

## VSD Terminologies

Terminology	Definition	Source
<b>Apprenticeship</b>	Apprenticeship can be defined as having the following characteristics: <ul style="list-style-type: none"> <li>- learning that alternates between a workplace and an educational or training institution;</li> <li>- part of formal education and training;</li> <li>- on successful completion, learners acquire a qualification and receive an officially recognized certificate;</li> <li>- apprentices usually have the status of employees and are paid for their work;</li> <li>- ideally based on a contract or formal agreement between employer and learner, but sometimes, based on a contract with the education or training institution.</li> </ul>	<a href="http://www.cedefop.europa.eu/files/9088_en.pdf">www.cedefop.europa.eu/files/9088_en.pdf</a>
<b>Basic education</b>	The whole range of educational activities that take place in various settings and that aim to meet the basic learning needs defined by Education For All (Jomtien, Thailand, 1990). According to ISCED, basic education comprises primary education, which is the first level of basic education, as well as the first part of secondary education, which is the second level of basic education. It also comprises various public and private non-formal and informal educational activities designed to respond to the particular learning needs of people of all ages.	<a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a>
<b>Children</b>	A child is defined as a person below the age of 18.	UNICEF: <a href="http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf">http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf</a>
<b>Competence(s)</b>	Ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development. Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge), it also encompasses functional aspects (including technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values.	CEDEFOP 2014, Strategy
<b>Continuous/continuing training (or VSD)</b>	Education or training after initial education and training or after entry into working life aimed at helping individuals to: improve or update their knowledge and /or skills, acquire new skills for a career move or retaining, continue their personal or professional development.	CEDEFOP 2014, Strategy

<p><b>Dual VET</b></p>	<p>Dual VET is largely understood as an organizational and institutional system, it is much more than this alone. The DC dVET defines dual VET at the level of its complex, multi-dimensional concept as: Learning venues, ownership, status of trainees, duration of training and ratio between practice and theory learning constitute the organizational and institutional aspects of dual VET.</p> <ol style="list-style-type: none"> <li>1. Learning Venues: Dual VET combines practical training at the workplace with classroom-based training in schools or training centers. The two venues business and classroom can be enhanced with a third. Third learning venues are often simulated environments (e.g. labs, workshops, etc.).</li> <li>2. Ownership: Dual VET is a joint responsibility by public and private partners, resp. schools and businesses. Dual VET “belongs” to both partners. Organizations of the world of work are essential for dual VET.</li> <li>3. Status of Trainees: In dual VET, trainees are employees at businesses with special status. They are recruited by the businesses themselves.</li> <li>4. Training Duration: In countries with a dual system, initial VET typically lasts from two to four years.</li> <li>5. Ratio between Business-based and Classroom Training: In countries with dual VET systems, the ratio of business-based training to classroom education is between 80:20 and 60:40.</li> </ol>	<p><a href="http://www.dcdualvet.org/wp-content/uploads/DC-dVET-Dual-VET-as-an-Option-in-Development-Cooperation-Survey-Matthias-Jaeger.pdf">http://www.dcdualvet.org/wp-content/uploads/DC-dVET-Dual-VET-as-an-Option-in-Development-Cooperation-Survey-Matthias-Jaeger.pdf</a></p>
<p><b>Education for sustainable development (ESD)</b></p>	<p>Education for sustainable development promotes efforts to rethink educational programs and systems (both methods and contents) that seek to build sustainable societies by addressing ecological, social, economic and cultural issues.</p>	<p><a href="https://www.eda.admin.ch/content/dam/countries/countries-content/mongolia/en/2015-Mongolia-ESDfactsheet_EN.pdf">https://www.eda.admin.ch/content/dam/countries/countries-content/mongolia/en/2015-Mongolia-ESDfactsheet_EN.pdf</a></p>
<p><b>Employability</b></p>	<p>Qualification(s) for finding a job in the labor market. Combination of factors which enable individuals to progress towards or to get into employment, to stay in employment and to progress during their careers.</p>	<p><a href="http://www.cedefop.europa.eu/de/publications-and-resources/publications/4064">http://www.cedefop.europa.eu/de/publications-and-resources/publications/4064</a></p>
<p><b>Employment</b></p>	<p>The state of being employed with salary; a person's regular job or occupation</p>	<p><a href="http://www.cedefop.europa.eu/de/publications-and-resources/publications/4065">http://www.cedefop.europa.eu/de/publications-and-resources/publications/4065</a></p>

<p><b>Equity (in education)</b></p>	<p>This term refers to the extent to which education access and provision are justly distributed for both children and adults. Equity in education entails reducing discrepancies based on gender, economic status, place of domicile, ethnic group, language and similar characteristics.</p>	<p><a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a></p>
<p><b>Formal education</b></p>	<p>Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in co-operation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.</p>	<p><a href="http://glossary.uis.unesco.org/glossary/map/terms/176">http://glossary.uis.unesco.org/glossary/map/terms/176</a></p>
<p><b>Gainful Employment</b></p>	<p>Sustained self- or wage employment above a defined minimum income threshold.</p>	<p><a href="https://www.shareweb.ch/site/EI/Documents/VSD/Resource%20Box/Project%20Implementation/Systematic%20data%20collection/SDC%20-%20Common%20Outcome%20Indicators%20VSD%20-%20Working%20Aid%20-%202013%20-%20(en).pdf">https://www.shareweb.ch/site/EI/Documents/VSD/Resource%20Box/Project%20Implementation/Systematic%20data%20collection/SDC%20-%20Common%20Outcome%20Indicators%20VSD%20-%20Working%20Aid%20-%202013%20-%20(en).pdf</a></p>
<p><b>Inclusiveness in Education</b></p>	<p>SDC views inclusion as a way to enable children and young people excluded from the schooling system and disadvantaged groups such as girls, women, rural and nomadic populations access to education.</p>	<p><a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/DDC_depliant_Education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/DDC_depliant_Education_EN.pdf</a></p>
<p><b>Informal education</b></p>	<p>The term refers to a lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experiences and the educative influences and resources in his/her environment – e.g. family and neighbors, work and play, the marketplace, the library, and the mass media.</p>	<p><a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a></p>

<b>Initial VET</b>	General or vocational education carried out in the initial education system, usually before entering working life. Some training undertaken after entry into working life may be considered as initial training (such as retraining). Initial education and training can be carried out at any level in general or vocational education (fulltime school-based or alternance training) or apprenticeship pathways.	<a href="http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117">http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117</a>
<b>Labour market orientation</b>	The cornerstones of labor market oriented and demand-driven VET systems are: a) participatory development of occupational profiles and standards with representatives of industry, b) development of curricula based on occupational profiles, c) competence based teaching and learning with significant share of practical and/ or workplace training, d) assessment and certification procedures with strong involvement of employers.	SDC Education Strategy
<b>Life skills</b>	Life-skills training gives young people the tools to make informed choices in their lives and to respect the choices and rights of others.	<a href="https://www.eda.admin.ch/projects/SDC/en/2013/7F08696/phase1.html?oldPagePath=">https://www.eda.admin.ch/projects/SDC/en/2013/7F08696/phase1.html?oldPagePath=</a>
<b>Lifelong learning opportunities</b>	The concept of learning as a process that continues throughout life to address an individual's learning needs. The term is used widely in adult education to refer to learning processes in many forms and at many levels.	<a href="http://unesdoc.unesco.org/images/0014/001416/141639e.pdf">http://unesdoc.unesco.org/images/0014/001416/141639e.pdf</a>
<b>Literacy</b>	According to UNESCO's 1958 definition, the term refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace multiple skill domains, each conceived on a scale of different mastery levels and serving different purposes. Many today view literacy as the ability to identify, interpret, create, communicate and compute, using printed and written materials in various contexts. Literacy is a process of learning that enables individuals to achieve personal goals, develop their knowledge and potential, and participate fully in the community and wider society.	<a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a>
<b>Non-formal education</b>	Learning activities typically organized outside the formal education system. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out of school children and youth, life skills, vocational skills, and general culture. Such activities usually have clear learning objectives, but vary in terms of duration, in terms of whether they confer certification for acquired learning, and in organisational structure.	<a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a>

<p><b>Numeracy skills</b></p>	<p>Numeracy is most often assumed to depend upon a solid mathematical education and innumeracy to be the result of poor schooling. However, challengers of this definition prefer to relate “numeracy” to the ability to process, interpret and communicate numerical, quantitative, spatial, statistical and even mathematical information in ways that are appropriate for a variety of contexts. The term increasingly refers to a competence allowing more effective participation in relevant social activities.</p>	<p><a href="http://unesdoc.unesco.org/images/0014/001416/141639e.pdf">http://unesdoc.unesco.org/images/0014/001416/141639e.pdf</a></p>
<p><b>Occupational profile(s) / standard(s)</b></p>	<p>Occupational profiles describe the duties and tasks related to a specific occupation whereas an occupational standard additionally determines how well the tasks have to be performed by an individual in order to be considered competent for the occupation. Standards are used to measure or estimate performance levels. Moreover they are a key benchmark for curriculum development in labour market oriented VET systems.</p>	<p>CEDEFOP 2014, SDC Education Strategy</p>
<p><b>Placement service</b></p>	<p>Service to support individuals to find a job matching their skills, offered by public or private employment services or educational institutions. The service usually encompasses support for drafting a CV, preparation for job interviews, skills audit, guidance and counselling.</p>	<p>CEDEFOP 2014, SDC Education Strategy</p>
<p><b>Professional education and training (PET)</b></p>	<p>Vocational and Professional Education and Training refers to (1) Vocational Education and Training, and (2) Professional Education and Training, in Switzerland.  Vocational Education and Training (VET) takes place after compulsory school and leads to federally recognized qualifications at the upper secondary level. Usually, VET follows the dual-track approach known as apprenticeships in Switzerland. VET combines work-based learning in companies and acquisition of theoretical vocational knowledge and general education in schools. VET certificates or diplomas qualify young professionals for the labor market.  Professional Education and Training (PET) usually takes place after the individual has qualified under VET and several years of relevant work experience. It leads to federally recognized qualifications at the tertiary level. PET diplomas evidence specific professional skills and qualify individuals for highly specialized managerial and experts' tasks</p>	<p>SBFI,  <a href="https://www.sbf.admin.ch/dam/sbf/en/dokumente/berufsbildung_inderschweiz-faktenundzahlen2016.pdf.download.pdf/vocational_and_professionaleducationandtraininginswitzerland-fac.pdf">https://www.sbf.admin.ch/dam/sbf/en/dokumente/berufsbildung_inderschweiz-faktenundzahlen2016.pdf.download.pdf/vocational_and_professionaleducationandtraininginswitzerland-fac.pdf</a></p>
<p><b>Recognition of prior learning (RPL)</b></p>	<p>The Recognition of Prior Learning (RPL) is the process for recognizing learning that has come from experience and/or previous formal, non-formal and informal learning. This could include knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences or even through a hobby. RPL can be used by a wide range of people either to help them re-enter learning or to contribute towards a program of learning or simply to identify their skills in order to progress in their career.</p>	<p>SCQF, Strategy</p>

<p><b>Secondary education</b></p>	<p>Program made up of two stages: lower and upper secondary. Lower secondary education (ISCED 2) is generally designed to continue the basic programs of the primary level but the teaching is typically more subject focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education (ISCED 3), the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject-specific qualification than at ISCED level 2.</p>	<p><a href="http://unesdoc.unesco.org/images/0014/001416/141639e.pdf">http://unesdoc.unesco.org/images/0014/001416/141639e.pdf</a></p>
<p><b>Skills</b></p>	<p>Skill is the expertise needed to perform a task or to do a job. It describes the requirements of a job, or the ability of people to perform jobs. There are different types of skills: Core skills: The skills which everyone in a particular economy needs to gain employment, remain employable and develop careers. They are not specific to any particular occupation. They are also referred to as key competencies, transferable skills, portable skills or essential skills. Core skills usually include skills for communication, learning to learn, teamwork, numeracy, and language skills. Entrepreneurial skills are increasingly added to the concept of core skills. Occupational skills: Neutral and general term which summarizes those skills which are required to perform an occupation in a specific economy. They are prescribed by the curriculum of a training program.</p>	<p><a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a></p>
<p><b>Skills development</b></p>	<p>Skills Development has emerged in development terminology to describe a broadly defined notion of vocational education and training. As opposed to VET, SD implies that skills acquisition does not exclusively take place in formalized training settings, but in any sort of combination of training, coaching, counselling, learning-by-doing, self-learning etc. While the notion of SD is very broad, VSD strengthens the focus on employability and the preparation of people for gainful activities under whichever employment status. But VSD refers not only to narrow task skills, but includes those core skills which are necessary in a particular economy to make people employable.</p>	<p><a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a></p>
<p><b>Soft skills</b></p>	<p>Soft skills can be divided into three categories of skills: interpersonal skills (communication, negotiating/refusal skills, assertiveness, empathy), cognitive skills (problem solving, decision making, critical thinking and self-evaluation), personal skills (coping skills, managing stress, self-awareness).</p>	<p><a href="https://www.shareweb.ch/site/Gender/en/News/Documents/Gendernet%20Newsletter-2_Eng.pdf">https://www.shareweb.ch/site/Gender/en/News/Documents/Gendernet%20Newsletter-2_Eng.pdf</a></p>
<p><b>Technical Vocational Education and Training (TVET)</b></p>	<p>TVET or VET is a combination of ILO-preferred (human resources training and development) and UNESCO-preferred (technical and vocational education) terminology. It addresses mainly the formal economy and education and training at secondary and tertiary level. It aims at making people employable, including their ability to cope with all aspects of the social, economic and technical environment. In the area of development cooperation the terms are nowadays often</p>	<p><a href="https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf">https://www.eda.admin.ch/content/dam/deza/en/documents/themen/grund-und-berufsbildung/209359-sdc-guidelines-basic-education_EN.pdf</a></p>

	replaced by the broader term (Vocational) Skills Development.	
<b>Tertiary education</b>	Programmes with an educational content more advanced than what is offered at ISCED levels 3 and 4. The first stage of tertiary education, ISCED level 5, includes level 5A, composed of largely theoretically based programmes intended to provide sufficient qualifications for gaining entry to advanced research programmes and professions with high skill requirements; and level 5B, where programmes are generally more practical, technical and/or occupationally specific. The second stage of tertiary education, ISCED level 6, comprises programmes devoted to advanced study and original research, and leading to the award.	<a href="http://unesdoc.unesco.org/images/0014/001416/141639e.pdf">http://unesdoc.unesco.org/images/0014/001416/141639e.pdf</a>
<b>Training providers</b>	TPs can either be public or private. Public TPs either belong directly to a ministry or a semi-governmental body or they have a defined semi-autonomous status under a local board. Among private TPs there are three distinctly different categories: private TPs established as for-profit organisations; as non-profit NGOs (or as a training unit to an NGO); or operating within a normal private enterprise that additionally offers training services.	<a href="#">SDC Education Strategy</a>
<b>Under-employment/ Working Poor</b>	People who have a paid work, yet not enough (low salary or part-time occupation) to make a living.	<a href="http://www.cedefop.europa.eu/de/publications-and-resources/publications/4066">http://www.cedefop.europa.eu/de/publications-and-resources/publications/4066</a>
<b>Unemployment</b>	Inability to obtain paid work although work is actively sought.	<a href="http://www.cedefop.europa.eu/de/publications-and-resources/publications/4067">http://www.cedefop.europa.eu/de/publications-and-resources/publications/4067</a>
<b>Vocational guidance</b>	Range of activities designed to help individuals to take educational, vocational or personal decisions and to carry them out before or after they enter the labour market. Guidance and counselling can be provided at school, training centres, job centres, the workplace or in other settings.	CEDEFOP 2014, SDC Education Strategy
<b>Vocational orientation</b>	Vocational orientation is a process that has two sides. On the one hand, we have the young people who are seeking to orient themselves towards their own interests, competences and objectives. The other side consists of the requirements of the world of work, to which the young people are guided. Both of these sides constantly need to be rebalanced. Vocational orientation provision supports young people in mastering this process.	<a href="#">BIBB, SDC Education Strategy</a>

## VSD Terminologies

<b>Vocational Skills Development</b>	The broad concept of VSD encompasses all organized learning processes for the development of technical, social and personal competencies and qualifications that contribute to the sustainable long-term integration of trained people in decent working conditions into the formal or informal economy, either on an employed or self-employed basis. VSD usually combines theory and practice and can take place in schools or technical institutes, workshops or at the work-place in enterprises. According to the concept of lifelong learning, VSD can take place at all education levels and be acquired throughout economically active life.	CEDEFOP 2014, SDC Education Strategy
<b>Work-based learning</b>	Acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution.	CEDEFOP 2014, SDC Education Strategy
<b>Youth</b>	According to UNESCO, youth is best understood as a period of transition from the dependence of childhood to adulthood independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age group. UN statistics are based on the range from 15 to 24 years. National definitions of youth vary and may include people up to 30 or 35 depending on the context. The SDC refers to a definition of youth as persons from the age of 15 to an upper age defined by its respective partner countries	SDC Education Strategy