National Research and Development Centre
for adult literacy and numeracy

Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector

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European Adult Learning Glossary, Level 2

Leading education and social research
Institute of Education
University of London

About this Glossary

This glossary is one output of European Commission project EAC/11/2008, 'Study on European Terminology in Adult Learning for a common language and common understanding and monitoring of the sector'. Work on this study was led by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC), Institute of Education, London in collaboration with colleagues from the Deutsches Institut für Erwachsenenbildung (DIE), the Agence Nationale de Lutte contre l'illettrisme (ANLCI) and the University of Warsaw.

This Level 2 Glossary is designed to aid communication between specialists in adult learning across Europe. Until a wider consultation takes place on the terms included in the Level 2 glossary and a final list is agreed translations for these terms have not been obtained. The following list therefore contains key terms and definitions in English only.

Unlike the Level 1 Glossary, terms listed in the Level 2 Glossary are presented under six conceptual headings that correspond to the dimensions identified in the adult learning data strand of this project. A seventh grouping representing general theories and concepts in adult learning has also been included. Within these headings terms are arranged alphabetically, although further conceptual organisation could take place when the final list of terms to be included is agreed. The seven groups are:

A. Theories and concepts in adult learning
B. Adult learning strategy, policy and legislation
C. Adult skills and competences
D. Access to and participation in adult learning
E. Investment in adult learning
F. Quality of adult learning
G. Outcomes and of adult learning

The Level 2 list of terms list includes all Level 1 terms – for ease of reading, these have been shaded in green in the lists below.

Contents

1. List of key terms and definitions, in English

A. Theories and concepts in adult learning: basic concepts		
Term	**Definition**	**Source**
Adult	Any person aged 16 years or older who has left the initial education and training system (Note: This is a pragmatic definition for EU purposes, based on the fact that 16 is the age of majority in some EU countries, e.g. Scotland, and that international surveys of adult literacy and numeracy tend to cover the age-range 16 to 60, 64 or 65)	Project team
Adult learner	Any person aged 16 or over participating in adult learning	Based on DECISION No 1720/2006/EC establishing an action programme in the field of lifelong learning
Adult learning provider	Any organisation or individual providing learning activities for adults	Cedefop 2008a
Lifecourse	The entire span of a human life, 'from cradle to grave'.	Project team
Theories and concepts in adult learning: phases of education and training		
Adult education	General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to: – provide general education for adults in topics of particular interest to them (e. g. in open universities); – provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to; – give access to qualifications not gained, for various	Cedefop 2008a

	reasons, in the initial education and training system; – acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training.	
Adult learning	The entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills Note: This includes university-level or higher education undertaken after a break (other than for deferred entry) since leaving initial education and training (Note: This is a pragmatic definition for EU purposes; a full dictionary definition would include all higher education)	Project team/EC
Continuing higher education and training	Education or training at ISCED level 5 or above after initial education and training or after entry into working life	Based on Cedefop 2008a
Continuing vocational training	A training process or activity which has as its primary objective the acquisition of new competences or the development and improvement of existing ones, and which is financed at least partly by the enterprises for their employees, who either have a working contract or who benefit directly from their work for the enterprise, such as unpaid family workers and casual workers. The training processes or activities must be planned in advance and must be organised or supported with the special goal of learning	CVTS3
Higher education	Education at ISCED level 5 or above	Project team
Initial vocational training	A work-based training process or activity for apprentices/trainees. It leads to a formal qualification. The activities are often financed (partly or wholly) by the enterprise, but this is not a mandatory condition. Apprentices/trainees often have a special training contract	CVTS3
Lower secondary	Lower secondary education generally continues the basic	Cedefop 2008a

education	programmes of primary, although teaching is typically more subject-focused, often employing more specialised teachers to conduct classes.	
Palliative/ recovery/ compensatory education	Other terms for second chance education	Project team
Post-compulsory education	Education followed by an individual after compulsory education which sets minimum legal standards and duration of obligatory schooling	Cedefop 2008a
Post secondary (non-tertiary) education	These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of upper secondary education graduates. These programmes are designed to prepare students for studies at first stage of tertiary education or for direct labour market entry. They do not lead to a tertiary qualification.	Cedefop 2008a
Second chance education	Re-entry to formal learning, as distinct from higher education and from learning continuing from initial education and training *(See also 'Early school leavers')*	Project team
Tertiary education	See Higher education	
University-level education	See Higher education	
University of the Third Age	A voluntary organisation providing educational, creative and leisure activities for older people no longer in full-time employment. *(Commonly referred to as U3A)* U3A advocates learning for pleasure: there is no accreditation or validation and there are no assessments or qualifications to be gained.	Project team, based on online definitions and U3A website

Upper secondary education	Final stage of secondary education that normally begins at the end of compulsory education. The entrance age is usually 15 or 16 years. Entrance qualifications (completion of compulsory education) and other minimum entry requirements are generally needed. Instruction is often more subject-oriented than lower secondary education (ISCED 2). The typical duration of ISCED level 3 varies from two to five years.	Cedefop 2008a
Theories and concepts in adult learning: forms of education and training		
Andragogy	See extended discussion in this glossary	
Apprenticeship	Systematic long-term training alternating periods at the workplace and in an educational institution or training centre	Cedefop 2008a
Autonomous learning/independent learning	Terms for self-directed learning	
Blended learning	Combining methods, techniques or resources, especially face-to-face and distance learning (including electronic resources), and applying them in an interactively meaningful learning environment. Learners should have easy access to different learning resources in order to apply the knowledge and skills they learn under the supervision and support of the teacher inside and outside the classroom.	Wikipedia
Community-based adult learning	Learning taking place in local communities, delivered by educational providers in collaboration with them	Project team
Distance learning	Education and training imparted at a distance through communication media: books, radio, TV, telephone, correspondence, computer or video	Cedefop 2008b
Embedded teaching	Teaching and learning of literacy and numeracy which is	Project team

and learning	integrated with the teaching of vocational or academic skills	
Family learning	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	Project team
Formal learning	Learning that occurs in an organised and structured environment (e.g. 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 validation and certification.	Cedefop 2008a
Folkbildning	see Liberal adult education	
Folk high schools	see Liberal adult education	
General education and training	Non-vocational education and training	Project team
Guided learning	The combination of face-to-face instruction and self-study, both undertaken under the direction of a teacher	Project team
Informal learning	Learning resulting from everyday 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	Cedefop 2008a
Job-related education and training	All organised, systematic education and training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve job and/or career opportunities in a current or another field and generally to improve their opportunities for advancement and promotion.	Adult Education Survey (Adapted from the Manual for Better Training Statistics, OECD, 1999)
Kinaesthetic learning	An episode of learning in which learners undertake a physical activity, rather than watching a demonstration or listening to a lecture. Examples include building models and role-play. The	Project team

	term also relates to 'learning style'; some learners prefer and learn better through active learning approaches	
Learning circles	Virtual communities that have no fixed locations or time zones. In part, a Learning Circle is a group conversation carried out by electronic mail in slow motion.	Margaret Riel at http://lrs.ed.uiuc.edu/Guidelines/Riel-93.html
Learning strategy	Groups of skills which a learner uses together for a particular purpose. Examples include setting objectives, selecting and formulating questions, and comparing characteristics.	Adey, P., Fairbrother, R. and Wiliam, D. with Johnson, B. and Jones, C. (1999) *Learning Styles and strategies: a review of research.* London: King's College, Centre for the Advancement of Thinking.
Learning pathway	A route for progression in learning, with learners choosing different learning modules, including foundation literacy courses, and higher-level academic and vocational courses.	Project team
Learning style	A deep-rooted preference that an individual has for a particular type of learning. This preference can change.	Adey, P., Fairbrother, R. and Wiliam, D. with Johnson, B. and Jones, C. (1999) *Learning Styles and strategies: a review of research.*
Liberal adult education	Liberal non-formal and voluntary educational system for all ages, more common in Nordic countries and comprising folk high schools and study associations	Project team
Lifelong learning	All learning activity undertaken throughout life which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social or professional reasons	Cedefop 2008a
Lifewide learning	Learning, either formal, non-formal or informal which takes place across the full range of life activities (personal, social or professional) and at any stage	Cedefop 2008a
Non-accredited learning	Learning which does not lead to a recognised qualification	Project team
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). Non-formal learning is intentional from the learner's point of view.	Cedefop 2008a
Non job-related	Measures to develop competencies required for personal,	Based on AES (Adapted from the Manual for Better

education and training	community, domestic, social or recreational reasons.	Training Statistics, OECD, 1999)
Non-vocational adult education	Provision to develop the knowledge and skills required for community, domestic, personal, social or recreational reasons	NIACE Study on Adult Education Providers
Non-vocational adult learning	Learning, both formal and non-formal, that is not directly linked to the labour market	Research voor Beleid/ PLATO (2008). ALPINE – Adult learning professionals in Europe: a study of the current situation, trends and issues. European Commission, available at http://ec.europa.eu/education/more-information/doc/adultprofreport_en.pdf
Off-the-job training	Vocational training undertaken away from the normal work situation. It is usually only part of a whole training programme, in which it is combined with on-the-job training	Cedefop 2008a
On-the-job training	Vocational training given in the normal work situation. It may constitute the whole training or be combined with off-the-job training	Cedefop 2008a
Open/distance education	A well defined activity which has elements: curriculum, registration, tutoring and tests but takes place via postal correspondence or electronic media, linking instructors or students who are not together in a classroom. For this there is interaction between the teacher and the student, although it doesn't happen immediately but with a delay. When the activity is recognised by the National Framework of Qualifications it should be classified as formal education, otherwise as non-formal. *Note: This provides detail additional to the definition of 'Distance learning' in level 1.*	AES
Pedagogy	The profession, science or theory of teaching. See also extended discussion of Andragogy.	Concise Oxford Dictionary
Random learning	Random learning can occur in everyday life. It is not an activity which is intentionally planned in advance and is not bound to special or specific places (e.g. classes) or to	CVTS3

	mediators (e.g. teachers). Random learning can be considered as a natural learning mechanism. Learners may often not be aware that they have learnt something. Note: In level 1, this is considered synonymous with 'Informal learning'	
Recreational learning	Learning which is for personal development purposes, recreation and leisure, undertaken to improve quality of life. Recreational learning can lead to vocational learning if the goals of learners in their chosen subject become work-oriented.	
Self-directed learning (self-study)	Learning by oneself without the aid of an instructor *(Note: See also 'Persistence', of which self-directed learning may be one aspect)*	Cedefop 2008b
Study circle	Voluntary group of adult learners who undertake a learning programme of their choice, in some countries with financial support, in others independently financed	
Study orientation	A habitual way of learning adopted in tackling more specific types of task	Entwistle, N. and Peterson, E.R. (2004) 'Learning styles, learning strategies and approaches to studying.' In C. D. Spielberger (ed.) *Encyclopedia of applied psychology*. San Diego: Academic Press, pp. 537–42.
Thinking style	A preferred way of thinking, described in general terms to apply to various contrasting situations	Entwistle, N. and Peterson, E.R. (2004) 'Learning styles, learning strategies and approaches to studying.' In C. D. Spielberger (ed.) *Encyclopedia of applied psychology*. San Diego: Academic Press, pp. 537–42.
Trade Union Education	Work-based or wider learning sponsored by, delivered by or supported by trade unions	Project team
Upskilling	Short-term targeted training typically provided following initial education and training, and aimed at supplementing, improving or updating knowledge, skills and/or competences acquired during previous training	Cedefop 2008a

Vocational education and training (VET)	Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market	Cedefop 2008a
Work-based learning	Learning taking place through carrying out and reflecting on work tasks in a real environment	Cedefop 2008b
Work-place learning	Learning which takes place on site in the workplace, which can be statutory (e.g. health and safety), occupational and related to specific jobs, or wider programmes such as literacy, numeracy and language.	Project team

B. Adult learning strategy, policy and legislation

Term	Definition	Source
Citizenship	Having the status of a citizen, with a corresponding set of rights, duties and privileges	Project team
Civic and Social Engagement (CSE)	CSE refers to a broad range of activities and attitudes which can influence civic and socially orientated behaviours.	Understanding the social outcomes of learning, CERI, OECD, 2007.
Civil society	A 'third sector' of society beside the State and the market, embracing institutions, groups and associations (either structured or informal), which may act as mediator between citizens and public authorities.	Cedefop 2008a
Cultural institutions	Museums, libraries, galleries, theatres and other institutions which offer adult learning as part of their role and remit. This is both free-standing and integrated with courses run by adult learning providers.	Project team
Demand-led learning	Learning which providers offer in direct response to expressed needs in the market, such as courses for employers, individuals or community groups	Project team
Equal opportunities	Equal opportunities apply when every student or trainee with the necessary skills, experience and qualifications to undertake education or training is given an equal chance of doing so.	Project team
Fourth Age	The period of life sometimes defined as ; from age 85 onwards; by others as from 75 years onwards	Project team, based on online definitions
Human capital	Knowledge, skills, competences and attributes embodied in individuals that facilitate personal, social and economic well-being.	OECD, 2001.
Individualised learning	Teaching and learning whose content, structure and pace is based upon the abilities and interests of each individual	Project team

	learner	
Knowledge-based society	A society whose processes and practices are based on the production, distribution and use of knowledge.	EC, 2001 (Cedefop 2008a)
Learner-centred	Learning which gives learners greater autonomy and control over choice of subject matter, learning methods and pace of study.	Gibbs, G. (1992). *Assessing More Students*. Oxford: Oxford Brookes University.
Skills needs analysis	A systematic review of component attitudes, aptitudes and practices of workers in a particular job intended to identify, and help to reduce, skills gaps and shortages	Based on Cedefop 2008b
Skill shortage	A lack of adequately skilled individuals available in the labour market	Hillage, J, Uden, T, Aldridge, F. and Eccles, J (2000) *Adult Learning in England: a review*. Leicester: NIACE.
Social capital	Social networks, the reciprocities that arise from them, and the value of these for achieving mutual goals	Schuller, T., Baron, S., and Field, J., 'Social Capital: A Review and Critique', in Baron, S., Field. J., and Schuller, T., *Social Capital: Critical Perspectives*, Oxford: Oxford University Press, 2000: 1.
Social exclusion	Failure to integrate individuals or groups into society as citizens or members of various public networks	Based on definition of 'social inclusion' in Cedefop 2008a
Social inclusion	The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in labour market or economic inclusion.	Cedefop 2008a
Social partners	At national level, employers' and workers' organisations in conformity with national laws and/or practices and, at Community level, employers' and workers' organisations taking part in the social dialogue at Community level	Cedefop 2008a
Third Age	The period of active retirement, often from age 60-74.	Project team
Third sector	Organisations which are self-governing and constitutionally independent of the state, do not distribute profits to shareholders, and benefit to a significant degree from voluntarism. The sector encompasses voluntary and community organisations, charities, social enterprises, and	Third Sector European Policy network & UK Office for the Third Sector

	cooperatives	
Training Needs Analysis	Learning providers and clients, e.g. employers and employees' representatives working together to identify the training needs of employees to inform the design of a learning programme.	Project team

C. Adult Skills and competences

Term	Definition	Source
Active citizenship	Taking an active role in the community (as in local politics and activities, voluntary work for the public sector or charitable organisations, crime prevention and neighbourhood watch).	The Free Dictionary (online)
Basic education	Similar to 'basic skills' or literacy and numeracy, but suggesting a primary focus on education, and a broad curriculum rather than literacy and numeracy as skills.	Project team
Basic skills	The skills needed to live in contemporary society, e.g. listening, speaking, reading, writing, mathematics and ICT	Cedefop 2008a
Communication in the mother tongue	A key competence: the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Communication in foreign languages	A key competence that broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning

	writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.	
Community language	A language other than the main, official language of a country, spoken by immigrant, migrant or refugee groups in the population.	Project team
Competence	The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development)	Cedefop 2008a
Competence in science	A key competence: the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions.	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Competence in technology	A key competence: the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Cultural awareness and expression	A key competence: the appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Digital competence	A key competence which involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Digital literacy	Competence to use information and communication technologies (ICT)	Cedefop 2008b
E-learning	Learning supported by information and communication	Cedefop 2008a

	technologies (ICT).	
Essential or Foundation learning/skills	Terms used by some countries which are often synonymous with literacy, numeracy and basic skills/basic education.	Project team
Functional literacy	The ability to read and write at a level of competence that enables full participation in social and economic life	Project team
Functional numeracy	The ability to use numbers and other mathematical concepts at a level of competence that enables full participation in social and economic life	Project team
Generic skills	Transferable skills which can be used across occupational groups	Hillage, J, Uden, T, Aldridge, F. and Eccles, J (2000) *Adult Learning in England: a review*. Leicester: NIACE.
ICT	Information and communication technology, that includes broadband, satellite, video and cable technology, as well as stand alone computers.	Project team
ICT skills	The skills needed for efficient use of information and communication technologies (ICT)	Cedefop 2008a
Key competences	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.	EC 2007
Learner self-efficacy	An alternative to the term self-confidence. Unlike self-confidence, which is a global feeling of being able to accomplish most tasks, self-efficacy is focused on a specific task and represents the feeling of being able to accomplish that task, which in this context is success in adult learning	See Comings, Parella and Soricone, http://www.ncsall.net/?id=332)
Learning to learn	A key competence: the ability to pursue and persist in	Recommendation of the European Parliament and of

	learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.	the Council, 18 December 2006 on key competences for lifelong learning
Life skills	Abilities that help people to adapt and behave positively so that they can deal effectively with the challenges of everyday life In OECD's Adult Literacy and Life Skills survey (2002), the term particularly refers to problem-solving	World Health Organisation, http://www.oecd.org/dataoecd/44/7/34867438.pdf
Literacy	The ability to read and write (Note: This is the basic meaning; the definition excludes the wider uses in English which can include oracy (speaking and listening skills) and numeracy; it also excludes the modern use of 'literacy' in English to mean 'capability', as in 'financial literacy', 'emotional literacy', etc.)	Project team
Literacy as social practice	Educational theory that pays attention to the skills of functional literacy but also the contexts of literacy practice	See Uta Papen, *Adult Literacy as Social Practice* (2006).
Low qualified	Having qualifications at level 1 of the European qualifications framework (EQF) for lifelong learning, that is: basic general knowledge, basic skills required to carry out simple tasks, and competence to work or study under direct supervision in a structured context	EU, Education and Culture
Low-skilled	Having qualifications, especially in literacy and numeracy,	Based on Steedman, H. and McIntosh, S. (2001)

	below ISCED level 3	'Measuring low skills in Europe: how useful is the ISCED framework?' *Oxford Economic Papers*, **53**, 3, 564-81.
Mathematical competence	A key competence: the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts)	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Mother tongue	The first language(s) spoken in early childhood. More than one language can be mother tongues for one person. ('First language' and 'L1' are synonyms for this in English.)	Adult Education Survey
New basic skills	Skills such as ICT, foreign languages, social, organisational and communication skills, technological culture, entrepreneurship	Cedefop 2008a
Numeracy	The ability to use numbers and other mathematical concepts	Project team
Sense of initiative and entrepreneurship	A key competence: an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning
Social and civic competences	Key competences: these include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and	Recommendation of the European Parliament and of the Council, 18 December 2006 on key competences for lifelong learning

	constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation. *See Active Citizenship*	
Special Educational Needs	The educational needs of children or adults who have learning difficulties or disabilities that make it harder for them to learn or access education *See Dyslexia*	Based on http://www.direct.gov.uk/
Spiky profile	A learner who is assessed as having a spiky profile has different levels of skill in an overall area. For example, the individual literacy skills such as reading and writing can be at different levels.	Raising Standards glossary, http://www.dcsf.gov.uk/readwriteplus/

D. Access to and participation in adult learning

Term	Definition	Source
Access to education	Conditions, circumstances or requirements (e.g. qualification, education level, skills or work experience, etc.) governing admittance to and participation in education and training institutions or programmes	Cedefop 2008a
Access to learning	*Definition pending for Level 1 glossary*	
Attitudes to learning	Motivation to learn, learning preferences, self-confidence in learning, enjoyment of learning	Project team
Barriers to learning/ obstacles to learning	Situational (day to day life), institutional (rules and procedures), dispositional (attitudes to learning) and/or financial factors which impede, dissuade from or prevent engagement in learning programmes or activities	Project team
Digital divide	Within populations, the gap between those who can access and use ICT effectively and those who cannot	Cedefop 2008b
Disadvantaged	Excluded from social rights or from social life or whose situation is precarious *(Note: Does not include cognitive and/or physical impairments, for which see 'Learning difficulties/disabilities')*	Based on Cedefop 2008b
Dyslexia	A learning disorder manifested by difficulties with reading and writing which requires diagnostic assessment and specifically designed teaching and learning strategies.	Project team
Early school leavers	The percentage of the population aged 18-24 with only lower secondary education or less and no longer in education or training *(Note: This is a pragmatic definition for EU benchmark purposes; a full dictionary definition would not specify this age-range and a more general definition would be: Those*	Eurostat/Labour Force Survey

	who left school without completing secondary education, or experienced a lack of success at the end of upper secondary school, that is, left without qualifications. 'Second chance education' (q.v.) is intended for people meeting this description.)	
Education or training path	The sum of learning sequences followed by an individual to acquire knowledge, skills or competences.	Cedefop 2008a
Enrolment	Learning providers' processes for registering learners on courses and monitoring attendance or other forms of participation.	Project team
Flexible learning	Education and training that responds to learners' needs and preferences. Flexible learning offers learners choices about how, where and when they learn with the aim of supporting motivation and persistence particularly when attendance at a college or centre is difficult, e.g. rural learners; adults with multiple responsibilities or health problems. ICT-based communication between students and teacher is a common feature of flexible learning, but it can also include physical meetings between students and teachers.	Project team
Hard to engage	Difficult to attract into formal or non-formal learning and/or not suited by educational provision *(Note: 'Outreach' (q.v.) is intended to attract people meeting this description into learning)*	Project team
Learning difficulties/ disabilities	Cognitive and/or physical impairments which are barriers to adults' learning *(Note: Does not include social disadvantages, for which see 'Disadvantaged')*	Project team
Learning offer	*Definition pending from Level 1 glossary*	
Matthew effect, the	In education, those with higher education levels and higher levels of qualification are more likely to participate in education and further training	
Motivation to learn	The internal drive and desire to learn. Also used in the sense	Project team

	of the learner's purpose for learning, their objectives	
Obstacles to learning	See Barriers to participation	
One step up	Progress to the next level up in a qualifications framework or the next step in a qualification process (for example, to complete an incomplete level of qualification); a key element of the EU's Adult Learning Action Plan.	Project team
Participation rate	Adult participation in lifelong learning, i.e. the percentage of the population aged 25-64 participating in education and training during the 4 weeks prior to the survey (Note: This is a pragmatic definition for EU purposes, in relation to the EC benchmark as calculated by the Labour Force Survey; a full dictionary definition would be much wider, and definitions used in other surveys will differ)	Eurostat/Labour Force Survey
Persistence	Continuing in learning activities in spite of difficulties *(Note: See also 'Self-directed learning')*	Project team
Priority groups	Low-skilled workers; those entering adulthood without qualifications; marginalised groups; migrants; older workers	Adult Learning Action Plan
Roll on, roll off	Continuous provision which allows learners to start and finish learning programmes throughout the year, not one fixed year or term dates.	Project team
Widening participation	Promoting access to education for individuals and social groups who do not participate in education and training and who would benefit from it	Project team
Young people not in employment, education or training	The number of young people aged 16-24 who are not participating in education or work-related training and are not in work.	

E. Investment in adult learning

Term	Definition	Source
Additional learning support	Additional tuition offered to learners to complement course content and help them to achieve their goals. This could relate to language, literacy or numeracy learning, ICT support and study skills.	Project team
Enterprise	Any undertaking engaged in economic activity in the public or private sector whatever its size, legal status or the economic sector in which it operates, including the social economy	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Financial support for learners	Grants, fee waivers, loans, free or subsidised childcare, transport subsidies, access to free or lower-cost equipment and learning materials and a range of other mechanisms to enable adults to participate in learning programmes	Project team
Funding body	An organisation responsible for funding teaching and learning provision	Project team
Funding stream	Any route by which funding for teaching and learning is channelled to learning providers	Project team
Individual learning account	A system of public incentives to encourage access of adults to learning – for example those not already benefiting from publicly-funded education or training	Cedefop 2008a
Individual learning route	*Definition pending from Level 1 glossary*	
Individualisation of learning	*Definition pending from Level 1 glossary*	
Information, advice and guidance (IAG)	A range of activities designed to help individuals take educational, vocational or personal decisions and carry them out before and after they enter the labour market	Cedefop 2008a

Learner support	Pastoral services separate from course provision which help learners with personal problems and difficulties outside of their learning programme. These include professional counselling, advice and guidance.	Project team
Learning module	*Definition pending from Level 1 glossary*	
Peer mentoring	A form of mentoring that takes place in learning environments, usually between an older more experienced student and a new student(s).	Based on wikipedia
Providers of training	Training centres, organisations or schooling institutions that actually deliver training to participants (whether they have enrolled on an individual basis or have been enrolled by another organisation). Institutions that only find or provide support are not considered as providers. *Note: This should be compared with the definition of 'Adult learning provider' in level 1.*	Adult Education Survey
Resources for learning	The range of materials available to learners to support their learning. These include commercially-produced materials and those designed by teachers for specific courses. They include books, manuals, worksheets, workshop and studio equipment and materials, computer programmes etc. For learning providers and funding bodies this could include teacher/tutor/instructor hours Note that this doesn't refer to financial resources?	Project team
Volunteers	Adults who assist qualified adult learning teachers, or who take a role as one-to-one tutors for literacy and numeracy learners. Often referred to as 'volunteer tutors', they are engaged following short training courses, followed by in-service training.	Project team

F. Quality of adult learning

Term	Definition	Source
Accountability	The policy of holding education providers and personnel accountable for the quality of education and training by linking levels of funding with assessments of learners' progress and the quality of provision.	Project team
Accreditation of an education or training programme	A process of quality assurance through which accredited status is granted to a programme of education or training showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards	Cedefop 2008a
Accredited learning	Learning which leads to a recognised qualification	Project team
Achievement rate	The proportion of learners who start a course who go on to achieve a qualification at the end of that course	Project team
Adult learning teacher	A person who is acknowledged as having the status of a teacher of adult learners according to the legislation and/or practice of a given country	Based on 'Common European Principles for Teacher Competences and Qualifications'
Adult learning trainer	A person who works with adult learners to impart practical knowledge or skills, and whose expertise has been acquired through experience and not necessarily through formal qualifications	Based on 'Common European Principles for Teacher Competences and Qualifications'
Attendance	The physical presence of learners on site wherever a course is held.	Project team
Completion	The number of learners who remain on a course to the end, regardless of whether they achieve any qualification or unit(s) towards a qualification	Project team
Continuing Professional	The ongoing learning encouraged, and in some countries required, for teachers and other professionals working in adult	Project team

Development	learning	
Drop-out	Temporary or permanent withdrawal from an education or training programme before its completion. *(Note: In English this word can also refer to a person who has failed to complete a course. This usage is often derogative.)*	Adapted from Cedefop 2008a
External programme evaluation	The appraisal process performed by an agency or individuals not directly involved in or responsible for the programme or activities evaluated	Online definition from http://sil.org
Folk high school teacher	Professional teacher at a folk high school	Bjorn Garefelt
Guided learning hours	The amount of time spend in guided learning	Project team
Individual learning plan	A written record of the planning process and of ongoing and exit interviews, negotiated and drafted by the learner and the teacher. See also "learner goals/purposes"	Project team
Initial teacher education	Undergraduate and postgraduate courses in higher education that eventually lead to a qualification to teach	www.delni.gov.uk
In-service training	Training provided to employees as part of their continuing professional development	Project team
Internal programme evaluation	A process of quality review undertaken within an institution for its own ends (with or without the involvement of external peers)	Online definition from http://sil.org
Learner contract	See Individual learning plan	
Learner goals/purposes	The expressed purposes of a learner when he/she is enrolled in a learning programme which create a base-line from which to measure progress in learning.	Project team
Mentoring	Guidance and support provided in a variety of ways to a young person or novice (i.e. someone joining a new learning community or organisation) by an experienced person (mentor) who acts as a role model, guide, tutor, coach or confidant	Cedefop 2008a

Outreach	A range of activities outside formal educational institutions designed to identify and attract non-learners, in order to encourage them to enrol in education and training programmes *(Note: see also 'Hard to engage')*	Project team
Success rate	A way of measuring outcomes by a learning provider	http://www.lsc.gov.uk/providers/Data/ datadictionary/businessdefinitions/SAR.htm
Study Circle Leader	Leader of a study circle, not necessarily a teacher by profession, working mostly on part-time basis. In Sweden, leaders are appointed and recognised by the study association that provides the study circle	Bjorn Garefelt
Training of trainers	Theoretical or practical training for teachers and trainers	Cedefop 2008a

G. Outcomes of adult learning

Term	Definition	Source
Accreditation of prior learning	See Validation of learning outcomes	
Achievement	Gaining a qualification, module, unit or other recognised formal course outcome.	Project team
Assessment	A way of judging learner performance. Assessment methods include: teachers' feedback; peer group critique; written and oral course work, portfolio development, tests and examinations.	Project team
Awarding body	A body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following an assessment and validation procedure.	Cedefop 2008a
Benefits of education and training/benefits of learning	The added value of education and training for individuals and the society. Comments: - benefits of education and training can be private, i.e. received by individual persons or enterprises, or public, benefiting a whole region, economy or society; - benefits can be monetary (e.g. wages), economic (e.g. employment, productivity, growth) or non-monetary (e.g. health, well-being, social cohesion; reduced criminality)	Cedefop
Core curriculum	Syllabus defining the essential subjects and skills; generally taken to include literacy, numeracy, ICT and modern foreign languages. What is deemed essential varies between countries.	Project team

Credentialism	Reliance, often excessive reliance, on a person's credentials, specifically academic degrees, as indicators of his or her abilities or potential for success as an employee	Webster's New World College Dictionary
Credit accumulation and transfer	A system whereby learners acquire a number of points, or 'credits' for the achievement of formally described learning outcomes for part of a course, e.g. units, modules or individual years. In Higher Education, Credit Accumulation and Transfer is designed so that learners can transfer points from one course or university to another.	Project team
Curriculum	The set of courses and their contents offered by an institution such as a school, college or university, and partially or entirely determined by an external body.	Project team
Destination data	Information on the employment or further courses undertaken by those graduating from a particular stage of education or training	Project team
Employability	The combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during career.	Cedefop 2008a
European credit system for vocational education and training (ECVET)	A device in which qualifications are expressed in units of learning outcomes to which credit points are attached, and which is combined with a procedure for validating learning outcomes.	Cedefop 2008a
European qualification framework for lifelong learning (EQF)	A reference tool for the description and comparison of qualification levels in qualifications systems developed at national, international or sectoral level.	Cedefop 2008a
Formative assessment (also known as 'Assessment for learning'; continuous assessment; formative assessment)	The appraisal at regular intervals of a student's progress with accompanying feedback in order to help improve the student's performance.	Encarta. See also OECD - Teaching Learning Assessment projects

Initial assessment	The process that helps to identify a learner's skills at the beginning of a learning programme, particularly in literacy, language, numeracy and key competences. Initial assessment is often used to help place learners in appropriate learning programmes and is usually followed by detailed diagnostic assessment.	Project team
Progress	Improvement in attainment or self-confidence	Project team
Progression	What adult learners do next in terms of study, employment, earnings, or civic activity	Project team
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards	Glossary, RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning
Qualification framework	An instrument for the development and classification of qualifications (e.g. at national or sectoral level) according to a set of criteria (e.g. using descriptors) applicable to specified levels of learning outcomes	Cedefop 2008a
Recognition of experiential learning	See Validation of learning outcomes	
Retention	Keeping adults on educational courses	Project team
Returns to learning	Benefits that learners gain from learning (Covers both economic returns and social returns)	Project team
Skills certification	See Validation of learning outcomes	
Summative assessment	Appraisal of a student's work which determines or contributes to a final grade or score.	Project team
Syllabus	A document with an outline and summary of topics to be covered in a course, generally stipulated by an exam board, or prepared by the teacher or trainer	Project team
Tertiary-level attainment	The percentage of those aged 30-34 who have successfully completed tertiary-level education (ISCED levels 5 and above)	Eurostat, UOE

	(Note: This is a pragmatic definition for EU purposes; a full dictionary definition would not specify this age-range)	
Transferability of learning outcomes	The degree to which knowledge, skills and competences can be used in a new occupational or educational environment, and/or to be validated and certified.	Cedefop 2008a
Unitisation	The sub-division of a whole course into small units of learning. Each unit has a measurable value or recognised set of learning outcomes which can be expressed in 'credits' (see credit accumulation and transfer) towards a whole qualification.	Project team
Validation of learning outcomes	Confirmation by a competent body that learning outcomes (knowledge, skills and/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	Cedefop 2008a
Wider benefits of learning	The non economic benefits of learning on personal, emotional and social life, including the impact on the health and well being of individuals, and the impact on levels of crime and social cohesion within communities and society as a whole	Project team

2. Challenges in compiling the Level 1 glossary

As could be expected, some definitions proved contentious. A very basic one was 'adult': this was considered at a Peer Learning Activity in Bratislava, Slovakia, earlier in 2009, and the lowest age (15) at which young people are considered adult anywhere in Europe (specifically in Portugal and Slovakia) was adopted as the starting point. However, this does not correspond to usage in the English-speaking countries of the EU (for example, in Scotland the age is 16, in England and Wales 18), and French colleagues offered this:

> "Adulte" for any person aged 26 or more, "Jeune" for any person between 16 and 25, "Jeunes adultes" for persons between 18 and 25. These distinctions refer to governmental programmes such as "programme Jeunes", or to special official arrangements focusing on young persons, e.g. "Missions locales pour l'insertion", "carte jeune", etc. Officially, a person is considered as adult when he/she is of age (at 18) but for adult learning or training and for governmental social action 25 years of age is a reference.

Similarly, a German colleague providing translations in October who saw simply 'Erwachsener' from the first tranche commented: 'N.B.: Without the definition, I would see this as over-18s, so I suggest "Erwachsener (ab 16 Jahre)",' and this was adopted.

For the purposes of monitoring the sector, and therefore for the glossary, however, a clear and broad definition was required: we chose 'Any person aged 16 or older who has left the initial education and training system', partly on the grounds that several countries make this the age of majority, and partly because international household panel surveys tend to cover the age-range from 16 to 60, 64 or 65.

In several cases, definitions had to be not strict dictionary definitions, but pragmatic ones tailored to the purposes of European data-gathering:

- The adopted definition of 'adult learning' (in other words, of the entire sector) excludes any learning activities undertaken immediately after the completion of initial education or training. In particular, it excludes what might be called 'direct-entry higher education', that is, higher education which young people enter immediately after secondary education. A full dictionary definition would not have these

exclusions, but this is the definition with which the Commission will work in making proposals for monitoring the sector;

- Similarly, the definitions of 'early school leavers' ('The percentage of the population aged 18-24 with only lower secondary education or less and no longer in education or training'), 'Participation rate' ('Adult participation in lifelong learning, i.e. the percentage of the population aged 25-64 participating in education and training during the 4 weeks prior to the survey'), and 'Tertiary-level attainment' ('The percentage of those aged 30-34 who have successfully completed tertiary-level education (ISCED levels 5 and above)') differ markedly from any obvious or dictionary definitions but are those adopted by Eurostat for the Labour Force Survey/UOE.

In two cases, care had to be taken with terms which can be problematic in English:

- 'Mother tongue': translations of this in other languages mainly seemed unproblematic, even though many English-speakers now see it as less appropriate than 'first language'. We retained 'mother tongue'.
- 'Literacy' in current English is often used to cover not only the ability to read and write but also speaking and listening ('oracy') and mathematical (numeracy) skills, and is increasingly used in collocations such as 'emotional literacy', 'financial literacy', 'visual literacy', etc., where it has come to mean no more than 'capability'. For this glossary, and therefore any proposals for monitoring the sector, it was considered essential to stick to the basic and original meaning of the term in English (and of related terms in other languages), namely 'the ability to read and write'. However, even this proved problematic in some languages; for example, Spanish colleagues commented: 'In Spanish there is no translation of the word "literacy" to collect all its breadth. The term is most often equated with "alfabetización" but "literacy" is often used.'

Another reason for sticking to the basic definition of literacy (and, in parallel, of numeracy as 'the ability to use numbers and other mathematical concepts') was that otherwise definitions of 'functional literacy' and 'functional numeracy' would have become involved and unwieldy. Even as they stand ('The ability to read and write/use numbers and other mathematical concepts at a level of competence that enables full participation in social and economic life') they might be quite difficult to specify operationally for monitoring purposes

– but they are close enough in that connection to the essence (though not the ramifying detail) of the definitions underlying international surveys of adult literacy and numeracy, such as IALS (the International Adult Literacy Survey, 1994-98), ALL (the Adult Literacy and Lifeskills Survey, 2002-06) and PIAAC (the Programme of International Assessment of Adult Competencies, planned for 2011).

Trying to define different categories of teacher in the field posed horrendous problems. Some other glossaries try to distinguish 'teacher', 'trainer', 'instructor', 'educator', 'coach', 'mentor', 'facilitator', 'practitioner', etc. Having asserted that this was impossible for this glossary, we were urged to include at least a distinction between 'teacher' and 'trainer', but found the definitions in Cedefop (2008, items 86 & 87, pp.136 & 138) too complex, and unhelpful:

'Teacher: A person whose function is to impart knowledge, know-how or skills to learners in an education or training institution.
Comment: a teacher may fulfil several tasks, such as organising and carrying out training programmes/courses and transmitting knowledge, whether generic or specific, theoretical or practical. A teacher in a vocationally-oriented institution may be referred to as a 'trainer'.

Trainer: Anyone who fulfils one or more activities linked to the (theoretical or practical) training function, either in an institution for education or training, or at the workplace.
Comment:
(a) two categories of trainer can be distinguished:
-   professional trainers are training specialists whose job may coincide with that of the teacher in a vocational training establishment;
-   part-time or occasional trainers are professionals in various fields who take on, in their normal duties, part-time training activity, either in-company (as mentors and tutors of recruits and apprentices or as training providers) or externally (by occasionally offering their services at a training establishment);
(b) trainers may carry out various tasks:
-   design training activities;

- organise and implement those activities;
- provide the actual training, i.e. transfer knowledge, know-how and skills;
- help apprentices develop their skills by providing advice, instructions and comments throughout the apprenticeship.'

We abandoned these, but then a colleague pointed us to the document 'Common European Principles for Teacher Competences and Qualifications' which enabled us to propose definitions, not of 'teacher' and 'trainer' in general, but as they might be considered for monitoring the adult learning sector:

Adult learning teacher: A person who is acknowledged as having the status of a teacher of adult learners according to the legislation and/or practice of a given country;

Adult learning trainer: A person who works with adult learners to impart practical knowledge or skills, and whose expertise has been acquired through experience and not necessarily through formal qualifications.

The colleagues who provided translations into Croatian and Norwegian commented:

In Croatia no special qualification is required for teaching adults. There is a single qualification for teachers and they can teach children and adults… [and] As far as I know there is no such [category as Adult learning trainer] in Croatia.

In the end, I chose to translate [adult learning trainer] with 'ufaglært yrkesfaglærer', which you might translate as something like 'not accredited vocational teacher'. But this term is a construction, as we, as far as I know, do not have vocational teachers, i.e. at the upper secondary level, without at least some education at higher level here in Norway.

So if the category 'adult learning trainer' becomes part of Europe-wide sector monitoring, both these countries will be able to respond 'not applicable', but for different reasons, Croatia because there is no such separate category of educators, Norway because all such educators do have formal qualifications.

Absence of the category or concept in particular countries/cultures and therefore languages affected several other terms, so that people had to invent terms, or 'periphrases', as a Polish colleague put it – and these are evident in the length of some translations, which represent all or most of the definition rather than just the main term. For example, in the case of 'individual learning account' our Romanian colleague explained, 'We do not have such a system, so the translation is approximate.' For 'outreach', the Bulgarian, Greek and Icelandic colleagues provided no translation, one pair of Maltese colleagues entered the English word (though another pair provided a Maltese periphrasis meaning 'non-formal educational activities'), a Romanian colleague also entered the English word (and added 'We do not have it'), and a German-speaking colleague commented 'Never used out of context, so no short translation…best option: "Bürgerkontakt" (citizen contact) or "Arbeit in der Gemeinde" (work in the community)'. Three colleagues gave no translation for 'early school leavers', with the Italian colleague entering 'NA' (= not applicable). Other terms which caused some puzzlement to a few colleagues were 'functional numeracy', 'funding stream', 'hard to engage', 'low skilled', 'liberal adult education', 'persistence', and 'second chance education' (for each of the last three, Turkish colleagues entered 'NA', and several translations of all these terms were followed by question marks). Yet the project team found all these terms essential for gathering information on what forms of data are already being gathered across the continent, and they seem likely to be needed for monitoring the sector; also, most colleagues provided translations for all the terms without apparent difficulty.

'Liberal adult education' deserves a special comment. Whereas all the terms in the previous paragraph exist and have referents in English and most other languages of the continent, this term needs to be recognised and incorporated into English (and translated into other languages – Slovenian alone appears to have a special translation of it already) to represent the Swedish term/concept 'folkbildning', which is a strong tradition in Sweden and other parts of Scandinavia.

All these absences of exact equivalents illustrate a more general point about translation, which was pursued in some depth in Annex F of the Interim Report for this study.

3. Linguistic reflections on producing the glossary

Some of the linguistic challenges anticipated in the aim of agreeing key terms and translations in many different languages were explored in Annex F to the Interim Report.

Completion of this task prompts the following further reflections:

- Simply consulting dictionaries or even online translation engines is at best unsatisfactory and at worst dangerously misleading. Such resources do have their uses, particularly for checking the accuracy of spellings, but specialist terms need to be assessed within the appropriate specialist context. On one occasion, out of curiosity (and perhaps even misguided hope, faced with gaps in the translations) I consulted *Babelfish (*babelfish.yahoo.com). This site offers translations of single words, text and even entire web pages into 6 European languages. I typed in 'literacy' and found that none of the translations given matched any of those supplied by our European colleagues; furthermore, all but one seemed to provide translations of the word 'instruction' (with only the Italian translation making any reference to reading and writing – 'saper leggere e scrivere').

- Faced with alternative translations of terms, it was important to resist 'selecting' one term over another on the basis of some – or even quite a good – knowledge of that language/language group. There is no substitute for native competence and there can be dangers in making cross-linguistic assumptions, such as, e.g. in the translation of the term 'competences' (in 'key competences') favouring Czech 'dovednosti' over 'kompetence' because it 'sounds more Czech' or the latter term over the former because it seems 'closer to English'. (Both terms were retained as alternatives.)

- The concept behind the term 'mother language' seemed, as mentioned earlier in the report, unproblematic. However interestingly, not all translations chose to express that concept using the word for 'mother' as the descriptor. For example, Bulgarian used the word for 'native country', and Polish 'ojczysty' refers to 'fatherland' (from 'ojciec' – father). For Maltese we received, and have retained, three possibilities: l-ilsien nattiv / l-ilsien matern / l-ilsien omm, which mean, respectively, 'native language', 'maternal language' and 'mother language'.

- To conclude, while the overarching aim throughout the compiling of this glossary has been to provide the tools for accurate data gathering in the field, we must remain mindful that translation is rarely a straightforward matter. In the words of the linguist, David Crystal (1987: 344):

> It is sometimes said that no task is more complex than translation – a claim that can be readily believed when all the variables involved are taken into account. Translators not only need to know their source language well; they must also have a thorough understanding of the field of knowledge covered by the source text, and of any social, cultural or emotional connotations that need to be specified in the target language if the intended effect is to be conveyed.

Maxine Burton

4. On Andragogy[1]

Since the early 1970s attempts have been made to produce theories of adult learning that take account of the perceived differences between children and adults that might make literacy learning distinctive and/or more difficult for adults, under the label of 'andragogy' (see especially Knowles, 1973).

(Incidentally, though now hallowed in the literature, this neologism is etymologically sexist. Where the parallel term 'pedagogy' means in origin 'child-leading' and the Greek 'ped-' element is gender-neutral, 'andragogy' means 'man-leading' with 'man' implying 'adult human male'. But the etymologically gender-neutral term meaning 'adult person-leading' would have to be 'anthropagogy', which is if anything even clumsier and more offputting than 'andragogy'.)

Tusting and Barton (2003: 19) summarize the essential tenets of andragogy as follows:
[It] consists primarily of a set of assumptions about the adult learner. Knowles claimed that adults have to know why they need to learn something before they undertake to learn it. They must move from a dependent self-concept to a self-directing one. They have accumulated more experience, and experiences of a different quality, than children, and their readiness to learn is linked to the tasks associated with their social role and stage of life. Adults engage in problem-centred, rather than subject-centred, learning and are driven by internal rather than external motivation… In the pedagogical model, which Knowles identifies as having been linked historically with teacher-directed education of children, these assumptions are reversed.

Tusting and Barton (2003: 21-22) also report critiques of andragogy (e.g. that it overstates differences between adults and children in terms of learning) and later developments which have attempted to meld certain aspects of it, especially the need for adults to be self-directed

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[1] During discussions with the EC it was agreed that the term 'andragogy' would not be included in the Level 1 glossary and that a longer discussion of the term and its implications would be included in this Level 2 document.

learners, with a more general notion of all learners, of whatever age, as requiring individualized instruction.

It is true of many adult learners that they have negative memories of their schooling. This has led some educators of adults to avoid trying to teach aspects of literacy that they believe to have been particularly boring or counter-productive (because failure-inducing) in adult learners' schooling, especially phonics. This seems also to have been in tune with the downplaying of phonics in the teaching of children during the reading skirmishes. Yet if, as the research evidence increasingly suggests (Ehri *et al*., 2001; Torgerson *et al*., 2006), systematic phonics instruction enables children to make better progress in learning to read than unsystematic or no phonics instruction, and is thus an essential element of effective teaching of literacy, it would seem at least plausible that phonics might be helpful to adults too.

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5. Level 1 terms, alternative definitions in use

Term	Definition	Source
Adult	persons aged over 16 who have left the initial education and training system	NIACE Study of Adult Education Providers
Adult education	all forms of non-vocational adult learning, whether of a formal, non-formal or informal nature	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Adult learner	a learner participating in adult education	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Adult learning	*All forms of learning undertaken by adults after having left initial education and training*, however far this process may have gone (e.g., including tertiary education).	European Commission: It is never too late to learn
Digital competence	Digital competence is defined in the European Parliament and Council Recommendation as a sound understanding and knowledge of the nature, role and opportunities of ICT in an everyday context: in personal and social life as well as at work.	Ref. in EC, Progress Towards the Lisbon Objectives in Education and Training, Indicators and Benchmarks 2008: 5th Annual report
Enterprise	all undertakings engaged in economic activity in the public or private sector whatever their size, legal status or the economic sector in which they operate, including the social economy	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Guidance and counselling	a range of activities such as information, assessment, orientation and advice to assist	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE

	learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities	COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Job-related education and training	All organised, systematic education and training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve job and/or career opportunities in a current or another field and generally to improve their opportunities for advancement and promotion. (Adapted from the Manual for Better Training Statistics, OECD, 1999)	AES
Lifelong learning	Lifelong learning is seen as encompassing all purposeful learning activity, whether formal or informal, undertaken on a ongoing basis with the aim of improving knowledge, skills and competence	EC definition used in Luxembourg process, and in Memorandum on Lifelong learning
Lifelong learning	All learning activity undertaking throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective	'Making A European Area of Lifelong Learning a Reality', November 2001 European Report on Quality Indicators of Lifelong Learning (2002) See also Eurostat Classification of Learning Activities
Lifelong learning	all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Non job-related education and training	Measures to develop competencies required for community, domestic, social or recreational reasons. (Adapted from the Manual for Better Training Statistics, OECD, 1999)	AES
Non-vocational adult education	provision to develop the knowledge and skills required for community, domestic, personal, social or recreational reasons	NIACE Study on Adult Education Providers

On-the-job training	On-the job-training is characterised by planned periods of training, instruction or practical experience in the work place using the normal tools of work, either at the immediate place of work or in the work situation.	CVTS3
Open/distance education	A well defined activity which has elements: curriculum, registration, tutoring and tests but takes place via postal correspondence or electronic media, linking instructors or students who are not together in a classroom. For this there is interaction between the teacher and the student, although it doesn't happen immediately but with a delay. When the activity is recognised by the National Framework of Qualifications it should be classified as formal education, otherwise as non-formal.	AES
Providers of training	Training centres, organisations or schooling institutions that actual deliver training to participants (whether they have enrolled on an individual basis or have been enrolled by another organisation). Institutions that only found or provide support are not considered as providers.	AES Manual
Random learning	Random learning can occur in everyday life. It is not an activity which is intentionally planned in advance and is not bound to special or specific places (e.g. classes) or to mediators (e.g. teachers). Random learning can be considered as a natural learning mechanism. Learners may often not be aware that they have learnt something.	CVTS3
Self-directed learning	Self directed learning occurs when an individual engages in a planned learning initiative where he or she manages the training time and the place at which the training takes place. Self directed learning means planned individual learning activities using one or more learning media. Learning can take place in private, public or job-related settings. Self directed learning might be arranged using open and distance learning methods, video/audio tapes, correspondence, computer based	CVTS3

	methods (including internet) or by means of a Learning Resources Centre. It has to be part of a planned initiative. Simply surfing the internet in an unstructured way should be excluded. Self directed learning in connection with CVT courses should not be included here.	
Social partners	at national level, employers' and workers' organisations in conformity with national laws and/or practices and, at Community level, employers' and workers' organisations taking part in the social dialogue at Community level	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Teachers/educational staff	persons who, through their duties, are involved directly in the education process in the Member States	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Trainers	persons who, through their duties, are involved directly in the vocational education and training process in the Member States	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning
Vocational adult education	all organised and systematic education and training provision in which people take part in order to obtain knowledge and/or learn new skills for a current or future job; to increase their earnings; to improve job and/or career opportunities in a current or another field; and generally to improve their opportunities for advancement and promotion	NIACE Study on Adult Education Providers
Vocational training	any form of initial vocational education or training, including technical and vocational teaching and apprenticeships, which contributes to the achievement of a vocational qualification recognised by the competent authorities in the Member State in which it is obtained, as well as any continuing vocational	DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning

	education or training undertaken by a person during his or her working life	