GLOSSARY

- **Acculturation**: "process of social, psychological, and cultural change that stems from blending between cultures. The effects of acculturation can be seen at multiple levels in both the original (native) and newly adopted (host) cultures". *(Wikipedia, last visited 18 July 2018)*[1]

- **Asylum seeker**: Asylum applicant awaiting a decision on an application for refugee status or another form of international protection.

- **Certificate/diploma/title**: An official document, issued by an awarding body, which records the achievements of an individual following an assessment and validation against a predefined standard. *(Cedefop, 2014)*

- **Citizenship**: The particular legal bond between an individual and his or her State, acquired by birth or naturalisation, whether by declaration, choice, marriage or other means according to national legislation.

- **Continuing education and training**: Education or training after initial education and training – or after entry into working life aimed at helping individuals to:
  - improve or update their knowledge and/or skills;
  - acquire new skills for a career move or retraining;
  - continue their personal or professional development.

- **Cultural inclusivity**: Creation of a safe and adaptive environment that welcomes all without exclusions, truly embracing diversity, regardless of culture, ethnicity, race, religion, beliefs, socioeconomic status, gender, sexual preference, or language proficiency. *(Definition adapted from http://ctl1799.wixsite.com/fireteam/about3, last visited 18 July 2018)*

- **Cultural identity**: "The identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture. In this way, cultural identity is both characteristic of the individual but also of the culturally identical group of members sharing the same cultural identity". *(Wikipedia, last visited 18 July 2018)*

- **Cultural minority**: "group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live

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[1] The acculturation Berry's model has been used by some partners (within WP4)

for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination". *(Wikipedia, last visited 18 July 2018)*

- **Cultural diversity**: "the quality of diverse or different cultures, as opposed to monoculture, the global monoculture, or a homogenization of cultures, akin to cultural decay." *(Wikipedia, last visited 10 February 2017)*

  In HE4U2 project, by "cultural diversity" we mean the variety of cultures, ethnics, origins, educational background, age, gender, etc. within Higher Education Institutions, i.e. amongst students, professors or staff of the universities.

  Comment: The expression "cultural diversity" can also refer to respect each other's differences while having different cultures, as promoted in UNESCO Universal Declaration on Cultural Diversity. The UNESCO Universal Declaration on Cultural Diversity, adopted by 185 Member States in 2001, represents the first international standard-setting instrument aimed at preserving and promoting cultural diversity and intercultural dialogue *(UNESCO, 2002)*

  See also '*Organisational culture*'

- **Curriculum**: Inventory of activities related to the design, organisation and planning of an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

- **Diversity**: 1. The fact of many different types of things or people being included in something; a range of different things or people; 2. the fact that there are many different ideas or opinions about something; 3. the condition or fact of being different or varied; **4. mixture of races and religions that make up a group of people**; 5. the fact of there being people of many different groups in society, within an organization, etc; 6. the fact of there being many different things existing together in a group. *(Definitions given by the Cambridge dictionary, last visited 18 July 2018)*

- **Diversity management**: "Recognition and valorisation of individual differences". "The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. Moreover, it is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity in each individual"(Patrick and Kumar, 2012). *(Wikipedia, last visited 07 September 2018)*.

- **Early leaver from education and training** (according to Eurostat): Person aged 18 to 24 who has finished no more than a lower secondary education and is not involved in further education or training - more generally, the usual

indicator is (number of early leavers in age group/total population in age group*100%). *(Eurostat, 2015)*

- **Enfranchisement**: 1. to grant a franchise to; admit to citizenship, especially to the right of voting; 2. to endow (a city, constituency, etc.) with municipal or parliamentary rights; 3. to set free; liberate, as from slavery. *(Definition taken from Dictionary.com, last visited 18 July 2018)*

- **Foreign (or immigrant) background**: A person with parents where at least one parent was born outside of the country of residence. This includes the first and second generation as well as the naturalised.

- **Foreign-born**: A person whose place of birth (or usual residence of the mother at the time of the birth), is outside the country of his/her usual residence.

- **Foreign citizens**: Persons who do not hold the citizenship of their country of residence, regardless of whether they were born in the country or elsewhere.

- **Guidance practitioners**: Professionals who assist people to explore, pursue and attain their career goals, supported by counselling and other guidance tools. Covers the variety of roles that can be played by professionals working in guidance and counselling such as counsellor, advocate, consultant, teacher, and advisor. Normally these professionals have received specialised training and hold a professional qualification. Qualification requirements tend to vary according to the set of guidance roles being played.

- **Humanist education**: Person-cantered teaching where empathy, caring about students, and genuineness on the part of the learning facilitator are found to be the key traits of the most effective teachers. The approach is based on the work of humanistic psychologists Abraham Maslow and Carl Rogers. *(Wikipedia, last visited 18 July 2018)*

- **Immigrants**: People arriving or returning from abroad to take up residence in a country for a certain period, having previously been resident elsewhere. According to Eurostat, an individual is a long-term immigrant if he/she stays in his/her country of destination for a period of 12 months or more, having previously been resident elsewhere for 12 months or more. *(Eurostat, 2015)*

- **Inclusion**: 1. the act of including something as a part of something else; 2. the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage; 3. the act of including someone or something as part of a group, list, etc., or a person or thing that is included. *(Definition given by the Cambridge dictionary, last visited 18 July 2018)*

- **Inclusive education**: Over approximately the last fifteen years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, basically implying: (a) respecting, understanding and taking care of cultural, social and individual diversity (education systems, schools and teachers» response to the expectations and needs of students);

(b) the provision of equal access to quality education; and (c) close co-ordination with other social policies. This should involve the expectations and demands of stakeholders and social actors. [...] Inclusive education can be seen as a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society. (UNESCO, 2008[2])

- **Initial education and training**: General or vocational education and training carried out in the initial education system, usually before entering working life.

- **Integration**: In sociology, integration is the process and modalities by which a person attaches (fits) to a community and vice versa; i.e. the modes of attachment of members to a group or society. See also 'Social integration'. *(But now there are many scientific approaches of the phenomenon: Durkheim, Touraine, Foucault, Castel… Some links with social integration and citizenship).*

- **Intercultural education**: Intercultural Education is defined by the National Council for Curriculum and Assessment (NCCA) as an "…education which respects, celebrates and recognises the normality of diversity in all areas of human life. It sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches us all. It is education, which promotes equality and human rights, challenges unfair discrimination, and promotes the values upon which equality is built" *(NCCA, 2005: 3)*

- **Intercultural competence**: "Range of cognitive, affective, and behavioural skills that lead to communicate effectively and appropriately with people of other cultures." *(Wikipedia, last visited 18 July 2018)*

  - Intercultural competences are not only about knowledge but also about awareness of cultural references and experiences. Building awareness does not happen overnight or during a very short seminar but needs reflection and dialogue with others as part of a learning process. Critical reflection in intercultural competences is a form of reflection that goes beyond one's own cultural beliefs. "Learning intercultural competences is a process and requires time" (see e.g. Byram 1997, Deardor 2011). *(Extract from the HE4u2 "Generic Structure for a Continuing Professional Development course")*

  - Interculturalism is a word often used in discussions about diversity. It is important to be explicit about what this word means. For us, interculturalism means not only accepting the principles of equality, rights, values and abilities but also actively promoting cross-cultural interaction, collaboration and exchange (Barrett, 2003: 4). Interculturalism is different to multi-culturalism which refers to the presence of distinct ethnic and cultural groups but not necessarily holistic integration. An intercultural perspective

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[2] http://unesdoc.unesco.org/images/0018/001868/186807e.pdf

recognises that racism exists and supports efforts to address this. *(Extract from the HE4u2 "Guidelines for staff within Higher Education Institutions")*

- **Internationalisation**: "The actions or activities that enhance the quality of learning, teaching and research in educational institutions and contributes significantly to the student experience. It represents an investment in future global relationships as it helps to build relationships with potential future trading partners". *(Adapted from the definition given by the HEA in Ireland, http://hea.ie/policy/internationalisation/, last visited 18 July 2018)*

- **Learning outcomes**: Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. Or Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence.

- **Micro-meso-macro level**: These are three possible levels of inquiry on which social scientific investigations might be based. At the micro level, sociologists examine the smallest levels of interaction such as one-on-one interactions between couples or friends; sociologists investigating groups, inquiry at meso level (e.g. how norms of workplace behaviour vary across professions); research at the macro level examines large-scale patterns such as the process and impacts of globalisation. *(Adapted from the definition given by Saylor Academy, https://saylordotorg.github.io/text_principles-of-sociological-inquiry-qualitative-and-quantitative-methods/s05-01-micro-meso-and-macro-approache.html, last visited 18 July 2018)*

- **Migrants**: People changing their residence to or from a given area (usually a country) during a given time period. *(Eurostat, 2015)*

- **NEET**: Young people neither in employment nor in education and training: percentage of the population of a given age group and sex not employed and not involved in further education or training. *(Eurostat, 2015)*

- **Non-nationals**: People who are not citizens of the country in which they currently reside.

- **Organisational culture**: Edgar Schein (2010) defines organisational culture as: "A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems".

  According to Schein, culture is the most difficult organisational attribute to change, outlasting organisational products, services, founders and leadership and all other physical attributes of the organisation. His organisational model illuminates culture from the standpoint of the observer, described by three cognitive levels of organisational culture

- **Pedagogical innovation**: Innovation can be defined as a new idea or a further development of an existing product, process or method that is applied in a

specific context with the intention to create a value added (Kirkland and Sutch, 2009). Innovations sometimes involve radical changes, but often they result only in incremental adaptations of well-known practices. Pedagogical practice always needs to be innovative. Adapting to characteristics of students and responding to their development is an inherent aspect of pedagogy. But as Harvey and Green (1993) put it: "Education is not a service for a customer but an on-going process of transformation of the participant, be it student or researcher" (p. 24). These adaptations can be considered innovations if are based on a new idea and when they have the potential to improve student learning, or when they are linked with other outcomes (such as improving the health of students, preventing teenage violence or drug abuse, or improving the job satisfaction and well-being of teachers).

Extract from HE4U2 project: an integrated pedagogical approach incorporated into teaching practice in the delivery of the core subject with transferable skills, enhancing rather than replacing existing curricula in the core subject. Thus, the intercultural dimension is not simply an additional feature but is a reform of existing pedagogy through the development of relevant, innovative and multidisciplinary approaches to teaching and learning.

- **Person-centred education**: Concept written by the American psychologist Carl Rogers (*Rogers, 1951*), the person-centred education is based in five main hypotheses:

  - "A person cannot teach another person directly; a person can only facilitate another's learning".
  - "A person learns significantly only those things that are perceived as being involved in the maintenance of or enhancement of the structure of self"
  - "Experience which, if assimilated, would involve a change in the organization of self, tends to be resisted through denial or distortion of symbolism"
  - "The structure and organization of self appears to become more rigid under threats and to relax its boundaries when completely free from threat"
  - "The educational situation which most effectively promotes significant learning is one in which (a) threat to the self of the learner is reduced to a minimum and (b) differentiated perception of the field is facilitated"

  (Wikipedia, last visited 18 July 2018)

- **Programme of education or training**: Inventory of activities, content and/or methods implemented to achieve education or training objectives (acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time.

- **Residence permit**: Any authorisation valid for at least three months issued by the authorities of a Member State allowing a third-country national to stay legally on its territory.

- **Social disadvantaged students**: Individuals socio culturally deprived and under privileged. Individuals who are economically, educationally, linguistically, or socially disadvantaged by definition.

- **Social integration**: "Social integration is a dynamic and structured process in which all members participate in dialogue to achieve and maintain peaceful social relations. Social integration does not mean forced assimilation.

  Social integration is focused on the need to move toward a safe, stable and just society by mending conditions of social disintegration and social exclusion—social fragmentation, exclusion and polarization; and by expanding and strengthening conditions of social integration—towards peaceful social relations of coexistence, collaboration and cohesion." *Peace Dialogue. UN News Center. UN, n.d. Web. 02 Jan. 2015*

  (Wikipedia, last visited 10 February 2017)

- **Target group**: The groups/entities that will be directly positively affected by an action or policy. In the context of the HE4u2 project, the target groups identified are higher education (HE) teachers, other non-academic staff in HE connected to migrant learners and learners from ethnic minorities, migrant learners and learners from ethnic minorities, as well as policy makers.

- **Schengen area**: As per 1 July 2013, European area free of border checks, allowing for the free movement of people. The area encompasses most EU States, except for Bulgaria, Croatia, Cyprus, Ireland, Romania and the United Kingdom. At the date of the study Croatia, Bulgaria, Cyprus and Romania were candidate countries to the Schengen Area. Of non-EU states, Iceland, Norway, Switzerland and Liechtenstein have joined the Schengen Area.

- **Third-country nationals**: Migrants coming from countries outside the EU and not holding the citizenship of an EU country. This group includes both persons born in a country outside the EU and persons born in the EU but not holding the citizenship of a Member State.

- **Under-represented groups**: "Subset of a population that holds a smaller percentage within a significant subgroup than the subset holds in the general population. Specific characteristics of an underrepresented group vary depending on the subgroup being considered". *(Wikipedia, last visited 18 July 2018)*

References

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UNESCO (2002). *UNESCO Universal Declaration On Cultural Diversity*. Available in FR, EN, ES, RU and JP http://unesdoc.unesco.org/images/0012/001271/127160m.pdf, link last visited 10 February 2017

Wikipedia, different links last visited 10 February 2017

Eurostat and European Commission criteria mainly dedicated to Migration and Vocational Education and Training (VET)

European Commission page on Justice and fundamental rights https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combatting-discrimination/tackling-discrimination/diversity-management_es