

## ImPrO-F

LdV TOI Improve Professional Orientation – Fitting Jobs for All

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### **Glossary with the most important terms of the field of professional orientation**

Lithuania, Telšiai 2012

#### **Introduction**

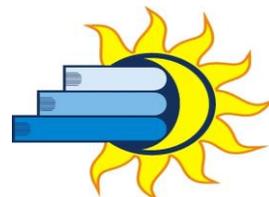
The project “Improve Professional Orientation – Fitting Jobs for All” with partners from AT, DE, ES, LT, and UK focuses on the professionalisation of staff (especially teachers, supervisors in companies, and career coordinators) responsible for the professional orientation of adolescents at risk of social exclusion.

In preparation for the project the consortium partners identified gaps in the current support available for young people facing the transition from schooling (or other initial education measures) to work life which results in high youth unemployment rates in many European countries.

The partners, all active in the fields of: training, coaching, schooling, employment, work with pupils and parents, initial vocational training and integration of migrants propose the project ImPrO-F to close this gap by fostering the knowledge, skills and competences (ksc) of staff responsible for the professional orientation of young persons (at risk of social exclusion as e.g. migrants).

Therefore it is needed to boost the cooperation between school and the world of work. The overall aims of the project are to support adolescents at risk of social exclusion, support their successful transition to work life and thus reduce youth unemployment.

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## Terms with definitions

### Adult education

General or vocational education offered to adults after initial education and training for professional and/or personal purposes, and which aims to:

- provide general education for adults in topics of particular interest to them (e. g. in open universities);
  - provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;
  - give access to qualifications not gained, for various reasons, in the initial education and training system;
- acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.

### Basic skills

The skills needed to live in contemporary society, e.g. reading, writing (literacy) and numeracy.

### Basic skills (key competences)

The skills and competences needed to function in contemporary society, e.g. reading, writing (literacy) and numeracy.

### Certification (of knowledge, skills and competences)

The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies.

### Competence

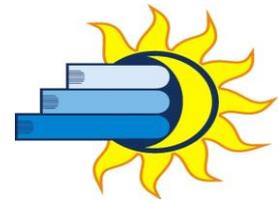
The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

A competence is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating

### Continuing education and training (CET)

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 retraining;
- continue their personal or professional development.



## Credit system

A system of credits makes it possible to break down a qualification or the objectives of a programme of vocational education and training into units. Each unit is defined in terms of knowledge, competences and skills.

## Curriculum

A set of actions followed when setting up a training course: it includes defining training goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

## Distance learning and training

Education and training imparted at a distance through communication media and is supported by a network of organisations.

## Dropout

Withdrawal from an education or training programme before its completion:

- a) This term designates both the process (early school leaving) and the persons (early school leavers) who fail to complete a course;
- b) Besides early school leavers, dropouts may also include learners who have completed education or training but failed the examinations.

## Education or training provider

Any organisation or individual providing education or training services.

Education and training providers may be organisations specifically set up for this purpose, or they could also be employers, who provide training as a part of their business activities. Training providers also include independent individuals who offer services.

## Employability

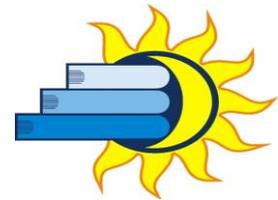
The degree of adaptability an individual demonstrates in finding and keeping a job, and updating their occupational skills.

## Europass

The core document of the Europass is the Europass CV, to which students or workers can attach other Europass documents according to their choice. The other Europass documents are Certificate Supplement, Diploma Supplement, Language Portfolio and Europass Mobility.

## Formal learning

Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification.



## IAG adviser

A qualified specialist that provides career-guidance to target groups of professional information or individual clients about educational institutions, training and study programmes, professions, qualifications and conditions to get them; labour market; opportunities; work placements and professional career. IAG advisers are based in IAG Service Centres.

## Informal learning

Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification.

## Information and communication technology (ICT) skills

The skills needed for efficient use of information and communication technologies (ICT).

In a report on ICT skills and employment, OECD proposes a simple classification:

- **Professional ICT skills:** ability to use advanced ICT tools, and/or to develop, repair and create such tools;
- **Applied ICT skills:** ability to use simple ICT tools in general workplace settings (in non-IT jobs);
- **Basic ICT skills** or 'ICT literacy': ability to use ICT for basic tasks and as a tool for learning.

## Information, Advice and Guidance (IAC)

A range of activities designed to help individuals take educational, vocational or personal decisions and carry them out before and after they enter the labour market.

Guidance and counselling may include:

- Counselling (personal or career development, educational guidance),
- Assessment (psychological or competence-/ performance related),
- Information on learning and labour market opportunities and career management,
- Consultation with peers, relatives or educators,
- Vocational preparation (pinpointing skills/competences and experience for job seeking),
- Referrals (to learning and career specialists).

Guidance and counselling can be provided at schools, training centres, job centres, the workplace, the community or in other settings.

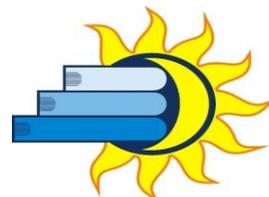
## Initial Vocational Education and Training (IVET)

There is general consensus that IVET is vocational preparation predominantly provided at upper secondary level – lasting for a maximum of around six years – for entry into the labour market, although courses are also available at the lower secondary level, post-secondary non-tertiary, and tertiary level.

In virtually all countries, IVET covers education and training aimed at preparing young people for entering the world of work by providing them with skills and qualifications.

For young people, there are two pathways through secondary education:

- A vocational route (IVET);
- General academic route.



## Key skills / key competences

Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. In its Recommendation on key competences for lifelong learning, the European Commission sets out the eight key competences:

- Communication in the mother tongue;
- Communication in foreign languages;
- Competences in math, science and technology;
- Digital competence;
- learning to learn;
- Interpersonal, intercultural and social competences, and civic competence;
- Sense of initiative and entrepreneurship;
- Cultural expression.

There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.

## Knowledge

The facts, feelings or experiences known by a person or a group of people.

## Learning outcomes

Statements of what a learner knows, understands and is able to do on completion of a learning process.

## Learning styles

An individual's mode of gaining knowledge, esp. a preferred or best method.

## Lifelong learning

All learning undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

## Maturity to choose a profession

The ability of a person to make decisions related to choosing a profession that meets the present and potential skills, abilities and level of qualification, considering not only personal and social factors, but also the reality of existing possibilities.

## Non-formal learning

Non-formal learning takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. It may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).

## Occupation (standard)

Occupation is a job.

Telšių suaugusiųjų mokykla

## Off-the-job training

Vocational training undertaken away from the normal work situation. It is usually only part of a whole training programme, in which it is combined with on-the-job training.

## Other institutions that provide career-guidance

Public authorities or private institutions, whose activities have elements of career-guidance.

## Principles of career-guidance

Career guidance is about helping people realize their full potential. Career guidance is the term used to describe the support and assistance given, and the techniques used, to enable people to assess their abilities, search for learning and work opportunities, and implement decisions affecting their careers.

## Professional field

The set of occupations, which characterise and correspond to a specific area.

## Programme (of education and training)

An inventory of activities, learning content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and competences), organised in a logical sequence over a specified period of time.

## Providing information

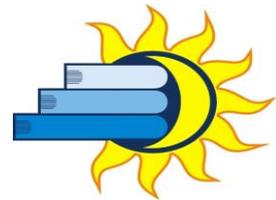
Interaction between an IAG advisor with individuals or groups for the purpose of providing them with the relevant knowledge, know-how and support to enable them to choose a profession.

## Qualifications

A qualification is achieved when a competent body determines that an individual's learning has reached a specified standard of knowledge, skills and wider competences. The standard of learning outcomes is confirmed by means of an assessment process or the successful completion of a course of study. Learning and assessment for a qualification can take place through a programme of study and/or work place experience. A qualification confers official recognition of value in the labour market and in further education and training. A qualification can be a legal entitlement to practice a trade.

## Social exclusion

The process whereby certain individuals and out of mainstream groups are pushed to the margins of society and prevented from participating fully by virtue of their poverty, low education or inadequate life skills. This distances them from job, income and education opportunities as well as social and community networks. They have little access to power and decision-making bodies and little chance of influencing decisions or policies that affect them, and little chance of bettering their standard of living. People also can face social exclusion because of society's prejudice and/or discrimination.



**Social exclusion** has many faces, e.g.:

- **Economic:** The excluded are e.g. unemployed, those deprived of access to assets such as property or credit,
- **Social:** The loss of an individual's links to mainstream society,
- **Political:** Certain categories of the population – such as women, ethnic and religious minorities, or migrants – are deprived of part or all of their political and human rights

### **Social inclusion**

The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. This affects lives, and allow people to improve their living standards and their overall well-being.

### **Social partners**

Employers' associations and trade unions forming the two sides of social dialogue.

### **Social partnership**

The process where government, employers, trade unions, farmers and the community and voluntary sector devise economic and social agreements for an agreed timeframe. At local level social partners are included in many decision-making and service delivery structures such as county development boards and area-based partnerships.

### **Trainer**

Anyone who fulfils one or more activities linked to the formal, non-formal or informal training function, either in an institution for education or training, or at the workplace.

### **Transition from school or training to work**

The move from education or training to employment, covering the period between leaving education and entering the labour market.

Transition between school and employment (integration path, type of employment – with regard to level and status – and duration) is complex. Integration depends on many factors (gender, age, qualification, employment policy, guidance and counselling provision, etc.).

### **Vocational education and training (VET)**

Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market.