European Training Strategy
The competence model for trainers and its criteria and indicators

Competence area
Designing educational programmes

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Where relevant, integrating ICT, e-learning and other tools and methods into the educational activity

Integrating learners’ sociopolitical backgrounds into the educational programme

Transferring knowledge or values related to the activity to learners

Developing an educational approach based on the principles and values of non-formal learning

Choose and designing appropriate methods for collecting, interpreting and disseminating information (data, resources, findings, etc.)

Designing an evaluation process and linked assessment

Competence
The term “competence” refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various contexts, situations and tasks successfully. Confidence, motivation and willingness are important prerequisites for someone wishing to apply existing competences.

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

Indicators
Indicators are obvious elements that demonstrate that the criteria have been met. They describe actions and reactions manifested in terms of:
- ways of thinking and approaching (acquiring knowledge);
- ways of doing (expressing skills);
- ways of expressing emotions or attitudes;