

Capacity Building for Lifelong Learning Programme



Human development can be driven with past experiences valorisation and all level stakeholders have available lifelong learning programme results as a fundamental to improve their competence and ideas in any kind of initiative

CB4LLP Glossary and Guide on LLP terminology

The Glossary and Guide on LLP terminology is aimed at helping to overcome the eventual language barriers faced by capacity builders who could often do not master English required to access main EU databases.

The Glossary and Guide on LLP terminology is aimed at promoting awareness and adoption of appropriate technical language among the stakeholders, such as public administrators and educational providers, who are going to cooperate within capacity building processes in development initiatives at local, regional or national level.

n	Glossary terms	Description
1	Accompanying Measures	Accompanying Measures support various activities which, though not eligible under the main sub-programmes, will clearly contribute to achieving the Lifelong Learning Programme's objectives.
2	Additionality	This principle requires that Community assistance be additional to national funding and not to replace it.
3	Adult Education	This denotes all forms of non-vocational adult learning, whether of a formal, non-formal or informal nature
4	Adult Learner	A learner participating in adult education
5	Award Criteria	The award criteria shall be such as to make it possible to assess the quality of the proposals submitted in the light of the objectives and the priorities set. Award criteria are each time specified within relevant Calls for Proposals
6	Awareness Raising	Awareness-raising is used primarily in the context of publicising the existence of programmes and initiatives, their aims, objectives and activities and the availability of funding for given purposes. This definition excludes the publicising of results. As such, promotion and raising awareness occurs primarily before and during the actual implementation of the programmes or initiatives.
7	Benchmarking	A standardised method for collecting and reporting critical operational data in a way that enables relevant comparison of the performances of different organisations or programmes, often with a view to establishing good practice.
8	Beneficiary	Those who benefits from project results
9	Bilateral	Involving partners from two Member States
10	Bologna Process	The Bologna Process is an intergovernmental initiative which aims to create by 2010 a European Higher Education Area (EHEA) based on three cycles: Degree/Bachelor – Master – Doctorate. As of 2006, it has 45 signatory countries.
11	Call for Proposals	Legal text calling on interested parties to submit proposals for projects. The text defines the necessary specifications to prepare and submit a proposal, ie thematic priorities, instruments used, address and other technical means for submission, deadlines etc.. Calls are published in the Official Journal of the EU in all Community languages.
12	Career Guidance	Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services).
13	CEDEFOP (European Centre for	The purpose of the Centre is to provide assistance to the Commission and, through its scientific and technical activities, to help promote vocational and continuing training at Community level. The

	the Development of Vocational Training)	non-profit-making Centre is based in Thessaloniki (Greece).
14	Consortium	A group of partners participating in a project.
15	Contact Seminar	Contact seminars are organised by national agencies throughout the year. These seminars bring together interested institutions from those countries participating in LLP. Workshops give participants the opportunity to discuss the chosen topic, to get to know colleagues in Europe and brainstorm on a new cooperation project. The national agencies are represented and give information and advice on shaping the project proposal. The 'pressure cooker' effect of these seminars often gives rise to any number of new projects and learning partnerships.
16	Content and Language Integrated Learning (CLIL)	CLIL refers to any dual-focused educational context in which an additional language, i.e. usually not the first language of the learners involved, is used as a medium in the teaching and learning of non-language content.
17	Copenhagen Process	<p>The Bruges-Copenhagen Process aims to enhance cooperation in vocational education and training (VET) in Europe. Education Ministers from 31 European countries and the European Commission signed a declaration in Copenhagen in 2002 which will work towards creating a knowledge-based Europe and ensuring that the European labour market is open to everyone. This was preceded in 2001 by the Bruges meeting of Directors General for Education which laid the political foundations for transparency and cooperation in VET.</p> <p>The Process seeks to help European citizens meet the demands of the European labour market by allowing them to pursue their training needs between different levels of education, and different occupations, sectors and countries. It will also play a key role in achieving the Lisbon Strategy goal of making the EU the world's most dynamic, knowledge-based economy by 2010.</p> <p>The work of the Bruges-Copenhagen Process is currently focusing on areas relating to quality assurance and the transparency and recognition of qualifications. Cooperation has begun on a number of practical projects:</p> <p>The development of a single framework for transparency of competences and qualifications - Europass</p> <p>A system of credit transfer for vocational education and training, similar to the European Credit Transfer System (ECTS) in higher education.</p> <p>Common criteria and principles for quality in VET to serve as a basis for European-level initiatives in quality assurance.</p> <p>Common principles for the validation of non-formal and informal learning to ensure greater compatibility between approaches in different countries.</p> <p>Providing lifelong guidance with a European dimension.</p>
18	Curriculum Development	The purpose of CD activity is to reinforce the quality and the European dimension.
19	Development of Innovation	Development of Innovation aims at producing innovative results. These results are those which represent some new and distinctive features, distinguishing them from others existing ones with similar characteristic, and adding value in comparison to conventional solutions. In other words developing a new solution to cope with a common challenge of several countries in the educational area.
20	Diploma Supplement	<p>The <u>Diploma Supplement (DS)</u> is a document attached to a higher education diploma aimed at improving international 'transparency' and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that have been successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. It is a flexible non-prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local needs.</p> <p>The DS is produced by national institutions according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it.</p> <p>The DS is composed of eight sections (information identifying the holder of the qualification, information identifying the qualification, information on the level of the qualification, information on the contents and results gained, information on the function of the qualification, additional information, certification of the Supplement, information on the national higher education system). Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.</p> <p>A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the DS. This description is provided by the National Academic Recognition Information Centres (NARICs) and is available on the website:</p>

		www.enic-naric.net .
21	Dissemination and Exploitation of Results	<p>Activities designed to ensure that the results of the LLP and its predecessors are appropriately recognised, demonstrated and implemented on a wide scale. Within the context of the LLP, the following distinctions should be observed:</p> <p>Promotion and awareness-raising is used primarily in the context of publicising the existence of programmes and initiatives, their aims, objectives and activities and the availability of funding for given purposes. This definition excludes the publicising of results. As such, promotion and raising awareness occurs primarily before and during the actual implementation of the programmes or initiatives</p> <p>Dissemination is defined as a planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of programmes and initiatives become available</p> <p>Exploitation consists of 'mainstreaming' and 'multiplication'. Mainstreaming is the planned process of transferring the successful results of programmes and initiatives to appropriate decision-makers in regulated local, regional, national and European systems. Multiplication is the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.</p> <p>Dissemination and exploitation are therefore distinct but closely related to one another. The keys to a successful exploitation of results are:</p> <ul style="list-style-type: none"> - producing relevant results from projects and programmes/initiatives to satisfy the demands of providers, policy-makers and ultimately society more generally, and - ensuring, through the use of effective dissemination and exploitation, that such results reach the right target audiences in a format and at a time which enables them to benefit from them
22	Dissemination and Exploitation Plan	A plan for dissemination and exploitation indicates those activities that are going to be carried out during a project's lifetime. The plan has to be drafted at the very beginning of a project (often at proposal stage) and must contain activities to be carried out continuously until the project's end (and possibly afterwards).
23	Eligibility Criteria	Eligibility criteria are formal conditions a proposal must respect. Only proposals which meet all the formal eligibility criteria go forward for evaluation. Eligibility criteria are each time specified within relevant Calls for Proposals.
24	Eligible Expenditure	Eligibility criteria are formal conditions which a proposal must fulfil. Only proposals which meet all the formal eligibility criteria go forward for evaluation. Eligibility criteria are specified in the respective Calls for Proposals
25	Education & Training 2010	<p>Over the last five years the Education and Training 2010 work programme has been established as a crucial contribution towards achieving the Lisbon goal to make Europe the most competitive and "knowledge-based" economy in the world.</p> <p>The Education Council agreed for the first time in 2001 on common concrete future objectives to be achieved by 2010 for quality, access and opening up of the education and training systems. In June 2002 it also passed a resolution committing Member States and the Community to developing national strategies for lifelong learning.</p> <p>The Copenhagen process was launched in November 2002 by the Ministers responsible for vocational education and training in cooperation with the social partners and the Commission in order to enhance European cooperation in vocational education and training.</p> <p>The Education and Training 2010 work programme integrates these different policy strands, setting up cooperation between 32 countries and involving different stakeholders including civil society, social partners and international organisations. It covers all systems (formal, non-formal) and levels of education (pre-school, primary, secondary, tertiary, adult, continuing) and training in the context of lifelong learning.</p>
26	Enterprise	All undertakings engaged in economic activity in the public or private sector whatever their size, legal status or the economic sector in which they operate, including the social economy.
27	Equal Opportunities	The general principle of equal opportunities contains two key elements: one is the ban on discrimination on grounds of nationality, and the other is equality for men and women. It is intended to apply to all fields, particularly economic, social, cultural and family life.
28	Euroguidance	<p>Euroguidance is the working title for the Network of LEONARDO National Resource Centres for Vocational Guidance (NRCVG). Established by the European Commission, the NRCVG are a network of resource and information centres, promoting mobility throughout Europe.</p> <p>The NRCVG, which exist in all EU and EEA Member States and many Central and Eastern European Countries, act as a link between the guidance services of each country, exchanging information</p>

		<p>about work, study and training opportunities throughout Europe.</p> <p>Individual NRCVG represent the various Ministries of Education, Training, Labour and Youth across their respective countries</p>
29	Europass	The Europass is a single portfolio enabling citizens to provide proof of their qualifications and skills clearly and easily anywhere in Europe. It comprises five documents designed at European level to improve the transparency of qualifications. Its aim is to facilitate mobility for all those wishing to work or receive training anywhere in Europe.
30	European Added Value	European added value is to be found in actions that cannot be sufficiently undertaken at Member State level, and therefore, for reasons of scale or effects, are better undertaken by the Community. It is the results of this synergy which emerge from European cooperation and which constitute a distinctive European dimension in addition to actions and policies at Member State level.
31	European Credit Transfer System (ECTS)	The European Credit Transfer and Accumulation System is a student-centred system based on the student workload required to achieve the objectives of a programme, which objectives preferably specified in terms of learning outcomes and the competences to be acquired. ECTS was introduced in 1989, within the framework of Erasmus, now part of the Socrates programme. ECTS is the only credit system which has been successfully tested and used across Europe. It was set up initially for credit transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. More recently ECTS has been developing into an accumulation system to be implemented at institutional, regional, national and European level. This is one of the key objectives of the Bologna Declaration of June 1999. ECTS makes study programmes that are easy for all students, local and foreign to read and compare. ECTS facilitates mobility and academic recognition. ECTS helps universities to organise and revise their study programmes. ECTS can be used across a variety of programmes and modes of delivery. ECTS makes European higher education more attractive for students from abroad.
32	European Dimension	This describes moving from a national to a wider reference point through exchange, cooperation and mobility between educational and training institutions and their staff and learners.
33	European Higher Education Area	European Higher Education area is to be established by 2010, with the aim of facilitating mobility of students and scholars, transparency and recognition of qualifications, quality and a European dimension in higher education, as well as increasing the attractiveness of European institutions for third country students (Bologna Process).
34	European Integration Studies	European integration studies involve the study of the origins and evolution of the European Communities and the European Union in all its aspects. European integration studies cover the analysis of both the internal and external dimension of European integration, including the European Union's role in the dialogue between peoples and cultures. Comparative studies concerning national practices are not regarded as European integration studies.
35	European Official Languages	Czech (CZ), Danish (DA), Dutch (NL), English (EN), Estonian (ET), Finnish (FI), French (FR), German (DE), Greek (EL), Hungarian (HU), Italian (IT), Latvian (LV), Lithuanian (LT), Maltese (MT), Polish (PL), Portuguese (PT), Slovak (SK), Slovene (SI), Spanish (SP), Swedish (SV), and as of 2007 Irish (IR)
36	Eurydice	With a view to increasing and improving cooperation between Member States in the field of education, and to making it easier to draft initiatives at national and Community levels, the EURYDICE network is the main instrument for information on national and Community structures, systems and developments in the field of education. EURYDICE thus serves to highlight both the diversity of education systems and their common trends.
37	Evaluation	<p>Evaluation (at project level) is a crucial phase for projects since it allows a review and qualitative and quantitative assessment of: 1) the results achieved against the aims (as regards activities/products), with implications for the whole of the grant if results are unacceptable and where results are very poor; 2) the means used to achieve these results in relation to the contractually agreed budget.</p> <p>Evaluation (at program level): evaluation in the Commission is defined as a judgement of interventions according to their results, impacts and the needs they seek to satisfy.</p>
38	Exclusion Criteria	The purpose of exclusion criteria is to verify that applicants are not, at the time of the grant award procedure, in a situation where they cannot receive a grant, under the terms of the Financial Regulation applicable to the general budget of the European Community. Exclusion criteria are specified in each relevant Calls for Proposals.
39	Executive Agency	Executive agencies are organisations established in accordance with Council Regulation (EC) No 58/2003 (OJ L 11, 16.1.2003) with a view to being entrusted with certain tasks relating to the management of one or more Community programmes. These agencies are set up for a fixed period.

		The <u>Education, Audiovisual and Culture Executive Agency</u> (EACEA) is the one responsible for the management of certain parts of the LLP.
40	Final Beneficiary (end user)	A final beneficiary is an individual or an organisation directly positively influenced by the project outcome. Not necessarily receiving a financial grant and even not being directly involved in the project, the beneficiary may exploit project outcomes for its own purposes.
41	Follow Up Activities	In general the follow-up activities take place when the project is finished in administrative terms. Their aim is to maintain, sustain and update project results, and to promote their continuing application and where possible their transfer to wider contexts, thereby maximising their impact.
42	Formal, Non-Formal and Informal Adult Education	Formal learning usually takes place in schools, universities or training institutions and leads to a diploma or certificate. Non-formal learning includes free adult education within study circles, projects or discussion groups advancing at their own pace, with no examination at the end. Informal learning can be found everywhere, e.g. in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home, like reading a book.
43	Good Practice	A good practice is an exemplary project (including results or processes) which has positively influenced systems and practices through its activities and results. Consequently, these good practices are worth transferring and exploiting in different contexts and environments by new users or entities.
44	Guidance & Counselling	A range of activities such as information, assessment, orientation and advice to assist learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities.
45	Higher Education Institution	Any type of higher education institution, in accordance with national legislation or practice, which offers recognised degrees or other recognised tertiary level qualifications, whatever such establishments may be called in the Member States Any institution, in accordance with national legislation or practice, which offers vocational education or training at tertiary level
46	Impact	Impact is the effect that the project and its results have on various systems and practices. A project with impact contributes to the objectives of programmes and to the development of different European Union policies.
47	Initial Vocational Education and Training	cfr Vocational training
48	Innovative Results	Innovative results are those which represent some new and distinctive features, distinguishing them from others with similar characteristic, and adding value in relation to conventional solutions
49	Interim Report	A financial report covering a period of less than a year that is not typically audited. In projects, an interim report is often compiled to analyse how the project is proceeding, before its final completion.
50	Joint Masters	This means master courses in higher education that: <ul style="list-style-type: none"> - Involve a minimum of three higher education institutions from three different Member States - Implement a study programme which involves a period of study in at least two of those three institutions - Have built-in mechanisms for the recognition of periods of study undertaken in partner institutions based on, or compatible with, the European credit transfer system - Result in the awarding of joint, double or multiple degree, recognised or accredited by the Member States, from the participating institutions
51	Less Widely Taught and Less Used Languages (LWULT)	This refers to languages that are not commonly taught, regardless whether they are official languages of the LLP participating countries, 'regional' 'minority' or migrant languages, where projects can help to improve the quality of the teaching of these languages, access to learning opportunities in them, encourage the production, adaptation and exchange of learning materials and to encourage the exchange of information and best practice in this field.
52	Lifelong Learning	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 counselling and guidance services.
53	Lifelong Learning Committee	The LLP Committee assists the Commission in the implementation of the programme. It is composed by representatives of Member States and gives opinions or is consulted on measures that implement the LLP
54	Linguistic Preparation	Linguistic preparation should take place before or during a stay abroad and could consist of extra lessons in the language concerned and/or purchase of material for autonomous learning (CD-ROMS, books, etc.)
55	Lisbon Strategy	<p>During the meeting of the European Council in Lisbon (March 2000), the Heads of State or Government launched a "Lisbon Strategy" aimed at making the European Union (EU) the most competitive economy in the world and achieving full employment by 2010. This strategy, developed at subsequent meetings of the European Council, rests on three pillars:</p> <p>An economic pillar preparing the ground for the transition to a competitive, dynamic, knowledge-based economy. Emphasis is placed on the need to adapt constantly to changes in the information society and to boost research and development.</p> <p>A social pillar designed to modernise the European social model by investing in human resources and combating social exclusion. The Member States are expected to invest in education and training, and to conduct an active policy for employment, making it easier to move to a knowledge economy.</p> <p>An environmental pillar, which was added at the Göteborg European Council meeting in June 2001, draws attention to the fact that economic growth must be decoupled from the use of natural resources.</p> <p>A list of targets has been drawn up with a view to attaining the goals set in 2000. Given that the policies in question fall almost exclusively within the sphere of competence of the Member States, an open method of coordination (OMC) entailing the development of national action plans has been introduced. Besides the broad economic policy guidelines, the Lisbon Strategy provides for the adaptation and strengthening of existing coordination mechanisms: the Luxembourg process for employment, the Cardiff process for the functioning of markets (goods, services and capital) and the Cologne process for macroeconomic dialogue.</p> <p>The mid-term review held in 2005, for which a report was prepared under the guidance of Wim Kok, former Prime Minister of the Netherlands, showed that the indicators used in the OMC had caused the objectives to become muddled and that the results achieved had been unconvincing.</p> <p>In order to give new impetus to the Lisbon Strategy, the Commission is proposing a simplified process of coordination in tandem with consultation on the measures to be taken under the national action plans.</p> <p>This revised strategy is no longer based on all the targets set in 2000, and only the figure of 3 % of GDP for research and development is being retained. The integrated guidelines for growth and employment will henceforth be presented jointly with the guidelines for macroeconomic and microeconomic policies, over a three-year period.</p> <p>http://ec.europa.eu/growthandjobs/index_en.htm</p>
56	Mainstreaming	Mainstreaming is a process which enables activities to impact on policy and practice. This process includes identifying lessons, clarifying the innovative element and approach that produced the results, their dissemination, validation and transfer. More specifically, mainstreaming also defines the phase of transfer and the way in which other actors take account of the elaborated results, approaches and key elements
57	Mentoring	Mentoring is when a role model, or mentor, offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. For example, an experienced teacher might mentor a student teacher or a teacher starting in the profession.
58	Mobility	Spending a period of time in another Member State in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparatory or refresher courses in the host language or working language
59	Monitoring	<p>Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project. To monitor is to check on how project activities are progressing. It is observation; systematic and purposeful observation.</p> <p>Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project.</p> <p>Reporting enables the gathered information to be used in making decisions for improving project performance.</p>

60	Monitoring (at project level)	The process involves continuous and systematic control of the project's progress. The intention is manage and if necessary correct any deviation from the operational objectives and thus improve the performance. Every project should be monitored throughout its duration in order to ensure its success. Monitoring consists of supervision of activities, comparison with the work plan and using the information obtained for the improvement of the project. During the monitoring process dissemination and exploitation activities must be carefully checked, verified and, if necessary - reoriented and adapted.
61	Multilateral	Involving partners from at least three Member States. The Commission may regard associations or other bodies with membership from three Member States or more as multilateral.
62	Naric	The network of National Academic Recognition Information Centres (NARICs), created at the Commission's initiative in 1984, covers all EU and European Economic Area Member States and all the associated countries in Central and Eastern Europe, Cyprus and Malta. These centres provide authoritative advice and information on the academic recognition of diplomas and periods of study undertaken abroad.
63	National Agency	National Agencies are structures set up at national level for the coordinated management of the implementation of the Lifelong Learning programme at Member State level. They play a key role in the management of the decentralised parts of the programme, where they are responsible for the evaluation, selection and management of projects.
64	Needs Analysis	Ideally, this takes place at the planning stage, before starting a project (ex ante needs analysis). The aim is to define the needs of a target group (future beneficiaries and users of the project results) and to better orientate the project's activities, with the aim of effectively responding to these needs. Needs analyses should be reviewed and updated during the course of the project, to ensure the end results remain relevant to the intended users' needs
65	Network	A formal or informal grouping of bodies active in a particular field, discipline or sector of lifelong learning
66	Non-Governmental Organisations (NGOs)	In its broadest sense, a non-governmental organization is one that is not directly part of the structure of government. Many NGOs are also not-for-profit organisation. NGOs may be funded by private donations, by international organisations, by government itself or by any combination of these. Some NGOs remain strictly apolitical, while others exist solely in order to lobby government in the interests of their own members.
67	Open and Distance Learning	A type of education, typically college-level, where students work on their own at home or at the office and communicate with the faculty and other students via e-mail, electronic for a, videoconferencing, chat rooms, bulletin boards, instant messaging and other forms of computer-based communication. Most distance learning programmes include a computer-based training system and communications tools to produce a virtual classroom. Because the Internet and World Wide Web are accessible from virtually all computer platforms, they serve as the foundation for many distance learning systems.
68	'Open Educational Resources' (OER)	OER are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research. OER include: Learning Content: full courses content modules, learning objects, collections and journals. Tools: software to support the development, use, re-use and delivery of learning content including searching and organization of content, content and learning managements systems, content development tools, and on-line learning communities. Implementation resources: intellectual property licenses to promote open publishing of materials, design principles of best practices, and localisation of content"
69	Open Method of Coordination (OMC)	The open method of coordination (OMC), created as part of employment policy and the Luxembourg process, has been defined as an instrument of the Lisbon strategy (2000). The OMC provides a new framework for cooperation between the Member States, whose national policies can thus be directed towards certain common objectives. Under this intergovernmental method, the Member States are evaluated by one another (peer pressure), with the Commission's role being limited to surveillance. The European Parliament and the Court of Justice play virtually no part in the OMC process. The open method of coordination takes place in areas which fall within the competence of the Member States, such as employment, social protection, social inclusion, education, youth and training. It is based principally on: - jointly identifying and defining objectives to be achieved (adopted by the Council);

		<ul style="list-style-type: none"> - jointly established measuring instruments (statistics, indicators, guidelines); - benchmarking, i.e. comparison of the Member States' performance and exchange of best practices (monitored by the Commission). <p>Depending on the areas concerned, the OMC involves so-called "soft law" measures which are binding on the Member States in varying degrees but which never take the form of directives, regulations or decisions. Thus, in the context of the Lisbon strategy, the OMC requires the Member States to draw up national reform plans and to forward them to the Commission. However, youth policy does not entail the setting of targets, and it is up to the Member States to decide on objectives without the need for any European-level coordination of national action plans.</p>
70	Partnership (bilateral and multilateral)	A bilateral or multilateral agreement between a group of institutions or organisations in different Member States to carry out European activities in lifelong learning.
71	Peer Learning	<p>Peer learning is a process of cooperation at European level whereby policy makers and practitioners from one country learn, through direct contact and practical cooperation, from the experiences of their counterparts elsewhere in Europe in implementing reforms in areas of shared interest and concern.</p> <p>Peer learning activities should take place at two broad levels: at a policy level, addressing the critical factors for policy change; and at a more practical level, addressing the opportunities and constraints for policy implementation.</p> <p>Peer learning activities should strengthen mutual learning and deepen the exchange of good practice between countries sharing similar concerns in order to develop a common understanding of success factors for the improvement of policy-making and the implementation of reform.</p> <p>Peer learning activities should also contribute to policy-making at European level through enhanced, practical cooperation, and by encouraging policy makers in participating countries to take full account of existing EU instruments in the development of national education and training policies and systems.</p>
72	People in the Labour Market	Workers, graduates, employed and unemployed, self-employed i.e. people available for employment
73	Placement	Spending a period of time in an enterprise or organisation in another Member State, supported as appropriate by preparatory or refresher courses in the host language or working language, with a view to helping individuals to adapt to the requirements of the Community-wide labour market, to acquiring a specific skill and to improving understanding of the economic and social culture of the country concerned in the context of acquiring work experience.
74	Pre-Accession Strategy	<p>The pre-accession strategy offers a "structured dialogue" between the candidate countries and the Union institutions throughout the accession process, providing all the parties with a framework and the necessary instruments. It is laid down for each candidate country individually.</p> <p>The pre-accession strategy conforms to the characteristics specified at the Luxembourg European Council of December 1997, at which an enhanced strategy was launched for the ten Central and Eastern European candidate countries. It was essentially based on:</p> <ul style="list-style-type: none"> - bilateral agreements; - the accession partnerships and national programmes for adoption of the acquis; - participation in Community programmes, agencies and committees. <p>In addition to these main instruments, the pre-accession strategy may include others for individual candidates, depending on their particular circumstances.</p>
75	Pre-School	Organised educational activity undertaken before the start of obligatory primary schooling
76	Project	A cooperation activity with a defined outcome developed jointly by a formal or informal grouping of organisations or institutions
77	Project Coordinator	The organisation or institution in charge of the implementation of the project by the multilateral grouping.
78	Pupil	A person enrolled in a learning capacity at a school.
79	Quality Assurance	Ensuring high standards in the provision of education
80	School	All types of institutions providing general (pre-school, primary or secondary), vocational and technical education and, exceptionally, in the case of measures to promote language learning, non school institutions providing apprenticeship training.

81	School Education	With regard to the Lifelong Learning Programme the term "school education" refers to formal education from pre-primary up to upper secondary level (ISCED levels 0 to 3).
82	Selection Criteria	The selection criteria make it possible to assess the applicant's financial and operational capacity to carry out the work programme, and to make sure that the applicant has sufficient and stable financial sources to continue the activities throughout the project and to ensure its co-financing. Selection criteria are specified within each relevant Call for Proposals.
83	Small and Medium-Sized Enterprises	At Community level, small and medium-sized enterprises (SMEs) are defined by a set of criteria concerning the workforce, turnover and independence of the business. In terms of the workforce alone, a micro-enterprise has fewer than 10 employees, a small enterprise fewer than 50 and a medium-sized enterprise fewer than 250.
84	Social Dialogue	Social dialogue is the term used to describe the consultation procedures involving the European social partners: the Union of Industrial and Employers' Confederations of Europe (UNICE), the European Centre of Enterprises with Public Participation (CEEP) and the European Trade Union Confederation (ETUC). It encompasses discussions, joint action and sometimes negotiations between the European social partners, and discussions between the social partners and the institutions of the European Union.
85	Social Partners	At national level, these are employers' and workers' organisations in conformity with national laws and/or practices and, at Community level, they are employers' and workers' organisations taking part in the social dialogue at Community level.
86	Special Education Needs	An educational alternative that focuses on the teaching of students with academic, behavioural, health or physical needs that cannot sufficiently be met using traditional educational techniques.
87	Student	A person registered in a higher education institution, whatever their field of study, in order to follow higher education studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate.
88	Study Visit	A short-term visit, made to study a particular aspect of lifelong learning in another Member State.
89	Subsidiarity	The subsidiarity principle is intended to ensure that decisions are taken as closely as possible to the citizen and that constant checks are made to ascertain whether action at Community level is justified in the light of the possibilities available at national, regional or local level. Specifically, it is the principle whereby the Union does not take action (except in the areas which fall within its exclusive competence) unless such action is more effective than action taken at national, regional or local level. It is closely bound up with the principles of proportionality and necessity, which require that any action by the Union should not go beyond what is necessary to achieve the objectives of the Treaty.
90	Sustainability	Sustainability is the capacity of the project to continue to exist and function beyond the end of the contract. The project results are used and exploited continuously. Sustainability of results means use and exploitation of results in the long term.
91	Teachers/Educational Staff	Persons who, through their duties, are involved directly in the education process in the Member States
92	Thematic Monitoring	Thematic Monitoring is a qualitative process put in place to increase the impact of the LLP programme. The main elements are: Clustering of projects into thematic groups to gain overview on specific contents and outcomes Facilitating exchange of experience between project actors with a view to improving quality and impact at individual project level Facilitating the networking of projects, practitioners and decision makers with a view inter alia to the future orientation of political priority and strategy
93	Trainee	A person undergoing vocational training, either within a training institution or training organisation or at the workplace.
94	Trainers	Persons who, through their duties, are involved directly in the vocational education and training process in the Member States
95	Training needs	This term is used to address the needs which a specific target group will have for education/training and upgrading their qualifications. Mapping of training needs for a specific target group will often be one of the steps in project planning and implementation.

96	Transfer of innovation	This involves the adaptation of innovative project results, their transfer, piloting and integration into public and/or private systems and practices at local, regional, sectoral, national and/or Community level in response to the needs of new target groups and users. The process for transferring innovative content ideally includes the identification and analysis of targeted user requirements; selection and analysis of innovative content to meet these requirements; adaptation to the culture, needs and requirements of potential new users (updating the product, translations etc); transfer and piloting in new contexts (target groups, sectors, etc.); and integration (or certification) in regional, national, European and/or sectoral systems and practices.
97	Transferability	Transferability is the relative capacity of a project's results to be adapted and used in new contexts. Factors supporting the transferability of project results include availability in several languages; use of generic terminology; clear descriptions and indexing of content; good dissemination activities; use of accepted 'industry' standards, benchmarks etc; modular formatting; free access and so on.
98	Tutoring	Any activity of guidance, counselling or supervision of a learner by an experienced and competent professional. The tutor will support the learner during the learning process.
99	Unilateral	Involving a single institution
100	Validation of Competences	The process of assessing and recognising educational and training content, knowledge, skills and competences acquired during a specific learning and/or training experience.
101	Valorisation	'Valorisation' is the French term for dissemination and exploitation of results.
102	Virtual Campuses	Cooperation between higher education institutions in the field of e-learning, regarding: design of joint curricula development by several universities, including agreements for the evaluation, validation and recognition of acquired competences, subject to national procedures; large-scale experiments of virtual mobility in addition to physical mobility and development of innovative dual mode curricula, based on both traditional and on-line learning methods. This broad definition involves many issues from partnerships between traditional and/or distance universities and HEI with a view to offering joint certifications (for undergraduate and/or postgraduate levels) and cooperation with learning support services. This might also include collaborative activities in strategic areas of education or research through cooperation involving researchers, academics, students, management, administrative and technical personnel. 'Virtual campuses' should not be confused with e-learning platforms.
103	Virtual Mobility	A complement, or as a substitute to physical mobility (Erasmus or similar) in addition to a type of independent mobility which builds on the specific potentials of on-line learning and network communication. It may prepare and extend physical mobility, and/or offer new opportunities for students/academic staff who are unwilling or unable to take advantage of physical mobility. It involves the development of virtual mobility for academic staff. It means that full academic recognition is given to the students for studies and courses based on agreements for the evaluation, validation and recognition of acquired competences via virtual mobility. In this context, cooperation agreements are key to ensuring sustainable mobility schemes.
104	Vocational Training	Any activity of guidance, counselling or supervision of a learner by an experienced and competent professional. The tutor will support the learner during the learning process.