

## Glossary of terms used in the Education Programme

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| <b>Accompanying person</b>   | A person accompanying a person with special needs in their mobility to ensure protection, provide support and extra assistance.   |
| <b>Adult education</b>   | All forms of non-vocational adult education, both formal, and non-formal.   |
| <b>Adult education organisation</b>  | Any public or non-public organisation active in the field of non-vocational adult education/learning.   |
| <b>Applicant</b>   | Polish legal entity applying for co-financing under the Programme 'Education'.  |
| <b>Child welfare education</b>   | Education on the welfare system addressed to children.  |
| <b>Project grant</b>   | A grant awarded by a Programme Operator to a Project Promoter to implement a project.   |
| <b>Donor States</b>  | Iceland, the Principality of Liechtenstein, the Kingdom of Norway   |
| <b>ECHE (Erasmus Charter for Higher Education)</b>   | An accreditation granted by the European Commission giving the possibility to higher education institutions from Programme Countries to be eligible to apply and participate in learning and cooperation activities under Erasmus+. The Charter 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. |
| <b>ECTS (European Credit Transfer and Accumulation System)</b>                                       | A learner-centred system for credit accumulation and transfer based on transparency of learning, teaching and assessment processes. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.  |
| <b>ECVET (European Credit System for Vocational Education and Training)</b>                          | 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 to increase compatibility between various VET systems and qualifications awarded across Europe. It includes procedures for assessment, transfer, accumulation and recognition of qualifications.  |
| <b>EEA Beneficiary States</b>  | Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Greece, Hungary, Latvia, Lithuania, Malta, Poland, Portugal, Romania, Slovakia, Slovenia, Romania   |
| <b>EQAVET (European Quality Assurance Reference Framework for Vocational Education and Training)</b> | A reference tool for decision makers concerning VET, which is based on a four-stage quality cycle that includes goal setting and planning, implementation, assessment and review. It respects the autonomy of national governments and constitutes a system to be applied on voluntary basis by public authorities and other actors involved in quality assurance.  |
| <b>Force Majeure</b>   | An unforeseeable exceptional situation or event beyond the participant's control and not attributable to error or negligence on his/her part.   |

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| <b>Higher education institution</b>                  | Any higher education institution which according to national law or practice awards recognised diplomas or other recognised higher education qualifications, regardless of its name or any institution which in accordance with national law or practice offers vocational education and training at tertiary level.  |
| <b>Host institution</b>                              | A host institution is an organisation, which hosts participants, mobility participants in particular.   |
| <b>Inclusive education</b>                           | An approach used in the process of education and upbringing aimed at enhancing learning opportunities of all learners by providing them with conditions to develop their individual potential so that in the future they will be able to fully achieve their personal development and fully integrate into society.   |
| <b>Job shadowing (practical learning experience)</b> | A short stay in a partner organisation abroad in order to undergo training consisting in accompanying staff members in their daily work at host organisation; to exchange good practices, acquire skills and knowledge; or to create lasting partnerships through active observation.   |
| <b>Key Action KA103 HE</b>                           | Key action of the Erasmus+ programme concerning mobility of higher education students and staff to programme countries.   |
| <b>Learning mobility</b>                             | Moving physically to a country other than the country of residence in order to study, undergo training or participate in other type of formal or non-formal learning. It can take the form of practical training/traineeships, work placements, youth exchanges, teaching assignments or continuing professional development. It can also involve such preparatory activities as language courses (learning the language spoken in the host country). |
| <b>Month</b>   | For the purpose of grant calculation, a month is a period of 30 days.   |
| <b>National Focal Point (NFP)</b>                    | A national public entity designated by the Beneficiary State to have the overall responsibility for reaching the objectives of the EEA Financial Mechanism 2014-2021 and the Norwegian Financial Mechanism 2014-2021 and implementing the Memorandum of Understanding. In Poland, the Ministry of Development Funds and Regional Policy acts as National Focal Point.   |
| <b>Non-formal learning</b>                           | Learning that takes place through planned activities (in terms of objectives and time devoted to learning), which includes some form of support, but which is not a part of a formal system of education and training.  |
| <b>Open access</b>                                   | A general concept for publishing certain types of materials in an open manner, i.e. to make them accessible to as many users as possible and usable in as many cases as possible.   |
| <b>Open Educational Resources (OER)</b>              | Educational materials of all kinds (e.g. textbooks, exercise books, lesson scenarios, instructional videos, full online courses, educational games) that can be freely used, adapted and shared. OERs are published under open license or are available in public domain (i.e. the copyright to them has expired). Free materials that cannot be used or made available to the public are not OER.  |
| <b>Open licence</b>                                  | Legal permission which allows to reuse the work of copyright holders (creators or other right-holders) based on the free use of their work granted to general public. In the context of the requirement to provide free access under the Programme "Education", an open licence must  |

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|                                     | at least allow for no-cost use, adaptation and redistribution. An open license should be featured directly in the work or in any place, where the work is made accessible. Educational materials under open license are called Open Educational Resources (OER).   |
| <b>Partnership</b>                  | At least two participating entities, which cooperate in order to prepare and carry out a project or activity as part of the project and to monitor the outputs. A partnership can be national (i.e. it can involve organisations established in the same country) or international (involve participating organisations from different countries).   |
| <b>Person with special needs</b>    | A person with special needs is a prospective participant whose individual physical and mental abilities or health prevent them from being involved in a project or mobility without being awarded additional financial support (people with disabilities).   |
| <b>Practical training/placement</b> | A stay in a company or organisation abroad in order to gain specific competences required in the labour market, to acquire work experience and to better understand the economic and social culture of a given country.  |
| <b>Preparatory visit</b>            | Short visits of representatives of institutions/entities operating in the formal and non-formal education sector to institutions in Donor States, which aim at: <ul style="list-style-type: none"> <li>• establishing cooperation between institutions from Poland and Donor States,</li> <li>• maintaining and developing existing inter-institutional contacts,</li> <li>• preparing and planning of a joint project in the framework of the Programme 'Education'.</li> </ul> |
| <b>Programme Operator</b>           | Entity responsible for the implementation and management of the Programme, granting financial support to the Applicants for the implementation of the projects. For the Programme 'Education' the Foundation for the Development of the Education System acts as the Programme Operator.   |
| <b>Donor Programme Partner</b>      | ICELAND - RANNIS (The Icelandic Centre for Research);<br>LIECHTENSTEIN - AIBA (The National Agency for International Education Affairs);<br>NORWAY - Diku (Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education);  |
| <b>Project contract</b>             | An agreement between the Programme Operator and the Project Promoter regulating the implementation of a particular project.  |
| <b>Project partner</b>              | A legal entity actively involved in, and effectively contributing to, the implementation of a project. It shares with the project promoter a common economic or social goal which is to be realized through the implementation of that project.  |
| <b>Project Promoter</b>             | A legal entity, which is responsible for initiating, preparing, implementing and settling the project  |
| <b>School</b>                       | An institution providing general, vocational or technical education at any level, from early childhood education to secondary education.   |
| <b>Sending institution</b>          | A sending institution is the organisation that sends participants, mobility participants in particular.  |
| <b>Staff (members)/employees</b>    | Persons who provide education, training or non-formal education and training on professional or voluntary basis. This term can include, but is not limited to, professors, teachers, trainers, school leaders, youth workers and staff members other than teachers.  |

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| <b>Third cycle programme</b>                   | The third cycle level in the Qualifications Framework for the European Higher Education Area agreed by the ministers responsible for higher education<br>The descriptor of the third cycle of the QF EHEA corresponds to the learning outcomes for EQF level 8.   |
| <b>Enterprise</b>                              | Any undertaking engaged in an economic activity regardless of its size, legal form or of the economic sector in which it operates.  |
| <b>Vocational education and training (VET)</b> | 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. |