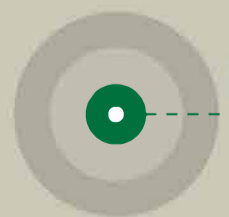# Competence area

Understanding & facilitating individual & group learning processes

Central: Understanding and facilitating individual and group learning processes

Effectively managing one's own emotions in training situations; respecting ethical boundaries vis-à-vis the learners

- Knowledge of ways & methods to manage one's own emotions
- Skill to identify one's own emotions with the group in an educational way & relate them with a training situation
- Empathy, honesty, respect, acceptance of ambiguity
- Knowledge of ethical boundaries
- Skill to share one's own emotions with the group in an educational way & maintain ethical boundaries
- Refers to a given theory when identifying their own emotions
- Demonstrates an understanding of emotional processes & methods
- Adopts appropriate behaviour that respects ethical boundaries within a given group of learners
- Recognises and reflects on their own emotions
- Relates the emotional process to the training situation
- Shares their own emotions with the group in an educational way
- Maintains ethical boundaries within the group of learners
- Empathises with learners
- Dares to share emotions & insights honestly and respectfully
- Accepts unpredictable reactions from others

Selecting, adapting or creating appropriate methods

- Knowledge of existing methods & their sources
- Knowledge of methodologies used in youth training
- Skill to choose, adapt or create an appropriate method
- Skill to adjust to a changing training situation
- Courage to improvise, adjust & deal with unknown & unpredicted situations
- Identifies methods & their sources
- Explains the methodologies used in youth training when choosing, adapting & creating methods
- Applies methodologies used in youth training when choosing or adapting methods
- Creates and adjusts methods accordingly
- Improvises and adjusts to changing situation
- Dares to improvise & adjust in unknown & unpredicted situations

Creating a safe, inspiring learning environment

- Knowledge of group processes & of the principle of creating an encouraging learning environment in a given context
- Knowledge of safety regulations in a given context
- Skill to identify the potential of the environment
- Skill to identify risk factors
- Skill to support & encourage / confront the group and/or the learner in useful way
- Empathy, honesty & respect
- Creativity
- Attentiveness to the safety of the group of learners
- Base interaction with the group or learner on specific theory
- Is aware of the regulations & elaborates a safety plan
- Makes adequate use of the environment for learning purposes
- 'Scans' risk factors & addresses any that appear
- Supports & encourages / confronts the group and/or learner in a way that is useful way for the group/learner
- Empathises with the group & shares emotions & insights honestly & respectfully
- Finds creative ways to use the environment
- Recognises learners' needs & limitations as well as any changes in the situation

Support learners in identifying and meeting their learning needs and overcoming any barriers

- Knowledge of the dynamics of individual learning processes
- Skill to establish a supportive relationship with the learner
- Skill to support and encourage / confront learners in a useful way
- Empathy, honesty & respect
- Openness
- Bases interaction with learners on a specific theory
- Establishes a supportive relationship with the learner
- Support and encourages / confronts learners in a useful way
- Empathises with learners
- Dares to share emotions & insights honestly & respectfully
- Is open to everyone, every context & every situation

Understanding and facilitating group dynamic in a way that is conducive to different ways of learning

- Knowledge of group processes & methods to identify them
- Knowledge of different learning styles & of group processes & act accordingly
- Reflectiveness
- Empathy, respect for differences, flexibility
- Skill to identify and support an individual's specific way of learning
- Analyses group processes according to a theory of group dynamics
- Bases the identification of a specific learning style and different stages of group processes according to a specific theory
- Identifies changing factors and different stages of group processes
- Uses tools and methods to identify and support an individual's learning style
- Adjusts group processes according to any identified changes in factors
- Analyses situations in a comprehensive & impartial manner
- Empathises with learners
- Respects different ways of learning and shows flexibility

Stimulating active participation and motivating and empowering learners

- Knowledge of principles of participatory / emancipatory / empowerment pedagogy
- Knowledge of personality related models and/or theories
- Skill to work with personality related models and/or theories
- Skill to apply & deal with principles of participatory / emancipatory / empowerment pedagogy
- Skill to establish a supportive relation with the learner
- Skill to support & to encourage / confront learners in a useful way
- Empathy, honesty & respect
- Refers to personality models and/or theories
- Adjusts attitude according to learner's personality
- Bases interaction with the group of learners on a specific theory of participatory / emancipatory / empowerment pedagogy
- Maintains a supportive relationship with learners
- Supports & encourages / confronts learners in a useful way
- Empathises with learners
- Dares to share emotions & insights honestly & respectfully

Promoting creativity, problem solving and 'out of the box' thinking

- Knowledge of factors that support & block creativity
- Knowledge of ways & methods to encourage creativity, problem solving & 'out-of-the-box' thinking
- Skill to apply methods & ways encouraging creativity, problem solving & 'out-of-the-box' thinking
- Skill to establish a supportive relationship with learners
- Curiosity and openness to improvise & experiment
- Empathy, honesty & respect
- Demonstrates an understanding of factors that support & block creativity
- Refers to a variety of methods that encourage creativity, problem solving & 'out-of-the-box' thinking
- Enables participants to be creative & think out of the box
- Facilitates problem solving
- Establishes a supportive relationship with learners
- Dares to improvise & experiment & to acknowledge the importance of this
- Empathises with learners
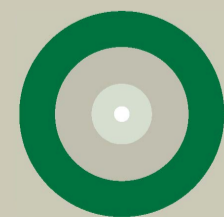- Dares to share emotions & insights honestly & respectfully

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Competence

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Criteria

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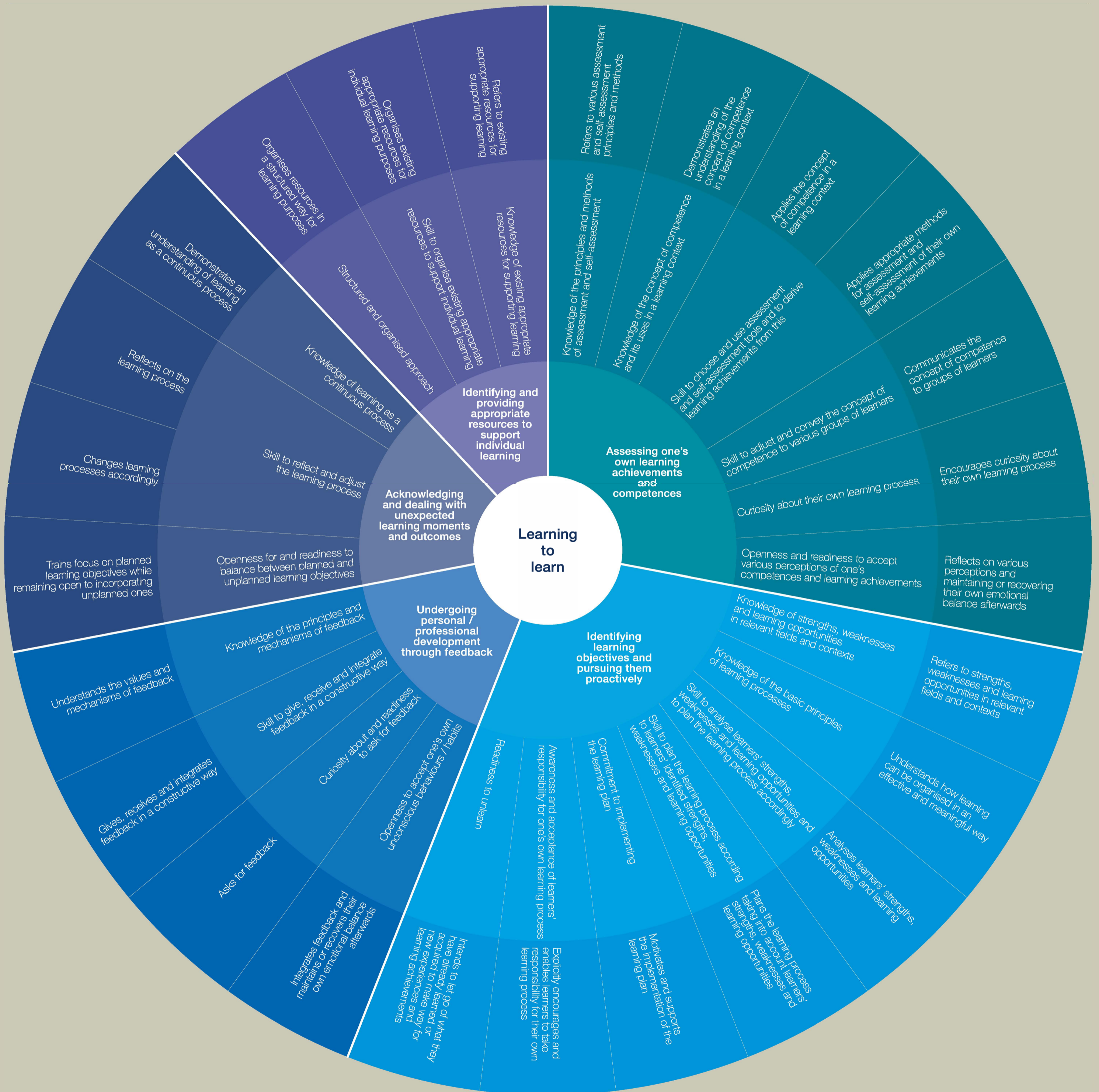
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- ways of doing (expressing skills);
- ways of expressing emotions or attitudes).

Competence area

Learning to learn

Learning to learn

Identifying and providing appropriate resources to support individual learning

- Knowledge of existing appropriate resources for supporting learning
  - Refers to existing appropriate resources for supporting learning
- Skill to organise existing appropriate resources to support individual learning
  - Organises existing appropriate resources for individual learning purposes
- Structured and organised approach
  - Organises resources in a structured way for learning purposes

Assessing one's own learning achievements and competences

- Knowledge of the principles and methods of assessment and self-assessment
  - Refers to various assessment and self-assessment principles and methods
- Knowledge of the concept of competence and its uses in a learning context
  - Demonstrates an understanding of the concept of competence in a learning context
  - Applies the concept of competence in a learning context
- Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this
  - Applies appropriate methods for assessment and self-assessment of their own learning achievements
- Skill to adjust and convey the concept of competence to various groups of learners
  - Communicates the concept of competence to groups of learners
- Curiosity about their own learning process
  - Encourages curiosity about their own learning process
- Openness and readiness to accept various perceptions of one's competences and learning achievements
  - Reflects on various perceptions and maintaining or recovering their own emotional balance afterwards

Acknowledging and dealing with unexpected learning moments and outcomes

- Knowledge of learning as a continuous process
  - Demonstrates an understanding of learning as a continuous process
- Skill to reflect and adjust the learning process
  - Reflects on the learning process
  - Changes learning processes accordingly
- Openness for and readiness to balance between planned and unplanned learning objectives
  - Trains focus on planned learning objectives while remaining open to incorporating unplanned ones

Undergoing personal / professional development through feedback

- Knowledge of the principles and mechanisms of feedback
  - Understands the values and mechanisms of feedback
- Skill to give, receive and integrate feedback in a constructive way
  - Gives, receives and integrates feedback in a constructive way
- Curiosity about and readiness to ask for feedback
  - Asks for feedback
- Openness to accept one's own unconscious behaviours / habits
  - Integrates feedback and maintains or recovers their own emotional balance afterwards

Identifying learning objectives and pursuing them proactively

- Knowledge of strengths, weaknesses and learning opportunities in relevant fields and contexts
  - Refers to strengths, weaknesses and learning opportunities in relevant fields and contexts
- Knowledge of the basic principles of learning processes
  - Understands how learning can be organised in an effective and meaningful way
- Skill to analyse learners' strengths, weaknesses and learning opportunities to plan the learning process accordingly
  - Analyses learners' strengths, weaknesses and learning opportunities
- Skill to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities
  - Plans the learning process taking into account learners' strengths, weaknesses and learning opportunities
- Commitment to implementing the learning plan
  - Motivates and supports the implementation of the learning plan
- Awareness and acceptance of learners' responsibility for one's own learning process
  - Explicitly encourages and enables learners to take responsibility for their own learning process
- Readiness to unlearn
  - Intends to let go of what they have already acquired or learned or new experiences and way for learning achievements and

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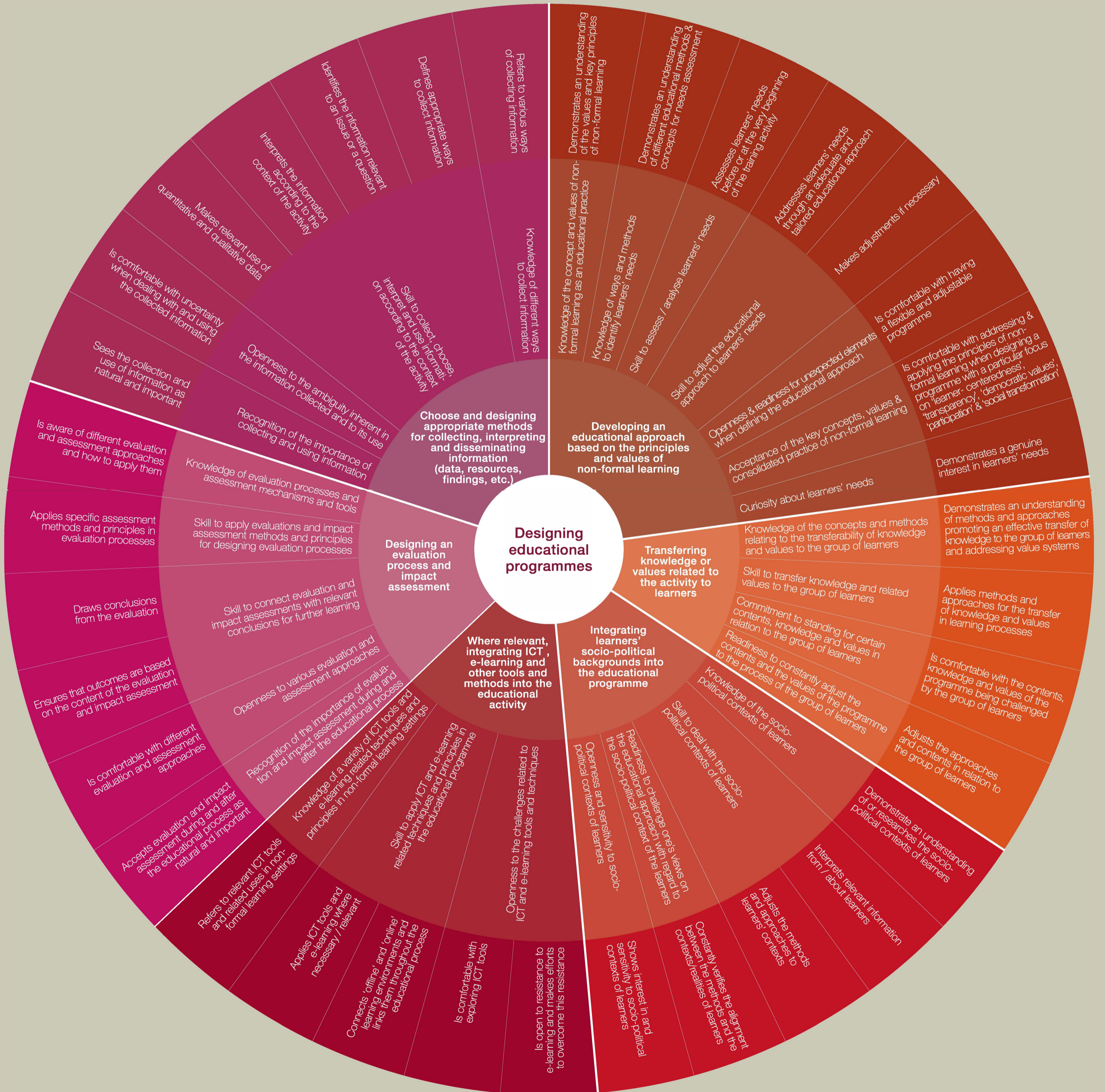

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Competence area

Designing educational programmes

Competence

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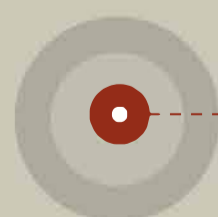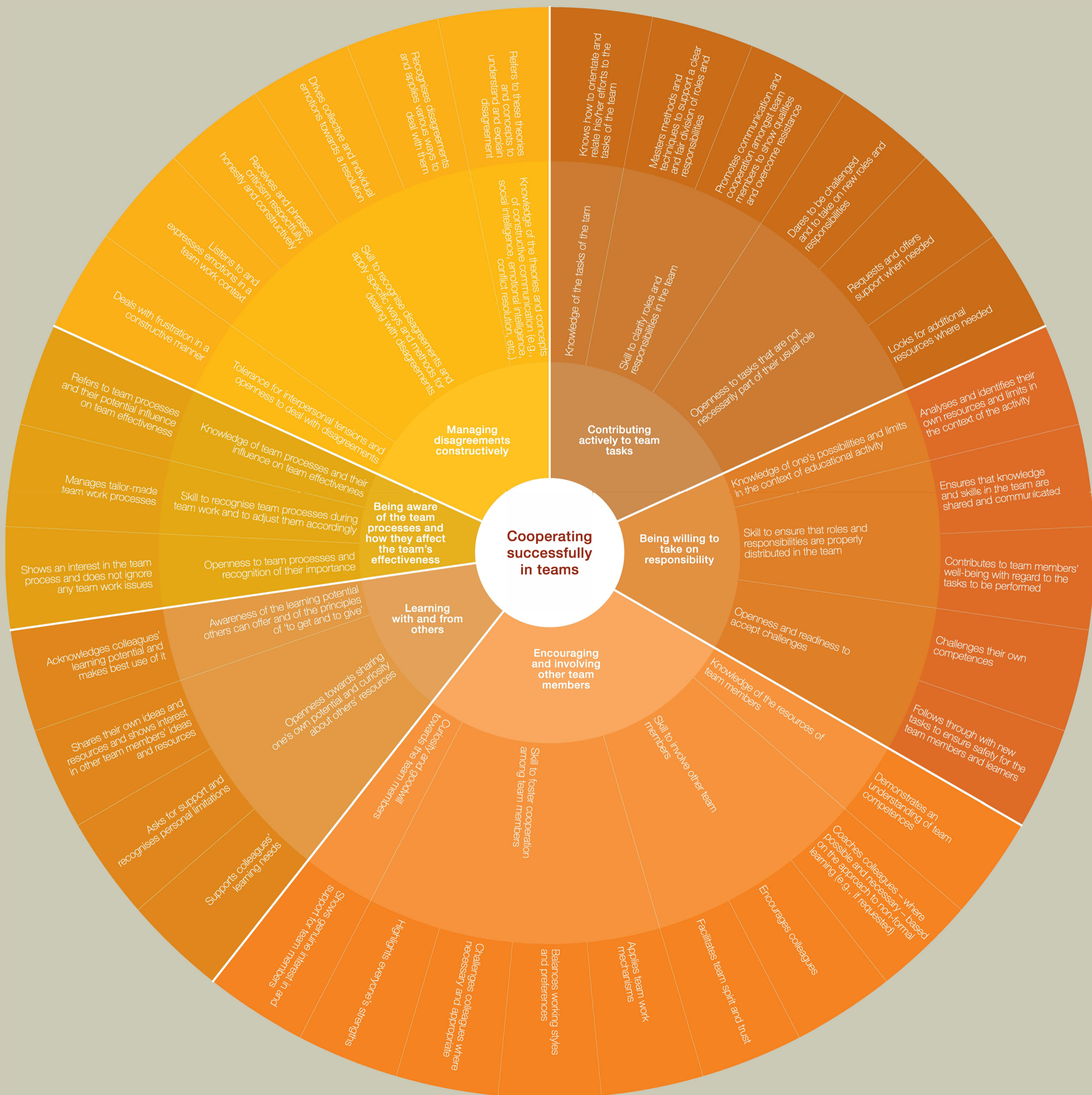
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Competence area

Cooperating successfully in teams

Cooperating successfully in teams

Criteria (inner ring)

- Managing disagreements constructively
- Contributing actively to team tasks
- Being aware of the team processes and how they affect the team's effectiveness
- Being willing to take on responsibility
- Learning with and from others
- Encouraging and involving other team members

Indicators

Managing disagreements constructively
- Refers to these theories and concepts to understand and explain disagreement
- Recognises disagreements and applies various ways to deal with them
- Diverts collective and individual emotions towards a resolution
- Receives and phrases honestly criticism respectfully and constructively
- Listens to and expresses emotions in a team work context
- Deals with frustration in a constructive manner
- Knowledge of the theories and concepts of constructive communication (e.g. social intelligence, emotional intelligence, conflict resolution, etc.)
- Skill to recognise disagreements and apply specific ways and methods for dealing with disagreements
- Tolerance for interpersonal tensions and openness to deal with disagreements

Contributing actively to team tasks
- Knows how to orientate and relate his/her efforts to the tasks of the team
- Masters methods and techniques to support a clear and fair division of roles and responsibilities
- Promotes communication and cooperation amongst team members to show qualities and overcome resistance
- Dares to be challenged and to take on new roles and responsibilities
- Requests and offers support when needed
- Looks for additional resources where needed
- Knowledge of the tasks of the team
- Skill to clarify roles and responsibilities in the team
- Openness to tasks that are not necessarily part of their usual role

Being aware of the team processes and how they affect the team's effectiveness
- Refers to team processes and their potential influence on team effectiveness
- Manages tailor-made team work processes
- Shows an interest in the team process and does not ignore any team work issues
- Knowledge of team processes and their influence on team effectiveness
- Skill to recognise team processes during team work and to adjust them accordingly
- Openness to team processes and recognition of their importance

Being willing to take on responsibility
- Analyses and identifies their own resources and limits in the context of the activity
- Ensures that knowledge and skills in the team are shared and communicated
- Contributes to team members' well-being with regard to the tasks to be performed
- Challenges their own competences
- Follows through with new tasks to ensure safety for the team members and learners
- Knowledge of one's possibilities and limits in the context of educational activity
- Skill to ensure that roles and responsibilities are properly distributed in the team
- Openness and readiness to accept challenges

Learning with and from others
- Awareness of the learning potential others can offer and of the principles of 'to get and to give'
- Acknowledges colleagues' learning potential and makes best use of it
- Shares their own ideas and resources and shows interest in other team members' ideas and resources
- Asks for support and recognises personal limitations
- Supports colleagues' learning needs
- Openness towards sharing one's own potential and curiosity about others' resources
- Curiosity and proactively towards the team members

Encouraging and involving other team members
- Knowledge of the resources of team members
- Skill to involve other team members
- Skill to foster cooperation among team members
- Demonstrates an understanding of team competences
- Coaches colleagues – where possible and necessary – based on the approach to non-formal learning (e.g. if requested)
- Encourages colleagues
- Facilitates team spirit and trust
- Applies team work mechanisms
- Balances working styles and preferences
- Challenges colleagues where necessary and appropriate
- Highlights everyone's strength
- Shows genuine interest in and support for team members

European Training Strategy

Competence area
Communicating meaningfully with others

The competence wheel: *Communicating meaningfully with others*

Central: **Communicating meaningfully with others**

Being diversity-aware
- Knowledge of diversity-related mechanisms
  - Refers to methods and approaches towards working with diverse groups of learners
  - Demonstrates an understanding of diversity-related mechanisms
- Knowledge of methods and approaches towards working with diverse groups of learners
  - Applies methods that allow the group of learners to deal with diversity and support intra-group cooperation
  - Deals with the limitations of certain principles and the impact they can have on a group's diversity
- Skill to use methods and approaches that enable cooperation among and working with different learners within a group
- Skill to work with diverse groups of learners
  - Works effectively with learners from diverse backgrounds
  - Is sensitive to the needs of and challenges faced by learners and opportunities that exist within the group of learners
- Sensitivity and openness to diversity

An ability to listen actively
- Knowledge of the various dimensions and elements of active listening and non-verbal communication
  - Demonstrates an understanding of what lies behind the concepts of active listening and non-verbal communication
  - Refers to theories and shares the sources of knowledge
- Skill to actively listen
  - Listens carefully to others without interrupting and in an unbiased manner
  - Pays attention to body language
- Skill to support learners in engaging in active listening
  - Encourages sharing and expressing using adequate methods
- Non-judgmental and engaging attitude
  - Listens openly, without judgement

An awareness of identity-related issues
- Knowledge of the various dimensions of identity
  - Demonstrates an understanding of modern concepts and theories of diversity
- Skill to develop, adjust and apply methods supporting an awareness of one's identity and its inherent elements
  - Deals with uniqueness though a complex approach to their own identity
  - Addresses the issue of identity when working with a group of learners
  - Explicitly or implicitly relates theories and experiences to the realities and identities of the group of learners

An ability to be empathetic
- Knowledge of empathy and related mechanisms
  - Understands the difference between sympathy and empathy
- Skill to work with empathy in a way that allows others to learn from the experience
  - Applies empathy practices in a way that allows others to learn from the experience
  - Acknowledges the experience of the learner
- Skill to empathise and to relate to emotional mechanisms
  - Identifies what sparks their own emotions and empathises with the learner
- Openness to the expression of feelings and emotions
  - Is comfortable dealing with unexpressed concerns, feelings and emotions
  - Where relevant, is honest about their personal emotional process

An ability to clearly express thoughts and emotions
- Knowledge of emotional intelligence principles
  - Shows a clear understanding of feelings and emotions and their impact on others
- Skill to deal with emotions and to ask for support
  - Creates opportunities for meaningful communication
  - Relates the person to the issue / situation
- Skill to encourage sharing and support within the group
  - Creates a safe environment where feelings and emotions can be freely and respectfully expressed
  - Asks the right questions when confronted with unclear or unexpressed negative feelings
- Readiness to challenge one's own emotions and beliefs
- Openness to the clear and sustained expression of thoughts, feelings and emotions
  - Recognises and understands what is needed and offers personal support when needed
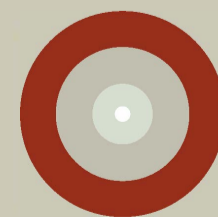
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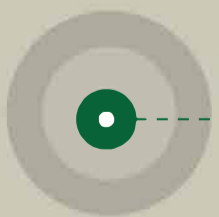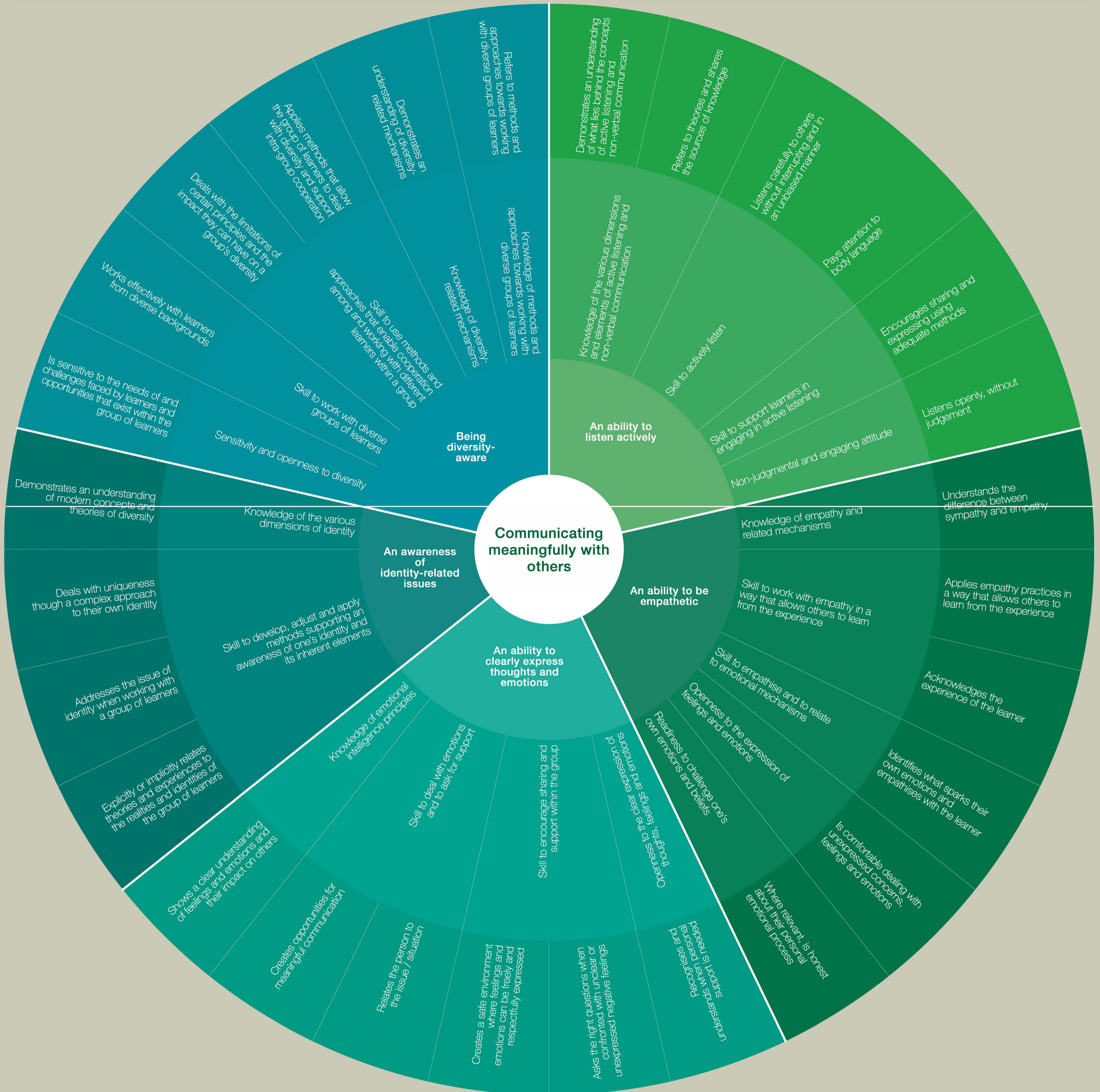
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Competence area

Intercultural competence

Intercultural competence

Center criteria segments:
- Being able to apply human rights principles
- Reflecting and using diverse ways and methods to increase self-awareness
- Critically reflecting and distance oneself from one's own perceptions, biases, and stereotypical constructions of reality
- Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives
- Maintaining awareness of one's own identity
- Reflecting acceptance of ambiguity and change

Reflecting acceptance of ambiguity and change
- Refers to theories, concepts and experiences that relate to ambiguity and change in the activity and when designing the educational approach
- Demonstrates an understanding of their own biases and behaviours when addressing stereotypes
- Avoids using methods which implicitly reinforce stereotypes and discrimination
- Uses appropriate tools and methods to support learners in deconstructing reality (tackling reconstructing, prejudices, stereotypes, assumptions, etc.)
- Works with the notion of change and overcomes resistance within the group of learners
- Dares to face and deal adequately with the group's and individuals' realities
- Knowledge of the notions and concepts of acceptance of ambiguity and change
- Skill to deal with ambiguity and change
- Openness to unexpected issues and to ambiguity within the group and the learning process
- Raises awareness of this dimension in an intercultural context

Maintaining awareness of one's own identity
- Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)
- Refers to concepts and theories related to identity
- Understands the link between the educational approach and the realities and needs of the group of learners
- Skill to raise identity-related awareness within the group
- Encourages learners to reflect on their own identity and related elements / dimensions
- Openness to question and reflect on one's own identity
- Openly reflects upon their own identity and the dynamic aspect(s) of it

Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives
- Knowledge of the various dimensions of culture and identity
- Understands culture as a dynamic and multifaceted process
- Knowledge of the theories and concepts of power relations
- Refers to related concepts and theories (in any) (intercultural context)
- Skill to work with interrelated dimensions of culture and identity
- Stimulates learners' reflection on identity and culture from different perspectives
- Readiness to confront and be confronted
- Refers to mechanisms dealing with power within and between groups
- Dares to deal with the complexity of culture and its dimensions in the group and/or for the well-being of the learners

Critically reflecting and distance oneself from one's own perceptions, biases, and stereotypical constructions of reality
- Knowledge of interrelations within a given group
- Conceptualises, analyses and synthesises information about or in the group
- Refers to dimensions such as connectivity and complexity between identity, politics, society and history, among others
- Knowledge of mechanisms linked to stereotypical constructions of reality
- Understands personal biases and assumptions mechanisms
- Skill to initiate critical reflection
- Contrasts statements and beliefs
- Recognises and interprets words, body language and non-verbal cues in a culturally appropriate manner
- Encourages observation, experience, reflection, reasoning, and communication among learners

Reflecting and using diverse ways and methods to increase self-awareness
- Raises awareness of conflicts within society and how they relate to the intercultural dialogue
- Encourages exploring their own identity and deal with the resulting emotional potential
- Encourages the expression of various point of view and is able to deconstruct certain processes
- Promotes confidence and shows [a framed] flexibility in terms of their cultural and communicative behaviour
- Skill to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit
- Willingness to support and empower

Being able to apply human rights principles
- Refers to the challenges of diversity in a human rights context
- Uses and / or puts into practice the basics of human rights and human rights education and related methods
- Supports learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality, etc. in relation to the content of the activity
- Understands various approaches towards raising awareness and capitalises on the outcomes for the learners' benefit
- Knowledge of basic human rights principles and how to work on them through different methods
- Knowledge of various approaches towards raising awareness capitalising on the outcomes for the learners' benefit
- Skill to work on human rights through various methods (human rights education-related)
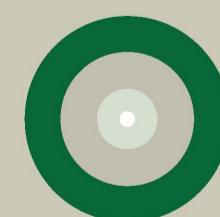- Skill to encourage reflection on human rights related issues

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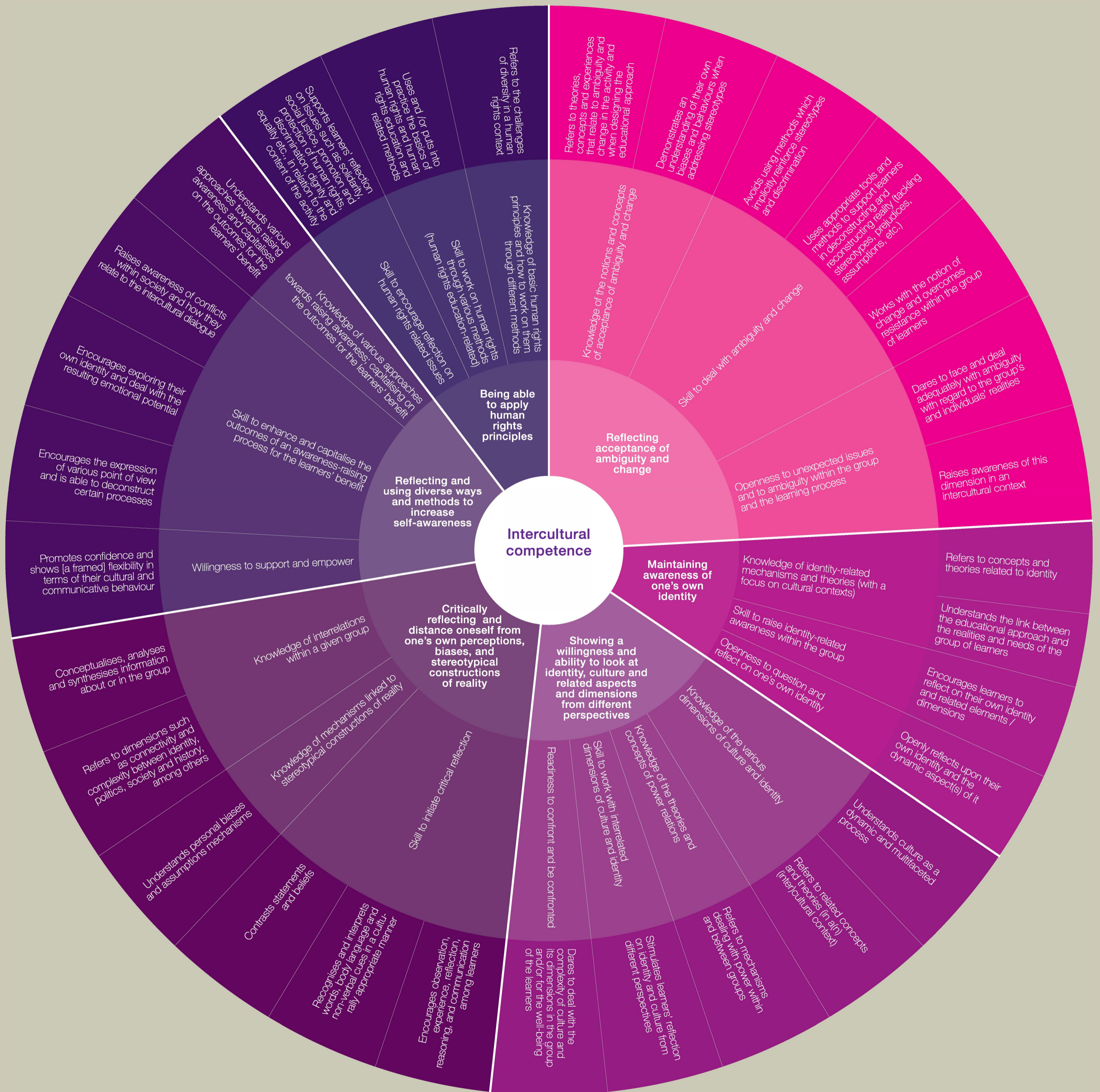
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European Training Strategy

The competence model for trainers and its criteria and indicators

Being civically engaged

Being civically engaged

Applying democracy and human rights principles

- Knowledge of democracy and human rights principles
  - Gathers information about policies and programmes relevant for the training course
  - Demonstrates an understanding of the different policies relevant for the training course
  - Identifies diverse and independent sources of information and them in the context of the training course
  - Critically assesses the sources of information
- Supporting learners to take action, and to participate in democratic processes
  - Skill to apply democracy and human rights principles in the context of the training course
  - Ability to use the group, the training course environment and to experience and understand human rights and democracy principles
  - Allows participants to experience a democratic learning community in the context of the course
  - Highlights moments and situations to explore and illustrate those principles and their importance
  - Pays attention that the overall process within the course is organised in the human rights principles
  - Proactively looks for spaces to explicitly tackle democracy and human rights (e.g. especially with regard to educational principles and in the attitude approach when in doubt, and in the attitude of the team towards the group)

Connecting [youth] policies and educational programmes

- Knowledge of relevant policies and programmes
  - Identifies similarities and / or differences between the policies and own political beliefs
  - Takes distance from own, where necessary
- Knowledge of different independent sources of information
  - Comprehends other political perspectives
- Skill to relate policies to own values and beliefs
  - Acknowledges and asserts the fact that working as a trainer is an engaged civic act
- Skill to consider different political perspectives
  - Demonstrates the civic / political dimension(s) of the work
- Acceptance of the trainer's work as a civic engagement doing
  - Demonstrates the ability to reflect on the context from European to local level and vice versa (understands Europe in a global context and takes into account the global perspective)

Supporting learners in developing critical thinking

- Knowledge of the learners' socio-political contexts
  - Demonstrates an understanding of the learners' socio-political context
  - Willingness and encouragement to explore and develop an understanding of the learner's socio-political context
  - Ability to integrate different narratives
- Skill to think critically and to question policies
  - Reviews, examines and questions the identified policies in a critical manner, keeping in mind the context and objectives of the training course
- Skill to use the diversity of opinions and beliefs as a source of learning
  - Consciously provides space for dialogue and interaction taking into account learners' values and beliefs and offers space to reflect on them in the educational context
  - Enables learners' to use their values and beliefs to feed the exchanges in the group (Inclusion groups: helps them to explore first)
- Skill to raise learners' awareness about the existence of the dimension of civic engagement in their work and daily life
  - Generates space for reflection and exchange, encouraging self-exploration and connections to learners' work and daily life
  - By using different elements and situations in the training course, explicitly addresses and highlights the dimension of learners' civic engagement in work and daily life
- Skill to support learners in developing their sense of civic engagement by means of the group, the course environment and the process and action
  - Consciously uses the group, the training course environment, and the process as a way for learners to develop their sense of civic engagement
  - Supports learners in becoming active – change-makers, understanding the consequences of their choices

Integrating values and beliefs

- Knowledge of the contextual and political dimensions
  - Gathers sufficient information about the political context, and its different dimensions tackled by the training course
- Skill to reflect on their personal civic engagement, values and beliefs and to act in a responsible and constructive manner
  - Considers the impact of the different realities for and within the group of learners
  - Interprets own values and beliefs in relation to the content of the training course
- Skill to contrast their [political] opinions with different perspectives
  - Reflects own values and beliefs without endangering (without overtaking the training course and the group of learners
- Readiness to stand up for values and beliefs
  - Contrasts and questions own opinions related to the group of learners' and other team members, and/or with regard to the context of the training course
- Openness to values and beliefs held by each individual member of the team and of the group
  - Stands up for own values and beliefs, with respect and responsibly
  - Explains, if relevant and/or needed, the rationale behind the own position without being sensitive the values and beliefs held by individual members of the team and the group of learners
  - Shows interest in and is sensitive the values and beliefs held by individual members of the team and the group of learners
  - Sees the added value of such openness for his / her own personal and professional growth

Safety (<) persecution based on (views)

- Integrity
  - Sensitivity to and interest in the values and beliefs of the learners
    - Awareness of the importance of being non-judgmental about learners' values and beliefs
    - Demonstrates a true interest in what realities and influences have formed learners' values and beliefs
    - Welcomes learners' expression of their values and beliefs in a non-judgmental – manner
    - Listens wholeheartedly to learners' expression of their values and beliefs
    - Is empathetic and truthful in providing space for learners to explore their values and beliefs related thoughts
    - Stands up for own values (justice) and approach (as) honest with humanity and works along them

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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

- ways of thinking & approaching (applying knowledge);
- ways of doing (expressing skills);
- ways of expressing emotions or attitudes).

European Training Strategy

Competence area

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

European Training Strategy

Competence Model and its criteria

Being civically engaged
- Connecting (youth) policies and educational programmes
- Integrating values and beliefs
- Supporting learners in developing critical thinking
- Applying democracy and human rights principles

Understanding and facilitating individual and group learning processes
- Selecting, adapting or creating appropriate methods
- Creating a safe, inspiring learning environment
- Support learners in identifying and meeting their learning needs & overcoming any barriers
- Understanding and facilitating group dynamic in a way that is conducive to different ways of learning
- Stimulating active participation and motivating and empowering learners
- Promoting creativity, problem-solving and 'out-of-the-box' thinking
- Effectively managing one's own emotions in training situations; respecting ethical boundaries vis-à-vis learners

Intercultural competence
- Maintaining awareness of one's own identity
- Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives
- Critically reflecting and distance oneself from one's own perceptions, biases and stereotypical constructions of reality
- Reflecting and using diverse ways and methods to increase self-awareness
- Being able to apply human rights principles
- Reflecting acceptance of ambiguity and change

Communicating meaningfully with others
- An ability to listen actively
- An ability to be empathetic
- An ability to clearly express thoughts and emotions
- An awareness of identity-related issues
- Being diversity-aware

Learning to learn
- Assessing one's own learning achievements and competences
- Identifying learning objectives and pursuing them proactively
- Undergoing personal / professional development through feedback
- Acknowledging and dealing with unexpected learning moments and outcomes
- Identifying and providing appropriate resources to support individual learning

Cooperating successfully in teams
- Contributing actively to team tasks
- Being willing to take on responsibility
- Encouraging and involving other team members
- Learning with and from others
- Being aware of the team processes and how they affect the team's effectiveness
- Managing disagreements constructively

Designing educational programmes
- Developing an educational approach based on the principles and values of non-formal learning
- Transferring knowledge or values related to the activity to learners
- Integrating learners' socio-political backgrounds into the educational activity
- Where relevant, integrating ICT, tools and methods into the educational programme
- Planning the educational process and the different educational methods for assessment
- Choose & design appropriate methods for collecting, interpreting & disseminating information (data, resources, findings etc.)
- Designing an evaluation and impact assessment

Competence area

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

Competence

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