Dual VET 4.0

STRENGTHENING SYSTEMS IN TUNISIA AND MOROCCO

DUAL VET 4.0 GLOSSARY

Glossary of Key Terms and Concepts

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Glossary of Key Terms and Concepts

The **Dual VET 4.0 Glossary** has been developed to establish a common understanding of the terminology used throughout the project and to promote consistency across all project activities, deliverables and communication materials. As the project brings together partners from different countries and institutional contexts, the glossary provides a shared reference point for the concepts, policy terms and technical vocabulary underpinning the implementation of the project.

The glossary has been compiled in direct alignment with the objectives and scope of the Dual VET 4.0 project. It includes the principal concepts related to vocational education and training (VET), dual learning systems, digitalisation, quality assurance, skills development, labour market intelligence and other themes addressed within the project. Particular attention has been given to the terminology supporting the development of digital monitoring systems, graduate tracking, work-based learning and cooperation between education providers, employers and public authorities.

To ensure accuracy, consistency and reliability, all definitions have been drawn from authoritative and publicly available European and international sources. These include official publications and policy documents issued by the **European Commission**, **Cedefop**, the **European Training Foundation (ETF)**, the **Council of the European Union**, **EUR-Lex**, **Eurostat**, the **Joint Research Centre (JRC)** and other recognised European institutions. Where project-specific terminology is used, it has been interpreted in accordance with these established policy frameworks and clearly identified as such.

This glossary is intended to serve as a practical reference document for all project partners and stakeholders throughout the implementation of Dual VET 4.0. By promoting a common and evidence-based understanding of key terminology, it contributes to coherent project implementation, effective communication and the consistent interpretation of project outputs across all participating countries.

Vocational Education and Training (VET)

Term	Vocational Education and Training
Acronym	VET
Definition	Education and training which aims to equip young people and adults with knowledge, skills and competences required in particular occupations or more broadly on the labour market. It may be provided in formal and non-formal settings, at all levels of the European Qualifications Framework (EQF), including tertiary level, if applicable.
Source institution	European Commission (Directorate-General for Education, Youth, Sport and Culture)
Source document	Erasmus+ Programme Guide, Part D – Glossary of terms, "Vocational Education and Training" section

Publication year	2025
Page / Section / Article	Part D, Glossary of terms – Vocational Education and Training
URL	https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Dual VET (Dual system / Alternance training)

Term	Dual VET (Dual system / Alternance training)
Acronym	N/A
Definition	Education or training combining periods in an educational institution or training centre and in the workplace. The alternation between learning venues can be organised on a weekly, monthly or yearly basis; depending on the country and applicable status, participants may be contractually linked to the employer and/or receive remuneration. The German dual system (duales System) is cited by Cedefop as an example of this alternance/dual training model.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “alternance training”
Publication year	2023
Page / Section / Article	Online glossary entry “alternance training”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary

Apprenticeship

Term	Apprenticeship
Acronym	N/A
Definition	Without prejudice to national terminology, apprenticeships are understood as formal vocational education and training schemes that: (1) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces; (2) lead to nationally recognised qualifications; (3) are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution; and (4) include

	payment or other compensation to the apprentice for the work-based component.
Source institution	European Commission (Directorate-General for Education, Youth, Sport and Culture); based on the Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships
Source document	Erasmus+ Programme Guide, Part D – Glossary of terms, "Apprenticeship (Apprentice)" section
Publication year	2025
Page / Section / Article	Part D, Glossary of terms – Vocational Education and Training
URL	https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Work-Based Learning (WBL)

Term	Work-Based Learning
Acronym	WBL
Definition	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 vocational education and training institution.
Source institution	European Commission (Directorate-General for Education, Youth, Sport and Culture)
Source document	Erasmus+ Programme Guide, Part D – Glossary of terms, "Work-based learning" section
Publication year	2025
Page / Section / Article	Part D, Glossary of terms – Vocational Education and Training
URL	https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

In-Company Training

Term	In-Company Training
Acronym	N/A
Definition	A diverse set of practices ranging from brief periods allowing a learner to observe a workplace to structured, long-term apprenticeships leading to a qualification; training that takes place within an

	enterprise as part of a vocational education and training pathway.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “in-company training”
Publication year	2023
Page / Section / Article	Online glossary entry “in-company training”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/formation-en-entreprise

VET Provider (Education or Training Provider)

Term	VET Provider (Education or Training Provider)
Acronym	N/A
Definition	An individual or organisation providing education or training services.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “education or training provider”
Publication year	2023
Page / Section / Article	Online glossary entry “education or training provider”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/bildungs-oder-ausbildungsanbieter

VET Trainer

Term	VET Trainer
Acronym	N/A
Definition	Anyone who fulfils an activity linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace. This includes the professional trainer (a training specialist whose job may coincide with that of a teacher in a vocational training establishment) and the part-time or occasional trainer (a professional who takes on part-time training activity

	in-company, e.g. as a mentor or tutor of apprentices, or externally at a training establishment).
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “trainer”
Publication year	2023
Page / Section / Article	Online glossary entry “trainer”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/opleider-trainer

Learning Outcomes

Term	Learning Outcomes
Acronym	N/A
Definition	Knowledge, know-how, information, values, skills and competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. In the context of the European Qualifications Framework (EQF), learning outcomes are defined in terms of knowledge, skills and responsibility/autonomy.
Source institution	Cedefop (European Centre for the Development of Vocational Training), based on the Council of the European Union
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “learning outcome”
Publication year	2023
Page / Section / Article	Online glossary entry “learning outcome”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/leerresultaat

Skill

Term	Skill
Acronym	N/A
Definition	The ability to apply knowledge and use know-how to complete tasks and solve problems. Skills can be described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials,

	tools and instruments). The term 'skill' refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks, whereas 'competence' is broader.
Source institution	European Commission – ESCO (European Skills, Competences, Qualifications and Occupations), applying the European Qualifications Framework (EQF) definition
Source document	ESCO, ESCOpedia, entry "Skill"
Publication year	2024
Page / Section / Article	ESCOpedia entry "Skill"
URL	https://esco.ec.europa.eu/en/about-esco/escopedia/escopedia/skill

Competence

Term	Competence
Acronym	N/A
Definition	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development, described in terms of responsibility and autonomy. Competence is broader than skill, referring to the ability of a person – facing new situations and unforeseen challenges – to use and apply knowledge and skills in an independent and self-directed way.
Source institution	European Commission – ESCO (European Skills, Competences, Qualifications and Occupations), applying the European Qualifications Framework (EQF) definition
Source document	ESCO, ESCOpedia, entry "Competence"
Publication year	2024
Page / Section / Article	ESCOpedia entry "Competence"
URL	https://esco.ec.europa.eu/en/about-esco/escopedia/escopedia/competence

Curriculum

Term	Curriculum
Acronym	N/A

Definition	Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content of programmes, methods (including assessment of learners and evaluation of programmes) and material, as well as arrangements for training teachers and trainers.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “curriculum”
Publication year	2023
Page / Section / Article	Online glossary entry “curriculum”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/curriculum

Digital Learning (related to ‘Digital Curriculum’)

Term	Digital Learning (related to ‘Digital Curriculum’)
Acronym	N/A
Definition	The process of acquiring knowledge, know-how, information, values, skills and competences making use of information and communication technologies (ICT). The proposal’s term ‘digital curriculum’ is a project-specific application of this concept combined with Cedefop’s definition of ‘curriculum’ (see the ‘Curriculum’ entry above); ‘digital curriculum’ itself is not separately defined in official EU sources.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “digital learning”
Publication year	2023
Page / Section / Article	Online glossary entry “digital learning”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/digitales-lernen

Qualification

Term	Qualification

Acronym	N/A
Definition	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. A qualification confers official recognition of the value of learning outcomes in the labour market and in education and training.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry "qualification"
Publication year	2023
Page / Section / Article	Online glossary entry "qualification"
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/kwalificatie

European Qualifications Framework (EQF)

Term	European Qualifications Framework
Acronym	EQF
Definition	A common European reference framework of eight levels of qualifications, expressed as learning outcomes with increasing levels of proficiency, which serves as a translation device between different qualifications systems and their levels. Its purpose is to improve the transparency, comparability and portability of people's qualifications.
Source institution	Council of the European Union
Source document	Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008
Publication year	2017
Page / Section / Article	Official Journal C 189, 15.6.2017, p. 15–28
URL	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32017H0615(01)

European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)

Term	European Quality Assurance Reference Framework for Vocational Education and Training
Acronym	EQAVET
Definition	A reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance in VET.
Source institution	European Commission (Directorate-General for Education, Youth, Sport and Culture)
Source document	Erasmus+ Programme Guide, Part D – Glossary of terms, "EQAVET" section
Publication year	2025
Page / Section / Article	Part D, Glossary of terms – Vocational Education and Training
URL	https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

European Credit System for Vocational Education and Training (ECVET)

Term	European Credit System for Vocational Education and Training
Acronym	ECVET
Definition	A common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another, in order to promote transnational mobility and access to lifelong learning. It is a system for the accumulation and transfer of units of learning outcomes in vocational education and training, allowing learning outcomes acquired in various contexts to be transferred to a person's 'home' system towards a qualification. Its principles have since been carried forward into the 2020 Council Recommendation on VET for sustainable competitiveness, social fairness and resilience.
Source institution	European Parliament and Council of the European Union
Source document	Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment

	of a European Credit System for Vocational Education and Training (ECVET)
Publication year	2009
Page / Section / Article	Official Journal C 155, 8.7.2009
URL	https://eur-lex.europa.eu/EN/legal-content/summary/european-credit-system-for-vocational-education-and-training-ecvet.html

Europass

Term	Europass
Acronym	N/A
Definition	The European Union's online platform and framework of tools that helps individuals communicate their skills, qualifications and experiences clearly and consistently across Europe, supports the search for learning and job opportunities, and provides a technical infrastructure for issuing digitally-signed learning credentials.
Source institution	European Commission (Directorate-General for Employment, Social Affairs and Inclusion)
Source document	Europass, "What is Europass?" and Employment, Social Affairs and Inclusion – "Europass"
Publication year	2025
Page / Section / Article	Web page "What is Europass?"
URL	https://europass.europa.eu/en/what-europass

European Skills, Competences, Qualifications and Occupations (ESCO)

Term	European Skills, Competences, Qualifications and Occupations
Acronym	ESCO
Definition	The European multilingual classification of skills, competences and occupations, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training. ESCO works as a dictionary describing occupations and their associated skills/competences and qualifications in 27 languages.

Source institution	European Commission (Directorate-General for Employment, Social Affairs and Inclusion)
Source document	Europass, Frequently Asked Questions – "What is ESCO?"
Publication year	2025
Page / Section / Article	FAQ entry on ESCO
URL	https://europass.europa.eu/en/faq

Micro-credential

Term	Micro-credential
Acronym	N/A
Definition	A record of the learning outcomes that a learner has acquired following a small volume of learning, for example a short course or training. Micro-credentials are based on standard elements including the learning outcomes achieved, the workload needed and the type of assessment, and are underpinned by quality assurance following agreed standards. The Council recommends Member States apply a common EU definition and standards for the design, issuance and portability of micro-credentials.
Source institution	Council of the European Union
Source document	Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability
Publication year	2022
Page / Section / Article	Official Journal C 243, 27.6.2022, p. 10–25 (2022/C 243/02)
URL	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2022_243_R_0002

European Digital Credentials for Learning (EDC / EDCI)

Term	European Digital Credentials for Learning
Acronym	EDC / EDCI
Definition	A verifiable, digital version of a credential (such as a diploma, training certificate, micro-credential or certificate of participation) issued by an organisation to a learner to document their learning. European Digital Credentials for Learning can be issued in all EU and Europass languages and are signed with an electronic seal, allowing their origin, validity and

	authenticity to be verified and shared, including via the Europass platform.
Source institution	European Commission (Directorate-General for Employment, Social Affairs and Inclusion) – Europass
Source document	Europass, "European Digital Credentials for Learning"
Publication year	2025
Page / Section / Article	Web page "European Digital Credentials for Learning"
URL	https://europass.europa.eu/en/european-digital-credentials-learning

Digital Competence

Term	Digital Competence
Acronym	N/A
Definition	The ability to make confident, critical and responsible use of, and engage with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation, safety, and problem solving. Digital competence is one of the eight key competences for lifelong learning set out by the Council of the European Union.
Source institution	Council of the European Union; Cedefop
Source document	Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning, as reflected in Cedefop, Terminology of European education and training policy, entry "digital competence / digital skills"
Publication year	2018 / 2023
Page / Section / Article	Official Journal C 189, 4.6.2018; Cedefop online glossary entry "digital competence / digital skills"
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/digitale-competentie-digitale-vaardigheden

Digital Competence Framework for Citizens (DigComp)

Term	Digital Competence Framework for Citizens
Acronym	DigComp

Definition	The European Digital Competence Framework for Citizens offers a tool to improve the digital competence of European citizens and underpins national frameworks and strategies for digital skills. It describes the knowledge, skills and attitudes needed to be digitally competent for daily life, participation in society, working and learning, and is structured around competence areas such as information and data literacy, communication and collaboration, digital content creation, safety and problem-solving.
Source institution	European Commission, Joint Research Centre (JRC), in collaboration with the Directorate-General for Employment, Social Affairs and Inclusion
Source document	Joint Research Centre, "Digital Competence Framework (DigComp)"
Publication year	2025
Page / Section / Article	Web page "Digital Competence Framework (DigComp)"
URL	https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-digcomp_en

Lifelong Guidance (Career Guidance)

Term	Lifelong Guidance (Career Guidance)
Acronym	N/A
Definition	A continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used.
Source institution	Council of the European Union
Source document	Council Resolution of 21 November 2008 on better integrating lifelong guidance into lifelong learning strategies, as reflected in Cedefop's guidance and career development resources
Publication year	2008
Page / Section / Article	Council Resolution 2008/C 319/02
URL	https://www.cedefop.europa.eu/en/tools/resources-guidance/toolkit/what-is-this-toolkit-about

Employability

Term	Employability
Acronym	N/A
Definition	The combination of factors which enable an individual to progress towards or get into employment, to stay in employment and to progress during his/her career. Employability depends on personal attributes (including adequacy of knowledge and skills), how these attributes are presented on the labour market, the environmental and social context, and the economic context.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “employability”
Publication year	2023
Page / Section / Article	Online glossary entry “employability”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/beschaeftigungsfaehigkeit

Skills Mismatch

Term	Skills Mismatch
Acronym	N/A
Definition	A particular form of labour market mismatch which refers not only to skill shortages or gaps, but also to qualifications, knowledge and skills exceeding job requirements. Skills mismatch can be analysed at individual, enterprise, regional, national or sectoral level, and includes vertical mismatch (over-qualification/under-qualification), skill gaps and skill shortages.
Source institution	Cedefop (European Centre for the Development of Vocational Training), based on ILO/ETF/Cedefop
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “skill mismatch”; ILO/ETF/Cedefop, Using Labour Market Information: Guide to Anticipating and Matching Skills and Jobs, Volume 1
Publication year	2023 / 2016
Page / Section / Article	Online glossary entry “skill mismatch”

URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary

Graduate Tracking

Term	Graduate Tracking
Acronym	N/A
Definition	The collection of qualitative and quantitative information about what graduates from tertiary education and vocational education and training (VET) in Europe do after they complete their education and training, in order to improve teaching and learning, career guidance, curriculum design and labour-market alignment. For the purposes of the underlying Council Recommendation, 'graduate' refers to a person completing any level of higher education or VET (EQF level 4 and above).
Source institution	Council of the European Union
Source document	Council Recommendation of 20 November 2017 on tracking graduates
Publication year	2017
Page / Section / Article	Official Journal C 423, 9.12.2017, p. 1
URL	https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32017H1209(01)&rid=5

Quality Assurance

Term	Quality Assurance
Acronym	N/A
Definition	In education and training, any activity implemented to ensure that education and training (content of programmes, curricula, assessment and validation of learning outcomes, etc.) meet the quality requirements expected by stakeholders. It covers the macro-level (educational system), meso-level (individual educational institutions) and micro-level (teaching-learning processes).
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry "quality assurance"

Publication year	2023
Page / Section / Article	Online glossary entry “quality assurance”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/kwaliteitsborging

Capacity Building (in VET)

Term	Capacity Building (in VET)
Acronym	N/A
Definition	Action supporting VET institutions and systems in third countries not associated to the Erasmus+ Programme in driving socio-economic development, by better aligning and closing the gaps between VET and market opportunities, supporting professionals’ and learners’ training and development, and helping professionals to build curricula and reform, in themes such as work-based learning, quality assurance mechanisms, VET teachers’/trainers’ professional development, key competences and skills-matching.
Source institution	European Commission (Directorate-General for Education, Youth, Sport and Culture) / European Education and Culture Executive Agency
Source document	Erasmus+ Programme Guide, “Capacity building in the field of Vocational Education and Training (VET)”
Publication year	2025
Page / Section / Article	Part B, Key Action 2 – Capacity building in VET
URL	https://erasmus-plus.ec.europa.eu/opportunities/organisations/cooperation-among-organisations-and-institutions/capacity-building-vet

Young People Neither in Employment nor in Education and Training (NEET)

Term	Young People Neither in Employment nor in Education and Training
Acronym	NEET
Definition	The percentage of the population of a given age group and sex who is not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and not involved in further education or training (formal or non-formal) in the four weeks preceding the survey.

Source institution	Eurostat (European Commission)
Source document	Eurostat, Statistics Explained, “Glossary: Young people neither in employment nor in education and training (NEET)”
Publication year	2025
Page / Section / Article	Statistics Explained glossary entry
URL	https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary%3AYoung_people_neither_in_employment_nor_in_education_and_training_%28NEET%29

Digital Transition

Term	Digital Transition
Acronym	N/A
Definition	The digital transformation of the European Union in the course of the 2020–2030 period. In its ‘path to the digital decade’ policy programme, the European Commission sets out concrete and measurable targets for this digital transformation, based on giving more power to citizens and technological leadership, resulting in a more resilient and prosperous society. The 2030 digital decade targets concern a digitally skilled population and highly skilled digital professionals, secure and sustainable digital infrastructures, digital transformation of businesses, and digitalisation of public services.
Source institution	European Union (EUR-Lex)
Source document	EUR-Lex, Glossary of summaries, entry “European digital decade”
Publication year	2025
Page / Section / Article	EUR-Lex glossary entry “European digital decade”
URL	https://eur-lex.europa.eu/EN/legal-content/glossary/european-digital-decade.html

Green Transition

Term	Green Transition
Acronym	N/A
Definition	The path set out by the European Green Deal, the EU’s growth strategy launched in 2019, consisting of a package of policy initiatives with the ultimate goal of reaching climate neutrality by 2050. In the VET

	context, Cedefop describes the related process of 'greening' as identifying, incorporating into VET curricula and programmes, and teaching the skills related to and needed for the green transition – including awareness and knowledge about climate change, green technologies and innovation, energy efficiency, circular economy and environmental sustainability.
Source institution	Council of the European Union; Cedefop
Source document	Council of the European Union, "European Green Deal" (policy webpage); Cedefop, "Integrating green transition and sustainability in VET curricula and programmes" (Timeline of VET policies in Europe, thematic categories)
Publication year	2025
Page / Section / Article	Consilium policy page "European Green Deal"; Cedefop thematic category page
URL	https://www.consilium.europa.eu/en/policies/european-green-deal/

Public-Private Partnership (in VET) (PPP)

Term	Public-Private Partnership (in VET)
Acronym	PPP
Definition	A form of cooperation between public authorities and economic operators (private-sector actors), the primary aims of which are to fund, construct, renovate or operate infrastructure, or to provide a service. PPPs can be purely contractual (based solely on contractual links) or institutional in nature (involving cooperation within a distinct joint entity). The term is not defined as a single harmonised legal concept at EU level, but the European Commission has described its general characteristics in the sectors, including education, where such partnerships are present.
Source institution	European Commission
Source document	European Commission, Green Paper on public-private partnerships and Community law on public contracts and concessions, COM(2004) 327 final
Publication year	2004
Page / Section / Article	EUR-Lex summary of COM(2004) 327 final

URL	https://eur-lex.europa.eu/EN/legal-content/summary/green-paper-on-public-private-partnerships.html

Knowledge Transfer (KT)

Term	Knowledge Transfer
Acronym	KT
Definition	The active transfer and exploitation of intellectual property and know-how, regardless of whether or not it is protected by intellectual property rights, so that knowledge generated through research and training activities is converted into socio-economic benefits. Means to realise this include collaborations between organisations (e.g. academia-industry collaborations), collaborative or contract activity conducted or funded jointly, licensing, and the creation of spin-offs.
Source institution	European Commission
Source document	Commission Recommendation of 10 April 2008 on the management of intellectual property in knowledge transfer activities and Code of Practice for universities and other public research organisations, C(2008) 1329
Publication year	2008
Page / Section / Article	Official Journal L 146, 5.6.2008
URL	https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32008H0416

Learning Analytics (LA)

Term	Learning Analytics
Acronym	LA
Definition	The measurement, collection, analysis and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs. Learning analytics draws on fields such as educational data mining, web analytics and statistics, and is used to inform teaching, assessment and educational policy.
Source institution	European Commission, Joint Research Centre (JRC)
Source document	Ferguson, R., Brasher, A., Clow, D., Cooper, A., Hillaire, G., Mittelmeier, J., Rienties, B., Ullmann, T., Vuorikari, R. (Vuorikari, R., Castaño Muñoz, J., eds.), Research

	Evidence on the Use of Learning Analytics and Their Implications for Education Policy, JRC Science for Policy Report, EUR 28294 EN
Publication year	2016
Page / Section / Article	Section 1, "Introduction to the Report"
URL	https://publications.jrc.ec.europa.eu/repository/bitstream/JRC104031/lfna28294enn.pdf

Stakeholder Engagement (in VET)

Term	Stakeholder Engagement (in VET)
Acronym	N/A
Definition	Formal mechanisms of stakeholder engagement in VET governance and informal cooperation among stakeholders, which motivate shared responsibility for quality VET. Formal engagement is usually based on legally established institutional procedures that clearly define the role and responsibilities for relevant stakeholders in designing, implementing and improving VET; informal cooperation covers targeted actions by different stakeholders to promote or implement VET, often leading to sustainable partnerships such as national alliances for apprenticeships or partnerships between schools and employers.
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Timeline of VET policies in Europe, thematic category "Engaging VET stakeholders and strengthening partnerships in VET"
Publication year	2025
Page / Section / Article	Thematic categories page
URL	https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/thematic-categories

Torino Process

Term	Torino Process
Acronym	N/A
Definition	A participatory process leading to an evidence-based analysis of vocational education and training (VET) policies in a country, within a lifelong learning perspective. Introduced in 2010 and carried out every

	two years, the Torino Process provides a snapshot of the state of development of VET systems in the ETF's partner countries – including in South Eastern Europe, Turkey, Eastern Europe, Central Asia and the Southern and Eastern Mediterranean – an overview of progress made, and priorities for the future. The proposal draws on Torino Process monitoring reports for Tunisia and Morocco as part of its needs analysis.
Source institution	European Training Foundation (ETF)
Source document	ETF, "The Torino Process"
Publication year	2025
Page / Section / Article	Web page "The Torino Process"
URL	https://www.torinoprocess.eu/

European Alliance for Apprenticeships (EAfA)

Term	European Alliance for Apprenticeships
Acronym	EAfA
Definition	A multi-stakeholder platform, launched in 2013, to strengthen the quality, supply, image and mobility of apprenticeships in Europe through national commitments and voluntary pledges from stakeholders. It was launched through a Joint Declaration between the EU Presidency, the European Commission and the European Social Partners, followed by a Council Declaration in which Member States agreed common guiding principles for quality apprenticeships. The proposal references the Alliance as part of the EU policy framework it aligns with.
Source institution	European Commission (Directorate-General for Employment, Social Affairs and Inclusion); Council of the European Union
Source document	European Commission, Employment, Social Affairs and Inclusion, "Frequently asked questions – European Alliance for Apprenticeships"; Council Declaration of 15 October 2013 on the European Alliance for Apprenticeships
Publication year	2013 / 2025
Page / Section / Article	FAQ web page on the European Alliance for Apprenticeships
URL	https://employment-social-affairs.ec.europa.eu/policies-and-activities/skills-and-

	qualifications/working-together/european-alliance-apprenticeships/frequently-asked-questions_en

Skills Intelligence

Term	Skills Intelligence
Acronym	N/A
Definition	The process of identifying, collecting, analysing, synthesising and presenting quantitative or qualitative information on skills and the labour market, in order to identify key trends and demands in the labour market and to assess, anticipate and forecast skill needs. Skills intelligence portals present visualisations of data, including forecasts, projections and shortage occupations, and must be continuous and iterative to meet changing user needs; the term is also referred to as labour market and skills intelligence (LMSI).
Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “skills intelligence”
Publication year	2023
Page / Section / Article	Online glossary entry “skills intelligence”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/kompetenzanalytik

Digital Badge

Term	Digital Badge
Acronym	N/A
Definition	A validated graphical visualisation of a learning experience – e.g. participation in a course, seminar or workshop, or acquisition of knowledge, skills and competences – with or without certification. A digital badge can be shared on social media, added to email signatures, embedded on a CV or portfolio, or added to digital badge wallets. A digital open badge is a digital badge whose content (identity of the holder, learning content, learning outcomes, issuing organisation, issuing or expiration date, assessment criteria) is verifiable and portable, and can be issued, earned and managed using a certified open badge platform.

Source institution	Cedefop (European Centre for the Development of Vocational Training)
Source document	Cedefop, Terminology of European education and training policy (online glossary), entry “digital badge”
Publication year	2023
Page / Section / Article	Online glossary entry “digital badge”
URL	https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary?letter=D

Dual VET 4.0

STRENGTHENING SYSTEMS IN TUNISIA AND MOROCCO

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