



Promote Education, Participation and Projects for Youth

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*Personal Resources  
Management for young people*

## Glossary of terms

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## Introduction

PEPPY (“PEPPY: Promote Education Participation, Projects for Youth”, 2020-1-FR01-KA202-08314) is a partnership for Adult Education, financed by the Erasmus+ Programme of the European Union. The PEPPY-consortium involves organisations from Cyprus, France, Italy and the Netherlands working together on initiating a cascading action. These partners implement training courses addressed to social professionals working with the target group of young people. Once operators acquire the methodology, they deliver learning sessions to young people to promote their lifelong learning and their empowerment. The young people need to become aware of their potential in terms of competences, learn to reflect on their actions in practice and the choices they face in that practice and to be recognised as competent and qualified talents. This will open a way to lead them to more job opportunities and, in general, to their well-being and that of others.

PEPPY aims to deal the question on young people’s inclusion differently from standard approaches by promoting a bottom-up steered process which includes young people as well as educators, employers and schools. Its main purpose is to be reproduced also in other regions and countries for becoming a model for young people’s empowerment.

The objective of the PEPPY-model is to capacitate trainers in the fields of:

1. Self- management competences: learning to reflect on one’s actions, recognising one’s potential and building further on one’s learning experiences for creating a (new or better) future.
2. Assessment: reflecting on, valuing and validating prior learning experiences in a summative and a formative way.
3. Counselling and guidance: supporting young people in the process of self-managing one’s competences for creating new perspectives.
4. Management of validation: mastering the methodology of Personal Resources Management (PRM) for managing the PEPPY-training model in the own context.

This [glossary](#) supports the teacher/trainer in her/his work for the training-the-trainers programme. This programme is about learning to work actively on the aims of the PEPPY-project with the target group of young people. This programme is designed for training the trainers in in the field, in schools and in service-centres for young people. It is built on the research-action principle with the aim of facilitating and stimulating lifelong learning and employability, therewith bridging the gap between education and employment for the sake of inclusion of young people in their context.

## The Glossary

Accreditation	Accreditation is a process by which an officially approved body, on the basis of assessment of learning outcomes and/or competences according to different purposes and methods, awards qualifications (certificates, diplomas or titles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competences. In some cases, the term accreditation applies to the evaluation of the quality of an institution or a programme as a whole.
APL	Accreditation of Prior Learning (APL) is favoured by authorities, social partners and schools because this term mainly focuses on the summative effects of recognizing and assessing prior learning. The most important element in accreditation is the assessment of the competences that are collected in a portfolio with the goal of getting exemptions or a diploma. The portfolio is in this context mainly a showcase of only the competences that matter for the standard itself; all the other personal competences are irrelevant. The choice for a specific standard is in practice more steered by the availability of an actual standard than by a free, personal choice. This is because most of the times a school - as the keeper of the standard(s) – tends to look more to the best chance of success when measured against any given standard than to the best match of a standard and personal ambitions. So, in effect, accreditation is mainly steered by qualification standards, which shows that accreditation is strongly steered by schools/education.
Assessment	The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria.
Assessment as learning	Assessment that actively involves learners and encourages them to think about the way they learn. It occurs when learners reflect on and regulate and monitor their learning progress. It comprises learner reflection and peer and self-assessment.
Assessment for learning	Assessment of learner's progress and achievement, the primary purpose of which is to support and enhance learning by adapting the educational process to meet the learner's needs. Learners are made aware of their strengths and weaknesses while being provided with adequate support to overcome learning difficulties.
Assessment of learning	Assessment of learner's achievement the primary purpose of which is to provide information about what has been learned at a particular point in time. This process often involves the use of standardized tests or examinations. It is often, though not always, used for the purpose of promotion and/or graduation.
Attitude	Attitude, or attitudinal aspects of one's behaviour, is a learned tendency or readiness to evaluate things or react to some ideas, persons or situations in certain ways, either consciously or unconsciously. Attitudes are underpinned by values and beliefs and have an influence on behaviour.
Awarding body	An organisation or consortium, recognized by the regulatory authorities, whose purpose is to award accredited qualifications.
Basic education	The foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training. (Source: UNESCO 1992). Basic education typically comprises primary and lower secondary education, and increasingly one or more years of pre-primary education. It usually encompasses compulsory schooling.
Basic learning needs	Needs which comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed

	<p>decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.</p>
Basis skills	<p>The fundamental knowledge (i.e. declarative and procedural) as well as operational aspects of knowledge needed for learning, work and life. Within the curriculum, literacy and numeracy are normally considered as foundational, essential or basic skills. The term can include a range of skills that individuals need to live successfully in contemporary society.</p>
Bildung	<p>Bildung is the combination of the education and knowledge necessary to thrive in one's society, and the moral and emotional maturity to both be a team player and have personal autonomy. Bildung is also understanding your roots and being able to imagine the future.</p> <p>Bildung indicates a continuous process, a journey, exploring where the student is and where she is moving towards. The 'active' and 'conscious' indicates that it is not only about thinking and awareness, but also about 'doing'. It is about the interaction between thinking and doing within the teaching profession, between inner processes and actions in the world. To clarify the three levels of perspective formation to oneself, to the role of teacher and the role in society, a set of questions is used with which these levels can be associated:</p> <ol style="list-style-type: none"> <li>1. The self-level; questions that focus on 'I'.</li> <li>2. The world level; questions that focus on 'the world' in which we live.</li> <li>3. The self-in-the-world level; questions that focus on 'one's role in the world'.</li> </ol>
Blended learning	<p>Structured opportunities to learn which use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, simulation), different delivery methods (face-to-face or computer mediated), different scheduling (synchronous or asynchronous) and different levels of guidance (individual, instructor or expert led, or group/social learning). More commonly, blended learning refers to a combination of face-to-face teaching and technologies. (Adapted from: Seel 2012). It involves changing traditional schooling methods and organization by taking advantage of the new technologies.</p>
Career guidance	<p>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). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counselling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services.</p>
Competence	<p>An ability that extends beyond the possession of knowledge and skills. It includes: 1) cognitive competence; 2) functional competence; 3) personal competence; and 4) ethical competence.</p>
CBI	<p>Criterion Based Interviewing (CBI) is a style of interviewing often used to evaluate a candidate's competence, particularly when it is hard to select on the basis of technical merit: for example, for a particular graduate scheme or graduate job where relevant experience is less important or not required.</p>

Constructivism	A learning theory which places the learner at the centre of the educational process on the understanding that the learner actively constructs knowledge rather than passively receiving it. Thus, an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events. Largely influenced by the works of the psychologists Jean Piaget and Lev Vygotsky.
CPP	Critical Professional Practices (CPP) are practices in which the professional faces a professional problem of dilemma. Such practices occur on all professional levels.
Critical thinking	A process that involves asking appropriate questions, gathering and creatively sorting through relevant information, relating new information to existing knowledge, re-examining beliefs and assumptions, reasoning logically, and drawing reliable and trustworthy conclusions. Critical thinking calls for persistent effort to apply theoretical constructs to understanding the problem, consider evidence, and evaluate methods or techniques for forming a judgement. The cognitive skills of analysis, interpretation, inference, explanation, evaluation, and of monitoring and correcting one's own reasoning are at the heart of critical thinking. (Source: Seel 2012). Attributes such as curiosity and flexibility and a questioning attitude are closely related to critical thinking. Increasingly referred to as a key competence/competency and 21st century skill.
Diagnostic assessment	Assessment aimed at identifying a learner's strengths and weaknesses with a view to taking necessary action to enhance learning. Also used prior to the teaching and learning process to appraise the learner's readiness or level of achievement.
Equivalence	Equivalence refers to a state of being of equal value. The term is usually used to give equal value to a level of the competences a learner obtained from outside the formal education and training system with those gained in the formal education and training system.
Formal learning	Learning that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.
General education	Education programmes that are designed to develop learners' general knowledge, skills and attitudes, as well as literacy and numeracy skills, often to prepare students for more advanced education programmes and to lay the foundation for lifelong learning. General education includes education programmes that are designed to prepare students for entry into vocational education but do not prepare for employment in a particular occupation, trade, or class of occupations or trades, nor lead directly to a labour market-relevant qualification.
Hard skills	Skills typically related to the professional or job-related knowledge, procedures, or technical abilities necessary for an occupation. Normally they are easily observed and measured.
Holistic learning approach	An approach that seeks to fully activate all aspects of the learner's personality (intellect, emotions, imagination, body) for more effective and comprehensive learning.
Informal learning	Forms of learning that are intentional or deliberate but are not institutionalized. It is consequently less organized and structured than either formal or nonformal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially directed basis.

Inclusive education	UNESCO defines inclusive education as a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education for All. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. (Source: UNESCO 2009). Inclusive schools are based upon a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society.
Intercultural understanding	Awareness, understanding and appreciation of one's own and other cultures. It implies openness towards and respect for other cultures.
Interdisciplinary approach	An approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines.
ISCED	The International Standard Classification of Education (ISCED) is a framework to classify educational activities as defined in programmes and the resulting qualifications into internationally agreed categories. ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education. The basic concepts and definitions of ISCED are intended to be internationally valid and comprehensive of the full range of education systems. ISCED is a product of international agreement and adopted formally by the General Conference of UNESCO Member States.
Key competences or skills	<p>Within the European Union area key competences are defined as the sum of skills (basic and new basic skills) needed to live in a contemporary knowledge society. In their recommendation on key competences for lifelong learning (2006), the European Parliament and the Council set out eight key competences: communication in the mother tongue; communication in foreign languages; competences in mathematics, science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences, and civic competence; entrepreneurship; and cultural expression. (Source: CEDEFOP 2011). The recommendation of the European Parliament and the Council also states that the key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. Critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences.</p> <p>Curriculum policies increasingly focus on competences that students are expected to develop during the whole process of learning across specific subjects or disciplines and that they need to succeed in education and for personal development, employment and inclusion in a knowledge society. A variety of terms are used to indicate these competences, the most frequent ones being competences or competencies (defined as key, core, general, generic, basic, cross-curricular or transversal competences) and skills (defined as key, foundation, core, basic, essential, cross-thematic, cross-curricular or 21st century skills). Beyond the</p>

	<p>European Union area, several organizations, partnerships and consortia have defined and endorsed different core competences/skills frameworks.</p>
<p>Knowledge</p>	<p>There are many definitions and forms of knowledge. It can be described as the body of concepts and factual information (data), including their interrelated structures and patterns, concerning the natural and social environment as well as our understanding of the world, people and society, gained through learning and/or experience. Declarative knowledge points to 'knowing what' (e.g. factual knowledge), while procedural knowledge to 'knowing how', e.g. knowledge of specific functions and procedures to perform a complex process, task or activity. Other forms of knowledge often considered are tacit and explicit knowledge. The former is knowledge learners possess which influences cognitive processing; however, they may not necessarily express it or be aware of it. The latter is knowledge a learner is conscious of, including tacit knowledge that converts into an explicit form by becoming an 'object of thought'.</p>
<p>Knowledge society</p>	<p>A society that creates, shares and uses knowledge for the prosperity and well-being of its citizens.</p>
<p>Learning</p>	<p>The complex and long-term psychosocial process consisting of the individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction. Note that the definition of learning depends on the philosophical and psychological approach adopted. There are at least three different models in defining the learning process. Behaviourism views learning as a measurable change of behaviour as a result of the joint action of a number of environmental factors. Cognitive theories emphasize internal mental organization of knowledge, stressing the acquisition of knowledge, mental structures, and the processing of information. Constructivism views learning as a process in which the learner actively constructs new ideas or concepts based on prior knowledge and/or experience.</p>
<p>Learning content</p>	<p>The topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.</p>
<p>Learning environment</p>	<p>This term is used in a variety of ways. Essentially, it indicates the learner's immediate physical surroundings (classroom, school), the resources made available to support the learning process, and the social interaction or types of social relationship functioning within this context and having an influence on learning.</p>
<p>Learning objectives</p>	<p>Specification of learning to be achieved upon completion of an educational programme or an activity. Learning objectives can also be specified for a lesson, a theme, a year, or an entire course.</p>
<p>Learning outcome</p>	<p>Statement of what a learner knows, understands and is able to do on completion of a learning process, which is defined in terms of knowledge, skills and competence.</p>
<p>Learning paradigm</p>	<p>A learning paradigm involves a system of agreements that system leaders (scientists, policymakers) use with regard to defining the dominant standards framework (i.e. the 'measuring sticks' of the levels) for the learning system. The learning paradigm includes:</p> <ul style="list-style-type: none"> <li>- A standard model for objectifying and valuing the content of the socially underpinned metrics, i.e. (vocational) qualifications, sector qualifications and organisation-level qualifications.</li> <li>- The acceptance of that model by those responsible for the system.</li> <li>- The limits placed on the levels within the model, i.e. the standard setting.</li> <li>- An overview of which generally accepted rules govern the organisation of the</li> </ul>



learning process, i.e. the way knowledge, insight and skills are valued and/or acquired.

Next to presenting learning paradigms in terms of learning theories (behaviorism, constructivism, connectivism, etc.) learning paradigms evolve and revive in a continuous process of paradigm-shifts from analytic - top-down, control-focused learning - to (and back again) holistic - more bottom-up, trust-based learning processes.

The *analytic learning paradigm* aligns with system-driven learning pathways: top-down, convergent, standardized and monologically driven. Learning consists of standardized pathways, where maintenance of the established standard is a high priority. Assessment serves to determine whether all learning goals have been achieved and focuses primarily on ascertaining whether systemic norms have been met. It is about what the systemic partners say "I" need to learn!

In an analytic process, the "red" pencil is used: scoring all parts of the standard to be achieved in the way that best fits the standard. The learner thus works convergent step by step toward "the totality of the qualification" within a strong summative assessment framework. In this process, the professional is primarily the guardian of the qualification and responsible for teaching and achieving learning goals according to the standardized learning pathways. There is little attention to "my" voice because the standard is not such a good listener.

The *holistic learning paradigm* in contrast is rather process-driven: more bottom-up, contextualized, divergent and dialogic. Learning is based both retrospectively and prospectively on organizing trust in the learner's ability to learn in any learning environment and time period, and using learning methods and resources best suited to the learner. The emphasis is on dialogue with system partners about what "I" have learned and can still learn! Thus, in a holistic process, trust in each other (learner, teacher/trainer, HR professional, etc.) and the achievement of desired/required learning outcomes are vital.

In learning pathways, the "whole of the learner" is central to a divergent learning process: the learning pathway aligns with the learning strategy that best suits "me". The "voice of the learner" is listened to with the "green" pencil by first appreciating what "I" have already learned and then flexibly meeting "my" remaining learning needs. Summative assessment and formative advising are central to assessments. Holistic learning thus enhances the potential for personalized learning pathways by starting from the learner's unique learning experiences and using them to achieve the whole qualification or standard. The role of the professional is thus aligned with organizing an appropriate, flexible learning pathway with "me".

Learning society      A society in which learning is considered important or valuable, where people are encouraged to continue to learn throughout their lives, and where the opportunity to participate in education and training is available to all.

Learning styles      A set of behaviours and attitudes that influence how students learn and interact with teachers and peers. Learning styles are cognitive, affective, and physiological behaviours that serve as indicators of how learners perceive, interact with, and respond to the learning environment. For example, for David Kolb (1984) learning is the process whereby knowledge is created through the transformation of experience. In Kolb's model, learning is based on two continuums, namely: (a) processing continuum, e.g. approach to a task, such as preferring to learn by doing (active experimentation) or watching (reflective observation); (b) perception continuum, e.g. emotional response, such as preferring to learn by thinking (abstract conceptualisation) or feeling (concrete experience). The four combinations of processing and perceiving determine one of the learning styles (or learning preferences) of how individuals prefer to learn. According to the VAK

	<p>(Visual, Auditory, and Kinesthetic – movement –, sometimes known as VAKT, Visual, Auditory, Kinesthetic, and Tactile) model, learners use these three/four modalities to receive and learn new information, one or two of these being normally dominant. An individual may have several learning styles which can change over time and according to the learning task.</p>
Learning to learn	<p>A lifelong process in which individuals deliberately or intuitively plan, monitor, and adapt their learning. When individuals learn to learn, they treat learning activities as objects of inquiry, personal reflection and self-analysis. Within the European Union area learning to learn is seen as the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This key competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. Motivation and confidence are crucial to an individual's competence.</p>
Level descriptors	<p>A level descriptor is a statement that provides an indication of appropriate depth and extent of learning at a specific stage in the programme of study.</p>
Life skills	<p>Originally defined by the World Health Organization as a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. Life skills are not normally seen as a domain, or a subject, but as cross-cutting applications of knowledge, skills, values and attitudes which are important in the process of individual development and lifelong learning. They are not just a set of skills, nor are they equal to survival skills, livelihood skills, or vocational skills but are part of these skills. (Source: UNESCO 2004a). In some cases the term is used as an equivalent of key competencies/skills, and in certain contexts it is used to indicate a subject area. For UNICEF life skills are part of a rights-based approach to learning. Children are fundamentally entitled to quality education that respects their dignity and expands their abilities to live a life they value and to transform the societies in which they live. Child-friendly schools promote and enhance life skills.</p>
Lifelong learning	<p>Lifelong learning embraces all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.</p>
Literacy	<p>The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling an individual to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society. (Source: UNESCO 2005a). New forms of literacy needed in modern life are also increasingly taken into account in the curriculum, in particular those related to new technologies such as digital literacy, information literacy, mass media literacy and social media literacy.</p>
Lower secondary education	<p>Lower secondary education programmes are typically designed to build on the learning outcomes from primary education. Usually, the aim is to consolidate the foundation for lifelong learning and human development upon which education systems may then expand further educational opportunities. Some education systems may already offer vocational education programmes at this level to provide individuals with skills relevant to employment. Programmes at this level are usually organized around a more subject-oriented curriculum, introducing</p>

	<p>theoretical concepts across a broad range of subjects. Teachers typically have pedagogical training in specific subjects and, more often than at primary level, a class of students may have several teachers with specialized knowledge of the subjects they teach.</p>
Non-formal education	<p>Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Nonformal education can cover programmes contributing to adult and youth literacy and education for out-of school children, as well as programmes on life skills, work skills, and social or cultural development.</p>
Non-formal learning	<p>Learning that is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contains an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification. It usually is captured under the heading of non-accredited learning in education and training.</p>
NQF	<p>A National Qualification Framework (NQF) is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e. clear statements of what the learner must know or be able to do whether learned in a classroom, on-the-job, or less formally. The qualifications framework indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework). The scope of frameworks may be comprehensive of all learning achievement and pathways or may be confined to a particular sector for example initial education, adult education and training or an occupational area. Some frameworks may have more design elements and a tighter structure than others; some may have a legal basis whereas others represent a consensus of views of social partners. All qualifications frameworks, however, provide a basis for improving the quality, accessibility, linkages and public or labour market recognition of qualifications within a country and internationally. Individual countries may choose to define 'qualifications framework' in a more specific way.</p>
Peer assessment	<p>Assessment of learners' work by other learners.</p>
Peer learning	<p>A process based on exchange of knowledge and information between learners who may also act as mentors. Also referred to as peer education.</p>
Performance assessment	<p>Assessment that is designed to measure and judge what learners know and are able to do based on how they perform certain tasks.</p>
Personalised Learning	<p>Personalised learning is a dynamic learning concept in which the learner is central and in which she can (co-)initiate and engage in flexible and personalised learning arrangements within a learning culture based on self-directed, flexible, prospective and lifelong learning. Such learning arrangements are fuelled by dialogues with education and HRM systems on the most appropriate form, content and meaning of personal learning. They provide space for validating personal learning experiences, expertise, responsibilities and autonomy so that in a situation of (co-</p>

	<p>)control and (co-)ownership of the learning individual, the dialogue with the other actors (assessors, teachers, trainers, HR-officials) can organise enriching and sustainable guidance and support for individual learning.</p> <p>Personalised Learning occurs when the learner understands how he/she learns best so he/she is active in designing his/her learning goals. This learner has a voice in how he/she likes to access and acquire information, and a choice in how he/she expresses what he/she knows and how he/she prefers to engage with the content. When a learner owns and takes responsibility of his/her learning, he/she is more motivated and engaged in the learning process.</p>
Portfolio assessment	<p>Assessment based on the systematic collection of learner work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the learner's developmental progress. In addition to examples of their work, most portfolios include reflective statements prepared by learners. Portfolios are assessed for evidence of learner achievement with respect to established learning outcomes and standards.</p>
Problem-based learning	<p>A process designed to experientially engage learners in processes of inquiry into complex problems of significance and relevance to their lives and learning. It is intended to challenge learners to pursue authentic questions, wonders, and uncertainties in a focused way, which enables them to construct, deepen, and extend their knowledge and understanding. Thoughtful presentation of the problem is critical to this approach. Problems must be complex enough that there is a need to seek many perspectives on the issues, to engage in collaborative inquiry, and to generate multiple possible solutions. The problems have an authenticity that holds meaning for the learners, enables them to assume ownership of the problems, and results in findings of significance in the broader context of their lives. Problems must invite a deep approach to learning – to inquiry, thinking, and reflection – which leads to shifts or changes in learners' knowledge. At the same time, they leave room for learners to discover that knowledge is tentative, always reflective of a moment in time, and open to continued shifts and changes.</p>
Project-based learning	<p>A process that fosters learners' engagement in studying authentic problems or issues centred on a particular project, theme, or idea. Often the term 'project-based' is used interchangeably with 'problem-based', especially when classroom projects focus on solving authentic problems. The nexus for the project may be suggested by a teacher, but the planning and execution of contingent activities are predominantly conducted by learners working individually and cooperatively over many days, weeks, or even months. This process is inquiry-based, outcome-oriented, and associated with conducting the curriculum in real-world contexts rather than focusing on a curriculum that is relegated to textbooks or rote learning and memorization. Assessment is commonly performance-based, flexible, varied, and continuous.</p>
Qualification	<p>This term is commonly used in at least two different ways/context: (a) formal qualification: 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, and can be a legal entitlement to practise a trade; and (b) job requirements: knowledge, aptitudes and skills required to perform the specific tasks attached to a particular work position.</p>
RPL	<p>Recognition of Prior Learning (RPL) primarily focuses on the identification and recognition of the competences that someone might have obtained in any period in his/her life and in any kind of learning environment. In this context the portfolio</p>

	<p>consists of all personal learning experiences. Only after collecting all the relevant, personal competences together with their proof, a choice is made by the person. In this way the personal ambitions are better articulated and depending on the personal goal a specific choice for the kind of accreditation or validation is made. Recognition, therefore is more personal steered and might involve not only summative but also formative goals.</p>
RVA	<p>UNESCO uses the acronym 'RVA' to refer to the <i>Recognition, Validation and Accreditation</i> of the outcomes of non-formal and informal learning as a key lever for making lifelong learning a reality. It makes visible and values the amount of invisible knowledge, skills and competences that individuals have obtained through various means and in different phases of their lives. Increased transparency of these learning outcomes may significantly improve individuals' self-esteem and well-being, motivate them to further learning and strengthen their labour market position. RVA may help to integrate broader sections of the population into the learning process, build inclusive societies, and make better use of existing human resources.</p> <p><i>Recognition, Validation and Accreditation (RVA)</i> of all forms of learning outcomes is a practice that makes visible and values the full range of competences (knowledge, skills and attitudes) that individuals have obtained in various contexts, and through various means in different phases of their lives.</p> <ul style="list-style-type: none"> <li>– <i>Recognition</i> is a process of granting official status to learning outcomes and/or competences, which can lead to the acknowledgement of their value in society.</li> <li>– <i>Validation</i> is the confirmation by an officially approved body that learning outcomes or competences acquired by an individual have been assessed against reference points or standards through pre-defined assessment methodologies.</li> <li>– <i>Accreditation</i> is a process by which an officially approved body, on the basis of assessment of learning outcomes and/or competences according to different purposes and methods, awards qualifications (certificates, diplomas or titles), or grants equivalences, credit units or exemptions, or issues documents such as portfolios of competences. In some cases, the term accreditation applies to the evaluation of the quality of an institution or a programme as a whole.</li> </ul>
Secondary education	<p>Secondary education provides learning and educational activities building on primary education and preparing for labour market entry, post-secondary non-tertiary education and tertiary education. Broadly speaking, secondary education aims at learning at an intermediate level of complexity.</p>
Self-assessment	<p>Assessment by which the learner gathers information about and reflects on his or her own learning, judges the degree to which it reflects explicitly stated goals or criteria, identifies strengths and weaknesses, and revises accordingly. It is the learner's own assessment of personal progress in knowledge, skills, processes, and attitudes.</p>
Skill	<p>The ability to perform tasks and solve problems. (<i>Source: CEDEFOP 2011</i>). It is the ability, proficiency or dexterity to carry out tasks that come from education, training, practice or experience. It can enable the practical application of theoretical knowledge to particular tasks or situations. It is applied more broadly to include behaviours, attitudes and personal attributes that make individuals more effective in particular contexts such as education and training, employment and social engagement.</p>
Soft skills	<p>Term used to indicate a set of intangible personal qualities, traits, attributes, habits and attitudes that can be used in many different types of jobs. As they are broadly applicable they are also seen as transferable skills, even if the idea of transferability is often questioned because individuals learn to perform tasks in particular contexts and may not be able to apply them to others. Examples of soft skills</p>

	include: empathy, leadership, sense of responsibility, integrity, self-esteem, self-management, motivation, flexibility, sociability, time management and making decisions. The term is also used in contrast to ‘hard’ skills that are considered as more technical, highly specific in nature and particular to an occupation, and that can be (generally) taught more easily than soft skills.
Special needs education	Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme. Education programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered to individual students within already-existing education programmes or as a separate class in the same or separate educational institutions.
Standard	A standard is a document that provides requirements, specifications, guidelines or characteristics that can be used consistently to ensure that materials, products, processes and services are fit for their purpose.
STEAM	STEAM is an integrated approach to learning that combines the arts with STEM (science, technology, engineering and mathematics) and uses it as an access point for guiding learner’s inquiry, creativity and problem-solving. This multidisciplinary approach promotes gender-inclusive learning by encouraging everyone to explore scientific topics and making the arts more appealing as well.
STEM	<b>STEM</b> is a UNESCO initiative to capture the domains of science, technology, engineering and mathematics together in one recognisable (letter) word. <b>STEM</b> is about building scientific, technical and mathematical insights, concepts and practices (S, T & M) and using them to solve complex questions or a real-life problem (E). <b>STEM</b> in education is therefore - above all - about bringing together the various components of the acronym in order to identify, research and communicate about social and scientific challenges in a coherent way.
Summative assessment	Assessment of learner’s achievement at the end of a term, stage, course or programme usually, although not necessarily, involving formal testing or examinations. Summative assessment is most commonly used for ranking, grading and/or promoting students, and for certification purposes.
TVET	Technical and Vocational Education and Training (TVET) A range of learning experiences that are relevant for employability, portability of competencies and qualifications and recognition of skills, decent work opportunities and lifelong learning in and related to the world of work. The concept embraces the importance of innovation, competitiveness, productivity and the growth of the economy, considering that innovation creates new employment opportunities and also requires new approaches to education and training to meet the demand for new skills. The learning experiences may occur in a variety of learning contexts, including private and public training institutions, workplaces and informal learning places.
Tertiary education	Tertiary education builds on secondary education, providing learning activities in specialized fields of education. It aims at learning at a high level of complexity and specialization. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education.
Test	An examination or assessment exercise designed to measure the learner’s acquired knowledge and skills. Tests may be set and marked by the teacher or by an external agency.

Transferable skills	Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organisational skills).
Transversal skills	Transversal skills are the skills needed for handling the complex array of information in the digital era, making sense of globalized societies, as well as responding to the requirements of 21st century job markets. Transversal skills typically have high transferability across different jobs and sectors.
Tutoring	Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, in training centres or on the job). Tutoring can cover: academic subjects to improve educational achievement; careers to ease transition from school to work; and personal development to encourage learners to make wise choices.
Twenty-first century skills	An overarching concept for the knowledge, skills and attitudes citizens need to be able to fully participate in and contribute to the knowledge society. This need is mostly attributed to the changes in society, and more particularly, to the rapid development of technology and its impact on the way people live, work and learn. While in the industrial society the main focus of education was to contribute to the development of factual and procedural knowledge, in the information or knowledge society the development of conceptual and metacognitive knowledge is increasingly considered important. Furthermore, the changes in economy and the labour market caused by globalization and internationalization are an important driving force for the need of 21st century skills. Different organisations, including also partnerships and consortia, have defined and endorsed core competences/skills frameworks using different foci, emphases, groupings and terminologies. Most frameworks seem to converge on a common set of 21st century skills or competences, namely: collaboration; communication; Information and Communication Technology (ICT) literacy; and social and/or cultural competencies (including citizenship). Most frameworks also mention creativity, critical thinking and problem solving. Across the various frameworks it is acknowledged that ICT is at the core of 21st century skills. Specifically, it is regarded as both (a) an argument for the need of 21st century skills, and (b) a tool that can support the acquisition and assessment of these skills. In addition, the rapid development of ICT requires a whole new set of competences related to ICT and technological literacy.
Upper secondary education	Upper secondary education programmes are typically designed to complete secondary education in preparation for tertiary education or provide skills relevant to employment, or both. Programmes at this level offer students more varied, specialised and in-depth contents than programmes at lower secondary education level. They are more differentiated, with an increased range of options and streams available.
Validation of learning	The process of assessing and recognising learning outcomes, including from non-formal and informal learning. Validation usually refers to the process of recognising a wider range of skills and competences than is normally the case within formal certification.
VPL	Validation of Prior Learning (VPL) is the confirmation by an approved body that learning outcomes or competences acquired by an individual have been assessed against reference points or standards through pre-defined assessment methodologies. <i>Validation</i> goes a step further than accreditation and recognition since it means a validation (or valuation) of prior learning measured against any learning objective and not just formalized standards; it can cover for instance also a validation for the sole aim of self-validation or justification of an activity. Validation therefore is covering both the formalised, top-down orientation of

	<p>accreditation as well as the bottom-up process of recognition. In this sense it's the most holistic approach to all forms of 'valuing' prior learning outcomes.</p> <p><i>Validation</i> goes a step further than <i>accreditation</i> and <i>recognition</i> since it means a validation (or valuation) of prior learning measured against any learning objective and not just formalized standards; it can cover for instance also a validation for the sole aim of self-validation or justification of an activity. Validation therefore is covering both the formalised, top-down orientation of accreditation as well as the bottom-up process of recognition. In this sense it's the most holistic approach to all forms of 'valuing' prior learning outcomes</p>
Validity	<p>Refers to what is assessed and how well this corresponds with the behaviour or construct to be assessed. In the case of 'site validity' it involves assessments that intend to assess the range of skills and knowledge that have been made available to learners in the classroom context or site. High 'system validity' involves assessments that intend to assess an often narrower range of skills and knowledge, deemed essential by the particular government body or system. Current validity theorising incorporates concerns about fairness and bias and reflects similar understandings of the social basis of assessment. Validity is not simply the way in which a test functions but depends on what it is used for and the interpretation and social consequences of the results. Thus, an essential part of validity is the concern with whether the inferences made from the results of an assessment are fair to all those who were assessed.</p>
Valuing Learning	<p><i>Valuing Learning</i> is a dynamic learning concept that values people for all development-steps in their lives and enables schools, universities and organizations to be receptive to people's learning experiences and supportive of their further development. The concept is learner-steered and flows from reflecting on one's prior learning and developed competences (valuing) to adding new, desired learning outcomes (learning). Competences in this respect are general statements about a learner's ability to apply knowledge, skills and behavioral aspects in an occupational context. Learning outcomes are specific statements in qualifications and occupational standards, integrating knowledge, skills, and behavioral aspects, on which a learner reflects and is assessed (bottom-up view).</p>
Valuation of (prior) learning	<p>The Valuation of (Prior) Learning triggers a broad view on the implementation of lifelong learning. The target it is to change the social-economic system in a flexible system that adapts itself fast to the changing needs of competences in the job market. In the context of the present network society, VPL addresses this need by clarifying the real human potential of competences on the basis of the analysis and recognition of personal competences. VPL offers a strategy for personal development in which the context of the organisation and the public/private services are of crucial importance to keep pace with the fast competence development in the knowledge society and the increasing speed of competence marketing within the network society.</p> <p>The Valuation of informal &amp; non-formal learning focuses on the dynamics of the validation-process. Valuation implies development. Development is the logical step after someone got 'validated'. It is above all the responsibility of the individual to invest in personal growth. It's up to the system to facilitate this development. Valuation is strongly connected to the formative approach in which people can combine their personal growth with the growth of their organisation. Valuation therefore addresses the process of developing one's competences in an active lifelong learning attitude for the sake of the individual, organisation and society. In this respect Valuation precedes forms of validation of (prior) learning by offering a vision and a mission to any kind of validation-instrumentation.</p>



VET	Vocational Education and Training (VET) aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.
Vocational education	Education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade, or class of occupations or trades. Vocational education may have work-based components (e.g. apprenticeships, dual-system education programmes). Successful completion of such programmes leads to labour market-relevant vocational qualifications acknowledged as occupationally-oriented by the relevant national authorities and/or the labour market.

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