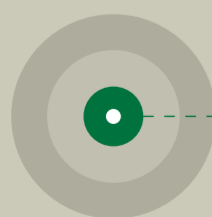
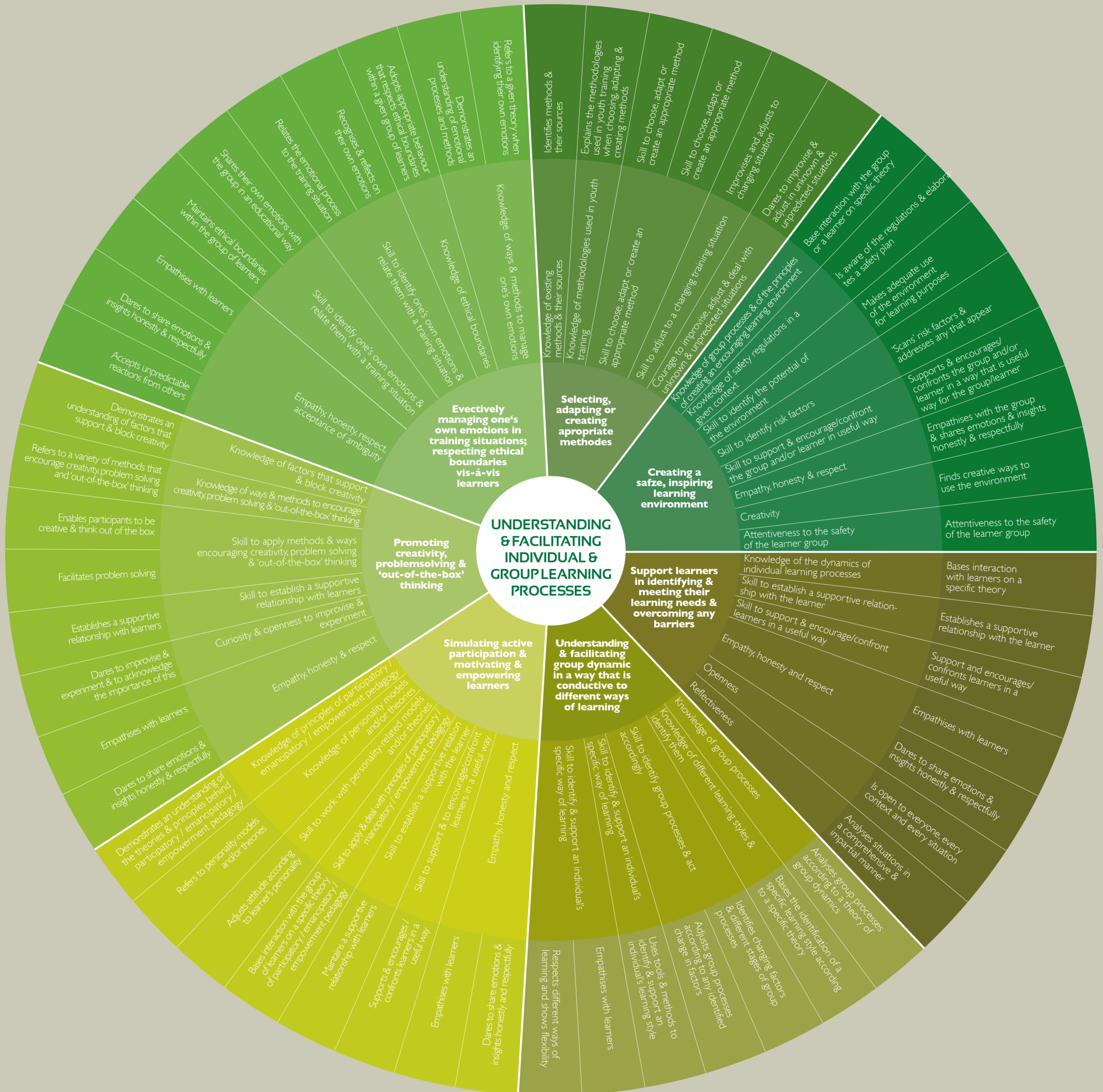


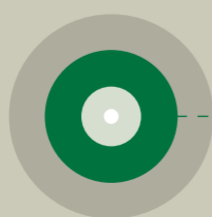
# COMPETENCE AREA

## UNDERSTANDING & FACILITATING INDIVIDUAL & GROUP LEARNING PROCESSES



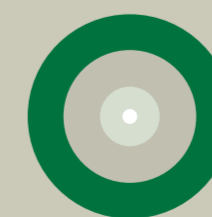
### COMPETENCE

The term 'competences' refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply existing competences.



### CRITERIA

are the principles or standards according to which the effectiveness and potential success of the competences in question may be assessed. Each criterion is described related to knowledge, skills and attitudes.



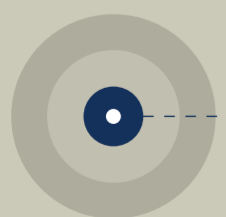
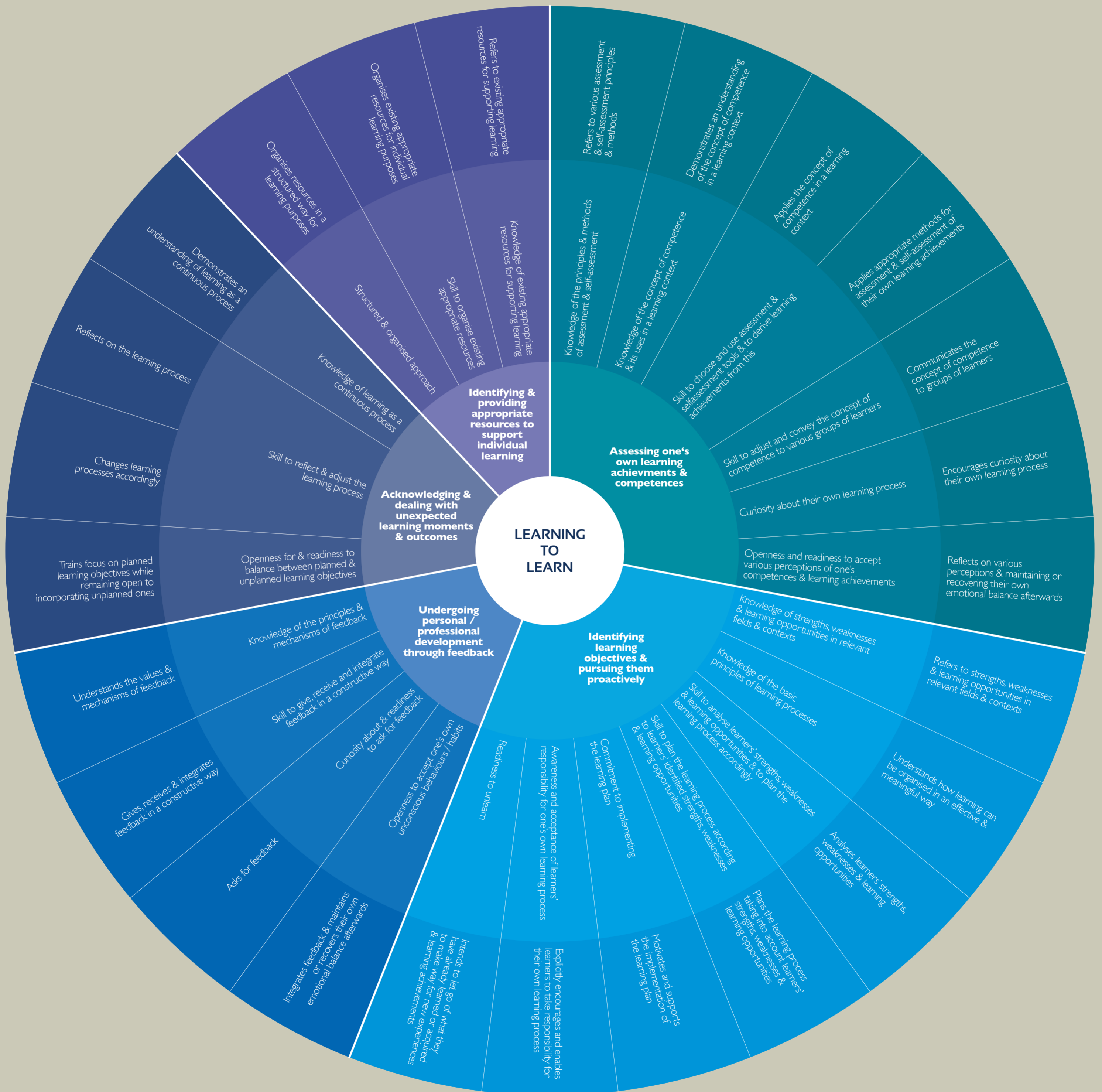
### INDICATORS

are obvious elements that demonstrate that the criteria have been met. They describe actions and reactions expressed in terms of

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- ways of doing (expressing skills);
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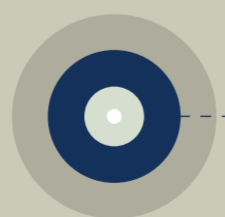
# COMPETENCE AREA

## LEARNING TO LEARN



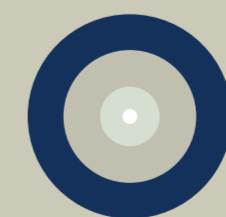
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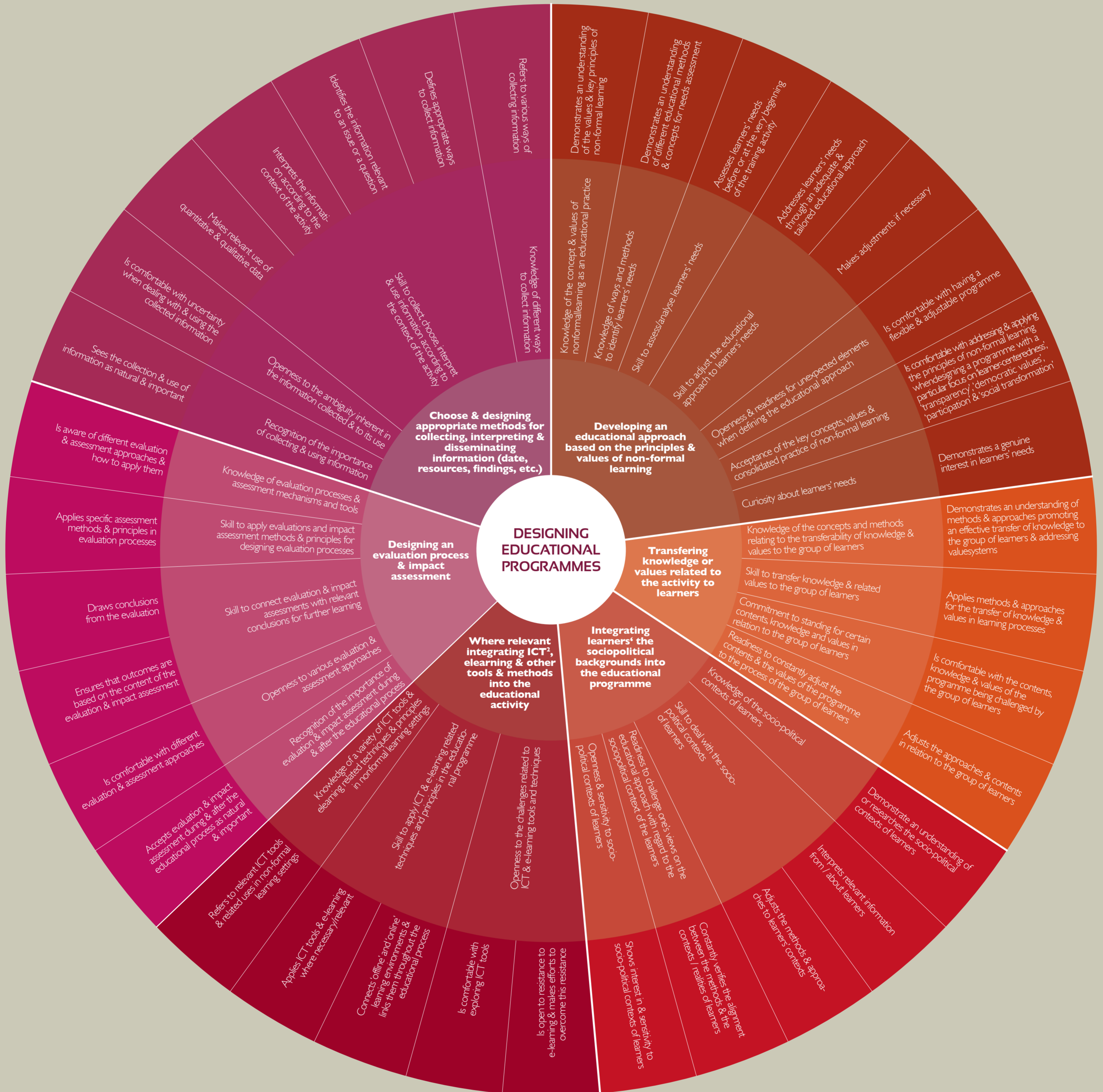
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# COMPETENCE AREA

## DESIGNING EDUCATIONAL PROGRAMMES



**COMPETENCE**

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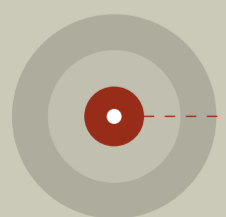
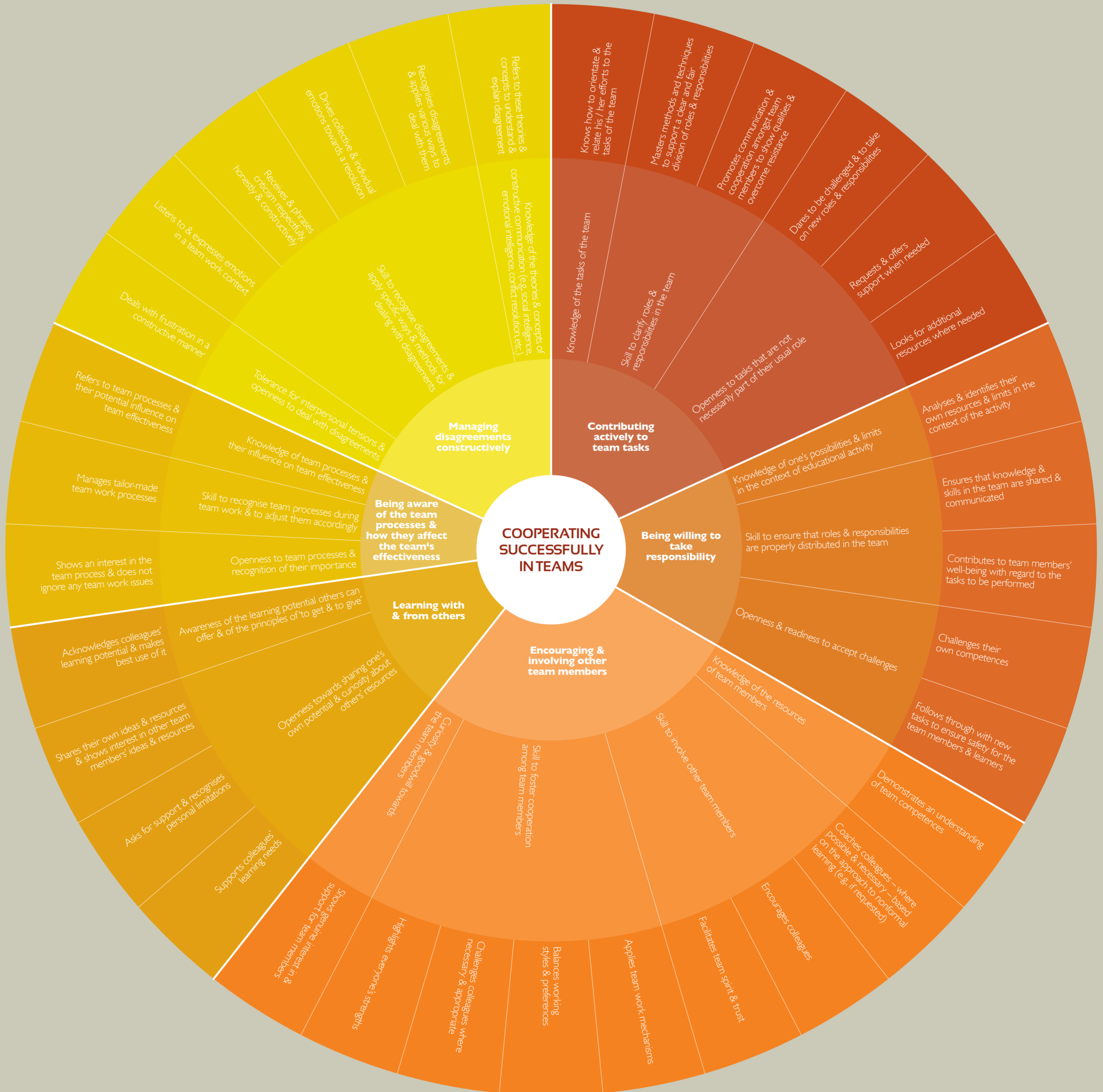
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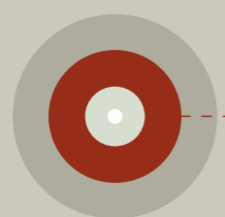
# COMPETENCE AREA

## COOPERATING SUCCESSFULLY IN TEAMS



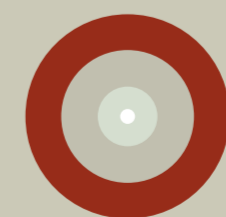
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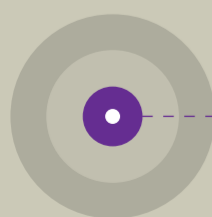
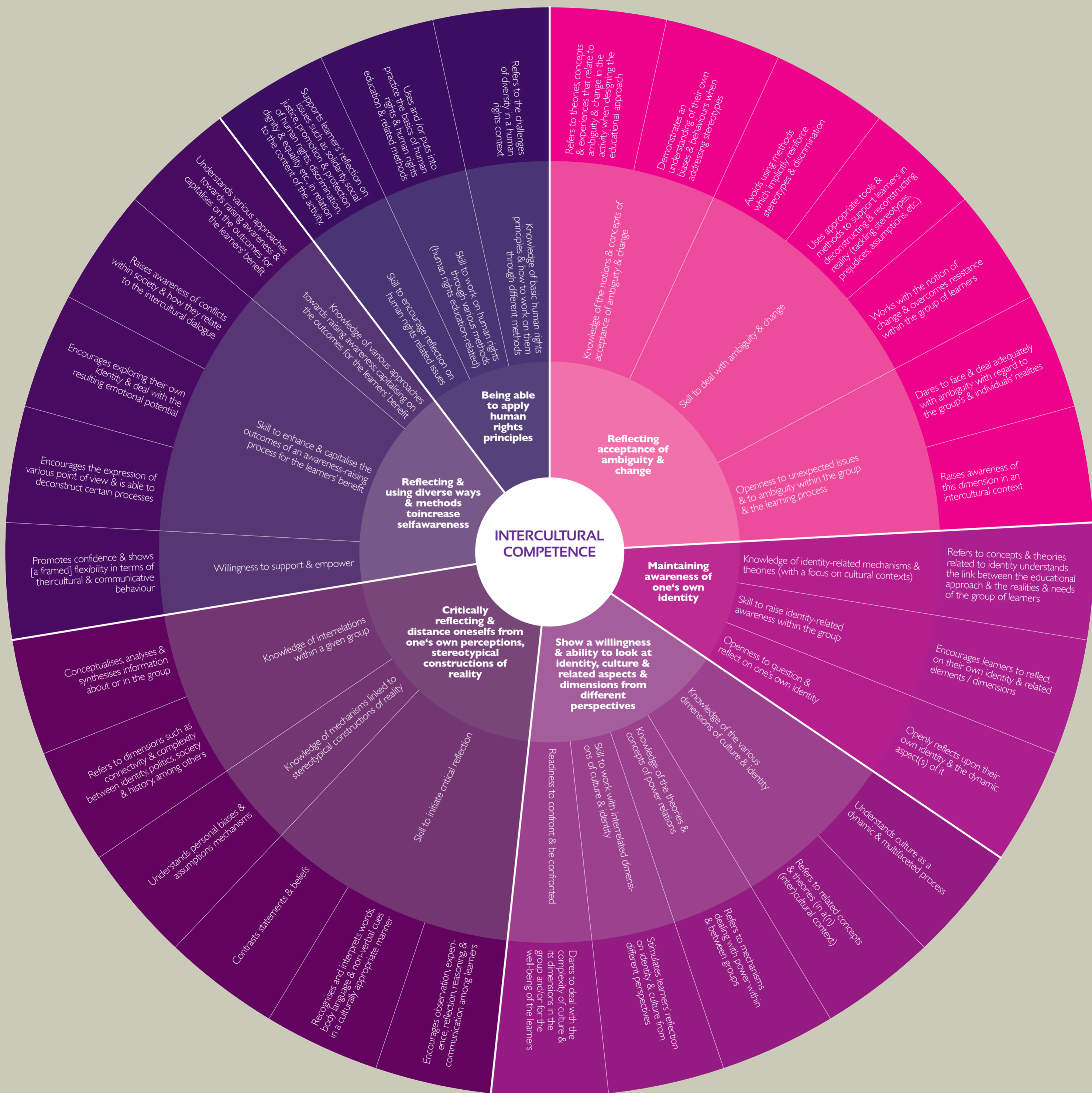
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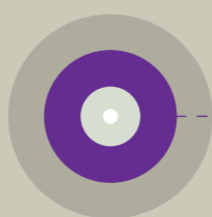
# COMPETENCE AREA

## INTERCULTURAL COMPETENCE



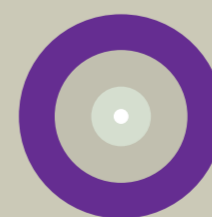
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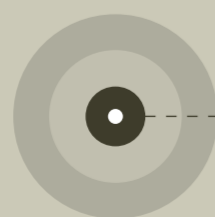
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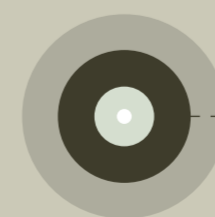
# COMPETENCE MODEL

## FOR TRAINERS WORKING AT INTERNATIONAL LEVEL WITH COMPETENCE AREAS AND ITS COMPETENCES



### COMPETENCE AREA

The competence model is divided into six competence areas, each with their own criteria plus by one or several indicators



### COMPETENCE

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