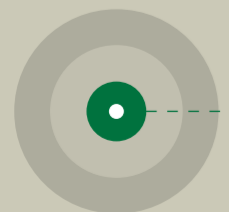
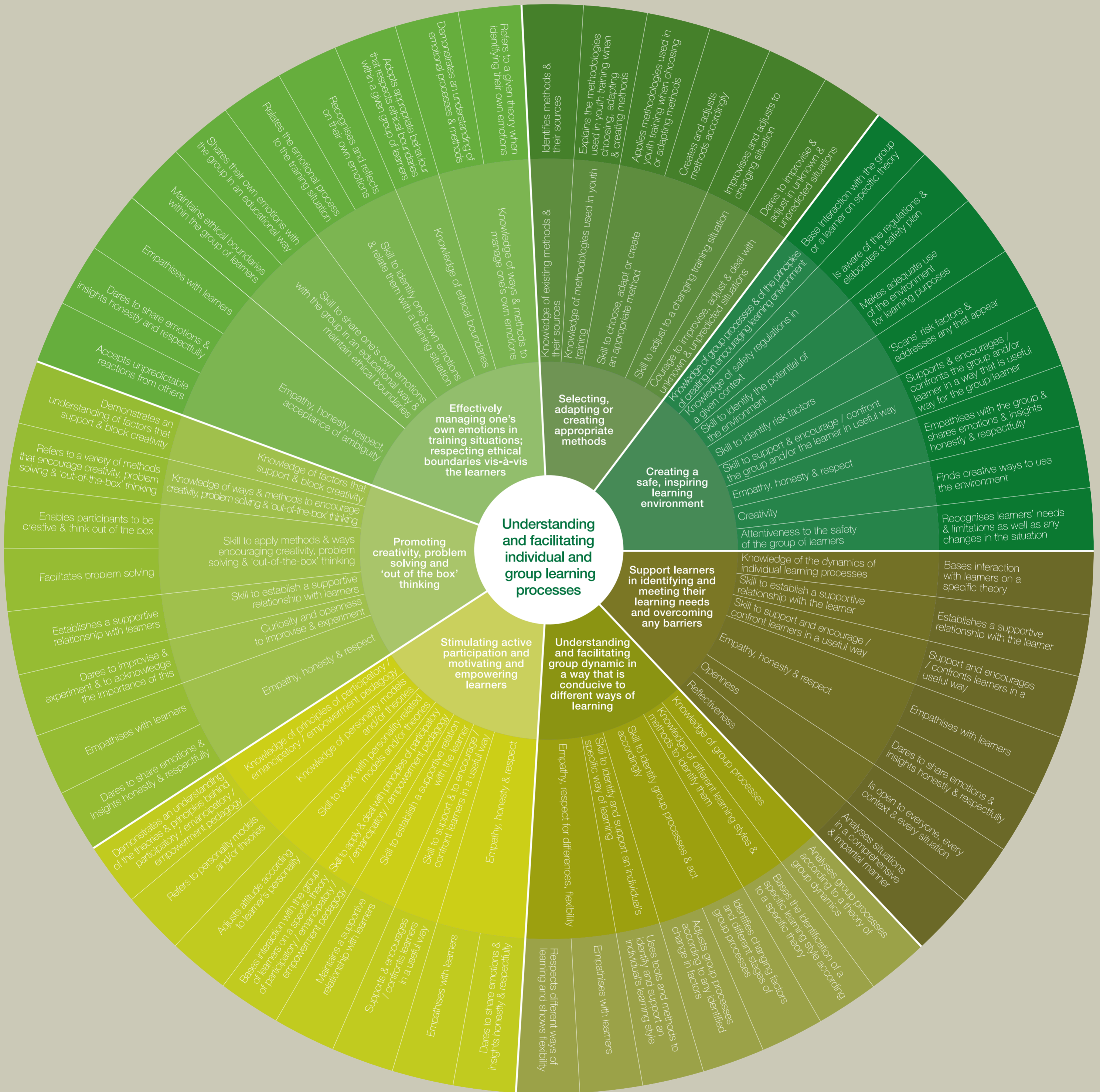


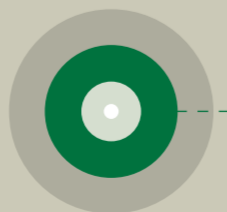
Competence area

Understanding & facilitating individual & group learning processes



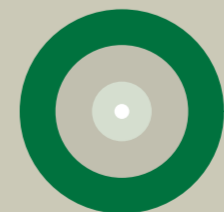
Competence

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.



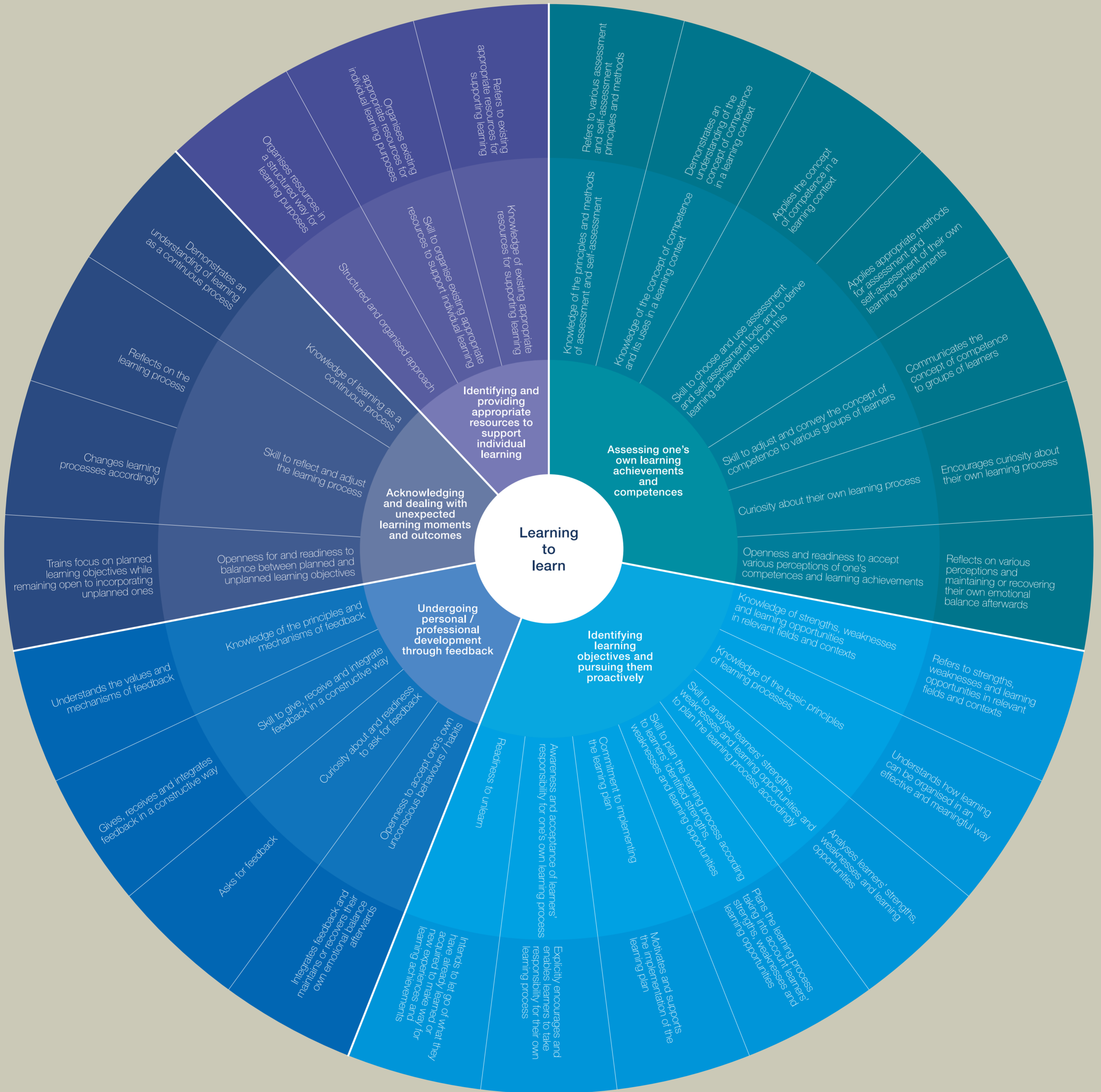
Indicators

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

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

Competence area

Learning to learn



Competence

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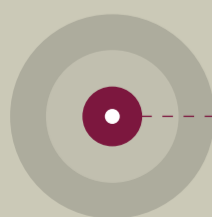
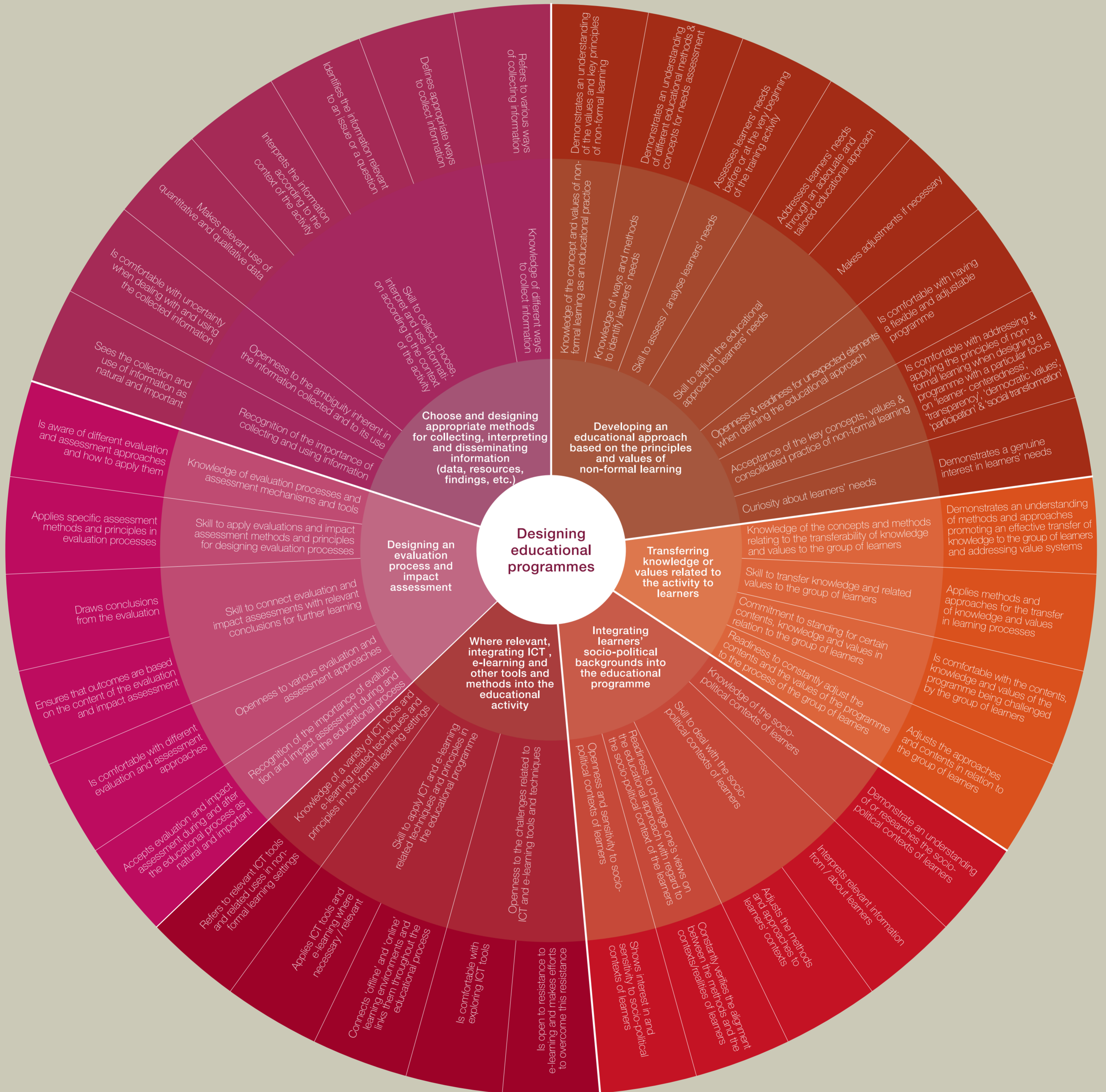
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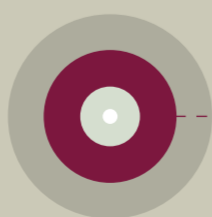
Competence area

Designing educational programmes



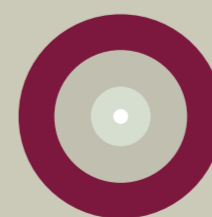
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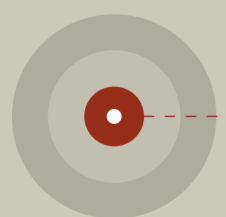
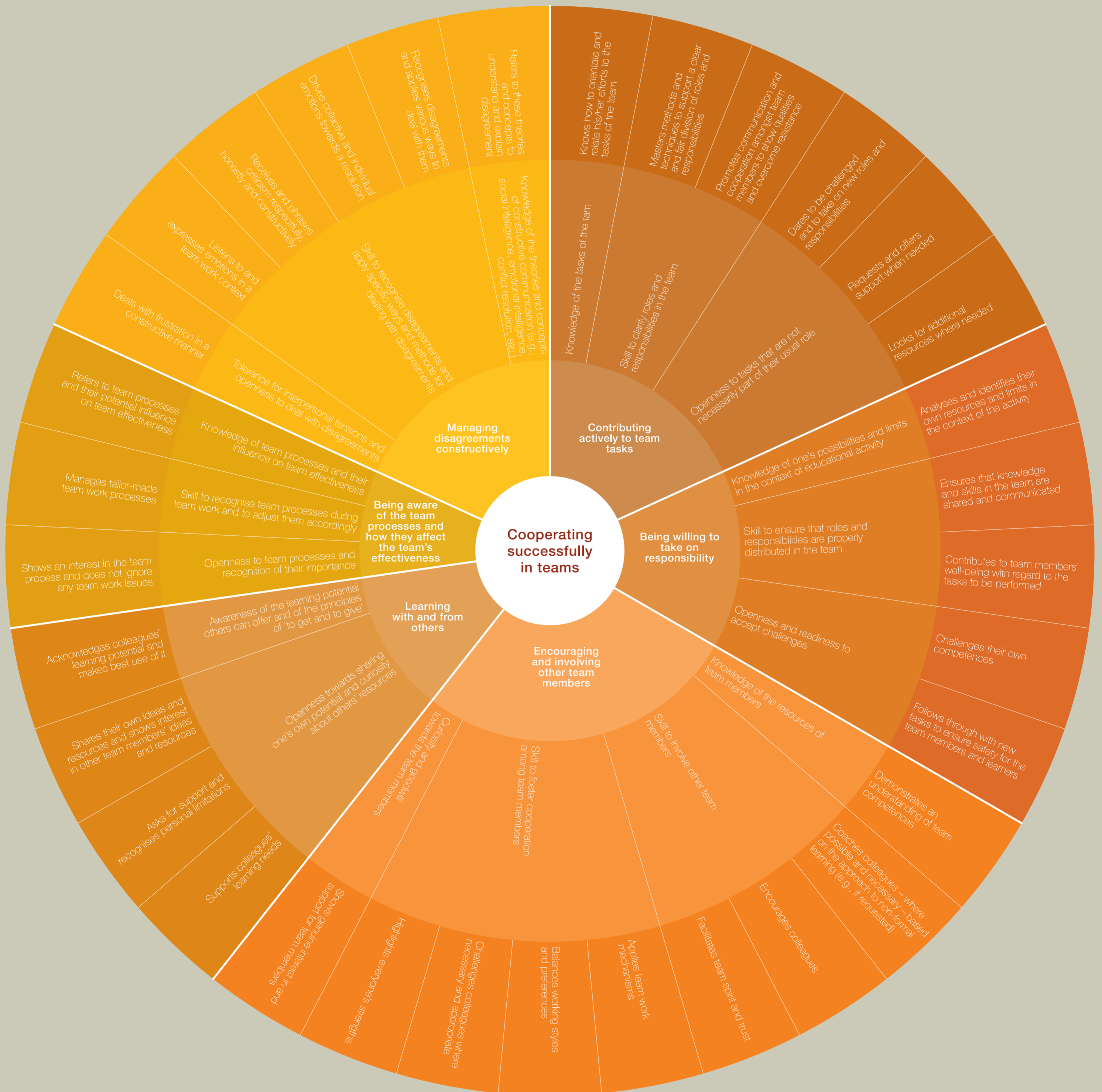
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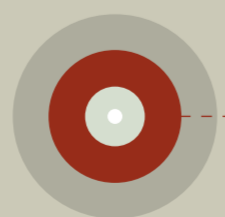
Competence area

Cooperating successfully in teams



Competence

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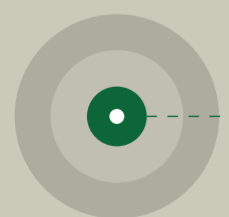
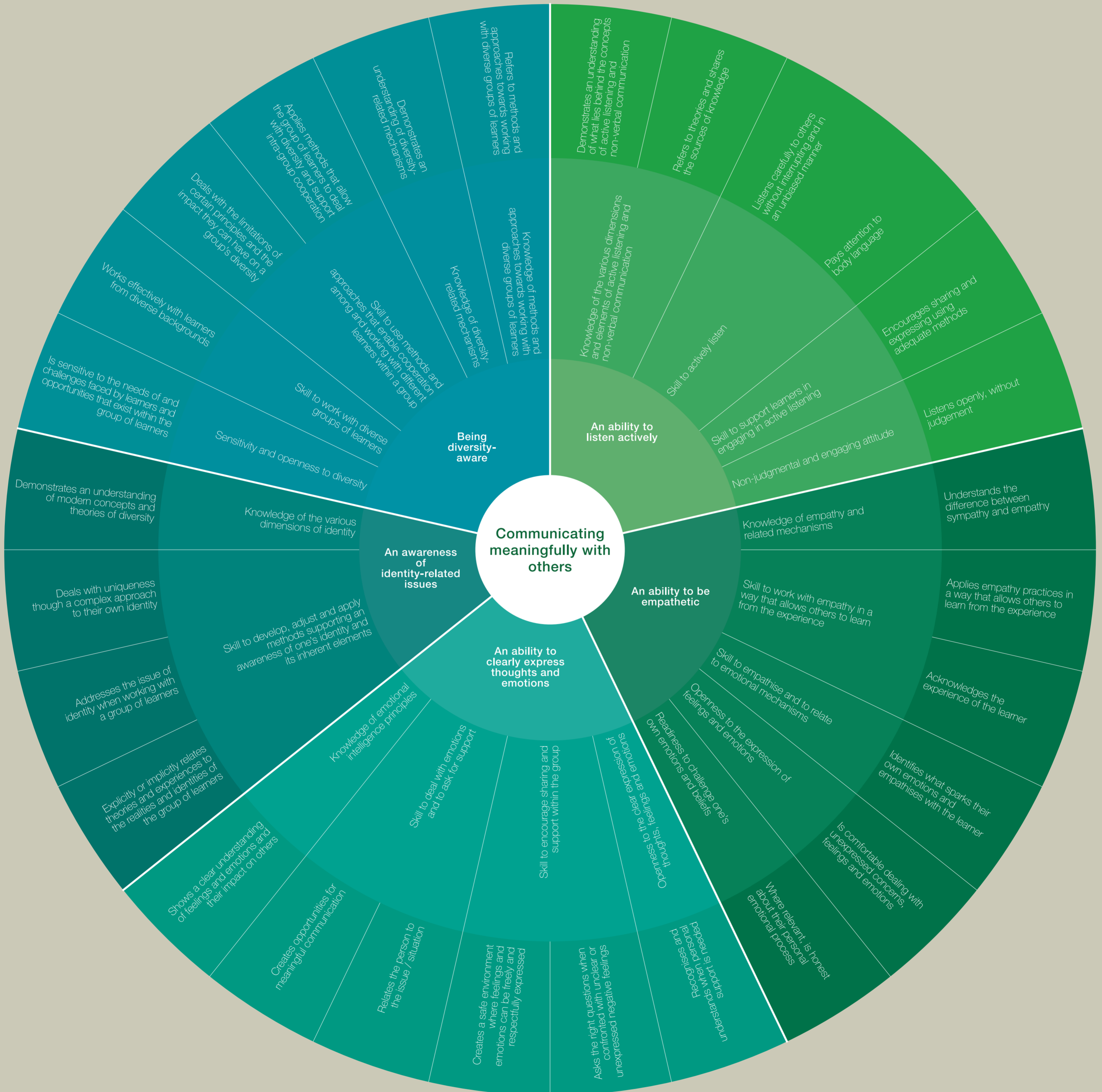
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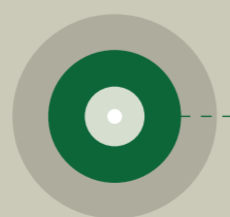
Competence area

Communicating meaningfully with others



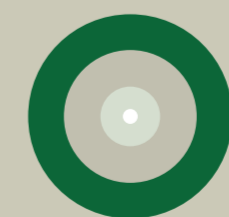
Competence

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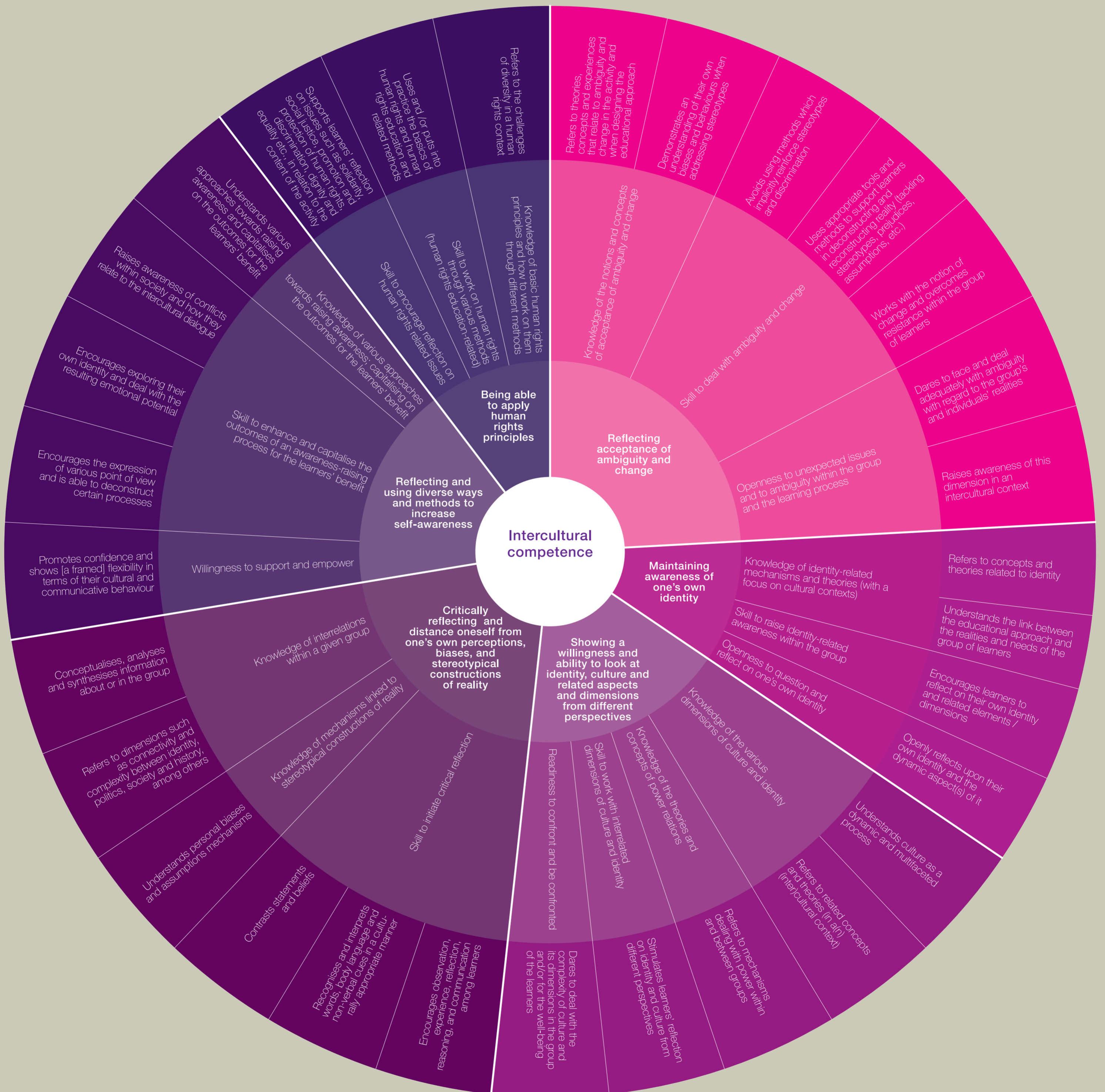
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Competence area

Intercultural competence



Competence

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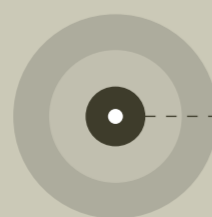
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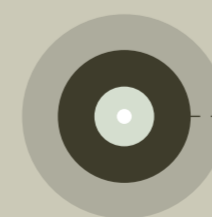
Competence area

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



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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