Understanding & facilitating individual & group learning processes

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 complex situations and tasks successfully.
- Confidence, motivation and well-being are important prerequisites for someone wishing to apply existing competences.

Criteria

- The principles or standards according to which the effectiveness and potential success of the competence in question may be assessed. Each criterion is described relative to knowledge, skills and attitudes.

Indicators

- Vector elements that demonstrate that the criteria have been met. They describe actions and reactions expressed in terms of:
  - ways of thinking & approaching (including knowledge);
  - ways of doing (expressing skills);
  - ways of expressing emotions or attitudes.
Designing educational programmes

- Choose and designing appropriate methods for collecting, interpreting and documenting information (data, resources, findings, etc.)
- Developing an educational approach based on the principles and values of non-formal learning
- Integrating learners' socio-cultural backgrounds into the educational programme
- Where relevant, integrating ICT, e-learning and other tools and methods into educational activity
- Designing an evaluation plan and impact assessment
- Transferring knowledge and values related to the activity to learners

Competence

The term 'competence' refers to a system of values, attitudes and beliefs, and is linked to 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 add or extend competences.

Criteria

see the principles or standards according to which the effectiveness and potential success of the competences in question may be assessed. Each criterion is described relative 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:

- Ways of thinking & approaching (applying knowledge)
- Ways of doing (expressing skills)
- Ways of expressing emotions or attitudes,
Communicating meaningfully with others

**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 complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply personal 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 criterion is described relative to knowledge, skills and attitudes.

**Indicators**

Indicators are obvious elements that demonstrate that the criteria have been met. They describe actions and reactions expressed in terms of ways of thinking & approaching (including knowledge), ways of doing (expressing skills), ways of expressing emotions or attitudes.
Competence area

for trainers working at international level
with Competence areas and its competences

Competence Model and its criteria

- Understanding and facilitating individual and group learning processes
- Learning to learn
- Designing educational programmes
- Cooperating successfully in teams
- Communicating meaningfully with others
- Intercultural competence
- Being civically engaged

- Competence area
  - The competence model is divided into seven competence areas, each with their own criteria plus by one or several indicators

- Competence
  - The term “competencies” 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 achieve success. Confidence, motivation and well-being are important prerequisites for someone willing to apply existing competencies.