Term:	Definition:
Accompanying Person	As a general definition applying to all fields of education training and youth, an accompanying person is the one who accompanies participants - whether learners or staff/youth workers - with special needs (i.e. with disabilities) in a mobility activity, in order to ensure protection, provide support and extra assistance. Additionally, in the case of VET learners and volunteering activities (KA1), short-or-long-term pupils' mobility and the blended mobility of young people (KA2) and meetings between young people and decision-makers (KA3), an accompanying person may also be the adult that accompanies one or several VET learners, volunteers with fewer opportunities, school pupils or young people (especially minors or youngsters with little experience outside their own country) abroad, to ensure their protection and safety as well as their effective learning during the mobility experience.
Accreditation	A process that ensures that the organisations wishing to receive funding under an action of the Erasmus+ Programme respect a set of qualitative standards or pre-requisites defined by the European Commission for that given Action. Depending on the type of Action or on the country where the requesting organisation is located, accreditation is normally carried out by the Executive Agency or a National Agency for Erasmus+. The accreditation process is in place for organisations wishing to participate in higher education projects (including mobility) or in mobility activities in the field of youth.
Action	A strand or measure of the Erasmus+ Programme e.g. Strategic Partnerships in the field of education, training and youth; Erasmus Mundus Joint Master Degrees; Sector Skills Alliances.
Activity	A set of tasks carried out as part of a project. An activity can be of different types (mobility activities, cooperation activities, etc.).
Adult Education	All forms of non-vocational adult education, whether of a formal, non-formal or informal nature.
Adult Education Organisation	Any public or private organisation active in the field of non-vocational adult learning.
Adult Learner	Any person who, having completed or is no longer involved in initial education or training, returns to some form of continuing learning (formal/non-formal/informal): except school and VET teachers and trainers.
Advance Planning Visit (APV)	Planning visit to the country of the receiving organisation(s) ahead of Youth Exchanges or Volunteering activities (Youth Mobility) and ErasmusPro activities (VET Mobility). The purpose of the APVs is to ensure high quality activities by facilitating and preparing administrative arrangements, building trust and understanding and setting-up a solid partnership between the involved organisations. In the case of Youth Mobility projects, young participants can also be involved in the visit to integrate them fully in project design.

Affiliated Entity	The following can be considered Affiliated Entities (in accordance with Article 122 of the Financial Regulation): legal entities having a legal or capital link with beneficiaries - this link is neither limited to the action nor established for the sole purpose of its implementation; several entities which satisfy the criteria for being awarded a grant and together form one entity which may be treated as the sole beneficiary, including where the entity is specifically established for the purpose of implementing the action. Affiliated Entities must comply with eligibility and non-exclusion criteria and, where applicable, also with the selection criteria applying to applicants.
Applicant	Participating organisation or informal group that submits grant application. Applicants may apply either individually or on behalf of other organisations involved in the project; in the case of the latter, the applicant is also defined as the coordinator.
Apprenticeship (Apprentice)	Apprenticeship-type schemes are understood as those forms of Initial Vocational Education and Training (IVET) that formally combine and alternate company-based training (periods of practical work experience at a workplace) with school based education (periods of theoretical/practical education taking place in a school or training centre), and whose successful completion leads to a nationally recognised initial VET qualification.
Basic Skills	Literacy, mathematics, science and technology - these skills are included in key competences.
Blended learning	Study type that involves learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching, workshops or seminars, and distance learning techniques online (such as internet, television, conference calls).
Certificate	In the context of Erasmus+, a document issued to a person having completed a learning activity in the field of education, training and youth; such a document certifies the attendance and, where applicable, the learning outcomes of the participant in the activity.
Co-financing	The co-financing principle implies that part of the costs of a project supported by the EU must be borne by the beneficiary, or covered through external contributions other than the EU grant.
Consortium	Organisations coming together to prepare, implement and follow up a project; a consortium can be national (i.e. involving organisations established in the same country) or international (involving participating organisations from different countries). In some cases, there are specific rules that govern a consortium when applying for funding (e.g. minimum number of consortium members, location of consortium members).
Coordinator (or Coordinating organisation)	A participating organisation applying for an Erasmus+ grant on behalf of a consortium of partner organisations.
Credit Mobility	A limited period of study or traineeship abroad - in the framework of ongoing studies at an institution in the home country -for the purpose of gaining credits; after the mobility phase, students return to their home institution to complete their studies.
Credit	A set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications.
Degree Mobility	Period of study abroad aimed at the acquisition of a whole degree or certificate in the destination country or countries.

Diploma Supplement	An annex to the official qualification documentation, which is designed to provide more detailed information on the studies completed according to an agreed format which is internationally recognized; a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder; the Diploma Supplement t is produced by higher education institutions according to standards agreed by the European Commission, the Council of Europe and UNESCO; the Diploma Supplement is part of Europass; in the context of an international joint study programme, it is recommended to deliver a "joint diploma supplement" covering the entire programme and endorsed by all the degree awarding universities.
Double Degree/Multiple Degree	A study programme offered by at least two (double) or more (multiple) higher education institutions whereby the student receives, upon completion of the study programme, a separate degree certificate from each of the participating institutions.
ECHE / Erasmus Charter for Higher Education	Accreditation granted by the European Commission making higher education institutions, from Programme Countries, eligible to apply for and participate in learning and cooperation activities under Erasmus+; the ECHE outlines the fundamental principles an institution should adhere to in organising and implementing high quality mobility and cooperation and states the requisites it agrees to comply with in order to ensure high quality services and procedures as well as the provision of reliable and transparent information.
ECTS / European Credit Transfer and Accumulation System	A learner-centred system for credit accumulation and transfer, based on the transparency of learning, teaching and assessment processes. Its objective is to facilitate the planning, delivery and evaluation of study programmes and learner mobility through the recognition of qualifications and periods of learning; a system that helps to design, describe and deliver study programmes and award higher education qualifications; the use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.
ECVET / European Credit System for Vocational Education and Training	A system that aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations; ECVET aims for better compatibility between the different vocational education and training systems in place across Europe and their qualifications; ECVET provides a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation and recognition procedures.
Enterprise	Any undertaking engaged in an economic activity regardless of its size, legal form or of the economic sector in which it operates.
EQAVET / European Quality Assurance Reference Framework for Vocational Education and Training	A reference tool for policy-makers based on a four-stage quality cycle that includes goal setting and planning, implementation, evaluation and review. It respects the autonomy of national governments and is a voluntary system to be used by public authorities and other bodies involved in quality assurance.

EQF / European Qualifications Framework	A common European reference tool that serves as a translation device between different education and training systems and their levels; the EQF aims to improve the transparency, comparability and portability of qualifications across Europe, promoting worker and learner mobility and facilitating lifelong learning, as defined in the 2008/C 111/01 Recommendation of the European Parliament and the Council.	**GLOSSARY**
ESCO / Multilingual Classification of European Skills, Competences, Qualifications and Occupations	Identifies and categorises skills and competences, qualifications and occupations relevant for the EU labour market and education and training, in 25 European languages; ESCO provides occupational profiles showing the relationships between occupations, skills, competences and qualifications; ESCO has been developed in an open IT format and is available for everyone to use free of charge.	
Europass	Europass is a portfolio of five different documents and an electronic folder aiming to contain descriptions of the entire holder's learning achievements, official qualifications, work experience, skills and competences, acquired over time: these documents are: the Europass CV, the Diploma Supplement, the Certificate Supplement, the Europass Mobility and the Language Passport. Europass also includes the European Skills Passport, a user-friendly electronic folder that helps the holder to build up a personal, modular inventory of his/her skills and qualifications; the aim of Europass is to facilitate mobility and improve job and lifelong learning prospects in Europe.	
European Development Plan	For schools, adult education and VET organisations, a document outlining the needs of the institution/organisation in terms of quality development and internationalisation, confirming how planned European activities will meet those needs; the European Development Plan is part of the application form for schools, adult education and VET organisations applying for learning mobility of staff under Key Action 1.	
Higher Education Institution (HEI)	Any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called, or any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level.	
Higher Education Modernisation Agenda	Strategy of the European Commission aimed to support Member States' reforms and contribute to the goals of Europe 2020 in the field of higher education; the main areas for reform identified in the new agenda are to increase the number of higher education graduates; to improve the quality and relevance of teaching and researcher training, to equip graduates with the knowledge and core transferable competences they need to succeed in high-skill occupations; to provide more opportunities for students to gain additional skills through study or training abroad, and to encourage cross-border cooperation to boost higher education performance; to strengthen the "knowledge triangle", linking education, research and business and to create effective governance and funding mechanisms in support of excellence.	
Informal Learning	Learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; such learning may be unintentional from the learner's perspective.	**Briefing Sheet** **Page 4**

International	In the context of Erasmus+, relates to any action involving at least one Programme Country and at least one Partner Country.
Job Shadowing	A short practical learning experience at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.
Joint Degree	Single degree certificate awarded to a student upon completion of a joint programme: the joint degree must be jointly signed by the competent authorities of two or more of the participating institutions and recognised officially in the countries where those institutions are located.
Joint Programmes	Higher education (study or research) programmes jointly designed, delivered and fully recognised by two or more higher education institutions; joint programmes can be implemented at any higher education level, i.e. bachelor, master or doctorate; joint programmes can be national (i.e. when all universities involved are from the same country) or transnational (i.e. when at least two different countries are represented among the higher education institutions involved).
Key Competences	The basic set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment: as described in Recommendation 2006/962/EC of the European Parliament and of the Council.
Learning Mobility	Moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning; learning mobility may take the form of traineeships, apprenticeships, youth exchanges, volunteering, teaching or participation in a professional development activity, and may include preparatory activities, such as training in the host language, as well as sending, receiving and follow-up activities.
Learning Outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.
Lifelong Learning	All general education, vocational education and training, non-formal learning and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services.
Mentoring	Measures for personal support that are provided to volunteers alongside task-related support measures. Main responsible for mentoring is a mentor, appointed by the Receiving or Coordinating Organisation. Mentoring consists of having regular meetings to follow up on the personal wellbeing of the volunteer within and beyond the Receiving Organisation. Mentoring is targeted towards the individual volunteer and thus the content and frequency of the meetings will vary according to individual needs. Possible topics of mentoring meetings might include: personal wellbeing, wellbeing in the team, task satisfaction, practicalities etc.
Mobility / Learning Agreement	An agreement between the sending and receiving organisation, as well as the participating individuals, defining the aims and the content of the mobility period in order to ensure its relevance and quality. It can also be used as a basis for the recognition of the period abroad by the receiving organisation.

MOOC	An abbreviation for "Massive Open Online Course," a type of course that is completely delivered online, is open to be accessed by anyone without cost, entry qualifications or other restrictions and which often has large participant numbers. MOOCs can have in-person components (e.g. encouraging local participant meetings and formal assessment) but often rely on peer review, self-assessment and automated grading. There are many variations of MOOCs (e.g. MOOCs focused on specific sectors, target groups or teaching methods). MOOCs funded under Erasmus+ have to be open for all and both participation and a certificate or badge of completion must be free of charge for participants. Please note that the open access requirement for educational resources applies also to MOOCs.
Non-formal learning	Learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present yet which is not part of the formal education and training system.
Occupational Profile	The set of skills, competences, knowledge and qualifications that is usually relevant for a specific occupation.
Open Access	A general concept of publishing materials of a specific kind openly (i.e. accessible and usable by the largest possible user group and for the largest number of use cases). Erasmus+ has an Open Access requirement for educational resources and also encourages Open Access to research results and data.
Open Educational Resources (OER)	Educational materials of any kind (e.g. textbooks, worksheets, lesson plans, instructional videos, entire online courses, educational games) which can be freely used, adapted and shared. OER have either been released under an open license or are in the public domain (i.e. copyright protection has expired).
Open Licence	A way for copyright holders (creators or other rights holders) to grant the general public with legal permission to freely use their work; in the context of the Erasmus+ Open Access requirement, the applied open license must permit at least use, adaptation and distribution. The open license should be indicated on the work itself or wherever the work is distributed. Educational materials with an open license are called Open Educational Resources (OER).
Overseas Countries and Territories (OCTs)	In the Treaty on the Functioning of the EU, Member States agree to "associate with the Union, the non-European countries and territories which have special relations with Denmark, France, the Netherlands and the United Kingdom" (Article 198). Detailed rules and procedures for this Association are provided for by Council Decision 2013/755/EU on the Association of the Overseas Countries and Territories (OCTs) with the EU. This decision aims to modernise the relationship of the EU with its OCTs, moving beyond development cooperation and focusing on a reciprocal relationship based on mutual interests. In terms of Erasmus+, it is recognised that the remoteness of the OCTs are potentially restrictive in terms of Programme implementation and, as such, special funding rules are in place with a view to covering the more expensive travel costs of participants from the outermost regions and OCTs of the EU. A full list of OCTs can be found at: https://ec.europa.eu/europeaid/where/octs_and_greenland/index_en.htm_en.

GLOSSARY

Participants	In the context of Erasmus+ participants are considered those individuals fully involved in a project and, in some cases, receiving part of the European Union grant intended to cover their costs of participation (notably travel and subsistence); under certain Actions of the Programme (i.e. Strategic Partnerships) a distinction is hence to be made between this category of participants (direct participants) and other individuals indirectly involved in the project (e.g. target groups).
Partner Organisation	Participating organisation involved in the project but not taking the role of applicant.
Partner Countries	Countries which do not participate fully in the Erasmus+ Programme, but which may take part (as partners or applicants) in certain Actions of the Programme: the list of Erasmus+ Partner Countries is described in Part A of the Erasmus+ Programme Guide (Version 3, 2018).
Partnership	A group of organisations in different Programme Countries coming together to carry out joint European activities in the fields of education, training, youth and sport or establishing a formal or informal network in a relevant field such as joint learning projects for pupils and their teachers, intensive programmes in higher education and cooperation between local and regional authorities; a partnership may be extended to institutions and/or organisations from Partner Countries with a view to strengthening its quality.
People with Fewer Opportunities	Persons facing some obstacles that prevent them from having effective access to education, training and youth work opportunities. A more detailed definition of people with fewer opportunities can be found in Part A of the Erasmus+ Programme Guide (Version 3, 2018) under the heading "Equity and Inclusion".
People with Special Needs	A person with special needs is a potential participant whose individual physical, mental or health-related situation is such that his/her participation in a project or mobility activity would not be possible without extra financial support.
Profit-making Body active in Corporate Social Responsibility (CSR)	A private company that: [a] carries out its business in compliance with ethical standards and/or [b] on top of its business activities, carries out some actions that have social value.
Programme Countries	EU and non-EU countries which participate fully in the Erasmus+ Programme.
Qualification	Formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
Proportionality Principle	In EU terms, the principle of proportionality regulates the exercise of powers by the European Union, limiting intervention to that which is necessary to achieve the objectives of the various European Treaties. In other words, the content and form of a particular action or project must be in line with the broader aim that is being pursued. From an assessment perspective, the idea of proportionality is also extremely important, enabling (often high-level) assessment criteria to be applied to projects of differing sizes and ambitions. In this respect, it is important to consider the appropriateness and suitability of the proposed actions in relation to broader project goals. As an example, whilst larger-scale partnerships might be expected to impact on education and training systems and processes at one or more levels (institutional, regional, national, European), expectations for a smaller partnership, targeting the exchange of best practices, would probably centre on the potential for impact on participating staff, learners and institutions. This does not mean, however, that smaller partnerships (such as those involving just two or three schools) might not have more significant ambitions for change and improvement, including through the joint development of one or more intellectual outputs.

Receiving organisation	Under some Actions of Erasmus+ (notably mobility Actions) the receiving organisation is the participating organisation receiving one or more participants and organising one or more activities of an Erasmus+ project.
Reinforced Mentorship	Reinforced Mentorship is an intensified Mentoring process that is necessary to support young people with fewer opportunities, particularly those are not able to implement a volunteering activity independently, without regular mentoring or tutoring support. Reinforced Mentorship involves closer contact and more regular meetings with the volunteer as well as allowing more time to implement the tasks of regular mentoring, guaranteeing step-by-step support for volunteers during project activities as well as outside of working hours. Reinforced Mentorship is targeted at successful implementation of the project and at enabling volunteers to gain as much autonomy in this as possible.
School	An institution providing general, vocation or technical education, on any level from pre-school to upper secondary education: in each Programme Country, a list of types of institutions defined as schools has been produced - for more information contact the National Agency in the country concerned.
Sending Organisation	Under some Actions of Erasmus+ (notably mobility Actions) the sending organisation is the participating organisation sending one or more participants to an activity of an Erasmus+ project.
Short Cycle (or Short-cycles Higher Education - SCHE) Qualifications	In most countries, these exist within the first cycle in the Qualifications Framework for the European Higher Education Area (ISCED Level 5); typically represented by approximately 120 ECTS credits within national contexts, leading to a qualification that is recognised at a lower level than a degree at the end of the first cycle; some programmes are longer than three years but typically will not give more than 180 ECTS credits; in the majority of countries students can use most of the credits earned in SCHE to progress to degree courses; descriptors of the short cycle correspond to the learning outcomes of EQF level 5.
SMEs / Small and Medium-sized Enterprises	Enterprises which employ fewer than 250 persons and which have an annual turnover not exceeding 50 million euro, and/or an annual balance sheet total not exceeding 43 million euro.
Social Enterprise	An undertaking, regardless of its legal form, which is not listed on a regulated market within the meaning of point (14) of Article 4(1) of Directive 2004/39/EC, and which: (1) in accordance with its articles of association, statutes or any other statutory document establishing the business, has as its primary objective the achievement of measurable, positive social impacts rather than generating profit for its owners, members and stakeholders, where the undertaking: (a) provides innovative services or goods which generate a social return and/or (b) employs an innovative method of production of goods or services and that method of production embodies its social objective; (2) reinvests its profits first and foremost to achieve its primary objective and has in place predefined procedures and rules for any circumstances in which profits are distributed to shareholders and owners, in order to ensure that any distribution of profits does not undermine the primary objective; (3) is managed in an entrepreneurial, accountable and transparent way, in particular by involving workers, customers and/or stakeholders affected by its business activities.
Staff	Persons who, on either a professional or a voluntary basis, are involved in education, training or youth non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers and non-educational staff.

Third Cycle	The third cycle level in the Qualifications Framework for the European Higher Education Area, agreed by the ministers responsible for higher education in May 2005 in the framework of the Bologna process; the descriptor of the third cycle of the QF EHEA corresponds to the learning outcomes for EQF level 8.
Traineeship (Work Placement)	Spending a period of time in an enterprise or organisation in another country, with a view to acquire specific competences that are required by the labour market, carry out work experience and improve the understanding of the economic and social culture of that country.
Transnational	Relates, unless otherwise indicated, to any action involving at least two Programme Countries.
(EU) Transparency and Recognition Tools	Instruments that help stakeholders to understand, appreciate and, as appropriate, recognise learning outcomes and qualifications, throughout the European Union.
Transversal (soft; life) Skills	Transversal skills include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context, to cope with stress and uncertainty - these skills are part of the key competences.
Vocational Education and Training (VET)	Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market. For the purpose of Erasmus+ projects focusing on initial or continuing vocational education and training are eligible under VET actions.
Validation of Non-formal and Informal Learning	A process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases: [1] identification through dialogue of particular experiences of an individual; [2] documentation the make visible the individual's experience; [3] a formal assessment of these experiences; and, [4] certification of the results of the assessment which may lead to a partial or full qualification.
Virtual Mobility	A set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning.
Workplace Learning	Study type which involves the acquisition of knowledge, skills and competences through carrying out, and reflecting on, tasks in a vocational context, either at the workplace (such as alternance training) or in a vocational education and training institution.
Young People	In the context of the Erasmus+ Programme, individuals aged between 13 and 30.