

## GLOSSARY

**CLEAR EFFECT:** an effect strictly linked to a specific intervention, not to be addressed to other causes (*C. Bezzi Glossary*, [www.valutazione.it](http://www.valutazione.it))

**DIRECT ADDRESSEE (or direct target):** People, groups or organizations directly hit by an intervention (*Means Glossary*, 1999, 39; *C. Bezzi Glossary*, [www.valutazione.it](http://www.valutazione.it))  
The specific group for whose benefit the project or programme is undertaken; closely related to impact and relevance.

**DEADWIGHT (LOSS):** the effects on a target which could appear without a specific program; they are not strictly due to an intervention (*C. Bezzi*, "Glossary", [www.valutazione.it](http://www.valutazione.it))

**DIRECT EFFECT:** The concept of direct effect has been formalized in three different ways: the controlled direct effect, the pure or natural direct effect, and the principal stratum direct effect. A common question is "whether a treatment A has a direct causal effect on a response Y not through another treatment C" (James Robins, 1997, in <http://www.ec.unipg.it/DEFS/search/?keyword=concept+of+direct+effect&cat>)

Results, outputs designed for a specific target (*C. Bezzi*, "Glossary", [www.valutazione.it](http://www.valutazione.it))

**DISABILITY:** an illness, injury or condition that makes it difficult for someone to do the things that other people do (from [Cambridge Advanced Learner's Dictionary](#))  
By the International Classification of Functioning, Disability and Health (ICF by World Health Organization, 2001) disability is a limitation to perform some activities and to participate to community, societal life. Handicap is described as a global term regarding limitations due to the physical limitations.  
According to the medical model: Disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. According to the social model: Disability is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers.

**DISADVANTAGED PEOPLE:** they are more vulnerable people or people who are more specifically disadvantaged because of certain social or individual handicaps (for example: lone parents, prisoners, drug addicts, minorities, long-term unemployed people, people with disabilities, etc.); they can be defined risk groups. These people must make an additional effort, not just on the job front, but also socially and psychologically,  
to give themselves a chance of competing with those more fortunate than themselves, and thus to boost their chances of getting a job and living harmoniously in society.

**DISPLACEMENT EFFECT:** effect obtained by an intervention on a specific area by the expenses of another area. If this effect is undesirable, it has to be subtracted to the gross effect to calculate the clean effect (C. Bezzi, "Glossary", [www.valutazione.it](http://www.valutazione.it); Means Glossary, 1999)

**DISSEMINATION:** origin: dissēmināus (ptp. of dissēmināre; dis+ sēmināre to sow) To scatter or spread widely, as though sowing seed; promulgate extensively; broadcast (<http://www.dictionary.reference.com>).

**DISSEMINATION EX ANTE:** it is the panning, at the origin of a project, of the spreading project's results. It is based on a previous needs analysis of a target group and on the individuation of significative stakeholders (from S. Baggiani e A. Mochi, "Disseminare e valorizzare", in *I quaderni del Life Long Learning Programme*, n. 3, 2007)

**DISSEMINATION EX POST:** it is the spreading of project's results after its conclusion. In a linear model the results should be used on a chronological criterion only at the end of the project (by S. Baggiani e A. Mochi, "Disseminare e valorizzare", in *I quaderni del Life Long Learning Programme*, n. 3, 2007).

**EVALUATION:** "a collection of activities useful to express an argued judgement for a specific aim through evaluation research, which guarantees reliable procedures and faithfulness of information used to produce that judgement. In this sense, evaluation is a concept of "evaluation research" and includes also "non research activities". Evaluation is different from monitoring. Scriven writes on evaluation:

1. "it is the process by which we can determine the value, merit or worth of something, or of its product or of its process
2. evaluation is the name of an autonomous discipline, it is a trans-discipline
3. the name "evaluation" generates mistakes, because is associated to a judgement process, and not to a more important contribution given by a research activity.

(drawn from C. Bezzi, *Il disegno della ricerca valutativa*, Franco Angeli ed, Milano, 2001)

**EVALUATION USE:** some authors make a distinction between direct and indirect and between correct and uncorrect use of evaluation. Patton defines the usefulness of evaluation process as a change of the way of thinking and of behaviors by the stakeholders involved in the evaluation process, because of the learning produced by it. The change of the program, of the procedures and of the culture of an organisation can be a proof of the impact of the evaluation process.

(From C. Bezzi, "Glossary", [www.valutazione.it](http://www.valutazione.it); Means Glossary, 1999; Patton M.Q. *Utilisation-focused evaluation*, Sage, Beverly Hills, CA, 3<sup>rd</sup> ed 1998)

**EXPLOITATION:** the use of something for advantage (from [Cambridge Advanced Learner's Dictionary](http://www.cambridgeadvancedlearnerdictionary.com)).

**GROSS EFFECT:** a change observed after an intervention, but not strictly due to the intervention.

**ICF:** The International Classification of Functioning, Disability and Health (by World Health Organization, 2001), a revision of the International Classification of Impairments, Disabilities and Handicaps (ICIDH by World Health Organization, 1980) describes all components of health and related aspects. It may be divided into two parts:

- **Functioning and disability**, which comprehend:
  - o *Body functions and structures*
  - o *Activity and participation*
- **Contextual factors**, which comprehend:
  - o *Environmental Factors*
  - o *Personal Factors*

“Components of *functioning and disability* may be used in two ways: from one side, they may express problems (for example limitations, impairments) which are under the concept of disability; from the other side they may express non problematic aspects of health, which are under the concept of functioning” (by WHO - ICF, 2001).

*Body functions and structures* have to be considered in parallel: for example, a body function related to senses as could be “sight”, which has a correlated structure in “eye and related functions”.

Impairments could be temporary or permanent, and they don't express aetiology or a disease.

*Activity and Participation* may be described as capacity and performance: while the first describes the ability of a person in a task, performance describes what a person does in his daily context of life. There could be a context which inhibits the person in performance.

*Environmental factors* include factors closer to the person and also more general factors, related to society.

*Personal factors* are not classified in ICF, because of the wide social and cultural variability related to them.

**IMPACT:** The positive and negative changes produced, direct or indirect, as the result of a programme or project; the consequences of a programme or of an intervention on social, economic, political terms, in a positive or negative sense, on a target. “A project has an impact when it gives a contribution on the realisation of the objectives of a programme and on the development of specific politics: the transfer and valorisation of results, together with the enhancement of innovation systems, produce positive effects called *impact*” (from S. Baggiani e A. Mochi, “Disseminare e valorizzare”, in *I quaderni del Life Long Learning Programme*, n. 3, 2007)

**INDICATOR:** Indicator is a “conceptual tool” which gives direct or indirect information on elements which with difficulty can be measured (Leonardo Cannavò, *Teoria e pratica degli indicatori nella ricerca sociale. 1 – Teorie e problemi della misurazione sociale*, Ed. Led, Milano 1999,35)

Indicators have some specific properties:

- they are linked to the context and they are determined or oriented by it;
- they have a conventional nature, linked to the knowledge of the people involved in their definition;
- they are not transferable, because they are valid only in a specific context

- they have a semantic or probabilistic relation with the concept they indicate; it is not possible to know in what measure an indicator describes a concept. Only the concrete application of an indicator can give an idea of its validity. (cfr. C. Bezzi, Glossary, [www.valutazione.it](http://www.valutazione.it))

In the context of LFA, an indicator defines the performance standard to be reached in order to achieve an objective.

**INDIRECT ADDRESSEE (or indirect target):** People, groups or organizations indirectly hit by an intervention (*Means*, "Glossary", 1999, 39; *C. Bezzi*, "Glossary", [www.valutazione.it](http://www.valutazione.it))

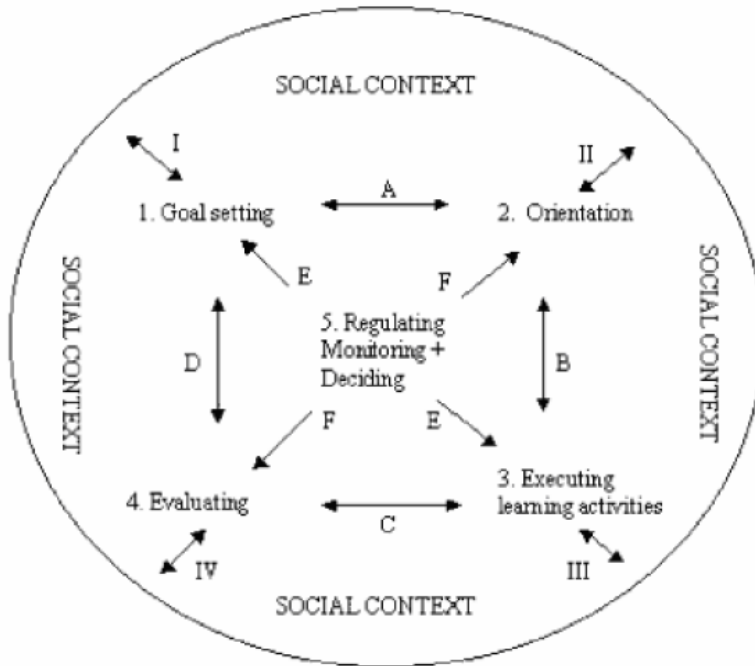
**LEARNING:** learning can be defined formally as the act, process, or experience of gaining knowledge or skills. Learning helps the person moving from novices to expertise and allows the person gaining new knowledge and abilities. Physiologically, learning is the formation of *cell assemblies* and *phase sequences*. Learning has been defined as: any increase in knowledge, (2.) memorizing information, (3.) acquiring knowledge for practical use, (4.) abstracting meaning from what we do, and (5.) a process to understand the reality (Marcia L. Conner, 1993-2005). Learning is also described as "finding-a-problem process, solving the problem and evaluating the results; this process opens the way to new insights, new actions and new solutions, so that every learning process is not an end point, but a new start point" (Argyris, Schon, 1978).

**LIFELONG LEARNING:** the educational and vocational training opportunities offered to individuals throughout their lives to enable them continually to acquire, update and adapt their knowledge, skills and competencies.

**LIFELONG LEARNING THEORY:** Lifelong learning theory states that learning is a never-ending process during one's life. It is strictly linked to social context (our learning process is affected by values, issues, habits and whatever is part of the social context in which we live) and it develops through the following factors: Goal setting, Orientation, Executing learning activities, Evaluating, Regulating, Monitoring and Deciding.

Bolhuis' life-long learning theory (1996) is shown in the following graphic.

Graph. 1: Components in lifelong learning



Source: Bolhuis, S. (1996). Towards Active and Selfdirected Learning. Preparing for Lifelong Learning, with Reference to Dutch Secondary Education. Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

**LOGICAL FRAMEWORK APPROACH (LFA):** a management tool which facilitates planning, execution and evaluation of a project. In this context, LFA also means:

- a format for presentation to donor and partner authorities: project ideas, pre-appraisal reports, project documents, progress reports, etc.
- a summary of the project in the form of a matrix that remains valid during project implementation but can be modified
- an analytic tool that facilitates a deep analysis of a context to define objectives, results and activities of a project in a logical and coherent way.

Levels of the programme	Indicators	Sources and methods to measure indicators	Conditions
General Objective			
Specific Objectives			
Attended Results			
Activities			
		Costs	Pre-conditions

**MENTORING/MENTORS/MENTEES:** A mentoring relationship involves two people: the mentor, who provides informal advice and support, drawing on her/his own experience, and the mentee, who is normally less experienced.

**META ANALYSIS:** a meta-analysis combines the results of several studies that address a set of related research hypotheses. This is normally done by identification of a common measure of effect size, which is modelled using a form of **meta-regression**. (<http://en.wikipedia.org>)

**MONITORING:** Continuous or periodic surveillance of the physical implementation of a project to ensure that inputs, activities, outputs and external factors are proceeding according to plan.

**NEEDS ANALYSIS:** it is an important base to build a project oriented to give an effective response to the needs of a target group. A project which is planned on a needs analysis produces, more likely, enduring and useful effects which can have a positive impact. (S. Baggiani e A. Mochi, "Disseminare e valorizzare", in *I quaderni del Life Long Learning Programme*, n. 3, 2007)

**NON-FORMAL LEARNING:** "The most fundamental distinction among formal and non formal learning is the intention to learn. Reber (1993) defined *implicit learning* as "the acquisition of knowledge independently of conscious attempts to learn and in absence of explicit knowledge about what was learned: there is no intention to learn and no awareness of learning at the time it takes place" (Eraut M., "Non formal learning, implicit learning and tacit knowledge in professional work", in *The necessity of informal learning*, Frank Coffield ed., Bristol, 2000). Informal learning can also be defined as learning that is not provided by an education or training institution. It is, however, structured (in terms of learning objectives, learning time or learning support).

**OLD PEOPLE:** Within the projects context old people are over 65 years of age.

"Terms for old people include seniors (American usage), Senior Citizens (British and American usage), or the elderly. As occurs with almost any definable group of humanity, some people will hold a prejudice against others—in this case, against old people. This is one form of ageism." ([http://en.wikipedia.org/wiki/Old\\_age](http://en.wikipedia.org/wiki/Old_age))

**OUTCOME:** generic term to indicate realisations, results and impacts of a project.

**OUTPUT:** The results that can be guaranteed by the project as a consequence of its activities. They can be classified as:

*Products:* tangible and enduring products as, for example, reports and comparative studies, materials orienting to new approaches and methods, events (as conferences, debates, meetings...)

*Methods:* know how about procedures, activities, experiences

*Experiences:* intangible results, which can be classified as bad, good or best practices (from S. Baggiani, A. Mochi, "Disseminare e valorizzare", in *I quaderni del Life Long Learning Programme*, n. 3, 2007)

**PROGRAMME:** A group of related projects or services directed toward the attainment of specific (usually similar or related) objectives.

**PROJECT:** a single activity with and operative objective. A project is planned to achieve certain specific objectives within a given budget and within a specified period of time. It can be a part of a programme (Bezzi C., "Glossary", [www.valutazione.it](http://www.valutazione.it))

**PROJECT MATRIX (PM):** A summary of project design which identifies the key elements, external factors and expected consequences of completing the project successfully.

**PURPOSE:** The immediate reason for a project. The effect which the project is expected to achieve if completed successfully and on time.

**RELEVANCE:** The degree to which the rationale and objectives of a project are, or remain, pertinent, significant and worthwhile, in relation to the identified priority needs and concerns.

**REPRODUCIBILITY:** the chance offered by a project to be reproduced in the presence of problems similar to those that gave rise to the project (ISFOL, "La metodologia ISFOL per l'individuazione e l'analisi delle buone pratiche in ambito FSE", 2004 [29/3/2005])

**SOBSTITUTION EFFECT:** An effect in favour of a direct addressee obtained by the sacrifices by other groups or organisations (Means, "Glossary", 1999, 80; Bezzi C., "Glossary", [www.valutazione.it](http://www.valutazione.it))

**SUSTAINABILITY:** the capacity of a project to maintain its existence and to preserve its functioning beyond its conclusion; sustainability of results involve a long term use and valorisation of them. ("Disseminare e valorizzare", I quaderni di Life Long Learning Programme, n. 3). It is also the extent to which partner country institutions will continue to pursue the objective after project assistance is over.

**TRANSFERABLE (to be)** is the application of a project or of a model into environments and situations different from those where the project was realised (v. ISFOL, "La metodologia ISFOL per l'individuazione e l'analisi delle buone pratiche in ambito FSE", 2004 [29/3/2005])

**UNEXPECTED EFFECT:** it is the ratio between effects/impacts and the initial problems which have generated a project, in the hypothesis that some unexpected results have been produced by it (C. Bezzi, "Glossary", [www.valutazione.it](http://www.valutazione.it))

**VALORISATION:** "valorization" can be described as the process of disseminating and exploiting projects outcomes with a view of optimising their value, enhancing their impact and integrating them into training systems and practices at local/national as well as European level.

