Definition:* Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in the grade of the previous school year.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* None

*Cross reference:* Repeater

*Reference code:* 10324

---

## Reporting status of an institution

*Definition:* An indication of whether an institution is expected to submit data in response to a survey.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Institution status, legal status of an institution, practical status of an institution

*Reference code:* 10325

---

## Representative Council of Learners (RCL)

*Definition:* Statutory council to represent learners' interests that must be elected by learners in grade 8 or higher in every public school every school year.

*Source:* RSA, 1996, South African Schools Act

*Note:* In terms of section 11(a) of SASA, a representative council of learners must be established at every public school enrolling learners in the 8<sup>th</sup> grade or higher. The RCL must elect learners who will form the learner component of the SGB.

*Cross reference:* None

*Reference code:* 10326

## Resource targeting list

- Definition:* A list of schools in a province, with schools ranked according to poverty of the school community.
- Source:* RSA, 2006, Amended National Norms and Standards for School Funding
- Note:* Public schools are assessed and ranked in a resource targeting list according to criteria provided in the Norms and Standards. Schools must be sorted from poorest to least poor on this list.
- Cross reference:* Quintile
- Reference code:* 10327
- 

## Respondent

- Definition:* The person or organisation that responds to the questions in a survey or questionnaire.
- Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa
- Note:* None
- Cross reference:* None
- Reference code:* 10328
- 

## Response rate

- Definition:* The number of respondents who respond to a questionnaire compared to the number of respondents provided with a questionnaire expressed as a percentage.
- Source:* Department of Basic Education
- Note:* Sometimes referred to as unit response rate.
- Cross reference:* Item response rate
- Reference code:* 10329
- 

## Return rate

- Definition:* The proportion of questionnaires received in response to a survey, whether completed or not, expressed as a percentage of the total questionnaires distributed.
- Source:* Department of Basic Education
- Note:* The return rate is equal to, or more than, the response rate, because some questionnaires that are returned are incomplete, illegible or otherwise unusable. See response rate.
- Cross reference:* Response rate
- Reference code:* 10330



## **Rural area**

*Definition:* Farms and traditional areas characterised by low population densities, low levels of economic activity and low levels of infrastructure.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* Urban area

*Reference code:* 10331

---

## **Sample**

*Definition:* A subset of the population from which information can be obtained.

*Source:* Adapted from OECD, 2007, Glossary of Statistical Terms

*Note:* In the case of a representative sample, information from a sample can be used to infer about the whole population.

*Cross reference:* Sample size, sample survey

*Reference code:* 10332

---

## **Sample size**

*Definition:* The number of sampling units to be included in the sample.

*Source:* OECD, 2007, Glossary of Statistical Terms

*Note:* In the case of a multi-stage sample the number refers to the number of units at the final stage in the sampling.

*Cross reference:* Sample, sample survey

*Reference code:* 10334

---

## **Sample survey**

*Definition:* A survey conducted using a sampling method in which a portion only, and not the whole population is surveyed.

*Source:* Adapted from OECD, 2007, Glossary of Statistical Terms

*Note:* None

*Cross reference:* Sample, sample size

*Reference code:* 10333

## **School**

*Definition:* An education institution which enrolls learners in one or more grades from Grade R to Grade 12.

*Source:* Department of Basic Education

*Note:* In terms of SASA a school is a juristic person. The term includes both ordinary and special schools.

*Cross reference:* School, independent school, public school, ordinary school, special school, focus school, primary school, secondary school, primary level of education, secondary level of education

*Reference code:* 10335

---

## **School - based educator**

*Definition:* A person, who teaches, educates or trains learners at a school and is expected in terms of the law to be registered with the South African Council for Educators.

*Source:* Adapted from RSA, 1998, Employment of Educators Act

*Note:* None

*Cross reference:* Educator, office-based educator

*Reference code:* 10337

---

## **School activity**

*Definition:* An official educational, cultural, recreational or social activity of the school within or outside the school premises.

*Source:* RSA, 1996, South African Schools Act

*Note:* None

*Cross reference:* None

*Reference code:* 10336

---

## **School allocation**

*Definition:* An amount allocated by the state to each public ordinary school in the country on an annual basis in order to finance non-personnel non-capital expenditure items.

*Source:* RSA, 2006, Amended National Norms and Standards for school funding

*Note:* None

*Cross reference:* None

*Reference code:* 10461

## School calendar

*Definition:* The annual plan that allocates the total number of school days in a school year in a specific pattern, in accordance with the published regulations.

*Source:* Department of Education, 2000, National Policy for Designing School Calendars For Ordinary Public Schools in South Africa

*Note:* None

*Cross reference:* School term

*Reference code:* 10338

---

## School day

*Definition:* A day in a school term on which learners enrolled at the school are scheduled to be taught.

*Source:* Adapted from Department of Education, 1995, Terms and Conditions of Employment of Educators

*Note:* None

*Cross reference:* None

*Reference code:* 10339

---

## School fees

*Definition:* Any form of contribution of a monetary nature paid by a person or body in relation to the attendance or participation by a learner in any programme of a public school.

*Source:* RSA, 1996, South African Schools Act

*Note:* None

*Cross reference:* None

*Reference code:* 10340

---

## School Governing Body (SGB)

*Definition:* A statutory body vested with the governance of a public school and it may perform only such functions and obligations and exercise such rights as prescribed by the South African Schools Act.

*Source:* Adapted from RSA, 1996, South African Schools Act 84 of 1996

*Note:* A SGB is represented by educators, learners, non-educators, parents, principal and other individuals.

*Cross reference:* None

*Reference code:* 10341

## School level

*Definition:* The level at which a school functions.  
Examples: primary level, secondary level.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Primary level of education, secondary level of education

*Reference code:* 10342

---

## School Management Team (SMT)

*Definition:* The management team of a school comprising the Principal, Deputy Principal and Heads of Department whose defined role is to assist and support the Principal in the management of the school.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

---

*Reference code:* 10343

## School site

*Definition:* The physical location of a school.

*Source:* RSA, 2010, Regulations relating to the National Uniform Norms and Standards for School Infrastructure (Draft)

*Note:* The total space a school including covered areas, uncovered areas and sports facilities.

*Cross reference:* None

---

*Reference code:* 10344

## School size

*Definition:* Refers to the minimum and maximum number of learners that a school can accommodate.

*Source:* RSA, 2010, Regulations relating to the National Uniform Norms and Standards for School Infrastructure (Draft)

*Note:* The minimum number of learners in a primary school is 135 with a maximum of 810 learners and in a secondary school the minimum number of learners is 200 with a maximum of 1000 learners.

*Cross reference:* None

*Reference code:* 10345

## School specialisation

*Definition:* The provision of specialised curriculum programmes by a school.

Examples: art, agriculture, drama, music.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Focus school, special school

*Reference code:* 10346

---

## School term

*Definition:* A period of several weeks into which a school year is divided for tuition purposes and fixed as such by the HOD of a province.

*Source:* Adapted from RSA, 1996, South African Schools Act

*Note:* None

*Cross reference:* School calendar

*Reference code:* 10347

---

## Second additional language

*Definition:* A non-compulsory language subject that may be taken by learners at that level.

*Source:* Adapted from Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* None

*Cross reference:* Home language, first additional language

*Reference code:* 10348

---

## Secondary level of education

*Definition:* Grade 8 to Grade 12 in the school system.

*Source:* Department of Basic Education

*Note:* Corresponds to ISCED Levels 2 and 3. Some schools offer fewer than the maximum number of grades at this level.

*Cross reference:* Primary level of education, school, school level, secondary school, upper secondary level of education

*Reference code:* 10349



## Secondary school

*Definition:* A school that offers all or a selection of grades from Grade 8 to Grade 12.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Combined school, primary school, school, secondary level of education

*Reference code:* 10350

---

## Secondment of educators

*Definition:* A procedure that permits an educator in the service of an education department to be placed at the disposal of another department of education, another government, any council, institution or body established by or under any law, or any other body or person for a particular service for a stated period on such conditions prescribed by or under any law, as may be determined by the Director-General or the Head of Department, as the case may be.

*Source:* Adapted from RSA, 1998, Employment of Educators Act

*Note:* None

*Cross reference:* None

*Reference code:* 10351

---

## Section 14 school

*Definition:* A public school on private property in respect of which the MEC of the relevant province and the legal owner of the property have signed a legal agreement.

*Source:* Department of Basic Education

*Note:* Section 14 of SASA provides for public schools on private property, including farm land, church property, mine property and trust land. The term “farm school” applied to a public school on farm land is deprecated.

*Cross reference:* None

*Reference code:* 10352

---

## Section 21 school

*Definition:* A public school to which an HOD has allocated any of the functions stipulated under section 21 of SASA.

*Source:* RSA, 1996, South African Schools Act 84 of 1996

*Note:* An HOD may allocate one or more functions under Section 21.

*Cross reference:* None

*Reference code:* 10353

---

## Senior phase

*Definition:* The third phase of the school curriculum applicable in Grades 7, 8 and 9.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Further education and training (FET) phase, foundation phase, intermediate phase

*Reference code:* 10355

---

## Senior teacher

*Definition:* A Post Level 1 educator who has progressed to the applicable notch and has performed at the level of “good” in terms of the Integrated Quality Management System (IQMS).

*Source:* ELRC, 2008, Collective Agreement 1 of 2008

*Note:* None

*Cross reference:* None

*Reference code:* 10356

---

## Senior teaching and learning specialist

*Definition:* A general classroom educator who has demonstrated outstanding leadership and performance (measured in terms of IQMS) in a teaching phase, learning area or subject and has a REQV 16 qualification.

*Source:* ELRC, 2008, Collective Agreement 1 of 2008

*Note:* None

*Cross reference:* None

*Reference code:* 10357

---

## Sexual abuse

*Definition:* Sexual harassment or sexual violence.

*Source:* Department of Basic Education, 2010, Speak Out: Youth Report Sexual Abuse: A Handbook for Learners on How to Prevent Sexual Abuse in Public Schools

*Note:* None

*Cross reference:* Sexual harassment, sexual violence

*Reference code:* 10358

---

## Sexual harassment

**Definition:** Unwanted conduct of a sexual nature which may include unwelcome physical, verbal or non-verbal conduct, discrimination or offensive behaviour on the basis of gender or sexual orientation.

Examples: making rude jokes, sexual graffiti, circulating or displaying pornographic or otherwise offensive material, improper suggestions of a sexual nature, demand for sexual favours, public indecency.

**Source:** Adapted from Department of Education, 2008, Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools

**Note:** Not limited to situations where an unequal power relationship exists between the parties involved. Sexual harassment may be committed by and against a male or female person. Sexual attention constitutes sexual harassment if: (a) the behaviour is persisted in (although a single incident of harassment may constitute sexual harassment); (b) the recipient has made it clear that the behaviour is considered offensive; or (c) the perpetrator knows or should have known that the behaviour is regarded as unacceptable.

**Cross reference:** Sexual abuse, sexual violence

**Reference code:** 10359

---

## Sexual violence

**Definition:** Any sexual act or attempted sexual act using intimidation, threat or physical force.

**Source:** Department of Education, 2008, Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools

**Note:** In schools this may include sexual harassment, assault, forced sex or rape, sexual abuse and sexualised touching of another's intimate parts or forcing any person to touch any person's intimate parts. Intimate parts include the mouth, primary genital area, groin, inner thighs, buttocks, breasts, as well as clothing covering these areas.

**Cross reference:** Sexual abuse, sexual harassment

**Reference code:** 10463

---

## Signed-off data

**Definition:** See approved data.

**Source:** None

**Note:** None

**Cross reference:** None

**Reference code:** 10367

### **Single medium of instruction**

*Definition:* The use of one medium of instruction by a teacher in a class.

*Source:* Department of Basic Education

*Note:* Medium of instruction refers to LOLT.

*Cross reference:* Dual medium of instruction, parallel medium of instruction, parallel medium school, single medium school

*Reference code:* 10368

---

### **Single medium school**

*Definition:* A school that uses one medium of instruction for all learners in all grades.

*Source:* Department of Basic Education

*Note:* Medium of instruction refers to LOLT.

*Cross reference:* Dual medium of instruction, parallel medium school, parallel medium of instruction, single medium of instruction

*Reference code:* 10369

---

### **Snap survey**

*Definition:* Survey undertaken annually in ECD centres, schools, FET colleges, and ABET centres to collect information on the number of learners/students and staff at the institution.

*Source:* Department of Basic Education

*Note:* The Snap survey is a census.

*Cross reference:* Annual school survey (ASS), survey

*Reference code:* 10371

---

### **Social grant**

*Definition:* Means a child support grant, a care dependency grant, a foster child grant, a disability grant, an older person's grant, a war veteran's grant and a grant-in aid.

*Source:* RSA, 2004, Social Assistance Act

*Note:* None

*Cross reference:* None

*Reference code:* 10372

## South African Sign Language (SASL)

*Definition:* The home language of the deaf community of South Africa, recognised by the Constitution and accepted as the official language of instruction in the education of deaf learners.

*Source:* The Pan South African Language Board

*Note:* None

*Cross reference:* Deafness, hard of hearing, home language, standard language

*Reference code:* 10373

---

## Special class

*Definition:* A class attended full time by learners who experience specific learning difficulties so that their curriculum support needs can be individually addressed.

*Source:* Department of Basic Education

*Note:* Curriculum differentiation will be applied in such a class to ensure that learners acquire basic as well as functional skills, knowledge and attitudes that will enable them to progress to vocational pathways.

*Cross reference:* Curriculum differentiation, remedial class

*Reference code:* 10480

---

## Special needs education

*Definition:* Specialised education provided in special or ordinary schools that addresses barriers to learning and development experienced by learners with specific or severe learning difficulties or disabilities.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Barriers to education, disability, special school

*Reference code:* 10374

---

## Special school

*Definition:* A school that caters for learners who have special education needs due to severe learning difficulties, physical disabilities or behavioural problems.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Focus school, ordinary school, school, school specialisation, special needs education

*Reference code:* 10375



## Specialised room

*Definition:* A room equipped according to the requirements of the curriculum.

Examples: technical drawing room, music room, metalwork room.

*Source:* Adapted from Department of Education, 2007, National Assessment Report (public schools) National Education Infrastructure Management System (NEIMS)

*Note:* None

*Cross reference:* None

*Reference code:* 10464

---

## Specific learning disability

*Definition:* A disorder in one or more of the central nervous system processes involved in perceiving, understanding and/or using concepts through verbal (spoken or written) language or nonverbal means.

*Source:* Department of Basic Education

*Note:* This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence and emotional maturity.

*Cross reference:* None

*Reference code:* 10378

---

## Staff type

*Definition:* Employee category within a department of education.

Examples: educator, professional non-teaching staff, administrative staff, support staff, hostel staff.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10379

---

## Stakeholder

*Definition:* An organisation or body with a direct and continuing interest in the education institution, programme, phase or sector in question.

*Source:* RSA, 1996, National Education Policy Act

*Note:* None

*Cross reference:* None

*Reference code:* 10380

## Standard language

*Definition:* A particular variety of a language that has been given either legal or quasi-legal status.

*Source:* Department of Basic Education

*Note:* As it is the form promoted in schools and the media it is usually considered by speakers of the language to be more 'correct' than other dialects. Synonyms: standard dialect, standardised dialect.

*Cross reference:* Language of learning and teaching, South African Sign Language (SASL)

*Reference code:* 10485

---

## Statistical age norm

*Definition:* The age that a learner is expected to be in a particular grade or phase of education.

*Source:* Department of Basic Education

*Note:* The appropriate age for primary schooling is 7 to 13 years and for secondary schooling is 14 to 18 years. See age requirements for admission to an ordinary public school [Government Notice 1356 (2001)].

*Cross reference:* None

*Reference code:* 10025

---

## Statistical unit

*Definition:* A unit about which statistics are tabulated, compiled or published.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10381

---

## Statistics

*Definition:* Refers to both a field of study as well as numerical data. In the case of the latter, it is the science of collecting, analysing and interpreting such data.

*Source:* Adapted from OECD, 2007, Glossary of Statistical Terms

*Note:* None

*Cross reference:* None

*Reference code:* 10465

## **Student**

*Definition:* A person who attends a FET college or a higher education institution.

*Source:* Department of Basic Education

*Note:* This is contextualised to education in South Africa. The term learner is used to refer to those who attend an ECD centre, school or ABET centre.

*Cross reference:* Learner

*Reference code:* 10383

---

## **Subject**

*Definition:* A specific body of academic knowledge selected and organised as part of a curriculum.

*Source:* Department of Education 2008, National Curriculum Statement, Grade 10-12 (General)

*Note:* None

*Cross reference:* Curriculum, subject level

*Reference code:* 10384

---

## **Subject level**

*Definition:* An indication of the degree of difficulty or complexity of a subject.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Subject

*Reference code:* 10385

---

## **Substitute educator**

*Definition:* A person appointed to an additional post to take the place of an educator in a substantive post who is not at school for a period of time.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10387

## Summative assessment

*Definition:* Assessment that gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.

*Source:* Adapted from Department of Education, 2002, Revised National Curriculum Statement Grades R-9 (Schools)

*Note:* None

*Cross reference:* Examination, formative assessment

*Reference code:* 10466

---

## Support needs assessment (SNA)

*Definition:* Process of determining the additional support provision that is needed for a learner at risk as identified by the Learner Profile or Diagnostic Profile.

*Source:* Department of Basic Education

*Note:* The process is guided by the sections of the SNA form.

*Cross reference:* Barriers to learning, learner with special education needs, support package

*Reference code:* 10389

---

## Support package

*Definition:* Package of support needed to address the barriers to learning identified for a learner or group of learners in a school.

*Source:* Department of Basic Education, 2009, Guidelines for Full-service/ Inclusive Schools 2009 Education White Paper 6 Special Needs Education Building an Inclusive Education and Training System.

*Note:* Packages vary from Level 1 to Level 5, in terms of intensity and variety. Each consists of a variety of resources which may be human, physical, or material, or a combination of these.

*Cross reference:* Barriers to learning, support needs assessment

*Reference code:* 10390

---

## Support programmes

*Definition:* Structured interventions delivered at schools and in classrooms within specific time frames.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10391

## Support staff

*Definition:* Staff employed at a school to support the core functions of a school.

Examples: laboratory assistant, cleaner, kitchen staff, gardener, caretaker, messenger.

*Source:* Department of Basic Education

*Note:* Excludes administrative staff, assistant teacher.

*Cross reference:* Administrative staff, assistant teacher

*Reference code:* 10392

---

## Survey

*Definition:* A process which collects, examines, and reports data concerning variables of interest for a reference period.

*Source:* Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* Refers to both sample surveys and census surveys.

*Cross reference:* Annual school survey (ASS), census, snap survey

*Reference code:* 10393

---

## Survival rate by grade

*Definition:* Percentage of a cohort of learners who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

*Source:* Adapted from UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* None

*Cross reference:* Learner retention in school, transition rate

*Reference code:* 10394

---

## Systemic evaluation

*Definition:* The assessment of the performance of the system by gathering and analysing information on learner achievement as well as the context in which teaching and learning takes place.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10467



## **Teacher**

*Definition:* A school- based educator whose core responsibility is that of classroom teaching at a school.

*Source:* Adapted from ELRC, 2008, Collective Agreement 1 of 2008

*Note:* None

*Cross reference:* None

*Reference code:* 10395

---

## **Teacher development centre**

*Definition:* Education institution that provides opportunities for educators to develop and strengthen their knowledge, skills and values to improve the quality of education provided.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Continuing Professional Teacher Education

*Reference code:* 10468

---

## **Teacher intern**

*Definition:* Student in final year of four-year professional education qualification.

*Source:* ELRC, 2008, Collective Agreement 1 of 2008

*Note:* None

*Cross reference:* None

*Reference code:* 10396

---

## **Teaching and learning specialist (TLS)**

*Definition:* A general classroom teacher who has demonstrated outstanding leadership and performance (measured in terms of IQMS) in a teaching phase, learning area or subject and who has a REQV 15 qualification.

*Source:* ELRC, 2008, Collective Agreement 1 of 2008

*Note:* None

*Cross reference:* None

*Reference code:* 10397

## Teaching level

*Definition:* The level at which an educator teaches.

Examples: primary level, secondary level.

*Source:* Department of Basic Education

*Note:* A teacher may teach at more than one level.

*Cross reference:* None

*Reference code:* 10398

---

## Technical and vocational education and training (TVET)

*Definition:* See vocational education.

*Source:* None

*Note:* None

*Cross reference:* Vocational education

*Reference code:* 10399

---

## Technical report

*Definition:* Presents information on the design, metadata, methodologies and processes followed in the generation of the main report.

*Source:* Department of Basic Education

*Note:* This definition is contextualised in information standards.

*Cross reference:* None

*Reference code:* 10400

---

## Temporary education facility

*Definition:* A facility that does not enrol learners itself, but that provides teaching for learners temporarily absent from their usual educational institution.

Example: church hall, municipal hall.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* None

*Reference code:* 10127

## Temporary staff

*Definition:* Personnel employed on a contract for a limited period.

*Source:* Department of Basic Education

*Note:* None

*Cross reference:* Full time staff member, part time staff member, permanent staff

*Reference code:* 10401

---

## Timeliness of data

*Definition:* The delay between the reference points to which the data pertains, and the date on which the data becomes available.

*Source:* Adapted from Statistics South Africa, 2008, South African Statistical Quality Assessment Framework (SASQAF)

*Note:* None

*Cross reference:* Accessibility of data, accuracy of data, coherence of data, interpretability of data, methodological soundness, relevance of data

*Reference code:* 10403

---

## Total exemption from payment of school fees

*Definition:* Financial concession (a) granted to a parent in accordance with the calculation result contemplated in regulation 6 (3) of the Regulations for the Exemption of Parents from the Payment of School Fees or (b) available to a parent who qualifies for the automatic exemption contemplated in regulation 4 (3) of the same regulations.

*Source:* Adapted from RSA, 2006, Regulations for the Exemption of Parents from the Payment of School Fees

*Note:* None

*Cross reference:* Automatic exemption from payment of school fees, conditional exemption from payment of school fees, fee exemption, partial exemption from payment of school fees

*Reference code:* 10469

---

## Total primary net enrolment rate (TNER)

*Definition:* Enrolment of children of the official primary school age group in either primary or secondary school, expressed as a percentage of the population in that age group.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* A similar term for this definition is adjusted net enrolment rate.

*Cross reference:* Net enrolment rate

*Reference code:* 10404

## Transition rate (TR)

*Definition:* The number of learners admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of learners enrolled in the final grade of the lower level of education in the previous year.

*Source:* UNESCO Institute of Statistics, undated, Education Indicators Technical Guidelines

*Note:* None

*Cross reference:* Learner retention in school, survival rate by grade

*Reference code:* 10405

---

## Unique identifiers

*Definition:* Refers to numbers such as the EMIS number, PERSAL number, exam centre number.

*Source:* Department of Basic Education

*Note:* Similar to index, primary and foreign keys in databases.

*Cross reference:* None

*Reference code:* 10410

---

## Unique tracking number (UTN)

*Definition:* A nationally unique tracking number that identifies a learner.

*Source:* Department of Basic Education

*Note:* This number is linked to LURITS.

*Cross reference:* None

*Reference code:* 10407

---

## University

*Definition:* Any institution that provides higher education on a full-time, part-time or distance basis which is established or deemed to be established as a public higher education institution under the Higher Education Act, No 101 of 1997, declared as a public higher education institution under the Higher Education Act, No 101 of 1997 Act, or registered or conditionally registered as a private higher education institution under the Higher Education Act, No 101 of 1997.

*Source:* RSA, 1997, Higher Education Act

*Note:* This is contextualised to South Africa. A registered private higher education institution may not use the term “university” in its title unless its use is approved by the registrar.

*Cross reference:* Academic staff, higher education institution (HEI), private higher education institution (HEI), public higher education institution (HEI)

*Reference code:* 10409

---

## Upper secondary level of education

*Definition:* The final stage of secondary education in most countries.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* Corresponds to ISCED Level 3. Instruction is often organised even more strictly along subject lines and teachers typically need a higher or more subject-specific qualification than teachers in lower secondary education. In South Africa this level of education refers to Grades 10 to 12.

*Cross reference:* Secondary level of education

*Reference code:* 10411

---

## Urban area

*Definition:* Formal cities and towns characterised by higher population densities, high levels of economic activities and high levels of infrastructure.

*Source:* Adapted from Statistics South Africa, 2009, Concepts and Definitions for Statistics South Africa

*Note:* None

*Cross reference:* Rural area

*Reference code:* 10412

---

## Variables

*Definition:* A variable is a characteristic of a unit being measured that may assume more than one of a set of values.

Examples of variables: age, gender, population group, home language, disability. Examples of values: male, female, age groupings, White, Black African, deafness.

*Source:* Statistics South Africa

*Note:* None

*Cross reference:* None

*Reference code:* 10413

---

## Vocational education

*Definition:* Education which is mainly designed to acquire the practical skills, know-how and understanding necessary for direct entry into a particular occupation or trade (or class of occupations or trades).

*Source:* Adapted from UNESCO Institute of Statistics, 2007, Glossary

*Note:* Successful completion of such programmes normally leads to a labour-market relevant vocational qualification recognized by the competent authorities (e.g. Ministry of Education, employers' associations, etc.) in the country in which it is obtained. Vocational Education is also referred to as TVET.

*Cross reference:* Technical and vocational education and training (TVET)

*Reference code:* 10414

---



## **Work schedule**

*Definition:* A year-long programme that shows how teaching, learning and assessment will be sequenced and placed in a particular grade.

*Source:* Department of Education, 2003 Revised National Curriculum Statement Grades R – 9. Teachers Guide for the Development of Learning Programmes

*Note:* It is a delivery tool, a means of working towards the achievement of the learning outcomes specified in the learning programme, and incorporates the assessment standards that will be achieved in that grade.

*Cross reference:* None

*Reference code:* 10470

---

## **Youth literacy rate**

*Definition:* Number of literate persons aged 15 to 24, expressed as a percentage of the total population in that age group.

*Source:* UNESCO, 2008, EFA Global Monitoring Report 2009. Education for All: Overcoming Inequality: Why Governance Matters

*Note:* Proxy: a person is literate when he/she has attained at least Grade 7

*Cross reference:* Adult literacy rate, literacy

*Reference code:* 10416

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