

# ANNEX K

## GLOSSARY OF TERMS

Contractual terms	
<b>Budget breakdown</b>	The schedule which breaks down the contract value according to the different items or services, stating out fee rate, unit prices and lump sums for each item provided (Services, Supplies, Works).
<b>Consortium</b>	A grouping of eligible natural and legal persons or public entities which submits a tender or an application, under a tender procedure or in response to a Call for Tenders. It may be a permanent, legally-established grouping or a grouping which has been constituted informally for a specific tender procedure. All members of a consortium (i.e., the leader and all other partners) are jointly and severally liable to the Contracting Authority (Cedefop).
<b>Content management system (CMS)</b>	A system used to manage the content of a Web site.
<b>Contract</b>	<p>Direct Contract: contract containing all the details necessary to implement it (as opposed to FWC)</p> <p>Framework Contract (FWC): contract establishing only the general outline of the services or goods to be delivered and requiring an additional step to make the actual purchase (see also below)</p> <p>Specific Contract or Order Form: contract specifying details of a particular task based on the previously signed framework contract</p> <p>Purchase Order: request for services, supplies or works used generally for procurement of a value below €25 000 as an equivalent to a contract</p>
<b>Contracting Authority</b>	Cedefop
<b>Efforts</b>	The amount of resources (human, time, equipment and/or material) assigned to tasks in a project.
<b>Evaluation committee</b>	A committee made up of an odd number of members (at least three) with the necessary technical and administrative expertise to give an informed opinion on tenders.
<b>Financial offer</b>	The part of a tender which contains all the financial elements of the tender, including its summary budget and any detailed price breakdown or cash-flow forecast required by the tender dossier.

<b>Framework contract (FWC)</b>	A framework contract is a contract concluded between Cedefop (the Contracting Authority) and an economic operator for the purpose of laying down the essential terms governing a series of specific contracts and/ or order forms to be awarded during a given period, in particular as regards the duration, subject, prices, conditions of performance and the quantities envisaged. Cedefop may also conclude multiple framework contracts, which are separate contracts with identical terms awarded to a number of suppliers or service providers.
<b>General conditions</b>	The general contractual provisions setting out the administrative, financial, legal and technical clauses governing the execution of all contracts of a particular type.
<b>Special Conditions</b>	The special conditions laid down by Cedefop (the Contracting Authority) as an integral part of the tender specifications (tender dossier), including amendments to the General Conditions, clauses specific to the contract and the terms of reference (for a service contract) or technical specifications (for a supply or works contract).
<b>Staging environment</b>	An environment that usually consists of a staging database server and a staging server used for testing solutions and data applications before they enter production.
<b>Tender</b>	A written or formal offer to supply goods, perform services or execute works for an agreed price and under agreed conditions.
<b>Tenderer</b>	A natural or legal person or consortium thereof submitting a tender with a view to concluding a contract.
<b>Terms of Reference (ToR)</b>	The document drawn up by Cedefop (the Contracting Authority) setting out its requirements and/or objectives in respect of the provision of services, specifying, where relevant, the methods and resources to be used and/or results to be achieved (SERVICES).
<b>User Interface (UI)</b>	The design of website and/or applications with the focus on the user's experience and interaction. The goal of user interface design is to make the user's interaction as simple and efficient as possible, in terms of accomplishing user goals.

<b>Content related terms</b>	
<b>Anticipation (skills anticipation)</b>	Use of labour market and skills information to predict and develop policy responses to future skills needs.
<b>Competence</b>	Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development (see Skill).
<b>Employability</b>	Combination of factors (such as job-specific skills, soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers.

<b>Employment Agencies</b>	Employment agencies which provide information, placement and active support services to unemployed, job seekers and employers looking for staff.
<b>ESCO - European Skills/Competences, qualifications and Occupations</b>	A classification system which identifies and categorises skills, competences, qualifications and occupations in a standard way, using standard terminology in all EU languages and an open format that can be used by third parties' software. It enables users to exchange CVs and job vacancies stored in different IT systems. Information on ESCO is available at <a href="https://ec.europa.eu/esco">https://ec.europa.eu/esco</a> .
<b>EURES</b>	A network of the Public Employment Services (PESs) of the European Union/European Economic Area, offering services to job-seekers and employers. For more information see <a href="http://ec.europa.eu/eures/home.jsp?lang=en">http://ec.europa.eu/eures/home.jsp?lang=en</a>
<b>EUROPASS</b>	<p>EUROPASS includes five documents to make skills and qualifications clearly and easily understood in Europe:</p> <ul style="list-style-type: none"> <li>- Two documents freely accessible, completed by European citizens:               <ol style="list-style-type: none"> <li>1) the Curriculum Vitae helps you present your skills and qualifications effectively and clearly. You can create your CV online using tutorials or download the template, examples and instructions.</li> <li>2) the Language Passport is a self-assessment tool for language skills and qualifications. You can create your Language Passport online using tutorials or download the template, examples and instructions.</li> </ol> </li> <li>- Three documents issued by education and training authorities:               <ol style="list-style-type: none"> <li>1) the Europass Mobility records the knowledge and skills acquired in another European country;</li> <li>2) the Certificate Supplement describes the knowledge and skills acquired by holders of vocational education and training certificates;</li> <li>3) the Diploma Supplement describes the knowledge and skills acquired by holders of higher education degrees.</li> </ol> </li> </ul> <p>Additionally there is a network of National Europass Centres as a first point of contact. Its objective is to (a) help citizens communicate their skills and qualifications effectively when looking for a job or training; (b) to help employers understand the skills and qualifications of the workforce; (c) to help education and training authorities define and communicate the content of curricula.</p>

<b>Experts</b>	Researchers and specialists using data and statistics on labour market, skills and education and training, including skill demand and supply forecasts, drivers of the changing pattern of demand for occupations and qualifications, demographic developments and labour supply projections; and statistics on labour demand, occupations, qualifications, education (participation, graduation, flows, and transition from education to the labour market).
<b>Forecasts (skills forecasts)</b>	Quantitative, model-based projections of employment, skills and qualifications demand and supply in the future (see Demand, Supply).
<b>Foresights (skills foresight studies)</b>	Foresights are a method of qualitative analysis, also using scenario development exercises based on expert opinion (including setting up 'observatories', focus groups, round tables and other Delphi-style methods, to reach a consensus view) to analyse skills trends in the economy, particular sectors and/or occupations in the current situation and future.
<b>Gap (skills gap)</b>	Situation where the type of skills of people does not match the requirements of the job or the level of skills is less than the level required to perform the tasks associated with the job satisfactorily.
<b>General public</b>	The citizens of the EU countries who may be interested in labour market information of seek for job.
<b>Guidance and counselling / information, advice and guidance</b>	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. Comment: 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.
<b>Indicator</b>	Data element that represents statistical data for a specified time, place, or other characteristics.

<b>ISCED – International Standard Classification of Education</b>	<p>A set of common criteria suitable for compiling statistics on education at an international level. The levels are defined as follows: ■ Level 0 – Pre-primary education ■ Level 1 – Primary education or first stage of basic education ■ Level 2 – Lower secondary or second stage of basic education ■ Level 3 – (Upper) secondary education ■ Level 4 – Post-secondary non-tertiary education ■ Level 5 – First stage of tertiary education ■ Level 6 – Second stage of tertiary education In the EU Skills Panorama indicators where the ISCED classification is available, the ISCED levels have been grouped as follows: ■ Levels 0-2 ■ Levels 3-4 ■ Levels 5-6.</p> <p>For more information see: <a href="http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx">http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx</a></p>
<b>ISCO – International Standard Classification of Occupations</b>	<p>The ISCO is one of the main international classifications of occupations. It is a tool for organising occupations into a clearly defined set of groups, according to the tasks and duties undertaken in the job. The current ISCO version is ISCO-08 and it consists of ten major occupational groupings (which are sub-divided into further occupational groups): ■ Armed forces ■ Managers ■ Professionals ■ Technicians and associate professionals ■ Clerical support workers ■ Service and sales workers ■ Skilled agricultural, forestry and fishery workers ■ Craft and related trades workers ■ Plant and machine operators and assemblers ■ Elementary occupations.</p> <p>For more information see <a href="http://www.ilo.org/public/english/bureau/stat/isco/index.htm">http://www.ilo.org/public/english/bureau/stat/isco/index.htm</a></p>
<b>Labour market information systems</b>	<p>Systems, mechanisms or processes for gathering, organising, providing and analysing information about the state of the labour market, occupations and jobs, including key changes taking place within the employment, jobs and the occupations.</p>
<b>Mismatch (skills mismatch)</b>	<p>Situation in the labour market where the level of skills of individuals does not match the level of skills required in the jobs. Mismatches could be vertical (when the level of skills or education is more or less than the level of skills or education required to perform a job), horizontal (when the type of education or skills is not appropriate for the current job, but the level of education or skills matches the requirements of the job) or geographical (where the workers with types and levels of skills or education required are based in a country or region different from where such skills are needed).</p>
<b>PES Public Employment Services / Agencies</b>	<p>Public sector employment agencies which provide information, placement and active support services to unemployed, job seekers and employers looking for staff.</p>

<b>PLOTEUS</b>	Ploteus aims to help students, job seekers, workers, parents, guidance counsellors and trainers to find out information about studying in Europe. The portal provides information on learning opportunities and training possibilities available throughout the European Union; education and training systems; exchange programmes and grants; everything you need to know when moving abroad in another European country. You can visit the Ploteus website here: <a href="http://ec.europa.eu/ploteus/">http://ec.europa.eu/ploteus/</a>
<b>Skill</b>	The ability to apply knowledge and use know-how to complete tasks and solve problems (see Competence).

<b>Access other relevant glossaries:</b>	
<b>Cedefop (2010) The skill matching challenge: Analysing skill mismatch and policy implications</b>	<a href="http://www.cedefop.europa.eu/EN/Files/3056_en.pdf">http://www.cedefop.europa.eu/EN/Files/3056_en.pdf</a>
<b>Cedefop (2012) Glossary: Quality in education and training</b>	<a href="http://www.cedefop.europa.eu/en/publications/17663.aspx">http://www.cedefop.europa.eu/en/publications/17663.aspx</a>
<b>Europass, Terminology of European education and training policy</b>	<a href="http://europass.cedefop.europa.eu/en/education-and-training-glossary">http://europass.cedefop.europa.eu/en/education-and-training-glossary</a>
<b>European Lifelong Guidance Policy Network, ELGPN, Glossary of key terms</b>	<a href="http://ktl.jyu.fi/ktl/elgpn/policymakers/cooperation/events/copenhagenplenary">http://ktl.jyu.fi/ktl/elgpn/policymakers/cooperation/events/copenhagenplenary</a>
<b>European Commission. (2007). Key Competences for Lifelong Learning – A European Framework. Luxembourg: Office for Official Publications of the European Communities</b>	<a href="http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf">http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf</a>
<b>Eurostat, Statistical definitions of education statistics</b>	<a href="http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database">http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database</a>
<b>OECD Glossary of Statistical Terms</b>	<a href="http://stats.oecd.org/glossary/index.htm">http://stats.oecd.org/glossary/index.htm</a>