



GUIDELINES

Glossary, Terminology and Disclaimers

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Glossary of terms and abbreviations

Bologna process: the three-tier higher education system used in most European Union countries

CEDEFOP: European Centre for the Development of Vocational Training. This organisation supports development of European vocational education and training policies and contributes to their implementation

Dublin Convention: determining the state responsible for examining applications for asylum lodged in one of the Member States of the European Communities.

ECTS: European Credit Transfer and Accumulation System. ECTS credits represent the workload and defined learning outcomes ("what the individual knows understands and is able to do") of a given course or programme. 60 credits are the equivalent of a full year of study or work

EQF: European Qualification Frameworks. Translation tool that helps communication and comparison between qualifications systems in Europe

EQVET: European Quality Assurance in Vocational Education and Training. It promotes European collaboration in developing and improving quality assurance in VET (see "VET")

EQAVET: is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework

European Qualifications Framework (EQF): Reference tool for describing and comparing qualification levels in qualifications systems developed at national, international or sectoral levels

EURES: The European Job Mobility Portal

European Union (EU): Economic and political bloc of 28 member states

Formal learning: Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources, formal learning is intentional from the learner's point of view. it typically leads to certification

Higher education (HE): also referred to as tertiary education. Non-compulsory education following on from compulsory education

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

Learning outcomes: The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.

Lisbon Recognition Convention: The Convention on the Recognition of Qualifications concerning Higher Education in the European Regions

Migrant: The International Organisation for Migration (IOM) defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is. Within the Guidelines, the term is also used to refer to newcomers or refugees, and in general to people who are no longer in the country of their birth, for economic but also for political reasons such as escaping from war or critical life conditions. See also the term "Refugee".

Newcomer: See "migrant"

NGO: Non-governmental Organisation

Non-formal learning: Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view

Qualifications Framework: Instrument for development and classification of qualifications (at national or sectoral levels) according to a set of criteria (using descriptors) applicable to specified levels of learning outcomes or instrument for classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate qualifications subsystems and improve transparency, access, progression and quality of qualifications in relation to the labour market and civil society

RPL: Recognition of prior Learning

Refugee: Someone who has been forced to flee his or her country because of persecution, war, or violence. The United Nations High Commissioner for Refugees (UNHCR) recognises as refugees people "who are outside their country of nationality or habitual residence and unable to return to their own due to serious and indiscriminate threats to life, physical integrity or freedom resulting from generalised violence or events seriously disturbing public order". See also the term "Migrant".

SME: Small and Medium-sized Enterprise

Tertiary education: See "Higher education"

Tuition fee: a fee paid for education, especially for education following on from compulsory level

Validation: please refer to the "[Welcome to Validation](#)" guidelines

VET: Vocational education and training

VNIL: Validation of non-formal and informal learning

VPL: Validation of prior learning

Notes on Terminology

A certain term has been standardly used throughout the VINCE publications and resources to make the information more easily understood and homogeneous. This term is **Newcomers**, which is defined by the Cambridge dictionary as “*someone who has recently arrived in a place or recently become involved in an activity*”.

The VINCE consortium has adopted this term to englobe any person who has left his/her country of origin due to political, economic or other critical situation and arrives into a new country searching for shelter and basic help, but also a new life in some cases. This term, thus, includes ‘migrants’ and ‘refugees’.

Individuals with a migrant background who have been born and/or grew up in a European country, who already benefit from EU rights and who have an understanding of our society, would not necessarily be included in this definition.

The VINCE consortium has also adopted the term **VPL** (Validation of Prior Learning) to include the processes and procedures of assessment and validation of non-formal and informal learning. We understand that the process has a different name in different institutions even in the same country (e.g. VNIL, RPL, APEL etc) and there are even more variations in different languages and different countries. If you are unfamiliar with these terms, we suggest that you visit the [country profiles](#) that are available on the VINCE website – find the relevant country to read the details.

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