

COMPETENCE AREA:

Designing educational programmes

COMPETENCES CRITERIA

INDICATORS

DEVELOPING AN EDUCATIONAL APPROACH BASED ON THE PRINCIPLES AND VALUES OF NON-FORMAL LEARNING	Knowledge of the concept and values of non-formal learning as an educational practice	Demonstrates an understanding of the values and key principles of non-formal learning
	Knowledge of ways and methods to identify learners' needs	Demonstrates an understanding of different educational methods and concepts for needs assessment
	Skill to assess/analyse learners' needs	Assesses learners' needs before or at the very beginning of the training activity
	Skill to adjust the educational approach to learners' needs	Addresses learners' needs through an adequate and tailored educational approach
	Openness and readiness for unexpected elements when defining the educational approach	Makes adjustments if necessary
	Acceptance of the key concepts, values and consolidated practice of non-formal learning	Is comfortable with having a flexible and adjustable programme
	Curiosity about learners' needs	Is comfortable with addressing and applying the principles of non-formal learning when designing a programme with a particular focus on 'learner-centeredness', 'transparency', 'democratic values', 'participation' and 'social transformation'
		Demonstrates a genuine interest in learners' needs

<p>TRANSFERRING KNOWLEDGE OR VALUES RELATED TO THE ACTIVITY TO LEARNERS</p>	<p>Knowledge of the concepts and methods relating to the transferability of knowledge and values to the group of learners</p> <p>Skill to transfer knowledge and related values to the group of learners</p> <p>Commitment to standing for certain contents, knowledge and values in relation to the group of learners</p> <p>Readiness to constantly adjust the contents and the values of the programme to the process of the group of learners</p>	<p>Demonstrates an understanding of methods and approaches promoting an effective transfer of knowledge to the group of learners and addressing value systems</p> <p>Applies methods and approaches for the transfer of knowledge and values in learning processes</p> <p>Is comfortable with the contents, knowledge and values of the programme being challenged by the group of learners</p> <p>Adjusts the approaches and contents in relation to the group of learners</p>
<p>INTEGRATING LEARNERS' THE SOCIO-POLITICAL BACKGROUNDS INTO THE EDUCATIONAL PROGRAMME</p>	<p>Knowledge of the socio-political contexts of learners</p> <p>Skill to deal with the socio-political contexts of learners</p> <p>Readiness to challenge one's views on the educational approach with regard to the socio-political context of the learners</p> <p>Openness and sensitivity to socio-political contexts of learners</p>	<p>Demonstrate an understanding of or researches the socio-political contexts of learners</p> <p>Interprets relevant information from/about learners</p> <p>Adjusts the methods and approaches to learners' contexts</p> <p>Constantly verifies the alignment between the methods and the contexts/realities of learners</p> <p>Shows interest in and sensitivity to socio-political contexts of learners</p>

WHERE RELEVANT, INTEGRATING ICT², E-LEARNING AND OTHER TOOLS AND METHODS INTO THE EDUCATIONAL ACTIVITY	<p>Knowledge of a variety of ICT tools and e-learning related techniques and principles in non-formal learning settings</p> <p>Skill to apply ICT and e-learning related techniques and principles in the educational programme</p> <p>Openness to the challenges related to ICT and e-learning tools and techniques</p>	<p>Refers to relevant ICT tools and related uses in non-formal learning settings</p> <p>Applies ICT tools and e-learning where necessary/relevant</p> <p>Connects 'offline' and 'online' learning environments and links them throughout the educational process</p> <p>Is comfortable with exploring ICT tools</p> <p>Is open to resistance to e-learning and makes efforts to overcome this resistance</p>
DESIGNING AN EVALUATION PROCESS AND IMPACT ASSESSMENT	<p>Knowledge of evaluation processes and assessment mechanisms and tools</p> <p>Skill to apply evaluations and impact assessment methods and principles for designing evaluation processes</p> <p>Skill to connect evaluation and impact assessments with relevant conclusions for further learning</p>	<p>Is aware of different evaluation and assessment approaches and how to apply them</p> <p>Applies specific assessment methods and principles in evaluation processes</p> <p>Draws conclusions from the evaluation</p> <p>Ensures that outcomes are based on the content of the evaluation and impact assessment</p>

² Information and communication technologies - ICT

	Openness to various evaluation and assessment approaches	Is comfortable with different evaluation and assessment approaches
	Recognition of the importance of evaluation and impact assessment during and after the educational process	Accepts evaluation and impact assessment during and after the educational process as natural and important
CHOOSE AND DESIGNING APPROPRIATE METHODS FOR COLLECTING, INTERPRETING AND DISSEMINATING INFORMATION (DATA, RESOURCES, FINDINGS, ETC.)	Knowledge of different ways to collect information	Refers to various ways of collecting information
	Skill to collect, choose, interpret and use information according to the context of the activity	Defines appropriate ways to collect information Identifies the information relevant to an issue or a question Interprets the information according to the context of the activity Makes relevant use of quantitative and qualitative data
	Openness to the ambiguity inherent in the information collected and to its use	Is comfortable with uncertainty when dealing with and using the collected information
	Recognition of the importance of collecting and using information	Sees the collection and use of information as natural and important