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CULTURALITY

CULTURAL HERITAGE IN RURAL REMOTE AREAS
FOR CREATIVE TOURISM AND SUSTAINABILITY

Glossary of Key Terms in Cultural Heritage Training and Education

Elena Dellapiana, Xiaoxu Liang (Editors)

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Elena Dellapiana, Xiaoxu Liang (Editors)

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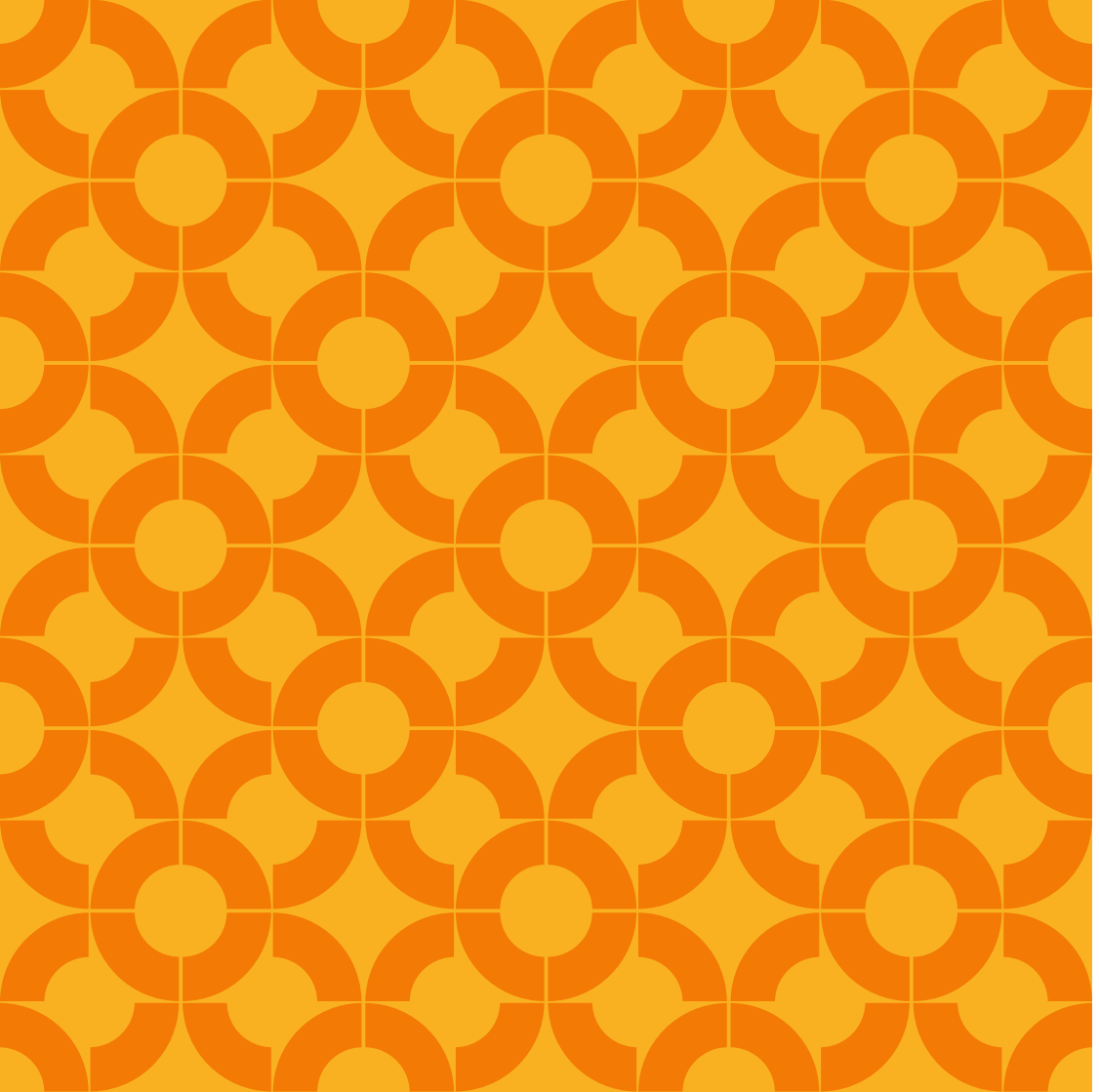
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Foreword



This glossary serves as both the inaugural deliverable of the group led by the Politecnico di Torino (PoliTo) within the *CULTURALITY* research project and a reflection on the composition and dynamics of our broader partnership. It encompasses a variety of scientific disciplines and represents the diverse Member States involved in our initiative.

The primary objective of this glossary is to establish a shared foundation and a common language that honors diversity among the groups working now and, in the future, ultimately benefiting their respective communities. Our focus is on fostering awareness and providing tangible tools for the cultural and economic enhancement of remote and rural areas, all within the authentic spirit of European collaboration.

To achieve this, we aim to list and organize existing contributions from various projects and institutions, creating a streamlined resource that will guide further study. This glossary is intended to be a critical, living document rather than a mere compilation. The process of compiling keywords involves thoughtful analysis, establishing a hierarchy, and articulating a cultural stance.

Beginning with the task assigned to the PoliTo team, which emphasizes **Education**, we have identified complementary pillars essential for understanding and sharing the cultural approach that has emerged from a year of work,

discussions, and experiences. These pillars encompass various methods and forms of educational tool provision, starting with target audiences and subsequently addressing skills, techniques, and regulations. When reinforced by additional themes and a thorough examination of bibliographic references, these elements acquire a significant European cultural value.

A foundational category is **Cultural Heritage**, which serves as a central hub in building a continental community that transcends geopolitical boundaries. Within this context, we explore the extensive literature on education and training, examining both core concepts and their practical applications in various institutions and projects promoted by Europe.

To clarify and facilitate the selection of tools based on previous experiences, we have identified additional pillars that correspond to the specific expertise of our partners while also respecting established practices. **Design**—understood in its broadest sense as 'project' (pro-jecto, meaning 'to move forward')—is a crucial cultural tool for identifying not only challenges and opportunities but also strategies for networking diverse research efforts and establishing replicable models.

Community Engagement, **Accessibility**, and **Equality** are framed as both objectives and foundational elements of our educational initiatives, focusing on the knowledge, dissemination, and valorization of Cultural Heritage. Additionally, **Circular Economy** and **Sustainability** emerge as vital tools, carrying significant political weight in shaping training methods and educational goals.

We aspire for this final product to be more than a mere 'shopping list' or user manual; rather, we aim to present a systematic proposal that addresses a wide range of situations, challenges, and aspirations, in line with the demands of European research.

Elena Dellapiana, Xiaoxu Liang
March 2025

Keywords

Tradition / Traditions (European)

Elena Dellapiana

The transmission of memories, narratives, and testimonies across generations forms the foundation of what we understand as tradition. In the European context, the concept of tradition encompasses two distinct yet interrelated dimensions. Firstly, it involves the dissemination of ideas and sentiments that contribute to the emergence and formalization of a collective European identity. Secondly, it pertains to the preservation and consolidation of the unique histories and cultural legacies of individual member states, including those from heterogeneous regions that may diverge from more dominant national narratives.

In essence, this duality reflects the evolution of thoughts surrounding the necessity of uniting European nations, particularly during the latter stages of World War II (Spinelli, Rossi, Colorni, 1941). This unity has implications for cultural heritage, encompassing both tangible and intangible aspects of shared values. Concurrently, there is a growing emphasis among both member states and the European Union on the importance of their own traditions. This includes the study, documentation, conservation, and promotion of these traditions through various means, including education, tourism, and economic development.

These processes are deeply intertwined with the narratives that shape our un-

derstanding of historical events. It is important to recognize that such narratives, whether national, local, or representative of majorities and minorities, have been historically manipulated for various purposes, including celebration, propaganda, and the disparagement of others (Hobsbawm & Ranger, 1984). Consequently, traditions and their narratives serve as potent instruments not only in cultural discourse but also within political, social, and economic frameworks.

Given this context, revisiting the origins of the European pact necessitates a nuanced understanding of tradition. It is a category that demands careful consideration, particularly in relation to the ideals of a united and free Europe that honors both its foundational spirit and the diverse cultural perspectives that enrich it.

By integrating a pluralistic view of European traditions—one that embraces relativism—alongside educational and training initiatives, we can foster awareness and understanding of the commonalities and differences among the various communities within Europe. This approach can help preserve and enhance cultural heritage without resorting to absolutist or protectionist stances.

Reference

[1] Spinelli A, Rossi E, Colorni E (1941) Ventotene Manifesto, Per Un'Europa Libera e Unita. Roma: Senato della Repubblica Italiana. 2017 ed.

[2] Hobisbawn E, Ranger T (1984) The invention of Tradition. Cambridge: Cambridge University Press.

Transnational

Xiaoxu Liang

In the context of cultural heritage conservation, "transnational" refers to processes, practices, and collaborations that transcend national borders to recognize, protect, and manage cultural heritage. This concept encompasses the involvement of multiple countries, stakeholders, and communities in the conservation efforts of cultural sites and artifacts (ICCROM, 2015).

Transnational approaches in cultural heritage conservation emphasize shared responsibility and cooperation among nations, often facilitated by international agreements, conventions, and partnerships. These collaborative efforts aim to address global challenges, such as the preservation of endangered heritage, the impact of globalization, and the need for sustainable tourism practices (Bandarin& Oers, 2012). The Historic Urban Landscape (HUL) approach, endorsed by UNESCO, further emphasizes the integration of cultural heritage into urban planning and development, recognizing the dynamic interplay between cultural values and urban environments (UNESCO, 2011). By fostering cross-border dialogue and resource sharing, transnational initiatives enhance the effectiveness of conservation strategies and promote a more inclusive understanding of cultural heritage that respects diverse perspectives and histories (Colomer, 2018).

Recent studies underscore the importance of transnational collaboration in addressing contemporary issues in cultural heritage, such as the effects of climate change and armed conflict. Furthermore, transnational networks and partnerships have emerged as vital frameworks for knowledge exchange and best practices in heritage conservation, reflecting the interconnected nature of global cultural landscapes.

Reference

[1] ICCROM (2015) People-Centred Approaches to the Conservation of Cultural Heritage: Living Heritage.

[2] Bandarin F, Oers R van (2012) The Historic Urban Landscape: Managing Heritage in an Urban Century. John Wiley & Sons

[3] UNESCO (2011) Recommendation on the Historic Urban Landscape. Paris: UNESCO

[4] Colomer L, Holtorf C (2018) What is cross-cultural heritage? Challenges in identifying the heritage of globalized citizens. In C. Holtorf, A. Pantazatos, G. Scarre (eds.) Cultural Heritage, Ethics and Contemporary Migrations (pp.147-164). Routledge

Intercultural Design

Marco Bozzola

Intercultural Design is a design approach that considers cultural differences as a central element in the design process. The goal of this approach is to develop products, services, environments, experiences, and communication strategies that enhance and promote dialogue between different cultures, fostering inclusion and socialization among citizens of diverse cultural backgrounds. This approach is particularly relevant in cultural heritage design, where the representation, narration, and accessibility of heritage must be understandable and engaging for individuals with different backgrounds, especially for an international and multicultural audience that refers to diverse traditions and values.

Intercultural design places particular emphasis on enhancing intangible heritage, as it represents the highest expression of cultural identity and diversity. In this sense, it becomes a key element in promoting integration and mutual understanding between cultures, contributing to sustainable development from a social, ethical, and environmental perspective.

Reference

[1] Lotti G (2015) Design Interculturale. Firenze: Dip. di Architettura

[2] Lupo E (2009) Il design per i beni culturali. Milano: Franco Angeli

Strategic Design

Marco Bozzola

Strategic Design approach extends the role of design beyond the mere creation of products, expanding its influence to the entire product-service ecosystem. This approach involves the integration of products, services, communication, and branding, the elements through which a company positions itself in the market and society, defining its identity, values, and strategy.

According to the definition provided by Treccani, "strategic design strengthens the managerial capacity already inherent in the concept of design. The broadening of the application of design to the intangible components of business activity (...) justifies this lexical operation. Strategic design has introduced a systemic design approach, moving beyond a partial perspective" (Treccani.it).

In this sense, design serves as a strategic lever for creating value beyond the product itself, responding to emerging needs and generating sustainable competitive advantages. Strategic design can therefore be described as a method for managing complexity, designing relationships and meanings as well as products and services (Zurlo.F, 2014).

Reference

[1] Treccani.it

[2] Zurlo F (2014) Le strategie del design. Monza: Libraccio Editore

Design for the Territory

Claudio Germak

Design for the Territory refers to the set of activities that integrate the design of products, services, spaces and systems with the cultural, social, environmental and economic specificities of a given territory. With this objective, Design develops activities that enhance and communicate the identity of a place or context, through the use of local resources (materials and techniques), innovation processes in tradition (re-design), environmental sustainability (respect for the environment), social/economic innovation (start-up and/or development of micro and macroeconomies) and collaboration on the project by the actors of the territory (communities of artisans, firms, institutions and inhabitants).

The applications can concern aspects of a territory at different scales: the design of products for use (furniture, tissues, clothing and accessories, various tools) and communication (informative graphics and storytelling), projects for the recovery and enhancement of the architectural and landscape heritage, experiential tourism.

Reference

[1] De Giorgi C, Germak C (2008) Artifact. Craft Community Design. Milano: Silvana Editoriale

[2] Fagnoni R, Olivastri C (2020). Traces, rituals, narrative. Design for territory. In G. Pellegri (eds.), De_Sign Environment Landscape City_2020 (pp.273-284). Genova: Genova University Press.

[3] Villari B (2021) Community-centered Design. A Design Perspective on Innovation In and For Places. In: Design principles & practices.

Community Engagement

Cristina Coscia

In general, the concept of **community engagement** refers to an innovative approach that can contribute to the strengthening of development strategies in a logic of collaboration and not of opposition where the entity (public, private or mixed) discusses significant issues, questions itself, overcomes self-referentiality.

If placed in the marketing framework, it is characterized as a process of building trust and loyalty of communities through a strong emotional bond.

In public decision-making processes, it can be defined as **civic engagement** providing for the active involvement of citizens and mass collaboration of social value.

In the specific case of cultural enhancement projects, community engagement is a process in which the 'community' relates to heritage management practices. The phases of the community engagement process have defined the decision-making process, in order to empower communities in the development of local policies: this is often, but not always, accompanied by the development of **tools** and **assessment framework** to measure the impact of involvement or to examine policy development and the decision-making process.

Reference

[1] Butterfoss FD (2006). Process evaluation for community participation. Annual review of public health, 27(1), 323-340.

[2] De Filippi F, Coscia C, Guido R (2019). From smart-cities to smart-communities: how can we evaluate the impacts of innovation and inclusive processes in urban context? In: International Journal of E-Planning Research (IJEPR), 8(2), 24-44.

[3] Waterton E (2015). Heritage and community engagement. In J. Schofield, & T. Ireland (Eds.), The Ethics of Cultural Heritage (pp. 53-67). Springer.

(Social) Impact and Theory of Change

Cristian Camapagnaro

The concept of IMPACT refers to the **intentional and additional effects of transformative interventions on a given context**; it deals with changes towards preferable situations and it must be **felt and accepted by large groups of people and stakeholders** as a positive alteration of pre-existing conditions and behaviours.

IMPACT refers to long-term and wide-ranging **social, economic, environmental, and civil society changes** generated by a product/service/policy/programme/project.

SOCIAL IMPACT combines economic prosperity, well-being, inclusion, cohesion, **and environmental sustainability** (Sachs, 2015). It assumes the commitment to and respect for tangible and intangible resources, dignity, rights, and needs of individuals, communities and territories.

(SOCIAL) IMPACT relates to long-term goals. These latter are intentionally connected in a causal and backwards model – the so-called value chain of the Theory of Change (Vogel, 2012) – to outcomes, outputs, and activities:

— **Outcomes** represent the necessary preconditions for achieving the impact objective. They are the expected, measurable and mid/brief-term changes that the beneficiaries of the project's services will experience; these are not present at the time of the project's start and will have to have manifested themselves by the time it concludes. They are generally changes in behaviour, knowledge, skills, attitudes, social or personal status. They require specific outputs to be realised to contribute to achieving Impact.

— **Outputs** are the products, infrastructures, processes, and services generated, delivered and/or managed. They help the organisation achieve the desired outcomes. They are the means to the change aimed at, not the change itself. They require specific resources (inputs) and are the results of specific.

— **Activities** are the actions and services produced, developed, delivered and managed (the project design) within a project or programme. They are directly controlled by an organisation or designer who promotes them.

— **Inputs** are the available resources in the activities aiming at a programme/project; they include personnel, time, skills, materials, space, funding, equipment, voluntary work...

Each step of the Theory of change must be measurable through **indicators**. They express the qualitative or quantitative variables, providing **clear and objective evidence** of achieving results (impact, outcomes, outputs).

Reference

[1] J Sachs (2015) The Ages of Sustainable Development. New York: Columbia University Press.

[2] I Vogel (2012) Review of the Use of Theory of Change, In International Development. London: UK Department of International Development.

The Glossary

1. Heritage

1.1. Cultural Heritage and Crafts

Cultural Heritage [1]

Cultural heritage includes artefacts, monuments, a group of buildings and sites, museums that have a diversity of values including symbolic, historic, artistic, aesthetic, ethnological or anthropological, scientific and social significance. It includes tangible heritage (movable, immobile and underwater), intangible cultural heritage (ICH) embedded into cultural, and natural heritage artefacts, sites or monuments. The definition excludes ICH related to other cultural domains such as festivals, celebration etc. It covers industrial heritage and cave paintings.

Cultural Landscape [2]

A geographic area that includes cultural and natural resources associated with a historic event, activity, or person, reflecting the interaction between people and their environment.

1 UNESCO Institute for Statistics, 2009 UNESCO Framework for Cultural Statistics
2 UNESCO. (1992). Operational Guidelines for the Implementation of the World Heritage Convention. Paris: UNESCO.

Cultural Significance [3]

The importance of a cultural heritage item to a particular community or society, often assessed based on historical, aesthetic, social, or scientific values.

Cultural Transmission [4]

The process by which cultural knowledge, practices, and values are passed from one generation to another, often through socialization and education.

Intangible Cultural Heritage [5]

Practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognise as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

3 Australia ICOMOS. (2013). The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance. Australia ICOMOS.
4 D'Andrade, R. (1995). The Development of Cognitive Anthropology. Cambridge University Press.
5 UNESCO, Convention for the Safeguarding of the Intangible Cultural Heritage, 2003.

Intangible Heritage Domains [6]

UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage proposes five broad 'domains' in which intangible cultural heritage is manifested:

- Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage
- Performing arts
- Social practices, rituals and festive events
- Knowledge and practices concerning nature and the universe
- Traditional craftsmanship.

Craft or Artisanal Products [7]

Products that are produced by artisans, either completely by hand or with the help of hand-tools or even mechanical means, as long as the direct manual contribution of the artisan remains the most substantial component of the finished product (...) The special nature of artisanal products derives from their distinctive features, which can be utilitarian, aesthetic, artistic, creative, culturally attached, decorative, functional, traditional, religiously and socially symbolic and significant".

6 Intangible Heritage domains in the 2003 Convention (https://ich.unesco.org/en/intangible-heritage-domains-00052)
7 UIS, Glossary, (accessed 12/2024)

1.2. Tradition

Cultural Tradition [8]

A set of practices, beliefs, and customs passed down through generations within a community.

Traditional apprenticeship [9]

Traditional apprenticeship describes the system of skills transmission from a father or a mother to one of their children, including close family members. Traditional apprenticeship usually includes a "moral upbringing" of the apprentice. Informal apprenticeship is more open than traditional apprenticeship and apprentices come from outside the family or kin group. Notwithstanding, a master craftsperson training informal apprentices, might also train their own child as traditional apprentice.

8 Hobsbawm, E. J., & Ranger, T. (1983). The Invention of Tradition. Cambridge University Press.
9 ILO, Upgrading informal apprenticeship: A resource guide for Africa, 2012

Traditional craftsmanship [10]

Traditional craftsmanship is perhaps the most tangible manifestation of intangible cultural heritage. However, the 2003 Convention is mainly concerned with the skills and knowledge involved in craftsmanship rather than the craft products themselves. Rather than focusing on preserving craft objects, safeguarding attempts should instead concentrate on encouraging artisans to continue to produce craft and to pass their skills and knowledge onto others, particularly within their own communities.

10 Source: https://ich.unesco.org/en/traditional-craftsmanship-00057

2. Education

2.1. Heritage Education Program

Education Programme (heritage) [11]

A heritage education programme is a programme designed to educate, train or involve people in the protection of cultural or natural heritage.
According to Article 27 of the Convention concerning the Protection of World Cultural and Natural Heritage: The States Parties to this Convention shall endeavour by all appropriate means, and by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage defined in Articles 1 and 2 of the Convention.
They shall undertake to keep the public broadly informed of the dangers threatening this heritage and of the activities carried on in pursuance of this Convention."

World Heritage Education Programme [12]

The UNESCO World Heritage Education Programme, initiated as a UNESCO special project in 1994, gives young people a chance to voice their concerns and to become involved in the protection of our common cultural and natural heritage.

11 http://whc.unesco.org/en/convention/
12 https://whc.unesco.org/en/wheducation/

It seeks to encourage and enable tomorrow's decision-makers to participate in heritage conservation and to respond to the continuing threats facing our World Heritage. The idea of involving young people in World Heritage preservation and promotion came as a response to Article 27 of the Convention Concerning the Protection of the World Cultural and Natural Heritage (World Heritage Convention).

2.2. Higher Education

Higher Education (HE) [13]

HE is defined by the Frascati Manual as "all universities, colleges of technology and other institutions providing formal tertiary education programmes, whatever their source of finance or legal status" and "all research institutes, centres, experimental stations and clinics that have their R&D activities under the direct control of, or administered by, tertiary education institutions".
UNESCO's International Standard Classification of Education (ISCED) uses the term tertiary education, rather than higher education, and classifies these programmes from short cycle HE qualifications (level 5), Bachelor (level 6), Master (level 7) to the Doctorate (level 8), with only levels 6 to 8 encompassing academic degrees (2011, p. 46). Similarly, the European Qualifications Framework

13 https://charter-alliance.eu/education-and-training-cultural-heritage/

(EQF) covers the higher education sector on levels 5 to 8, from short cycle tertiary education to the Doctorate.

Outreach [14]

"The application and provision of institutional resources for community use." Outreach generally describes the provision of programs, services and expertise from the university to the public or specific communities, largely a one-way flow. Examples might include extension programs, volunteer or pro bono services, tutoring, training, professional development, clinics, cultural offerings, exhibitions, library services, public lectures and symposia, access to university facilities (museums, labs, athletic facilities, etc.) for target community groups, "pipeline" programs and activities to encourage future access to higher education etc.

Partnerships [15]

"Collaborative interactions with community for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.)."

14 Taken from 2020 Carnegie Classification Framework. https://drive.google.com/file/d/1rC5_BQtzGGmNFp94kMwl9qwV8OlHggKK/view

15 Taken from 2020 Carnegie Classification Framework. https://drive.google.com/file/d/1rC5_BQtzGGmNFp94kMwl9qwV8OlHggKK/view

Engaged Scholarship [16]

The teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

16 Taken from 2020 Carnegie Classification Framework. https://drive.google.com/file/d/1rC5_BQtzGGmNFp94kMwl9qwV8OlHggKK/view

Community-engaged Teaching [17]

Community-engaged teach and learning are guided by four major principles: community-engaged work that creates reciprocal values for the students as learners and community partners; community-engaged work sustained across a term; community-engaged work is integrated into the course design, including assessment of student learning; and students have the opportunity to actively connect the community-based experience with their academic learning through critical reflection.

Disadvantaged Population [18]

(Disadvantaged students) Students who are socio-economically disadvantaged in comparison to their peers. On average, there is an academic performance gap between disadvantaged and advantaged students. Disadvantaged students can lack resources, such as books, computers, easy access to the Internet and help from parents, among others.

Levels of Education [19]

An ordered set of categories, intended to group educational programmes in

17 Taken from 2020 Carnegie Classification Framework. https://drive.google.com/file/d/1rC5_BQtzGGmNFp94kMwl9qwV8OlHggKK/view
18 OECD 2016: Trends Shaping Education 2016
19 UIS, ISCED 2011 (International Standard Classification of Education), 2012

relation to gradations of learning experiences and the knowledge, skills and competencies which each programme is designed to impart. The concept of the ISCED level reflects the degree of complexity and specialisation of the content of an educational programme, from foundational to complex.

2.3. Vocational Education and Training (VET)

Micro-credential [20]

Is a record of focused learning achievement verifying what the learner knows, understands or can do. Includes assessment based on clearly defined standards and is awarded by a trusted provider. Has standalone value and may also contribute to or complement other micro-credentials or macro-credentials, including through recognition of prior learning. Meets the standards required by relevant quality assurance.

20 UNESCO 2022: Towards a common definition of micro-credentials

Vocational Education and Training (VET) [21]

CEDEFOP defines VET in its Terminology of European Education and Training Policy as "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" (2014, p.292).

Apprenticeship (Apprentice) [22]

Without prejudice to national terminology, apprenticeships are understood as formal vocational education and training schemes that:

[1] combine learning in education or training institutions with substantial work-based learning in companies and other workplaces

[2] lead to nationally recognised qualifications

[3] are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and

[4] include payment or other compensation to the apprentice for the work-based component.

21 Source: https://charter-alliance.eu/education-and-training-cultural-heritage/
22 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

European Quality Assurance Reference Framework for Vocational Education and Training [23]

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.

VET Skills Competitions [24]

International sectoral events in which competitive demonstration of skills by VET learners is central for promotion, recognition and exchange of experience, know-how and technological innovations in VET. The events are a result of close cooperation between businesses, VET providers, chambers of commerce and other relevant stakeholders that aim at improving attractiveness and excellence in VET, creating global training standards and benchmarking systems, and influencing industry, government, and educators through cooperation and research.

The purpose of skills competitions is to raise the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success. They are designed to inspire young people to develop a passion for skills and pursuing excellence, through competitions and promotions.

23 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
24 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Vocational Education and Training (VET) Learner [25]

A person enrolled in an initial or continuous vocational education and training programme or a person who has recently graduated or obtained a qualification from such a programme.

Work-based Learning [26]

Acquisition of knowledge and skills 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.

Short Course [27]

A course of vocational education and training (VET) which stands alone and does not usually lead to a full qualification. A statement of attainment may be issued on successful completion.

25 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
26 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
27 NCVER (Australia), VOCEDplus: Glossary of VET, (accessed 12/2022)

Accelerated Learning Programme (ALP) [28]

Accelerated Learning Programmes, ALPs, focus on completing learning in a shorter period of time. ALPs are a form of complementary education. As opposed to alternative education, they have the same end-point as a formal education system but reach it in less time. The ALP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing learners to return to formal schooling at some stage.

2.4. Youth Education

Coach [29]

A resource person who is not a member of the group and who supports young people in in the preparation, implementation and evaluation of their project.

28 UNESCO, Education for All Global Monitoring Report 2013/4, Accelerated Learning Programmes: What can we learn from them about curriculum reform
29 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Community Building [30]

Creation or enhancement of a community among individuals who share a common need or interest or who lived a joint experience which created common ground. The community created through the community building process is a lively group of members who exchange practices and ideas for further development to the benefit of the community itself.

Dialogue Mechanisms [31]

Dialogue with young people and youth organisations and decision makers which serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field.

Digital Youth Work [32]

Proactively using or addressing digital media and technology in youth work. Digital media and technology can be either a tool, an activity or a content in youth work. Digital youth work is not a youth work method, it can be included in any youth work setting and it has the same goals as youth work in general.

30 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
31 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
32 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Facilitator [33]

A person who helps a group of (young) people to work together better, understand their common objectives, and plan how to achieve these objectives through Erasmus+ activities.

Group Leader [34]

In youth mobility projects, an adult of at least 18 years of age who joins the young people participating in a Youth Exchange or DiscoverEU Inclusion Action in order to ensure their effective learning (Youthpass), protection and safety.

Local Participant in Youth Activities [35]

A participants in a learning mobility activity travelling less than 10 km to the venue of the activity. Such participants are not eligible for travel support, but, depending on the action, may be eligible for Individual Support, Organisational support and/or Inclusion support.

33 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
34 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
35 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Smart Youth Work [36]

The innovative development of youth work encompassing digital youth work practice, and including a research, quality and policy component.

Youth Activity [37]

An out-of-school activity (such as a youth exchange, volunteering or youth training) carried out by a young person, either individually or in a group, in particular through youth organisations, and characterised by a non-formal learning approach.

Youth Worker [38]

A professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational, and professional development.

36 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
37 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
38 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Youth Networks [39]

Youth networks are a dynamic platform for youth engagement that can serve to unite individuals of varied backgrounds toward a common goal. These networks can function in a number of different ways and typically address a variety of needs for their members:
Some youth networks are created for the sole purpose of sharing resources and life skills training with a closed cohort of youth served by a specific program. Others offer a broader enrollment and rely upon the voluntary participation of members to advocate for policy and practice changes based on shared goals. Whether a network is designed to achieve advocacy goals or support other young people, members of youth networks also report numerous personal gains as a result of their involvement.

Whole School Approach [40]

Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these.

39 North American Council on Adoptable Children (2002): The Importance of Youth Networks
40 IBE, Glossary of Curriculum Terminology, 2013

World Heritage in Young Hands Kit [41]

One of the main tools of the World Heritage Education Programme, the World Heritage in Young Hands Educational Resource Kit for secondary school teachers was developed in 1998. It aims to sensitize young people to the importance of preserving their local, national and world heritage.

2.5. Adult and Silver-age Education

Adult Education [42]

All forms of non-vocational adult education, whether of a formal, non-formal or informal nature.

Adult Learner [43]

Any adult who, having completed or being no longer involved in initial education or training, returns to some forms of non-vocational continuing learning (formal, non-formal or informal).

41 Source(s): https://whc.unesco.org/en/educationkit/
42 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet
43 Source: https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-vet

Continuing Education [44]

All forms and types of education pursued by those who have left formal education at any point and who entered employment and/or assumed adult responsibilities.

Education in the Environment and Cultural Heritage [45]

Education in the environment and cultural heritage uses both nature and man's testimonies in a given area as a source of knowledge and with the aim of improving the holistic relationship between mankind and the world by educational activity.

Family Learning [46]

Learning which involves members of more than one generation within a family learning knowledge and skills together, usually in community or school settings. Family learning encompasses both family literacy, language and numeracy programmes and wider family learning programmes not concerning those subjects.

44 UNESCO, Terminology of Technical and Vocational Education, 1984
45 Glossary of adult learning in Europe, UNESCO Institute for Education, European Association for the Education of Adults, European Commission, Federighi Paolo, Bax Willem, Bosselaers Lucien, Hamburg, Germany: UIE, 1999, ISBN: 92-820-1103-8, EN
46 EU, European Adult Learning Glossary, Level 2, 2010

Lifelong Learning (LLL) [47]

Lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and the elderly, girls and boys, women and men), in all life-wide contexts (family, school, the community, the workplace, and so on) and through a variety of modalities (formal, non-formal and informal), which, together, meet a wide range of learning needs and demands.

There are five essential elements to the UNESCO definition of lifelong learning. It must encompass: all age groups; all levels of education; all learning modalities; all learning spheres and spaces; a variety of purposes.

Lifewide Learning [48]

Learning, either formal, non-formal or informal, that takes place across the full range of life activities (personal, social or professional) and at any stage of life. Lifewide learning is a dimension of lifelong learning.

47 UNESCO Institute for Lifelong Learning (website, accessed September 2023)
48 Cedefop, Glossary. Terminology of European education and training policy, (last accessed 10/2024)

Adult Education Structures [49]

Adult Education represents an educational sector, including formal and non-formal education, for personsconsidered adults. In Russia it includes:

[1] Formal education structures:

— general secondary education in evening secondary schools

— vocational education in evening and part-time vocational schools and vocational courses

— specialised secondary education by correspondence and in evenings classes organised in spe-cialised correspondence secondary schools and in evening and correspondence departments ofthe ordinary secondary schools

— higher education by correspondence and in evenings classes delivered in special correspond-ence institutes and in evening and correspondence departments of higher education establish-ments

— post-graduate continuing training for people holding higher or secondary specialised degreesorganised in the institutes and departments of continuing education and training

[2] Non-formal structures:

— vocational and general education, professional training courses in centres of lifelong educa-tion, in centres of adult education, in different training courses organised both by the state,non-governmental structures and television.

49 Glossary of adult learning in Europe ISBN: 92-820-1103-8

2.6. Digital Tool Assisted Learning

AI and Education (AI&ED) [50]

The various connections between AI and education that include what might be called "learning with AI", "learning about AI" and "preparing for AI". Learning with AI has also been called "artificial intelligence for education".

AI in Education (AIED) [51]

AIED includes everything from AI-driven, step-by-step personalized instructional and dialogue systems, through AI-supported exploratory learning, the analysis of student writing, intelligent agents in game-based environments, and student-support chatbots, to AI-facilitated student/tutor matching that puts students firmly in control of their own learning. It also includes students interacting one-to-one with computers, whole-school approaches, students using mobile phones outside the classroom, and much more besides. In addition, AIED can also shine a light on learning and educational practices.

50 Holmes, W., Persson, J., Chounta, I.A., Wasson, B., Dimitrova, V., Council of Europe 2019, Artificial intelligence and education. A critical view through the lens of human rights, democracy and the rule of law.
51 Holmes W., Bialik M. and Fadel C. (2019), Artificial Intelligence in Education. Promises and Implications for Teaching & Learning

Blended Learning Program [52]

Blended Learning involves a combination of online and face-to-face learning experiences. Some examples of blended learning are flipped classroom, online interaction followed by face-to-face teaching, online learning supplemented by a face-to-face practical, etc.

Digital Credential [53]

A digital record of focused learning achievements, verifying what the learner knows, understands and/or can do.

E-learning Platform [54]

An e-learning platform is a system which provides integrated support for the six activities—creation, organization, delivery, communication, collaboration, and assessment—in an educational context.

52 COL, Open and distance learning: key terms and definitions, 2015 (revised 2020)
53 European Union, europass, What are Digital Credentials (accessed 4/2023)
54 OVGU 2009: Document-Oriented E-Learning Components

Micro-credentials in EU [55]

Micro-credentials will allow students to assemble portfolios of learning from across institutions, piecing together a range of different competencies and areas of knowledge and skills that make up new forms of qualifications and align with employer requirements.

Online Education [56]

Most or all of the content (? 80%) is delivered via the Internet only. Online education is not synonymous with distance education, even though in many developed countries with extensive Internet access it may be the most widely spread form of distance education.

Online Credential [57]

The electronic representation of the different types of learning acquired and mastered by an individual (Examples include the Europass CV, test-based credentials, online badges and online certificates.)

55 Source: https://microcredentials.eu/
56 UIL 2016: Closing the Gap-Opportunities for distance education to benefit adult learners in higher education.
57 UNESCO, Level-setting and recognition of learning outcomes: The use of level descriptors in the twenty-first century, 2015

3. Design

Design [58]

Units mainly engaged in the creative, artistic and aesthetic design of objects, environments and services.

Co-design [59]

A process where a programme of learning is designed with input from both the education provider and relevant stakeholders, most commonly members of industry that employ graduates. The aim of co-design is to more closely align the needs of industry and the capabilities of learners. The desired result is to see more work-ready graduates finish their studies and find employment more easily.

58 Australian Bureau of Statistics (ABS), Australian Culture and Leisure Classifications, 2001.
59 Commonwealth of Learning, TVET Professional Development Toolkit for the Pacific, Commonly used terms, n.d.

Design Thinking [60]

Design thinking can be perceived as both a mindset and a methodology for finding creative and sustainable solutions to complex challenges. Its evolution started in the 60s of the last century through the work of academics and practitioners in the field of industrial design (Szczepanska, 2017) and gradually spread across diverse domains, including education and other social sectors. Design thinkers adopt a "beginner's mind," with the intent to remain open and curious, to assume nothing, and to see ambiguity as an opportunity. To think like a designer requires dreaming up wild ideas, taking time to tinker and test, and being willing to fail early and often. The designer's mindset embraces empathy, optimism, iteration, creativity, and ambiguity. Design thinking not only places focus on creating products and services that are human centred, but the process itself is also deeply human. It relies on the ability to be intuitive, to recognise patterns, to construct ideas that have emotional meaning as well as being functional, and to express ourselves in media other than words or symbols (Brown and Wyatt, 2010). Design thinking brings together what is desirable from a human point of view with what is technologically feasible and economically viable.

60 Action for Future (2022), Design thinking in Adult Education, Trainer's manual

Design for All [61]

Design for all is a 'design approach to products and services, aiming to make them usable for as many people as possible' (UNESCO IITE/European Agency, 2011, p. 101). Design for all 'is used to describe a design philosophy targeting the use of products, services and systems by as many people as possible without the need for adaptation'. Design for all is design for human diversity, social inclusion and equality (European Institute for Design and Disability, 2004).

61 European Agency for Special Needs and Inclusive Education Glossary (https://www.european-agency.org/resources/glossary) (accessed 2/2025)

4. Community Engagement

Adult and Community Education (ACE) [62]

Education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.

Capacity Building [63]

Specifically, capacity-building encompasses the country's human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity-building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environmental potentials and limits and of needs as perceived by the people of the country concerned. As a result, the need to strengthen national capacities is shared by all countries.

62 NCVER (Australia), VOCEDplus: Glossary of VET, (accessed 12/2022)
63 The Global Development Research Center, Agenda 21 Chapter 37 (accessed 12/2022)

Capacity development [64]

Capacity is defined as a process through which individuals, organizations, and institutions responsible for educational planning and management at different levels of education are able to develop, maintain, and apply various capacities to achieve educational targets for society over the long-term in a sustainable way. As a continuing process, CD should be viewed as representing a moving target, and reform proposals need to be framed in the long-term perspective and be open to continuing tracking and course correction.

Community Engagement [65]

Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The "purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

64 UNESCO 2013: Towards effective capacity development
65 Source: https://www.brown.edu/swearer/carnegie/about

Community Learning Centre (CLC) [66]

A Community Learning Centre (CLC) is a local place of learning outside the formal education system. Located in both villages and urban areas, it is usually set up and managed by local people in order to provide various learning opportunities for community development and improvement of the quality of life.

Community-based Adult Learning [67]

Learning taking place in local communities, delivered by educational providers in collaboration with them.

Community-based Training [68]

Training provided in line with economic and employment opportunities of local areas. It takes a particular focus on community-participation and on the inclusion of disadvantaged groups. Community-based training also contributes to strengthening the capacity of communities and local employment and training organizations.

66 UNESCO Bangkok, 2003: CLCs, Community Learning Centres
67 EU, European Adult Learning Glossary, 2010
68 ILO, Glossary of Key Terms on Learning and Training for Work, 2006

Community Education [69]

Education programmes which are community-based and community-directed and intended primarily for the members of the local community.

Learning Community [70]

Group of individuals (enterprise(s), organisation(s), institution(s), industry/sector, municipality/region) which promotes a culture of learning by developing effective partnerships, hence supporting and motivating individuals and organisations to learn.

Well Being [71]

A situation in which the members of a group experience satisfaction in the totality of the diverse individual and common facets of their life. There is an active and passive side to this satisfaction. The passive side is the satisfaction of reasonable desires, such as clean air, pure water, recreational facilities, and the active side involves that satisfaction arising from self-realization, the development of one's own personality and opportunities for self-expression.

69 M. Wahba (TVET consultant), Glossary of Terms for TVET, Assessment and Verification, 2013
70 Cedefop, Glossary. Terminology of European education and training policy, (last accessed 10/2024)
71 Glossary of adult learning in Europe. ISBN: 92-820-1103-8

5. Accessibility and Equality

A Whole-institution Approach [72]

A whole-institution approach considers an integrated process for mainstreaming sustainability in the whole process of an institution. The UNESCO Roadmap for Implementing the Global Action Programme on Education for Sustainable Development (ESD) suggests areas in which this approach can be realized:

[1] An institution-wide process is organized in a manner that enables all stakeholders – leadership, teachers, learners, and administration – to jointly develop a vision and plan to implement ESD in the whole institution.

[2] Technical and, where possible and appropriate, financial support is provided to the institution to support its reorientation. This can include the provision of relevant good practice examples, training for leadership and administration, the development of guidelines, as well as associated research.

[3] Existing relevant inter-institutional networks are mobilized and enhanced in order to facilitate mutual support such as peer-to-peer learning on a whole-institution approach, and to increase the visibility of the approach to promote it as a model for adaptation.

In practice, a whole-institution approach suggests the incorporation of sustainable development not only through the aspects of the curriculum, but also

72 UNESCO-UNEVOC, Greening TVET: A practical guide for TVET institutions, 2017

through an integrated management and governance of the institution, the application of a sustainability ethos, engagement of community and stakeholders, long-term planning, and sustainability monitoring and evaluation.

Access and Equity [73]

Systems and institutions must ensure equal access to technical and vocational education and training opportunities regardless of gender, age, religion or ethnic background, and with special consideration for vulnerable members of society, including persons with disabilities, indigenous peoples and children.

Accessible Open Educational Resources [74]

Accessible OER refers to resources which allow people with disability, or those who may have additional barriers to learning, to access content, regardless of their difficulty (Zhang, et al., 2020). When discussing accessible digital content, the International Organisation for Standardization (2008) states that 'accessible' in relation to an interactive system refers to "usability of a product, service, environment or facility by people with the widest range of capabilities" (p. 2). Some aspects of OER content may be inclusive of a wide variety of perspectives and cater for some people with disability, however, there are a

73 UNESCO-UNEVOC, Access to Quality TVET for All (website, accessed 12/2022)
74 UNESCO Briefing Paper (2022), Dianne Chambers, Accessible Open Educational Resources (OER)

number of areas which need to be addressed to ensure that all potential users have access to the OER.

Access to Education and Training [75]

Conditions, circumstances or requirements (such as qualifications, education level, competences or work experience) governing admittance to, and participation of an individual in, learning.
Access to education and training can be hampered by many factors, mainly: lack of funding for education and training; lack of infrastructure (classrooms, etc.); lack of learning materials; lack of information and lifelong guidance; exclusion of learners with disabilities; sex / gender; country in conflict or at risk of conflict; distance from home to school or training centre; hunger, poor nutrition and poor health; cost of education and training.

Active Learning [76]

Active learning is a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement. It is also defined as any

75 Cedefop, Glossary. Terminology of European education and training policy, (last accessed 10/2024)
76 UNESCO 2020, Guidance on Active Learning at Home during Educational Disruption: Promoting student's self-regulation skills in COVID-19 outbreak

instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing.

Adaptive Learning [77]

Adaptive learning is a technique to use data-driven instruction to adjust and tailor learning experiences to meet the individual needs of each student. Adaptive learning systems can track data such as student progress, engagement, and performance, and use the data to provide personalized learning experiences.

Disability [78]

Disability is a broad concept, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations. It is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which they live. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers.

77 Montclair State University, Instructional Technology and Design Services (accessed April 2024)
78 UIS, Glossary, (accessed 12/2022)

Disability Rights to Education [79]

The 2006 UN Convention on the Rights of Persons with Disabilities (CRPD) guaranteed the right to inclusive education but stopped short of precisely defining inclusion in education. The struggle of people with disabilities has shaped perspectives on inclusion in education.

In 2016, General Comment No. 4 to CRPD Article 24 described inclusive education as involving 'a process ... to provide all students ... with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences' (UNESCO, 2020a, p. 4).

Distance Education [80]

Distance education describes a set of teaching and learning strategies (or educational methods) that can be used to overcome spatial and temporal separation between educators and students. These strategies or methods can be integrated into any educational programme and potentially used in combination with other teaching and learning strategies in the provision of education (including with strategies that demand that students and educators be together at the same time and/or place).

79 European Agency for Special Needs and Inclusive Education, European Agency for Special Needs and Inclusive Education Glossary, n.d.

80 UNESCO 2011: A basic guide to Open Educational Resources (OER)

Education 2030 Framework for Action [81]

The Education 2030 Framework for Action was adopted by 184 UNESCO Member States on 4 November 2015 in Paris. It is the result of a collective effort involving in-depth, wide-ranging consultations driven and owned by countries, and facilitated by UNESCO as well as other partners.

The Framework for Action outlines how to translate into practice, at country/national, regional and global level, the commitment made at the World Education Forum 2015 held in Incheon, Republic of Korea. It aims at mobilizing all countries and partners around Sustainable Development Goal (SDG) 4 on education and its targets, and proposes ways of implementing, coordinating, financing and monitoring Education 2030 to ensure inclusive and equitable quality education and lifelong learning opportunities for all. It also proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

81 UNESCO Global Education Cooperation Mechanism website, Education 2030 Framework for Action

Education for All [82]

Education is the basic building block of every society. It is the single best investment countries can make to build prosperous, healthy and equitable societies. Article 26 of the 1948 Universal Declaration of Human Rights states that "Everyone has the right to education." Today however, 57 million children remain out of school. Education is not only a right, but a passport to human development that opens doors and expands opportunities and freedoms. Sustainable Development Goal 4: Ensuring Inclusive, Equitable, and Quality Education and the Promotion of Lifelong Learning Opportunities for All, recognizes several impediments for universal education and attempts to address them through targets to increase the number of scholarships to students in developing nations and create educational facilities that are gender sensitive and disability inclusive.

Sustainable and shared economic development increasingly depends on the capacity of governments to implement policies targeted at marginalized groups and remove barriers to ongoing learning and entry into the labor market. Notwithstanding the significant achievements over the past decade, women and girls still have the least access to education and training, and specific policies are urgently needed to address these challenges.

Those who leave school at an early age are vulnerable to unemployment, poverty, early marriage, and pregnancy. Some of the factors that fuel drop-out rates include poverty, gender, disability, family catastrophes, war and conflict, as well as perceived low return on investment for education. Developing alternative learning opportunities that take into account these reasons for high drop-out rates are necessary to provide young people appropriate opportunities to consolidate their basic knowledge and competencies, and equip them with the relevant skills needed to obtain employment, become business owners and entrepreneurs or engage in other productive work.

82 UN Academic impact, Education for all (website, accessed 02/2023)

Inclusion [83]

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Learning Society [84]

A society in which learning is considered important or valuable, where people are encouraged to continue to learn throughout their lives, and where the opportunity to participate in education and training is available to all.

83 UNESCO 2005: Guidelines for inclusion: Ensuring Access to Education for All
84 NCVER (Australia), VOCEDplus: Glossary of VET, (accessed 12/2022)

Minority [85]

A group numerically inferior to the rest of the population of a State and/or in a non-dominant position, whose members possess ethnic, religious or linguistic characteristics differing from those of the rest of the population and show, if only implicitly, a sense of solidarity, directed towards preserving their culture, traditions, religion or language.

85 International Organization for Migration, Glossary on Migration, 2019





























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