Erasmus+ glossary for schools

A practical guide for school leaders

Erasmus+

Glossary

Accreditation	Formal recognition of participants' achievements and learning outcomes – usually in the form of a certificate or transcript of activities undertaken.
Curriculum	The totality of all that is planned and experienced by the pupils – this may include opportunities for learning in and outside the classroom through formal and informal learning.
Dissemination	Publicising and sharing your project successes and outcomes as widely as possible.
Europass	A portfolio of five different documents aiming to contain descriptions of the holder's entire 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 or her skills and qualifications. The aim of Europass is to make mobility easier and improve job and lifelong learning prospects in Europe.
European Development Plan	A document outlining the organisation's needs in terms of quality development and internationalisation, and how the planned European activities will meet those needs. The European Development Plan is part of the application form for schools applying for Staff Mobility (Key Action 1).
Evaluation	The objective assessment of an on-going or completed project or activity. The aim of evaluation is to determine the extent to which agreed objectives were achieved and to identify the outcomes of the activity or project.
Exploitation	To use involvement in a European project to the maximum benefit of the school, the pupils, teachers and wider community.
Formal learning	Learning that occurs in an organised and structured environment (e.g. in an education or training institution) and is explicitly designated as learning in terms of objectives.

Informal learning Learning that is not formally organised or structured in terms of objectives.

Learning outcomes The knowledge, skills or competences a person acquires or is able to demonstrate after completing a learning process or activity.

Monitoring A continual measure designed to provide the management and main stakeholders with early indications of progress towards agreed objectives. Monitoring helps projects track achievements by regularly collecting information to assist decision-making, ensure accountability, and provide the basis for evaluation.

Partnership There may be differing understandings about what partnership means. It is important to clarify the meaning of partnership at the planning stage of a European project. One definition of partnership which may be useful as a starting point for discussion is a relationship between individuals or groups that is characterised by mutual cooperation, collaboration and responsibility for the achievement of specific goals.

School An institution providing general, vocational or technical education on any level, from pre-school to upper secondary education.

School leader The person responsible for leading teaching, learning and the overall management of your school. In some countries this person may have the title of Head Teacher or School Principal. The implied duties may not be identical, for example, in some countries the Head Teacher/Principal may have responsibility for administrative leadership and management, but not leadership of learning and teaching or vice versa.

Stakeholder A person, group or organisation interested in your school, for example, parents, a local authority or school governors.

Validation The confirmation by a competent body that learning outcomes (knowledge, skills or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.