



TVET GLOSSARY

April 2015

Proposal of vocabulary to be used in
Technical and Vocational Education and Training
in the Greater Caribbean.

INTRODUCTION

This glossary is presented to be use as a basic glossary of terms and terminology on TVET. This should not be considered as an exhaustive glossary but a base for a more specialized one, instead.

It has been prepared in order to provide a basis for a general understanding of the strategy that it has been proposed for the tourism sector of the Greater Caribbean Region regarding the developing of a regional framework on Technical and Vocational Education and Training (TVET).

Most of the terms were obtained throughout the UNESCO-UNEVOC TVETipedia.¹, but also included some other regional and national sources.

The present glossary contains 27 principal TVET terms (parent terms) and its related terms (child terms).

In an ever changing TVET context and requirements is important to review, revise and update TVET terminology and concepts in order to manage a common language and advocacy. The original terms were found in English language and were translated to Spanish and French by CERTIFICA using the free translation technic.

Below appear a number of definitions related to TVET made by experts, national training institutions, national standardization institutions and certification bodies around the globe. For each term there are some definitions that have been selected in order to offer a range of possibilities that is as complete as possible. At the end of each definition, between parentheses, appears the name of the source, organization or expert who provided or constructed the definition and the year. The acronym of the source appears in the glossary according to its acronym in English. At the end of the document, in the acronyms section the meaning of each acronym (the full name of the institution or organization) is shown in English. Additionally, alongside with them, appears a Spanish or French translation of the acronyms/full names, in brackets if it was considered necessary.

We hope that this glossary that provides definitions of TVET terms and terminologies commonly used in the education, labour and employment areas, would facilitate comprehension and better understanding of the TVET framework, as the Greater Caribbean Region moves forward in making TVET a strategic and viable option for developing human resources in order to achieve higher levels of competitiveness.

¹ <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&char=C#C>. Last accessed March 2015.

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RELATED TERMS ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING TVET AND OTHER TERMS RELATED TO EDUCATION AND WORK

1. ACCREDITATION

- Assurance that programs, materials and institutions, whether under public or private jurisdiction, meet standards as established by legislation. (UNESCO 1984, UN)
- The official recognition and approval of training courses, programs and institutions. (ILO 2006, UN)
- The formal recognition of a course by an Accrediting Body.(Definition also used by the TAC –Australia- (Wahba 2013, Egypt)
- The formal recognition of a vocational education and training (VET) course by the state or territory course accrediting body, in accordance with the AQTF Standards for State and Territory Registering and Course Accrediting Bodies. (NCVER 2013, Australia)
- The process by which a course or training program is officially recognized and approved. (UNEVOC/NCVER 2009)

1.1. ACCREDITATION OF AN EDUCATION OR TRAINING PROGRAM

- A process of quality assurance through which accredited status is granted to a program of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. (CEDEFOP 2008, Europe).

1.2. ACCREDITATION OF AN EDUCATION OR TRAINING PROVIDER

- A process of quality assurance through which accredited status is granted to an education or training provider, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards. (CEDEFOP 2008, Europe)
- Accredited provider: A legally established institution (public or private) that has been recognised, usually for a particular period of time, by a QC or its appointed agent, as having the capacity or provisional capacity to offer a qualification or part-qualification registered on the NQF at the required standard. (SAQA 2013, South Africa).

2. AWARDING BODY

- Awarding body is a body issuing qualifications (certificates or diplomas) formally recognising the achievements of an individual, following a standard assessment procedure. (UNEVOC, UN)
- A body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment and validation procedure. (CEDEFOP, Europe).
- A body with the authority to issue qualifications (certificates or diplomas) formally recognising the achievements of an individual, following a standard assessment procedure. (NCVER2, Australia)

3. CARRER DEVELOPMENT

- It is the lifelong process of managing progression in learning and work. The quality of this process significantly determines the nature and quality of individuals' lives: the kind of people they become, the sense of purpose they have, the income at their disposal. It also determines the social and economic contribution they make to the communities and societies of which they are part. (TVET Portal, The Arabic Gate to TVET)²

4. CERTIFICATION

- Proof of a qualification acquired by a pupil or student after passing an examination or completion of a course of training. (UNESCO 1984, UN)
- The formal assurance that an individual has successfully achieved a defined set of learning outcomes. (ILO 2006, UN)
- The process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes acquired by an individual has been assessed and validated by a competent body against a predefined standard. (CEDEFOP 2008, Europe)
- The formal acknowledgement of successful achievement of a defined set of outcomes. (UNEVOC/NCVER 2009)
- The authoritative act of determining compliance with agreed requirements. b. As used in TESDA, the term refers to a formal process of recognizing that an individual is qualified in terms of particular knowledge, skills and attitudes based on industry standards. (TESDA 2010, Philippines)
- Formal recognition of a qualification or part qualification awarded to a successful learner. (SAQA 2013, South Africa)

² <http://tvvet-portal.net/index.php?id=66&type=0&uid=138&cHash=1f5c4bc33b824c450e48f1cc16f8506c>

4.1. CERTIFICATION OF LEARNING OUTCOMES

- The process of issuing a certificate, diploma or title formally attesting that a set of learning outcomes (knowledge, knowhow, skills and/or competences) acquired by an individual have been assessed and validated by a competent body against a predefined standard (TVET Portal, The Arabic Gate to TVET)

5. COMPETENCE – COMPETENCY ³

- The proven or demonstrated individual capacity to use know-how, skills, qualifications or knowledge in order to meet the usual, and changing, occupational situations and requirements. (UNESCO 1984, UN)
- The ability, encompassing knowledge, skills and attitudes of an individual to perform adequately in a job. (ILO 2006, UN)
- The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).(CEDEFOP 2008, Europe)
- An individual's demonstrated capacity to perform a task or skill, that is, the possession of knowledge, skills and personal attributes needed to satisfy the special demands or requirements of a particular situation. (NCVER 2013, Australia)
- This term refers to: a) the application of knowledge, skills and attitude required to complete a work activity in a range of context and environment to the standard expected in the workplace (Procedures Manual on TR Development); or b) the possession and application of knowledge, skills and attitudes to the standard of performance required in the workplace. (TESDA 2010, Philippines)
- The individual's ability to use, apply and demonstrate a group of related awareness, knowledge, skills and attitudes in order to perform tasks and duties successfully and which can be measured against well-accepted standards (levels) required in employment as well as assessed against provided evidences at work location. The competency affects both individual's job responsibility and performance on the job and usually fall into two categories, namely technical and behavioral. (Wahba 2013, Egypt)
- A cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development." (Training magazine: July, 1996) An "essential" competency is critical for an employee to perform effectively at his or her level in a career field. A "universal" competency is one that is required of all employees regardless of career field. Competencies are gained through a multitude of ways—life experience; formal education; apprenticeship; on-the-job experience; self-help programs; and, yes, training and development programs. All of these together contribute to job competence in an employee. Ultimately, supervisors and employees working together and assessing consistency of job performance (behaviors) over time determine overall "employee competence." When choosing training and development activities to help

³ There are slight differences between these two terms. This glossary does not intend to discuss in depth such differences.

a person achieve competencies identified for a specific job, target competencies – not courses. ." (Training magazine: July, 1996)

5.1. COMPETENCE ASSURANCE MANAGEMENT SYSTEM (CAMS)

- The Competency Assurance Management System is the main assurance to monitoring and evaluating the students / trainees / employees' training performance and progress. The management within different sectors of industry is generally applying the Competency Based Assessment (see also Competency-Based Training and Assurance Quality Management Systems with a view to have reasonable assurance of meeting their business objectives by assessment their employees who have been trained as well as their workers to validate and prove that they are competent and can perform all tasks including critical, health, safety and environmental control (HSE) nature based - tasks at work location effectively at the competency level (standard) required.

The successful implementation of Competency Assurance Management System requires a supporting framework of assessment and verification procedures. These procedures are based on "Minimum Assessment & Verification Standard Processes".

A 4 levels assessment and verification system generally consists of the following separate two assessment levels and two verification levels:

Level 1	Self-Assessment
Level 2	One-on-one Assessment
Level 3	One-on-one Verification
Level 4	Committee Interview Verification. ⁴

5.2. COMPETENCY-BASED TRAINING (CBT)

- Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Competency-based training programs are often comprised of modules broken into segments called learning outcomes, which are based on standards set by industry, and assessment is designed to ensure each student has achieved all the outcomes (skills and knowledge) required by each module. Ideally, progress within a competency-based training program is not based on time. Some competency-based training modules have two assessment components: 1. On-the-job 2. Off-the-job. (Adapted from: AICL Student Handbook v4, p35, Accessed in Nov. 2014. Source:

⁴ Content of original article provided via UNEVOC e-Forum on Nov. 19, 2007 by Moustafa Wahba, Egypt, see thread M&E tools.

http://www.aicl.nsw.edu.au/data/download/AICL_Student_Handbook%20Feb_10_V4.0.pdf
UNEVOC community)

- Training which develops the awareness, skills, knowledge and attitudes required to achieve certain competency standards –levels-. (NCVER 2013, Australia)
- A system by which the student is trained on the basis of demonstrated ability rather than on that of elapsed time. (TESDA 2010, Philippines)
- Competency based training is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Competency based training programs are comprised of competency standards set by industry that each student is assessed against to ensure all the outcomes required have been achieved. Progression through a competency based training program is determined by the students demonstrating that they have met the competency standards through the training program and related work, not by time spent in training. This way, students may be able to complete a program of learning much faster since competency-based training allows for flexible entry and exit for learners enabling them to complete their studies much quicker. Once they have achieved competency in a unit of competency they can then move onto the next unit. Training can take place both on and off-the-job using a variety of delivery modes and methods.⁵

5.3. COMPETENCY DEVELOPMENT FRAMEWORK (CDF)

- A document describing the required competencies for specific disciplines / professions and made up of modules, units and elements of competence along with criteria for certain number of competency levels (standards). (Wahba 2013, Egypt)

5.4. COMPETENCY STANDARD

- An industry-determined specification of performance, which sets out the skills, knowledge and attitudes required to operate effectively in employment. In vocational education and training, competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package. (NCVER 2013, Australia).
- Statement developed by industry specifying the competencies required by workers for each sector of the workforce. (UNEVOC/NCVER 2009)

⁵ Content of original article provided via UNEVOC e-Forum on Nov. 19, 2007 by Moustafa Wahba, Egypt, see thread M&E tools.

- This term refers to industry-determined specification of competencies required for effective work performance. They are expressed as outcomes and they focus on workplace activity rather than training or personal attributes and capture the ability to apply skills in new situations and changing work organization. (TESDA 2010, Philippines)

5.5. VOCATIONAL COMPETENCY

- Vocational competency in a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by-industry basis and with reference to the guidance provided in the assessment guidelines of the relevant training package. (NCVER 2013, Australia)

6. CURRICULUM

- An organized program of both theoretical and practical studies, the successful completion of which is considered necessary to achieve specified educational goals corresponding to different levels of knowledge and qualification. (UNESCO 1984, UN).
- A detailed description of the objectives, content, duration, expected outcomes, learning and training methods of an education or training program. (ILO 2006, UN)
- The inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.(CEDEFOP 2008, Europe)
- The word Curriculum has the meaning of educational path and describes the learning process in a much more comprehensive and complex fashion than is possible with Plans of learning content or learning material. These days, curriculum development is oriented towards the learner - the student/trainee and his learning process than towards the content of learning. (UNEVOC 1993, UN)
- A statement of the training structure and expected methods of learning and teaching that underpin a qualification or part qualification to facilitate a more general understanding of its implementation in an education system. (SAQA 2013, South Africa)
- Systematic group of courses or sequences of subjects required for a graduation or certification in a major field of study; or b) a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification of entrance into a professional or vocational field; or c) a body of prescribed educational experience under school supervision, designed to provide an individual with the best possible training and experience to fit him

for a trade or profession. and d) any type of instructional and learning materials to be delivered using a computer and/or internet. (TESDA 2010, Philippines)

- The set of courses and their contents offered by an institution such as a school, college or university, and partially or entirely determined by an external body. (EU Commission AL 2010, Europe).

7. DIPLOMA

- An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard. (CEDEFOP 2008, Europe)
- A formal document certifying the successful completion of a course of study in the vocational education and training and higher education sectors. (NCVER 2013, Australia)
- A qualification in the TVET and Higher Education (HE) sectors. (Wahba 2013, Egypt)

8. E-LEARNING

- Electronic learning (E-learning or eLearning) is a term for all types of technology-enhanced learning (TEL), where technology is used to support the learning process [1]. Often the medium of instruction is through computer technology, particularly involving digital technologies. E-learning has been defined as "pedagogy empowered by digital technology" [2]. In some instances, no face- to- face interaction takes place. E-learning is used interchangeably in a wide variety of contexts. In companies, it refers to the strategies that use the company network to deliver training courses to employees. In the United States, it is defined as a planned teaching/learning experience that uses a wide spectrum of technologies, mainly Internet or computer-based, to reach learners. Lately in most Universities, e-learning is used to define a specific mode to attend a course or programs of study where the students rarely, if ever, attend face-to-face for on-campus access to educational facilities, because they study online. (TVET Portal, The Arabic Gate to TVET).

9. FURTHER EDUCATION (FE)

- Post-secondary education, including higher education, adult education, and vocational education and training, also called: Tertiary education. (NCVER 2013, Australia)

10. FURTHER TRAINING

- Training subsequent and complementary to initial training. (2) A short-term targeted training typically provided following initial vocational training and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training. (NCVER 2013, Australia)

11. HIGHER EDUCATION

- Education that normally takes place in public universities and registered private higher education institutions which offer qualifications that meet the requirements of the Higher Education Qualifications

Sub-Framework (HEQSF - The sub-framework of the NQF for Higher Education used in South Africa). (SAQA 2013, South Africa)

- The stage of formal education following the secondary education covering the programs on: a) all courses of study leading to bachelor's degree, and b) all degree courses of study beyond bachelor's degree level. (TESDA 2010, Philippines)
- Post-secondary education offered by a university or other recognized higher education institution, or through Open Learning, leading to the award of a degree or higher level qualification. (Definition also used by Queensland government (Wahba 2013, Egypt)
- Tertiary education that is of a higher academic level than secondary education, usually requiring a minimum level of admission and successful completion of secondary education. (LMVETOSH 2005, Jordan)

12. JOB

- A job is a set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment. Jobs are classified by occupation with respect to the type of work performed, or to be performed. Related term: occupation. (TVET Portal, The Arabic Gate to TVET).

13. LABOR FORCE

- The economically active population, employed and unemployed. (UNEVOC/NCVER 2009)
- Any group, persons who were employed or unemployed. (Wahba 2013, Egypt)
- The population 15 years old and over, whether employed or unemployed, who contribute to the production of goods and services in the country. (TESDA 2010, Philippines)

14. LABOR MARKET

- The system of relationships between the supply of people available for employment and available jobs. (NCVER 2013, Australia)
- A system consisting of employers as buyers and workers as sellers, the purpose of which is to match job vacancies with job applicants and to set wages. (TESDA 2010, Philippines)

15. LIFELONG LEARNING (LLL)

- All learning activities undertaken throughout life for the development of competencies and qualifications. (ILO 2006, UN)
- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons. (UNESCO 1984, UN)

- All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons. (CEDEFOP 2008, Europe)
- The process of acquiring knowledge or skills throughout life via education, training, work and general life experiences. (NCVER 2013, Australia)
- All learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons. (UNEVOC/NCVER 2009)
- This refers to all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counseling and guidance services. (EU Commission LLP 2007-2013, Europe)

15.1. CONTINUING LEARNING

- Also known as Lifelong Learning is the process in which different craftsmen and adults take part to acquire and / or learn new awareness, knowledge, skills or attitude competencies throughout life via all organized, systematic education, training, work and general life experiences in order to improve their opportunities for advancement and promotion. Continuing Learning or Lifelong Learning programs are educational programs usually offered to adults as part-time or short courses in professional fields, personal, academic or occupational subject areas to update and improve occupational skills. (Wahba 2013, Egypt)

16. OCCUPATION

- An occupation is defined as a set of jobs whose main tasks and duties are characterized by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job or a job previously held. Related term: Job (TVET Portal, The Arabic Gate to TVET).

17. ON THE JOB TRAINING (OJT)

- Training undertaken in the workplace as part of the productive work of the learner. (NCVER 2013, Australia)
- Vocational training given in the normal work situation; it may constitute the whole training or be combined with off-the-job training. (UNEVOC/NCVER 2009)

- Training within the enterprise given at the work station and using jobs of commercial value for instruction and practice purposes. (TESDA 2010, Philippines)
- Also known as Work Based Training or In-service Training or On-Site Training. It is defined as the training undertaken at work place or on site as part of the practical training, productive work and professional development of either the trainees and students enrolled in TVET institutions (institutes, centres and schools) and conducted by the relevant instructors and teachers or the workers employed by industrial organizations / enterprises and conducted by the relevant trainers and first line supervisors. (Wahba 2013, Egypt)

18. OFF THE JOB TRAINING

- Vocational training undertaken away from the normal work situation. It is usually only part of a whole training program, in which it is combined with on-the-job training. (CEDEFOP 2008, Europe)
- Vocational training undertaken away from the normal work situation; it is usually only part of a whole training program in which it is combined with on-the-job training. (UNEVOC/NCVER 2009)

19. POST-SECONDARY (NON-TERTIARY) EDUCATION

- These programs straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of upper secondary education graduates. These programs are designed to prepare students for studies at first stage of tertiary education or for direct labor market entry. They do not lead to a tertiary qualification. (CEDEFOP 2008, Europe)
- All education beyond secondary school level, including that delivered by universities, further education colleges and community providers. (NCVER 2013, Australia)
- Education that is available to learners after they have completed secondary education. (LMVETOSH 2005, Jordan)

20. QUALIFICATION

- A formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectorial levels. An official record (certificate, diploma) of achievement which recognizes successful completion of education or training, or satisfactory performance in a test or examination. (UNESCO 1984, UN)
- Certification awarded to an individual in recognition of having achieved particular knowledge, skills or competencies. It is also the formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectorial levels. (ILO 2006, UN)

- (a) The formal outcome (certificate, diploma or title) of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards and/or possesses the necessary competence to do a job in a specific area of work. (CEDEFOP 2008, Europe); (b) job requirements: the knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position (ILO). (CEDEFOP 2008, Europe)
- When a competent body determines that an individual has learned knowledge, skills and/or wider competences to specific standards. (OECD 2009)
- The official confirmation, usually in the form of a document certifying the successful completion of an educational program or of a stage of a program. Qualifications can be obtained through: i) successful completion of a full program; ii) successful completion of a stage of a program (intermediate qualifications); or iii) validation of acquired knowledge, skills and competencies, independent of participation in such programs. This may also be referred to as a 'credential'. (UIS 2013, UN)
- Formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. In the vocational education and training (VET) sector, qualifications are awarded when a person has satisfied all requirements of the units of competency or modules that comprise an Australian Qualifications Framework (AQF) qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification. (NCVER 2013, Australia)
- Certification awarded to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies. b) The requirements for an individual to enter or progress within an occupation. (UNEVOC/NCVER 2009)
- A group of competencies packaged from the supermarket of competency. It represents a clear meaningful set-up in the workplace and is aligned with the Phil. TVET Qualifications Framework Descriptor. Depending on the breadth, depth and scope of competency, a qualification may fall under national certificate level I, II, III, or IV. (TESDA 2010, Philippines)
- A registered national qualification consisting of a planned combination of learning outcomes which has a defined purpose or purposes, intended to provide qualifying learners with applied competence and a basis for further learning and which has been assessed in terms of exit level outcomes, registered on the National Qualifications Framework (NQF) and certified and awarded by a recognised body. (SAQA 2013, South Africa)
- Planned combination of learning outcomes with a defined purpose or purposes, including defined, applied and demonstrated competence and a basis for further learning. (SADC 2011, Southern Africa)
- A package of standards or units judged to be worthy of formal recognition in a certificate. (ILO (SED) 2007, UN)
- A formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectorial levels. (TVET Portal, The Arabic Gate of TVET).

20.1. NATIONAL QUALIFICATION

- A qualification that is defined by nationally promulgated training regulations and is created by combining units of competency into groups that correspond to meaningful job roles in the workplace and aligning these with a national qualifications framework, in this case PTQF. (TESDA 2010, Philippines)

20.2. NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

- The comprehensive system, approved by the Minister: HET, for the classification, co-ordination, registration, and publication of articulated and quality-assured national qualifications and part qualifications. The South African NQF is a single integrated system comprising three co-ordinated qualifications sub-frameworks for: General and Further Education and Training; Higher Education; and Trades and Occupations. (SAQA 2013, South Africa)
- Set of agreed principles, procedures and standardised terminology intended to ensure effective comparability of qualifications and credits within a particular country. (SADC 2011, Southern Africa)
- An instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally. The Qualifications Framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework). (ILO (SED) 2007, UN)

20.3. NATIONAL VOCATIONAL QUALIFICATIONS (NVQ)

- National recognized and endorsed qualifications of an approved standard assessing someone's competence in a work situation and which are based on national occupational standards (levels) and accredited by a national awarding body. (Wahba 2013, Egypt)

20.4. REGIONAL QUALIFICATIONS FRAMEWORK

- Set of agreed principles, procedures and standardised terminology intended to ensure effective comparability of qualifications and credits within a particular region. (SADC 2011, Southern Africa)
- A framework that consists of a set of agreed principles, practices, procedures, and standardised terminology intended to ensure effective comparability of qualifications and credits across countries in a region. (ILO –SED- 2007, UN)

21. SKILLS

- The ability to perform tasks and solve problems. (CEDEFOP 2008, Europe)
- An ability to perform a particular mental or physical activity that may be developed through vocational training or practice. (NCVER 2013, Australia)
- The acquired and practiced ability to carry out a task or job. (TESDA 2010, Philippines)
- A bundle of knowledge, attributes and capacities that can be learnt and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning. (OECD 2011)

21.1. BASIC SKILLS

- The skills needed to live in contemporary society, e.g. listening, speaking, reading, writing and mathematics. (CEDEFOP 2008, Europe)
- A fundamental skill that is the basis of later learning or is essential for employment. The skills and competences needed to function in contemporary society, including listening, speaking, reading, writing and mathematics. (NCVER 2013, Australia)

21.2. EMPLOYABILITY SKILLS

- The skills which enable people to gain, keep and progress in employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills. (NCVER 2013, Australia)

21.3. ENTRY-LEVEL SKILL

- A skill required to commence employment in an organisation or more generally to gain entry into the workforce. (NCVER 2013, Australia)

21.4. SKILLS DEVELOPMENT:

- This term has emerged in the development world for a concept that is synonymous with this broad definition of TVET (Netherlands Ministry of Foreign Affairs, 2009). In these definitions, TVET - sometimes also known as Vocational Education and Training (VET) or Career and Technical Education (CTE) - can be regarded as a means of preparing for occupational fields and effective participation in the world of work. It also implies lifelong learning and preparation for responsible citizenship. In its broadest definition, TVET includes technical education, vocational education, vocational training, on-the-job training, or apprenticeship training, delivered in a formal and non-formal way (Table 1).

TABLE 1. MODES OF TVET DELIVERY

METHODOLOGY	TECHNICAL	VOCATIONAL
Formal	Academic Technical Education	School-based vocational education, vocational training
Non-Formal	Work-based training Non-school Tertiary Education providers	On-the-job training Non-school VT providers

Adapted from Loo, [n.d.], *TVET Issues and Debates*, World Bank Institute (website accessed in February 2010).

21.5. LIFE SKILLS

- Expression used in one of the following ways, sometimes combining some of the categories:
 - a) Often used to capture skills such as problem-solving, working in teams, networking, communicating, negotiating, etc. Their generic nature - their importance throughout life, in varying contexts - is held in common with literacy skills. These generic skills are seldom, if ever, acquired in isolation from other skills.
 - b) Also used to refer to skills needed in daily life that are strongly connected to a certain context. Examples are livelihood skills, health skills, skills related to gender and family life, and environmental skills. These can be termed 'contextual skills', while accepting that skills are in practice never purely contextual or purely generic.
 - c) Also used in the school context to refer to any subject matter other than language or mathematics.
 - d) There are other miscellaneous skills being referred to as life skills, such as cooking, making friends and crossing the street. (UIS 2013, UN).
- Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO definition). In particular, life skills are psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others, and cope with managing their lives in a healthy and productive manner. Life skills may be directed toward personal actions or actions toward others, or may be applied to actions that alter the surrounding environment to make it conducive to health. (WHO 2003, UN)

21.6. LIVELIHOOD SKILLS

- Capabilities, resources, and opportunities for pursuing individual and household economic goals, in other words, income generation. Livelihood skills include technical and vocational abilities (carpentry, sewing, computer programming, etc.); skills for seeking jobs, such as interviewing strategies; and business management, entrepreneurial, and money management skills. (WHO 2003, UN)

21.7. LOW-SKILLED PERSON

- Individual whose level of educational attainment is lower than a predetermined standard. (CEDEFOP 2014, Europe)

21.8. SKILLS CERTIFICATION

- Formal recognition of workers' skill qualifications, independent of the manner in which they were acquired. (TESDA 2010, Philippines)

21.9. SKILLS GAP

- Situation where an individual does not have the level of skills required to perform his or her job adequately. (CEDEFOP 2014, Europe)

21.10. SKILL MISMATCH

- Situation of imbalance in which the level or type of skills available does not correspond to labor market needs. (CEDEFOP 2014, Europe)

21.11. UPSKILLING / SKILL UPGRADING

- Short-term targeted training typically provided following initial education or training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training. (CEDEFOP 2008, Europe)
- Improving skills (e.g. by further training). (NCVER 2013, Australia)
- Training which aims to enable the person to gain new skill in his occupational in order to advance into a higher skill level. (LMVETOSH 2005, Jordan)

22. STANDARD

- Explicit statements about expected capabilities to be met as an expression of accomplishment. (SADC 2011, Southern Africa)
- A level or measure of achievement; a statement of performance or outcome criteria. (Definition also used by Queensland government -Wahba 2013, Egypt)

23. SYLLABUS

- An outline of a course, study or subject (module) pertaining to specified discipline/profession and which lists what is to be taught or learnt. (Wahba 2013, Egypt)
- A **syllabus** (pl. **syllabuses** or **syllabi**⁶) is an outline and summary of topics to be covered in an education or training course. It is descriptive (unlike the prescriptive or specific curriculum). A syllabus may be set out by an exam board or prepared by the professor who supervises or controls course quality. It may be provided in paper form or online.

The syllabus ensures a fair and impartial understanding between the instructor and students such that there is minimal confusion on policies relating to the course, setting clear expectations of material to be learned, behavior in the classroom, and effort on student's behalf to be put into the course, providing a roadmap of course organization/direction relaying the instructor's teaching philosophy to the students, and providing a marketing angle of the course such that students may choose early in the course whether the subject material is attractive.

Many generalized items of a syllabus can be amplified in a specific curriculum to maximize efficient learning by clarifying student understanding of specified material such as grading policy, grading rubric, late work policy, locations and times, other contact information for instructor and teaching assistant such as phone or email, materials required and/or recommended such as textbooks, assigned reading books, calculators (or other equipment), lab vouchers, etc., outside resources for subject material assistance (extracurricular books, tutor locations, resource centers, etc.), important dates in course such as exams and paper due-dates, tips for succeeding in mastering course content such as study habits and expected time allotment, suggested problems if applicable, necessary pre-requisites or co-requisites to current course, safety rules if appropriate, and objectives of the course.

- A syllabus will often contain a reading list of relevant books and articles that are compulsory or optional for students to read. As an indirect effect of this, scholars can count how many online syllabi include their works as a way of estimating their educational impact⁷.

24. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING REFERRED TO TVET

- Those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. (UNESCO and ILO, 2002).
- A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:

⁶ Oxford English Dictionary (3rd ed.). Oxford University Press. September 2005.

⁷ Journal of the American Society for Information Science and Technology, Volume 59, Issue 13, pages 2060–2069, November 2008. DOI: 10.1002/asi.20920

- an integral part of general education;
- a means of preparing for occupational fields and for effective participation in the world of work;
- an aspect of lifelong learning and a preparation for responsible citizenship;
- an instrument for promoting environmentally sound sustainable development;
- a method of facilitating poverty alleviation. (UNESCO Revised Recommendation, 2001)
- Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. Also: Career and technical education (CTE) (USA); Further education and training (FET) (UK, South Africa); Vocational and technical education and training (VTET) (South-East Asia); Vocational education and training (VET); Vocational and technical education (VTE) (AUS). (UNEVOC/NCVER 2009)
- Education, training and assessment for work.⁸

24.1. DEMAND-DRIVEN TVET

- “Demand-driven” means responsive to the workforce challenges and needs defined by employers. (ETA 2008, United States)

24.2. FORMAL TVET SECTOR:

- Formal learning in an institutional setting.

24.3. GREENING TVET -GTVET

- Greening TVET is an essential and cross-cutting theme for sustainable development. It refers to the efforts to reorient and reinforce existing TVET institutions and policies in order to reinforce achievement of sustainable development. Thus, greening TVET acknowledges the relationship between sustainable development and green development and clarifies different definitions of green jobs and green skills as well. (Majumdar 2010)
- GTVET comprises economic, ecological and social aspects and thus contributes to sustainable development. It is a cross-cutting issue that plays a role in any occupational sector: in industry, handicraft, agriculture, forestry, fisheries, services and administration. GTVET contributes to the transition to green economies and green societies by providing green competencies in a holistic approach including formal, non-formal and informal learning environments. (Extracted from "International Framework for Action: Greening TVET" (Draft), UNESCO-UNEVOC 2014.

24.4. TECHNICAL EDUCATION

⁸ Kazmi, N. TVET Framework and policy from the Commonwealth. A TVET framework model to facilitate policy formulation. (2012).

- Mainly refers to theoretical vocational preparation of students for jobs involving applied science and modern technology. It emphasizes the understanding of basic principles of science and mathematics and their practical applications, rather than the actual attainment of proficiency in manual skills as is the case with vocational education. The goal of technical education is to prepare graduates for occupations that are classified above the skilled crafts but below the scientific or engineering professions.

24.5. TVET PROVIDER

- Organizations which deliver Technical and Vocational Education and Training TVET programs such as adult and community education providers, agricultural colleges, TVET operations of some universities, schools, private providers, community organizations, industry skill centres, commercial and enterprise training providers. (Definition also used by KEBS (Kenya) -Wahba 2013, Egypt)
- An organisation which delivers vocational education and training (VET) programs. In Australia, VET providers comprise the state and territory TAFE systems, adult and community education providers, agricultural colleges, the VET operations of some universities, schools, private providers, community organisations, industry skill centres, and commercial and enterprise training providers. (NCVER 2013, Australia)

24.6. TVET SECTOR

- The policies, programs and institutions dedicated to providing formal education, training and assessment for skills required in the workplace⁹

24.7. VOCATIONAL EDUCATION (VE)

- Education that is designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation or trade or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships). Successful completion of such programs leads to labor-market relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labor market. (UIS 2013, UN)
- Education designed to develop occupational skills. (LMVETOSH 2005, Jordan)

24.8. VOCATIONAL EDUCATION AND TRAINING (VET):

- Prepares learners for jobs that are based in manual or practical activities, traditionally non-theoretical and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. Vocational education is usually considered part of the formal education system, and usually falls under the responsibility of the Ministry of Education. On the other hand, vocational training is better linked to the labor market and employment development system, and

⁹ Kazmi, N. TVET Framework and policy from the Commonwealth. A TVET framework model to facilitate policy formulation. (2012).

usually falls under the responsibility of the Ministry of Labor and Social Affairs. VET is often offered at secondary and post-secondary levels.

25. TERTIARY EDUCATION

- Formal education beyond secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training. (NCVER 2013, Australia)
- Formal education beyond secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training; sometimes used to refer only to higher education or training. (TESDA 2010, Philippines)
- Formal education following the completion of secondary education, including higher education, vocational education and training, or other specialist post-secondary education or training. Also referred to as third stage or third level education, post-secondary or further education- (Wahba 2013, Egypt)
- The education which follows secondary education or its equivalent, and provides the learner with more advanced knowledge and skills than those gained within the secondary system. (LMVETOSH 2005, Jordan)

26. UNEMPLOYED PERSON

- This includes all employed persons who express the desire to have additional hours of work in their present job or an additional job, or to have a new job with longer working hours. (TESDA 2010, Philippines)
- A person who is not employed but is available to work and actively seeking full- time or part-time work. (Definition also used by Queensland government -Wahba 2013, Egypt)

27. WORK EXPERIENCE

- A period (usually one or two weeks) of unpaid work undertaken by secondary school students, typically during Year 10 as part of their careers education, to gain some insight into the world of work. (NCVER 2013, Australia)
- (may also be referred to as: Student placement (USA)) Unpaid work undertaken by secondary school students as part of their careers education. (UNEVOC/NCVER 2009)
- Exposure and interactions gained through being in the workplace. (SAQA 2013, South Africa)
- A period of unpaid work undertaken by TVET institutions trainees/students as part of their careers education, to provide some insight into the world of work. (Wahba 2013, Egypt)
- Opportunities given to learners to apply what they are learning (or have learned) to real jobs in a real working environment. (LMVETOSH 2005, Jordan)

ACRONYMS (from sources)

AICL	Australian Institute of Commerce and Language
CEDEFOP	The European Centre for the Development of Vocational Training
ETA	Education and Training Administration (United States of America)
EU	European Union
ILO	International Labor Organization
LMVETOSH	Ministry of Labor, Department of Statistics, National Centre of Human Resources, (Jordan)
NCVER	National Centre for Vocational Education Research (Australia)
OECD	Organisation for Economic Cooperation and Development
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
SED	Small Enterprise Development
TAC	Training Accreditation Council
TESDA	Technical Education and Skills Development Authority
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	International Centre for Technical and Vocational Education and Training
USA	United States of America
WHO	World Health Organization