

## EU Knowledge System for Lifelong Learning Template instructions<sup>1</sup> and glossary<sup>2</sup> Draft

<b>Template</b>
<p>The template is an on-line instrument for the collection of <b>comparable data on national and regional lifelong learning policy initiatives</b>. The template comprises the four sections: general information, specific information, information sources and peer learning preferences.</p> <p>The data are intended to respond to the identified needs of <b>target groups: policy makers, those who work closely with them and for them and practitioners at the interface of policy and practice</b>.</p> <p><b>National interlocutors</b>, with the authority and the necessary experience, knowledge and networks select the initiatives, support the information providers, co-ordinate the provision/editing/updating of information and ensure its quality. <b>Authors</b> with an in-depth knowledge of the policy initiative provide the data and keep it up-to-date.</p> <p>Authors are advised to read the entire contents of the template before completing the first section. (<i>Technical guidelines on "how to complete the template" to be included later</i>)</p>
<b>SECTION ONE-GENERAL INFORMATION</b>
<p>The purpose of this section is to elicit the key characteristics of the policy initiative for classification purposes. The <b>classification categories</b> are: <i>country, goal, strategy, theme, policy domain and type, funding sources, type and location of learning, stakeholders, target groups, European dimension and keywords</i>). The classification that results from this data-input caters for a range of search options (simple, advanced, free text and keyword), leading to speedy, accurate and comparative search results for the user.</p> <p>A list of options is provided for each of the latter categories. Selected terms are defined in "<i>Floating windows</i>"<sup>3</sup>. Select only <b>the most relevant option</b>. If none of the options apply, the author may make an insertion under "other".</p> <p>Authors are invited to provide more detailed information related to these data-fields in the subsequent specific information section of the template.</p> <p><b>It is not compulsory to select within all the categories.</b></p>
<b>Policy Goals</b>
<p>The policy initiative must be <b>responsive to EU policy goals</b> related to the development of lifelong learning. Recommended selection-1-2 goal(s).</p>
<b>Strategies</b>
<p>The policy initiative must be <b>responsive to EU strategies for the development of lifelong learning</b>. Recommended selection-1-3 strategies.</p>
<b>Themes</b>
<p>The theme of the policy initiative should relate to the themes prioritised for urgent action in the EU. The listed themes, clustered under six headings, reflect those identified in the context of Education and Training, Agenda 2010. Authors may insert a new heading and/or a new theme under "other".</p> <p>Recommended selection-1-4 themes.</p>

<sup>1</sup> The instructions and the definitions will appear in "*floating windows*" that hover over the text in the template

<sup>2</sup> Sources include: Cedefop [ETT Glossary](#), [Eurovoc](#), OECD International synthesis report: The role of national qualifications systems in promoting lifelong learning (to be published), Roger's Thesaurus [Roger](#), UNESCO [thesaurus](#),

<sup>3</sup> "*Floating windows*" are hovering text boxes containing, for example; definitions or references

<b>Policy domain</b>
EU policy goals for lifelong learning underpin other social and economic goals. Accordingly, different government ministries may have responsibility for policy initiatives for lifelong learning. Select the policy domain that is most relevant. Insert beside "other" the policy domain in your own language, as appropriate.
<b>Policy type</b>
Policy initiatives may be underpinned by a binding law of the State or a pre-legislation procedure e.g. a government white or green paper or a high-level consensus procedure e.g. a result of social dialogue. Select the policy type that is most relevant. Insert beside "other" the policy type in your own language, as appropriate.
<b>SECTION TWO-SPECIFIC INFORMATION</b>
<p>Authors are requested to complete this section in their own words. Texts should be concise-no more than 100 words per sub-section and convey key messages. Sentences should be short and translation friendly. Information already supplied in the general information section should not be duplicated.</p> <p>Insert the <b>title</b> in the original language. Provide a short explanation in English. Avoid acronyms.  The <b>context</b> includes the history and background information e.g. national circumstances.  The <b>aim</b> is what the policy initiative sets out to achieve?  The <b>goals</b> include the milestones and targets set to achieve the aim  The <b>strategy</b> is the approach adopted to make the policy decision work and includes references to partners' roles and responsibilities  The <b>measures and activities</b> include the arrangements, mechanisms and concrete actions  Describe the <b>monitoring and evaluation</b>; actors, processes and procedures  What measures were taken to facilitate <b>sustainability</b> and/or mainstream the initiative in the long-term?  Describe the <b>achievements</b>; the main outcomes/results  Describe the <b>factors</b> that make the policy initiative <b>successful</b>  Indicate the main challenges/<b>weaknesses</b> impeding success and what <b>improvements</b> were/will be made.</p>
<b>SUMMARY</b>
Authors are requested to write a concise summary of the policy initiative, maximum 100 words The summary provides the knowledge base user with a concise introduction to the policy initiative. The data should be sufficient to confirm the relevance of the policy initiative for the user's purpose.
<b>INFORMATION SOURCES</b>
<p>Please provide the name and contact details of the <b>National Contact</b>: the person responsible for the data and its upkeep and who may be contacted for further information on the policy initiative.</p> <p>Please give the name of the <b>resource</b>: legislation/document/publication in the original language and where possible a brief description in EN/DE/FR. Please indicate the languages available. Provide information on how to access the resource, including hyperlinks</p>
<b>SECTION – TRANSNATIONAL PEER LEARNING</b>
<p>The data on the policy initiative are stored in a knowledge base within the EU lifelong learning knowledge system. This system provides facilities for peer learning.  Select the reason(s) for including the data in the knowledge base by inserting an X.</p>

## TERMS AND DEFINITIONS

LIFELONG LEARNING	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. (Cedefop, 2003)
POLICY INITIATIVES	Policy initiatives are the measures implemented to make policy decisions work. Policy initiatives are characterized by a coherent set of goals, strategies and activities with a long-term perspective and supported by a steady and constant allocation of resources. (EC)
Human development	A process of enlarging people's choices: focuses on both the formation of human capabilities - improved health, knowledge and skills - and the use people make of their acquired capabilities, for work or leisure. UNESCO
Capacity building	The enhancement of capabilities of people and institutions to improve their competence and problem solving capacities in a sustainable manner. UNESCO
Equity	In the field of education, equity refers to the extent to which the costs and benefits of education (access, opportunities, treatment, output and outcomes) are distributed in a way that is considered to be fair. Cedefop 2005 - working definition.
Social inclusion	Integration of individuals -or groups of individuals- into the social spheres of society, as citizens or members of different 'public' social networks. Social inclusion is fundamentally rooted in labour market or economic inclusion. Cedefop 2003
Social cohesion	Values and principles, which aim to ensure that all citizens, without discrimination and on an equal footing, have access to fundamental social and economic rights. Council of Europe
Employability	The degree of adaptability an individual demonstrates in finding and keeping a job, and updating occupational competences. Cedefop 2000
Competitiveness	The overall economic performance of a nation, particularly its level of productivity, its ability to export its goods and services, and its maintenance of a high standard of living for its citizens.
Sustainable development	Environmentally sound development, which meets the needs of the present without compromising the ability of future generations to meet their own needs.
Valuing learning	The process of promoting participation in and outcomes of (formal or non-formal) learning, in order to raise awareness of its intrinsic worth and to reward learning. Cedefop 2001
Validation of learning	The process of assessing and recognising learning, including 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. Cedefop 2000 (adapted)
Guidance	Guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make meaningful educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. Cedefop 2005
Learning organisation	An organisation where everyone learns and develops through the work context, for the benefit of themselves, each other and the whole organisation, with such efforts being publicised and recognised. Cedefop 2003
Learning community	A community that promotes a culture of learning by developing effective local partnerships between all sectors of the community, and supports and motivates individuals and organisations to learn. Cedefop 2003
Learning region	A region in which all stakeholders cooperate and learn together to devise joint solutions to meet local needs. Cedefop 2003

Qualification	Qualification is a formal outcome of an accreditation or validation process. A qualification confers official recognition of value in the labour market and in further education and training. OECD 2005-working definition
Qualifications framework	An instrument for the development and classification of qualifications according to a set of criteria for levels of learning achieved. OECD 2005 working definition (extract)
Social partners	Employers' associations and trade unions forming the two sides of (bi-partite) social dialogue. Cedefop 2003
Social dialogue	A process of exchange between social partners to promote consultation, dialogue and collective bargaining. Cedefop 2003
Accreditation of a learning institution or programme	Process of accrediting an institution of education or training, a programme of study, or a service, showing it has been approved by the relevant legislative and professional authorities by having met predetermined standards. Cedefop 2004 (adapted)
Curriculum	A set of actions followed when setting up a programme of learning: it includes defining goals, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. Cedefop 2004 (adapted)
Quality assurance	Part of quality management focussed on providing confidence that quality requirements will be fulfilled. ISO 9000
Staff	Persons qualified to facilitate the formal and or non-formal learning of others (teachers, trainers etc) who are, or are to become, employed.
COMPETENCE	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. OECD 2005 working definition (extract)
Basic skills	The skills and competences needed to function in contemporary society, for example: listening, speaking, reading writing, numeracy and life skills for survival.
Key competences	Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. Key competences <i>include</i> : communication; mother tongue and foreign languages, digital literacy, math, science and technology competences, learning to learn, interpersonal and civic competences, entrepreneurship and cultural expression. EU-E&T 2010 (2004) adapted
Professional/occupational competences	Competences, additional to key competences, associated with a specific profession/occupation
RECOGNITION OF LEARNING	The process of recording of achievements of individuals arising from any kind of learning in any environment; the process aims to make visible an individual's knowledge and skills so that they can combine and build on learning achieved and be rewarded for it. OECD working definition 2005
Certification	The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates, or diplomas, are issued by accredited awarding bodies. Cedefop 2002
Credit	<i>Credit</i> describes the value of an amount of learning. It can be transferred to a qualification other than the one in which it was gained- <i>credit transfer</i> . Credit can be allowed to accumulate to predetermined levels for the award of a qualification- <i>credit accumulation</i> . The processes involved in valuing credit, transferring credit and accumulating credit are governed by rules in a <i>credit framework</i> . OECD working definition 2005

Open learning	Learning in which learners can acquire knowledge, know-how and/or skills and competences in their own time and (within specified limits) at their own pace. Cedefop 2003
Distance learning	Education imparted at a distance through communication media: radio, TV, telephone, correspondence, computer or video. Cedefop 2003
e-learning	Learning supported by information and communication technologies. It is not limited to digital literacy (acquiring ICT skills). Cedefop 2002
Non-formal learning	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It normally does not lead to certification. Cedefop 2003
Informal learning	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured (in terms of objectives, time or learning support). Informal learning is in most cases unintentional from the learner's perspective. It typically does not lead to certification. Cedefop 2003