



VALMIOPRIS

**Validation and motivation for non-formal and
informal learning in prison**

**Intellectual Output 2:
Competence Frameworks**

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VALMOPRIS Competence Frameworks

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Introduction

What is this document?

Output 2 is composed of the following two sections:

1. VALMOPRIS Competence-oriented learning (COL) implementation contexts
2. VALMOPRIS (LEVEL5) Competence Frameworks

Within the VALMOPRIS project, 30 implementation contexts (or pilot learning activities) were developed and delivered within prison and criminal justice settings across Europe. These are outlined in our companion document *VALMOPRIS Competence-oriented learning implementation contexts*. Each of these learning activities utilised and adapted the competence frameworks contained within this document.

The VALMOPRIS Competence Frameworks present 40 competences (key competences and sub-competences) relevant for the prison context. During the project's initial stocktaking activity, it appeared immediately evident that not all 8 key competences (as defined by the EU) were relevant for the prison context. The key competences taken into consideration within the VALMOPRIS competences are: learning to learn, social and civic responsibility, sense of initiative and entrepreneurship, cultural awareness and expression, communication in a mother tongue. Within prison learning settings, other more traditional key competences such as communication in a foreign language, digital skills, mathematical/scientific/technological competence are usually validated through more formal assessment approaches and testing. On the contrary, social, personal and organisational competences developed in informal and non-formal learning activities often lack an approach to assess and validate them.

At the same time, certain competences emerged as particularly important for the lives of prisoners, especially in view of their future release. Therefore, in order to support those working within prisons and criminal justice settings, the project partners decided to develop and provide an inventory of competence frameworks focused on the key and sub-competences that are most relevant for the prison context and are currently under-validated.

The 40 competences within this document are separated into **four separate sections**:

1. **Primary VALMOPRIS competences** – The reference systems contained here were used as a starting point to develop the specific frameworks for each of the thirty the COL implementation contexts.
2. **Practitioner Competences** – The VALMOPRIS Competence Frameworks address teachers and trainers working in a prison context Europe-wide that intend to assess and validate the competence development of their learners/trainees during informal and non-formal learning activities held in prison.
3. **Exemplar VALMOPRIS pilot competences** – For a proper assessment and validation, the competence framework should be tailored as much as possible to the specific activity and target group. These represent the reference systems used in various learning projects within the prison context. Therefore, this section of the inventory shall serve as a may be used by teachers and trainers to guide their own work.
4. **Other possible competences** – We have also included a range of other potentially relevant competences and frameworks for use and adaptation within prison and criminal justice settings. These relate to sub-competences which have been developed as a result of partnership working.

For each competence, there is a competence description, a reference to the key competence(s) and a three-dimensional reference system.

How do the LEVEL5 competence frameworks work?

The competence frameworks are based on the LEVEL5 approach, a formative validation system, which enables teachers and trainers (as well as learners themselves) to assess and recognise the impact of a non-formal or informal learning activity – through the development of learners' competences (e.g. specific theme centred knowledge, improvement of "soft" skills like teamwork, autonomy, intercultural communication, attitudes towards others etc.).

The LEVEL5 approach and process is standardised, but does enable users to develop and establish individualised reference systems for assessing and evidencing the competences and competence-development of their target groups.

With the help of LEVEL5, one can measure, display and evidence individual competence developments and evidence the impact of engagement in non-formal and informal learning activities.

The LEVEL5 approach has been developed and piloted in more than 100 informal and non-formal learning projects since 2006 in order to assess learning outcomes, as well as evidence and visualise competence developments of learners in three spheres:

- cognitive
- activity-related
- affective

Based on this model, LEVEL5 is grounded on the basic competence definition of the EU¹ that a competence is the ability to apply a synthesis of **Knowledge, Skills and Attitudes**

in a particular situation and in a particular quality. LEVEL5 is especially suitable to assess personal, social and organisational competences; exactly those, that are acquired in informal learning settings such as prison learning.

The VALMOPRIS approach

The VALMOPRIS assessment process consisted of the following steps:

1. Developing a consistent learning project description and describing the learners (template available on the VALMOPRIS website – valmopris.org)
2. Choosing and specifying two competences from the project-inventory (Learning to learn + another one)
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific learning project and target group
4. Selecting appropriate assessment methodology, setting up a time schedule
5. Rating and evidencing (documentation and visualisation)

¹ The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006

VALMOPRIS Competence Frameworks

Practitioner Competences

1. Assessing competence and competence development – Competence description

The learning professional is competent to assess competence developments, and is aware of the importance of this task for learners, educators and staff who are in contact with the learners in different learning contexts. He/she is aware that the context may vary depending on learners' groups, the setting and the level of formalisation. It is also determined by the purpose of validation (internally to prove the efficiency of the learning or external to illustrate the potential of the learner).

Assessment can serve to check/measure the performances of learners or even be used as motivation to continue learning (summative assessment vs. formative assessment). Hence the assessment settings and methods have to be chosen in accordance to the context, the purpose and also take account of the available resources. Assessment can (ideally) be built into the learning process to achieve a holistic learning design.

Essential knowledge, skills and attitudes are:

Knowledge

The educational professional knows:

- about learning theory and competence development
- different competence concepts and their backgrounds
- different assessment scenarios depending on context, purpose, competences, level of individualism, external expectations
- different assessment techniques,
- essentials of learning outcomes,
- quality criteria

Skills

The learning professional is able:

- to choose the right assessment technique which fits to purpose and contexts
- to design an appropriate assessment scenario

Attitudes

The learning professional:

- has a positive and realistic attitude towards assessment
- applies assessment always in regard to the benefit for the individual
- uses assessments also to improve the learning process and the strategy used in his/her own practice
- is open to learn more about assessment

Key competences: Learning to Learn, Sense of Initiative and Entrepreneurship

Assessing competence and competence development – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	Having expert knowledge on competence assessments, and how to transfer these techniques into to other domains of life and work. Knowing how to use the results for benefit of learners and own work.	Developing, Constructing, transferring	Developing own assessment techniques/approaches/strategies based on theory and to be able to transfer them to a variety of purposes and contexts and how to make profit of results. To support others in doing so.	Incorporation	Having incorporated to apply assessment techniques in different domains and to continuously develop own competence. To find it important that the sector adopts assessment of learning outcomes. To inspire others developing this competence.
4	Knowing when (implicit understanding)	Being familiar with theories of competence developments. Knowing in which situation to apply the right assessment technique/approach. Knowing how to create appropriate instruments.	Discovering acting independently	Researching on assessment techniques for competence developments. To be able to select adequate assessment techniques for different contexts and objectives and to make use of results.	Self-regulation, determination	Being determined to be pro-active and creative in assessing competence developments in order to profit from its benefits and to develop own competence to do so.
3	Knowing how	Knowing a variety of assessment instruments for competence developments like tests, interviews, observations and how to apply them correctly. Knowing single concepts of competence development.	Deciding/ selecting	Selecting and applying known assessment instruments in a correct way.	Empathy/ Appreciation	Valuing assessment techniques for competence developments in general. Being motivated to develop own competence to do so.
2	Knowing why (distant understanding)	Knowing different purposes of assessment of competence developments: e.g. for learning, for selecting or for profiling.	Using, imitating	To occasionally applying given assessment instruments as imitated or instructed by others.	Perspective taking	Being interested in assessing competence developments and considering learning more about it.
1	Knowing what	Knowing what assessment is. Knowing that assessment is the measuring of individual progress.	Perceiving	Recognising competence assessment activities and processes.	Self-oriented	Feeling that competence assessment may affect oneself.

2. Creating competence-oriented learning – Competence description

The practitioner knows how to systematically plan, organise and elaborate a learning experience and the necessary conditions to launch, support, maintain and promote this experience. In order to do that they use guidelines on how to set and formulate competence oriented goals. He/she is familiar with ideas on self regulated and contextual learning. He/she knows what kinds of (learning) activities support distinct competence developments and knows how to evoke these activities by means of actions, tasks, assignments and settings. He/she is able to create the open learning environments needed to ensure motivating, rich and reflective learning conditions (including required sources and resources, ICT infrastructure/equipment/software), or see to it that this is taken care of properly. The learner is well aware of, and capable in planning the learning conditions in such a way that the learners can work on the development of their competences in mutually beneficial ways.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- knows how to develop high quality flexible, adaptive learning environments for competence oriented learning
- knows how to develop plans for learning that allow for self regulated, contextual learning in a mutually beneficial co-operative environment
- knows how to develop a competence oriented environment for a given set of competences in a given situation
- knows that competence oriented learning brings specific additional requirements to the task of developing effective learning experiences
- is aware of the fact that competence oriented learning and teaching is a way of approaching education that may affect his future educating/developing tasks

Skills

The learner:

- can develop and plan optimal competence oriented learning processes
- can develop programmes that include competence oriented learning activities
- can develop competence oriented learning tasks and assignments of particular kinds upon request
- can choose learning activities to be included in a competence oriented learning process
- can Identify key features of competence orientation in given programmes

Attitudes

The learner:

- feels highly motivated to continuously optimize competence oriented learning processes and conditions
- feels motivated to create optimal conditions for optimal competence oriented learning
- values the importance of distinguishing between various aspects and features of competence oriented learning in order to enhance efficiency, effectiveness and impact of learning processes.
- is aware that the competence oriented features of learning processes may be something to consider in order to allow for better planning of learning
- senses that some elements in learning processes and learning environments contribute more to the actual acquisition/development of competence than others.

Key competences: Learning to Learn

Creating competence oriented learning – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to develop and optimise high quality learning environments for competence oriented learning and knowing how to apply this knowledge in other contexts.	Developing, constructing, transferring	Developing new competence oriented learning designs and creating beneficial conditions therefore or optimising given offers. Systematically applying the concept of competence based learning when designing a course.	Incorporation	Having internalised to apply and improve competence oriented learning concepts to a variety of contexts. Motivating/inspiring others to develop their competence to create competence based learning offers.
4	Knowing when (implicit understanding)	Knowing how to develop competence oriented concepts for learning that allow for self-regulated, co-operative, contextual learning for different target groups and contexts. Knowing which conditions are required therefore.	Discovering acting independently	Researching and implementing competence based learning activities and creating beneficial conditions therefore.	Self-regulation, determination	Being determined to create optimal conditions for competence-oriented learning and to continuously improve the own competence to create such offers.
3	Knowing how	Knowing how to develop a competence oriented learning environment for a given set of competences in a given situation.	Deciding/ selecting	Selecting competence oriented learning tasks and assignments of particular kinds from given/known repository in an appropriate way.	Motivation/ appreciation	Being motivated to implement competence oriented learning and to create beneficial conditions therefore to enhance efficiency, effectiveness and impact of learning processes. Valuing the concept and benefits of competence based learning.
2	Knowing why	Knowing the benefits of competence oriented learning in comparison to other forms of learning.	Using, imitating	Applying competence oriented learning activities as being instructed to or following the example of others.	Perspective taking	Being interested in competence oriented features of learning processes. Taking perspective to apply competence oriented learning approaches in own planning.
1	Knowing what	Knowing what competence oriented learning is and what it requires.	Perceiving	Identifying key features of competence learning concepts in given programmes.	Self-orientation	Perceiving that some elements in learning processes and learning environments contribute more to the actual acquisition/development of competences than others.

3. Evaluating/Reflecting – Competence description

The practitioner is competent in reflecting and (self) evaluating strategies as an interactive learning process. He/she is able to identify the appropriate evaluation methodologies to apply, according to the objectives and type of activities carried out in the class/during the learning activity and he/she can plan the different phases of the process (information gathering, processing, analysis, reporting) within an appropriate timing for their activity or work plan.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of different evaluation strategies and methodologies

Skills

The learner:

- is able to apply the most appropriate evaluation/reflection strategy
- is able to follow objectives and deadlines

Attitudes

The learner:

- values the opportunities given by reflecting on own learning process
- is determined to improve his work as the work of others

Key competences: Learning to learn

Evaluating/Reflecting – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate the learning, and the evaluative recommendations into learning planning and (or) individual practice in order to achieve the collaborative goals.	Developing, constructing, transferring	Developing your own evaluation strategies and an on-going participatory culture of evaluation within the organisation that promotes (self-)evaluation, and adaptation of plans to achieve the envisaged goals.	Incorporation	Inspire others to value evaluation, reflection and individual and organisational learning. Feeling the need to improve all team members' evaluation competences.
4	Knowing when (implicit understanding)	Knowing when to organise the different phases of the evaluation (information gathering, processing, analysis, reporting) and to set an appropriate timing for the work plan.	Discovering acting independently	Searching for evaluation techniques and independently applying the (self-) evaluation with appropriate techniques and methods, within the given purpose of the evaluation.	Self-regulation, determination	Being motivated to improve reflection and evaluation competences with respect to individual and organisational learning.
3	Knowing how	Knowing how to organise (self-) evaluation as a reflective and interactive learning process. Knowing pertinent methods and techniques that can be introduced as an evaluation.	Deciding/ selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.	Motivation/ appreciation	To find it important that all learners and colleagues value evaluation and reflection.
2	Knowing why	Knowing why reflection and (self-) evaluation are important processes in order to facilitate individual and collective learning via evidence-based decision-making.	Using, imitating	Occasionally evaluating processes and products using existing models and techniques.	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.
1	Knowing what	Knowing that evaluation is an important process to improve effectiveness and learning.	Perceiving	Recognising evaluation and reflection processes.	Self-orientation	Feeling the importance of reflection on and assessment of learning within a class or project you are involved in.

4. Planning and resource management – Competence description

The practitioner is competent in planning activities and resources related to their own projects or the projects that they are associated with. Professionals know about project planning theory, how to set up the project structure, activity planning, timing and connect this to available and required resources. They are able to act accordingly and adapt and develop strategies to set up plans in different projects contexts. They are aware of the advantages and disadvantages and have a positive but also critical attitude towards applying planning methodology in different professional and private life contexts.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of different planning and resource management techniques
- has knowledge of how to guide others in planning their own processes

Skills

The learner:

- is able to put in practice different planning and resource management techniques.
- is able to play an active role in adapting techniques to new situations
- is able to generate innovative solutions to unknown problems

Attitudes

The learner:

- has a positive attitude towards planning his/her time and resources
- inspires and motivates others to be prepared and organised in many different situations

Key competences: Sense of initiative and Entrepreneurship

Planning and resource management – Reference system

		KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description	
5	Knowing where else (strategic transfer)	Profound knowledge on how to transfer planning and resource management methodologies into new situations.	Developing, constructing, transferring	Adapting and further developing planning and resource management methodologies in the own (professional) context.	Incorporation	Being enthusiastic in discussing and sharing information about PROJECT MANAGEMENT with other colleagues and experts. To feel the need to improve other people's PROJECT MANAGEMENT competences.	
4	Knowing when (implicit understanding)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.	Discovering acting independently	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.	Self-regulation, determination	Being curious about different approaches and tools and their potential for your work. To feel the need to improve your own PROJECT MANAGEMENT competences regarding planning and resource management methodologies	
3	Knowing how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.	Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation	Motivation/ appreciation	Appreciating the value of planning and resource management methodologies and being determined to apply them	
2	Knowing why	Understanding the reasons why appropriate planning leads to success.	Using, imitating	Occasionally planning jobs and actions when asked by others or instructed	Perspective taking	Generally feeling the need for implementing planning and resource management methodologies in the own context.	
1	Knowing what	Knowing that planning and resource management is needed in projects	Perceiving	Recognising situations where planning is needed without acting.	Self-orientation	Not relating planning issues to oneself	

5. Managing diversity – Competence description

The practitioner is competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the learners and to understand their stages of development. This includes understanding the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process. They show motivation, is reliable, authentic and is loyal to learners. Furthermore, the practitioner has the ability to analyse behaviour of other learners and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual learners, the group and him/herself. The professional is responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the learners can develop into, or as, fully autonomous lifelong learners.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of the value of diversity and heterogeneity in a group
- has knowledge of the stages of human development in hood
- has knowledge of group dynamics
- has knowledge of methods to deal with possible conflict situations

Skills

The learner:

- is able to recognise diversity in backgrounds
- is able to recognise the value of diversity
- is able to deal with heterogeneity
- is able to analyse behaviour
- is able to recognise tensions, problems and possible conflicts
- is able to act strategically to prevent and/or manage these possible conflicts

Attitudes

The learner:

- is reliable
- is consistent
- is to be trusted
- is empathic

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship

Managing diversity – Reference system

		KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description	
5	Knowing where else (strategic transfer)	Knowing how to value, respect and support diversity and heterogeneity in the group. Managing and behaving in the group under conscious consideration of diversity management. Knowing how to include other group members in your vision.	Developing, constructing, transferring	Developing your strategies for diversity management	Incorporation	Living according to the philosophy to constructively value and manage diversity in various life contexts. Inspiring others to become better managers of diversity.	
4	Knowing when (implicit understanding)	Knowing when and how to react on situations triggered by cultural/social/religious differences	Discovering acting independently	Looking for different and new diversity management strategies, trying and applying different strategies adequately and successfully.	Self-regulation, determination	Regulating one's feelings for the sake of the group in order to respect diversity, heterogeneity and the feelings and attitudes of the group members. Being determined to improve own diversity-management competence.	
3	Knowing how	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a group. Knowing how it can influence the work or performance of a group.	Deciding/ selecting	Deliberately working on diversity management strategies. Applying basic strategies for diversity management.	Motivation/ appreciation	Being motivated to develop own competence to positively manage diversity. Valuing diversity in a group and respecting others.	
2	Knowing why	Knowing why people show different behaviours and basic knowledge of conflict management and/or communication techniques	Using, imitating	Occasionally taking differences (cultural/social/religious/...) into account in the way you have learned from other people or from a role model.	Perspective taking	Being curious to learn more about diversity and heterogeneity and a respective management approach. Being interested in diversity.	
1	Knowing what	Knowing that in a group diverse backgrounds and contexts of group members exist.	Perceiving	Recognising diversity and heterogeneity in a group and that this needs to be considered in work processes.	Self-orientation	Feeling that individuals may feel differently about specific issues and topics.	

6. Project management – Competence description

The learner or practitioner is competent in executing projects in an efficient and successful way by structuring necessary project activities and applying a constant plan-do-check approach until the end of the project. Professionals know about project management theory and how to execute project activities and monitor their level of success and quality. They are able to act accordingly and adapt and develop strategies work in project teams or even lead them. They are aware of the advantages and disadvantages of turning a task or a venture into a project and to apply project management approaches respectively.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of project management techniques
- has knowledge of monitoring strategies
- has knowledge of different quality assurance approaches

Skills

The learner:

- is able to plan a project
- is able to execute and monitor a project
- is able to set indicators and deadlines

Attitudes

The learner:

- has a positive attitude towards collaborating in a project
- is interested in executing a work with a planned structure and goals

Key competences: Sense of Initiative and Entrepreneurship

Project management – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to assess which project management tools are adequate in an unknown situation. Knowing how to plan new ventures with a strategic project management approach.	Developing, constructing, transferring	Strategically adapting and further developing project management tools for new contexts. Learning to improve and adapt future activities as a result of project management strategies.	Incorporation	Being an enthusiastic project manager, discussing and sharing information about project management with other colleagues and experts. To feel the need to improve other people's project management competences.
4	Knowing when (implicit understanding)	Knowing how different project management tools can be used in different phases of the life cycle of a project. Knowing how to apply them in project situations.	Discovering acting independently	Adapting certain project management tools to the specific context. Seeking more specific information and applying other project management tools.	Self-regulation, determination	To feel the need to improve one's own project management competences and to integrate other activities for this purpose
3	Knowing how	Knowing different project management tools and instruments.	Deciding/ selecting	Actively applying specific tools for project management in project planning and implementation	Motivation/ appreciation	Appreciating the value of project management tools for group work and project work and being determined to apply them
2	Knowing why	Knowing that project management techniques are needed in order to successfully complete project or collaborative work.	Using, imitating	Occasionally applying a few project management tools - offered by others - in parts one's own project work.	Perspective taking	Being curious about different project management approaches and tools and their potential for one's own work.
1	Knowing what	Knowing that project management exists as a methodology.	Perceiving	Recognising situations in which certain project management techniques and tools are used.	Self-orientation	Feeling the impulse to learn more about project management methodologies in a specific work situation.

7. Networking – Competence description

The practitioner is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his/her professional setting. In collaborating with colleagues and stakeholders, the practitioner has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The practitioner is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He/she has internalised his/her own goals and recognises opportunities to promote these towards others.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of ways to integrate networking into training activities
- has knowledge of relevant professional networks
- has knowledge of different networking instruments and techniques

Skills

The learner:

- is able to collaborate closely with colleagues
- is able to exchange knowledge and experiences
- is able to use relevant networking tools
- is able to actively use and create new networking techniques to improve professional knowledge

Attitudes

The learner:

- has a positive attitude towards collaborating with colleagues and stakeholders
- is interested in the exchange of knowledge and experiences
- is open towards different forms and opportunities of networking

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to learn

Networking – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate networking into various activities and in the collaboration with colleagues and stakeholders. Knowing how to help other people act successfully in different networking structures.	Developing, constructing, transferring	Actively planning and creating networking opportunities to improve knowledge and to establish new ways of collaboration others. Being able to transfer networking approaches to other areas of life.	Incorporation	Having internalised to network at any occasion. Enjoying networking and inspiring others to improve their networking competence.
4	Knowing when (implicit understanding)	Knowing how and when to apply different networking techniques for concrete tasks or goals. Knowing how to act in different networking structures.	Discovering acting independently	Deliberately seeking networking opportunities and researching for new networking techniques. Choosing adequate networking techniques according to goals and interlocutors and to act appropriately.	Self-regulation, determination	To feel the need to be pro-active and creative in networking. Being determined to improve networking competence.
3	Knowing how	Knowing different networking techniques and practices for sharing, learning, advocacy and building contacts.	Deciding/ selecting	Taking part in networking activities and applying basic networking techniques in a correct way to contribute to reaching a goal.	Motivation/ appreciation	Valuing networking in general. Being motivated to improve own networking competence.
2	Knowing why	Knowing that through networking one can learn, build useful contacts and spread info to different target groups.	Using, imitating	Talking to others, trying to learn from them and building contacts following the example of others or when being instructed to.	Perspective taking	Being interested in the benefits of networking and considering to learn more about it.
1	Knowing what	Knowing the concept of networking.	Perceiving	Seeing and recognising values and opportunities of networking for collaboration.	Self-orientation	Relating to networking in own life and for own benefits.

8. Advising/counselling on career and further life planning – Competence description

The professional is competent in advising other learners in their career, life, further development and, if necessary, is able to refer to other professionals (in case of professional help, illness etc.). The professional has knowledge on career information, work environments and educational offerings, and is able to assess the need for professional help. They have knowledge and understanding of the stages of development of the learner and has the ability to use tests to collect information on characteristics of the learner.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of the career and work environment of other learners
- has knowledge of the stage of human development of other learners
- has knowledge of the educational offer
- has knowledge of to use of tests
- has knowledge of the organisations for professional help and support

Skills

The learner:

- has the skills to advise learners on their career, work, further development and link this to educational offers
- has the ability to use tests to collect information on characteristics of other learners
- has the ability to refer learners who need professional help and support

Attitudes

The learner:

- is communicative
- is reliable
- is honest
- is able to establish a relationship of trust with other learners
- respects the background of other learners

Key competences: Sense of initiative and entrepreneurship

Advising/counselling on career and further life planning – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having (strategic) knowledge on how to transfer methods and techniques of counselling to new target groups or learning contexts; to know how to set up and perform supporting concepts/activities. To know how to integrate advice/counselling into learning offers.	Developing, constructing, transferring	Developing and/or systematically making use of different counselling concepts and testing methods in regard to learners needs; transferring activities to other groups of learners, new topics of advice.	Incorporation	Having internalised to share experiences about counselling and wanting others to develop their counselling abilities. Having incorporated to offer advice to learners regardless of context.
4	Knowing when (implicit understanding)	Knowing in which situation to offer the adequate kind of support/advice/information (career, work environment, psychological), and which sources of information and/or external help is available and suitable.	Discovering acting independently	Performing different counselling activities in regard to several areas of advice, taking on board new methods and topics according to learners needs (e.g. career, life, external support). Developing own counselling skills by studying, trying new approaches, applying tests to identify learner needs.	Self-regulation, determination	Being determined to support learners by means of counselling and to develop own competence to advise (by gathering expert knowledge, improving communication skills).
3	Knowing how	Knowing how to professionally advise learners in different areas, how to identify learners needs for advice and how to react accordingly. Knowing how to retrieve information and to organise professional support.	Deciding/ selecting	Selecting and applying counselling techniques from a given repertoire in an appropriate way. Advising in several topic areas; organising structures/offers accordingly.	Motivation/ appreciation	Valuing counselling in general. Being motivated to improve own counselling competence to perform counselling according to quality standards (e.g. confidential, respectful). Recognising importance of advice for learners.
2	Knowing why	Knowing basic rules and elements of counselling. Knowing that advice and counselling beyond the distinct learning context may be necessary for some learners.	Using, imitating	Using counselling techniques when working with learners as suggested or imitated by others.	Perspective taking	Being interested to improve own counselling competence, recognising counselling as valuable tool to support learners.
1	Knowing what	Knowing that learners may need advice in areas beyond the distinct learning context.	Perceiving	Recognising that some learners need advice/counselling that goes beyond the concrete learning context.	Self-orientation	Feeling that counselling may be beneficial for learners. Seeing benefits of counselling based on own experiences and needs.

9. Being an expert in the content matter – Competence description

The professional is competent in using their own expertise in a specific field of study or a field of practice and is aware of relevant recent developments in the (academic or professional) field of study or practice. This includes the ability to *transfer* knowledge or skills but also, by selecting and providing resources, to enable other learners to learn and develop *themselves*. This competence is connected to the ability to choose and attune resources to the educational level and background of learners.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of the field of study (subject knowledge) or the field of practice (experience, practical knowledge)
- has knowledge of relevant recent developments in (academic) literature or study
- has knowledge of the learning resources learners bring in themselves (knowledge, experience, expertise)
- has knowledge concerning the learning resources that can be used in the learning process, including those that stimulate s' self-directed learning

Skills

The learner:

- is able to select the right learning resources
- is able to choose and attune the resources to the demands of the individual learner and the group
- is able to make use of the learning resources that learners bring in
- is able to motivate learners to learn independently using suggested learning resources

Attitudes

The learner:

- is aware of relevant recent developments in his/her own field of expertise
- has an open mind towards using new learning resources
- shows creativity in selecting the resources in order to stimulate other learners to learn

Key competences: Sense of initiative and entrepreneurship, Learning to learn

Being an expert in the content matter – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Knowing how to value and support the attuning of resources for self-directed learning. Knowing how to include other group members in your vision.	Developing, constructing, transferring	Developing your own learning resources. Taking initiative and acting within the group to help apply different learning resources.	Incorporation	To inspire others to attune learning resources according to their needs and background.
4	Knowing when (implicit understanding)	Having good theoretical knowledge about learning resources and when to use them, knowing the learning resources that learners bring in and how to stimulate learning accordingly.	Discovering acting independently	Searching for new learning resources and testing them in different learning processes.	Self-regulation, determination	To be determined to improve your knowledge on the field of study/practice and to attune learning resources.
3	Knowing how	Knowing a number of learning resources and how they can be used in learning processes; Knowing recent developments in the field.	Deciding/ selecting	Applying different learning strategies and resources according to the learners' background and educational level.	Empathy/ Appreciation	Valuing the attuning of learning resources and processes for other learners.
2	Knowing why (distant understanding)	Knowing that there are a number of additional sources and resources to be used to further develop the knowledge on the field of study/practice.	Using, imitating	Occasionally using some learning resources in the way you are taught or have learnt from others.	Perspective taking	Having a positive attitude towards different learning resources. Valuing different learning resources and processes.
1	Knowing what	Having a basic knowledge of the subject matter and related resources.	Perceiving	Recognising different learning resources to be used in learning processes.	Self-orientation	Feeling the need to become an expert in your field of study/practice and being updated.

10. Transferring anti-hate communication competences – Competence description

The facilitator is competent in training professionals and laypersons how to interact with people in order to establish a relation of respect and avoid any form of xenophobic and racist communication.

In particular, the facilitator is able to transfer to learners how to recognise not only explicit forms of racist and xenophobic communication practices but also implicit forms. In this way, the facilitator enables the learners to develop the necessary skills to produce an anti-racist and anti-xenophobic communication that is respectful, inclusive and welcoming. The facilitator is able to explain different communication levels (verbal, paraverbal, nonverbal and visual messages) and to distinguish between communicative techniques, procedures and strategies according to different situations and contexts. The facilitator is competent in transferring to learners how to communicate with people with culturally (and socially) different habits, behaviour models, values and mental representations. In brief, the facilitator enables learners to sustain constructive and productive anti-xenophobic and anti-racist, i.e. anti-hate communication in an intercultural perspective.

Furthermore, the facilitator interacts with learners identifying problems, discussing them and finding solutions for the improvement of the learning process. The facilitator is able as well to transfer the approach to other colleagues.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of techniques and approaches to train learners on anti-hate communication
- has knowledge of how to adapt training strategies according to the background of the target group

Skills

The learner:

- is able to transfer to learners how to recognise explicit and implicit forms of racism and xenophobia
- is able to identify communication problems of the individual learners
- is able to explain different communication levels

Attitudes

The learner:

- is keen to transfer the respect for others
- has a positive attitude towards transferring anti-hate communication

Key competences: Cultural awareness and expression, Communication

Transferring anti-hate communication competences – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Vast theoretical knowledge. Understanding unfamiliar training practices and knowing how to guide others to transfer anti-hate communication competences in different situations.	Developing, constructing, transferring	Further elaborating strategies for transferring anti-hate communication practices. Being able to apply successfully training practices in an unfamiliar situation.	Incorporation	Having internalised training practices to transfer anti-hate communication competences. Being motivated to inspire other trainers and colleagues.
4	Knowing when (implicit understanding)	Profound knowledge of which training practices can be applied in a particular situation. Knowing training practices that can lead to the understanding of explicit as well as implicit meanings.	Discovering acting independently	Choosing an own strategy, technique or procedure to transfer hate-communication competences. Actively expanding own anti-hate communication training skills by observing, researching and reflecting.	Self-regulation, determination	Being determined to improve and self-regulate the own training skills to help learners reacting to and avoiding racist and xenophobic attitudes.
3	Knowing how	Having a theoretical knowledge of different training practices to enable learners avoiding racist and xenophobic communication. Knowing training practices to enable the understanding of different communication levels.	Deciding/ selecting	Making a conscious choice of which anti-hate communication training practice seems more pertinent to a given case.	Motivation/ appreciation	Being motivated to improve the own anti-hate communication training skills. Valuing training practices aiming at developing anti-hate communication competences.
2	Knowing why (distant understanding)	Knowing why certain training practices are more efficient to transfer anti-hate communication competences.	Using, imitating	Acting as instructed. Applying anti-hate communication training practices of peers, imitating anti-hate communication training practices of others.	Perspective taking	Being curious to improve own anti-hate communication training practices. Being open towards other/new training practices to transfer anti-hate communication competences.
1	Knowing that	Knowing that certain training practices may help learners establishing relations of respect and avoiding racist or xenophobic communication.	Perceiving	Recognising basic training practices that help avoiding racism and xenophobia.	Self-orientation	Not feeling the need to reflect on own training practices to transfer anti-hate communication competences.

VALMOPRIS Core Competences

11. Learning to learn – Competence description

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

This can be particularly valuable for prison learners who are perhaps re-engaging with learning or who may have had negative or limited interaction with initial education.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- intuitively knows how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources
- knows the importance of reflecting upon new knowledge and experience
- knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals

Skills

The learner:

- is able to develop one's own learning strategies in a variety of contexts
- may interact with others in order to reach learning challenges
- is able to acquire, process and master new knowledge and skills
- may assist others when solving learning related problems

Attitudes

The learner:

- appreciates and values the strengths of one's own learning strategies in a variety of contexts
- values interaction with others in order to reach learning challenges and learn in a group
- respects and appreciates diverse learning strategies of others
- is motivated to inspire others to reflect on their own learning patterns and pursue learning goals

Key competence: Learning to Learn

Learning to learn – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing how to apply strengths of one's own learning styles, set goals, manage time and acquire necessary information resources as well as reflect upon the new knowledge and experience. Knowing how to guide other people to use their personal strengths and resources to improve their learning.	Developing, constructing, transferring	Developing own learning strategies in a variety of contexts, interacting with others in order to reach learning challenges. Acquiring, processing and mastering new knowledge and skills as well as assisting others in solving learning related problems.	Incorporation	Having internalised to select the best possible learning strategy. Appreciating the strengths of one's own learning strategies in a variety of contexts and interaction with others in order to meet learning challenges.
4	Knowing when (implicit understanding)	Having profound knowledge of different learning styles, personality types and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set.	Discovering acting independently	Searching for new learning strategies, maximizing available resources and effectively reaching learning goals. Reflecting upon one's learning and enrich it with new patterns and methods in a variety of contexts, being able to regulate own learning.	Self-regulation, determination	Being determined to reflect and improve one's own learning strategies and being flexible to enrich it with new patterns and methods in a variety of contexts.
3	Knowing how	Knowing own learning style, how to manage time, find resources, autonomously achieve learning goals and reflect them. Theoretical knowledge on learning styles, time-management and goal-setting. Knowing how to plan and implement a learning process.	Deciding/ selecting	Applying one's own learning style and other strengths, managing time, finding resources, autonomously achieving learning goals and reflecting upon them. Being able to apply basic learning strategies.	Motivation/ appreciation	Appreciating learning strategies as means to effectively learn. Being motivated to improve one's own learning competence.
2	Knowing why	Knowing that using the strengths of one's learning style, ability to autonomously organise and reflect one's learning determines success in learning.	Using, imitating	Using one's learning style, organizing and reflecting of one's learning to achieve learning objectives based on suggestions or when being asked to.	Perspective taking	Being interested in expanding one's learning styles, strategies and generally valuing the advantages of learning strategies.
1	Knowing what	Knowing that people need to use their personal strengths and capacities to achieve learning results.	Perceiving	Recognising that using personal strengths and capacities affects achievement of learning results.	Self-orientation	Being open to different learning strategies.

12. Communication – Competence description

The learner is competent in communicating with others in a target-oriented way, is able to establish a relation of trust, and shows integrity through his/her communication. In the communication with prisoners, teachers and supervisors, the learner is aware of different communication styles and techniques and that different situations and settings require different styles and techniques of communication. Communication is used by the learner as a means of interaction with fellow prisoners, teachers and officers. Through appropriate communication the learner can identify problems, can discuss them and find and implement solutions.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of the specific rules to communicate with his/her colleagues or other learners and beneficiaries
- has knowledge of relevant communication techniques
- has knowledge of the own role and context he/she acts in and knows which communication style is appropriate

Skills

The learner:

- is able to communicate in a clear fashion with colleagues, beneficiaries and stakeholders
- is able to communicate in a target oriented way
- is able to identify problems and find solutions together by using direct communication
- is able to give and receive feedback to and from beneficiaries, colleagues and stakeholders
- is able to use feedback in the improvement of his/her practice
- is able to distinguish between different communication styles
- is able to select appropriate communication styles according to goal and context

Attitudes

The learner:

- respects others and their different communication styles
- has a positive attitude towards communicating
- values open and reflective communication

Key competences: Social and Civic Competences, Sense of Initiative, Learning to Learn, Cultural Awareness and Expression, Communication in Mother Tongue

Communication – Reference system

		KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description	
5	Knowing where else (strategic transfer)	Vast theoretical knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in different situations.	Developing, constructing, transferring	Being able communicate successfully in an unfamiliar situation. Being able to blend different communication styles and to adapt and transfer them into new contexts. Supporting others to develop their communication competence.	Incorporation	Having internalised virtues of good communication and motivating/inspiring others to reflect about communication and to comprehend other persons' communication in order to create a respectful relationship	
4	Knowing when (implicit understanding)	Knowing different communication styles and techniques and how to apply this knowledge in practice, e.g. having awareness of speakers context, reading between the lines, recognising hidden messages etc.	Discovering acting independently	Being able to apply and understand different communication styles and codes suitable for context and situation. Actively expanding own communication competence by observing, researching and reflecting.	Self-regulation, determination	Being determined to improve and to self-regulate for the sake of the communication and for the respect of others. Staying emotionally balanced in communication and in giving/receiving feedback.	
3	Knowing how	Knowing that different people have different communication styles, dependent on their culture, personal background, etc. Understanding other ways of communication and expression, e.g. non-verbal communication.	Deciding/ selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding. Choosing the right code to react according to the situation. Being able to give and receive feedback to and from others.	Motivation/ appreciation	Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles.	
2	Knowing why (distant understanding)	Understanding that the efficiency of communication is dependent on the way to communicate. Knowing why conscious communication is relevant.	Using, imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others.	Perspective taking	Being curious to improve own communication competence. Being open towards other/new communication styles.	
1	Knowing what	Knowing basic ways to communicate in order to understand others and to make oneself understood.	Perceiving	Sending and receiving information without special awareness.	Self-orientation	Talking and listening without feeling the need to reflect on communication.	

13. Autonomy – Competence description

This competence refers to the level of independence achieved through a high level of self-determination, well-developed abilities for self-regulation and self-direction, awareness regarding the own strengths and resources, and inspiration to use them autonomously. The autonomous person appreciates the benefits and the challenges of the freedom he/she has and enjoys this independence. This competence also relates to the ability to recognise the situations, which allow a certain level of autonomy and to be motivated to use these opportunities to show self-reliance and independence. Further autonomy is closely related to taking responsibility for own decisions and actions and to deal with the consequences of autonomous decisions.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- knows the scope and limits of his own skills, powers and resources
- knows he/she is accountable for his/her decisions
- knows that his/her own decisions may affect others
- knows that there might be limits for taking own decisions/actions
- knows which skills and resources (internal and external) are needed to tackle a situation and how to organise them;

Skills

The learner:

- is able to recognise his/her own skills, resources and limits
- is able to self-reflect and analyse situations and to act accordingly
- to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting autonomously
- is able to organise the needed resources to implement the decisions on his own

Attitudes

The learner:

- is feeling responsible for his/her own actions and decisions
- is appreciating rewards of autonomy (freedom, sense of achievement)
- has a general positive attitude towards autonomous and self-directed action
- inspires/motivates others to act independently/autonomously and for using his/her own powers and resources;

Key competence: Sense of Initiative and Entrepreneurship, Learning to Learn

Autonomy- Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer and develop new strategies to tackle challenging situations acting independently, pro-actively and autonomously. Intuitively knowing how to evaluate, choose and apply different strategies.	Developing, constructing, transferring	Creating own decision-making strategies and self-directed action in various work or personal related contexts; inspiring others to act independently and autonomously, being e.g. a role-model for them;	Incorporation	Having incorporated to act as a fully autonomous person and to live according to the own principles regarding self-reliance and autonomy. Wanting to support others in developing this competence.
4	Knowing when (implicit understanding)	Knowing strategies and methods to tackle challenging situations using one's own skills and resources, and that there might be limits for taking own decisions/actions. Knowing how to mobilise external resources.	Discovering acting independently	Searching for and organising the most appropriate resources (internal and external) to handle challenging situations in an autonomous and self-directed manner	Self-regulation, determination	Feeling the need to act in an autonomous and independent way when facing different challenges and being determined to improve own capability to do so.
3	Knowing how	Knowing which how own skills and resources determine a decision/make an action and how to organise external resources, if needed.	Deciding/ selecting	Being able to analyse the situation and systematically take decisions/make actions using one's own skills and resources, acting independently and self-directed.	Motivation/ appreciation	Finding it important and to value autonomous, independent and self-responsible action; appreciating the rewards of being autonomous (freedom; sense of achievement) and being motivated to improve own competence to do so.
2	Knowing why	Knowing what are the benefits of relying on one's own abilities and resources and that one is responsible for his/her own actions/decisions.	Using, imitating	Occasionally trying to take decisions/ actions using one's own skills and resources, by watching others, imitating strategies for autonomous / self-directed acting.	Perspective taking	Being interested to learn how to act independently using one's own skills and resources.
1	Knowing what	Knowing the scope of one's own capabilities, judgement, and resources, and that one's own decision may affect others.	Perceiving	Recognising that one can take actions/decision using one's own skills and resources.	Self-orientation	Feeling that autonomous decision-making and acting can challenge oneself as it requires responsibility.

14. Problem solving – Competence description

Problem solving is the identification of a problem and its facets, anticipating possible solutions and assessing their potential impact and consequences, and putting solutions into action. It involves applying logic, knowledge and reasons towards understanding the actual problem, and being able to plan and use different techniques/methods, experiences. Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity and might require different resources or tools. Therefore, the process requires the knowledge of several problem-solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- knows different problem-solving techniques
- knows ways to modify and combine different problem-solving techniques according to the specific problem
- knows how to transfer problem-solving knowledge to other situations and challenges
- knows which resources can be used to come to a solution

Skills

The learner:

- is able to recognise when a problem has no immediate solution
- is able to define the concrete problem and its background
- is able to apply problem solving techniques
- is able to analyse the problem situation
- is able to plan and reason towards problem solution
- is able to combine and modify different problem-solving techniques
- is able to discover new, complex solutions by him/herself
- is able to engage others to support the solution of a problem

Attitudes

The learner:

- feels that problem solving competences are valuable
- is eager to find good solutions
- is curious
- is intrinsically motivated (to solve problems)
- is autonomous
- feels the need to help other people (in applying problem solving techniques)

Key competences: Social and Civic Competences, Sense of Initiative and Entrepreneurship, Learning to Learn

Problem solving – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Having a large portfolio of problem solving strategies that can be applied in various contexts. Knowing how to transfer solution strategies to other fields.	Developing, constructing, transferring	Developing and inventing new creative strategies to solve problems.	Incorporation	Having internalised to strive for good solutions and inspiring others to become better problem solvers.
4	Knowing when (implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use of available resources. Knowing different ways/instruments to tackle problems.	Discovering acting independently	Actively expanding own strategy portfolio, e.g. through research or consultation. Applying complex solutions to solve a problem	Self-regulation, determination	Being determined to find objectively good solutions for problems and to expand own competence in this regard. Openness towards innovative approaches.
3	Knowing how	Knowing how to solve a problem based on prior experiences. Recalling previous problems and comparing similar problems and strategies for solutions.	Deciding/ selecting	Applying known problem-solving strategies. Choosing between different (given) possibilities to solve the problem based on prior experience.	Motivation/ appreciation	Being motivated to further develop own competence to solve problems. Valuing good solutions for problems.
2	Knowing why (distant understanding)	Knowing why the problem exists and where it's originating from	Using, imitating	Approaching a problem as being instructed to or by imitating strategies of others.	Perspective taking	Taking interest in finding solutions for problems.
1	Knowing what	Knowing there is a problem that needs to be solved to reach a goal.	Perceiving	Perceiving the problem without taking action.	Self-orientation	Only being interested in solving problems that relate to oneself.

15. Team working – Competence description

The learner is competent in interacting with others involved in activities and to collaborate to reach a common goal. In the learning process, the learner respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team member. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly. He/she put any kind of action that turns ideas into facts, taking risks, organising activities.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of ways to establish a team and make use of the different abilities of team members, in order to reach a common goal
- has knowledge how to enhance team processes in different teams
- has knowledge about the rules of communication
- has knowledge about what to avoid to not disturb the atmosphere and workflow in a team

Skills

The learner:

- is able to differentiate whether teamwork is the best way to accomplish a task
- is able to work in teams and act in teams according to his/her role
- is able to understand that specific tasks and roles of team members are based on their strengths and weaknesses.
- has the ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential.
- Is able to reflect the own role in a team

Attitudes

The learner:

- has a positive attitude towards working together in a team
- inspires others to contribute to the team
- appreciates collaboration and diversity
- respects and supports team members

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

Team working – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills.	Developing, constructing, transferring	Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team. Supporting others in team work and team leadership.	Incorporation	Having internalised the “culture” of constructive team work and to accomplish goals through mutual support. To encourage and inspire others to join a team and to improve their teamwork skills.
4	Knowing when (implicit understanding)	Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows.	Discovering acting independently	Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for oneself.	Self-regulation, determination	Feeling the importance to refrain from own preferences (e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork. Being determined to be a good team worker.
3	Knowing how	Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently.	Deciding/ selecting	Actively reaching out to join a team or help create a team. To contribute to the team process according to own strengths and needs for reaching the shared goal.	Motivation/ appreciation	Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work in a team.
2	Knowing why (distant understanding)	Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities.	Using, imitating	Contributing to team work when being invited or instructed to. Full-filling assigned tasks in a team.	Perspective taking	Being interested in the potentials of team work and to learn more about it.
1	Knowing what	Knowing that teamwork is collaborating with others to reach a shared goal.	Perceiving	Recognising situations in which teamwork is feasible to reach goals.	Self-orientation	Seeing teamwork as something positive, but without considering developing own team work competence.

16. Critical thinking – Competence description

Critical thinking is to question an issue or a situation, an idea, assumption without accepting anything given at a face value. Critical thinking will identify and analyse a given issue/situation in a systematic way without automatically jumping to conclusions. The learner is curious to assess the given issue/situation and analyse the underlying arguments/ideas and is able to argue the considerations in an understandable way, to identify inconsistencies and errors when reasoning, and can reach a conclusion in a systematic way by applying experience and evaluating available information. It is the ability to go beyond the memorisation, information recall and facts description, to analyse, evaluate, interpret, or synthesise information or experience in order to form or criticise an idea or argument.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge about the value of critical thinking
- has knowledge about different critical thinking methods
- has knowledge about the appropriate use of critical thinking
- has knowledge of how to evaluate and respond to counterarguments

Skills

The learner:

- is able to analyse, evaluate, interpret, or synthesize information or experience;
- is able to examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives;
- is able to develop well-reasoned, persuasive questions and arguments
- is able to respond to counterarguments
- is able to identify themes or patterns and making abstract connections across subjects
- is able to accept criticism and submit his/her findings to repeat tests.

Attitudes

The learner:

- has curiosity to test information and to seek evidence, being open to new ideas
- has scepticism about unproven information, not believing everything he/she is exposed to
- has enough humility to admit that his ideas may be wrong when facing new information, experience or evidence that states otherwise
- is willing to submit his/her ideas and experiments to peer review

Key competences: Social and Civic Competences, Learning to Learn, Sense of Initiative and Entrepreneurship

Critical thinking – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to apply critical thinking strategies in both in known and unknown situations. Knowing how to strategically use critical arguments in various contexts.	Developing, constructing, transferring	Being able to recompose arguments or information after a critical assessment process including new aspects provide constructive insight to an unknown problem or a situation. Thinking in coherent way to recognise critical aspects and to act accordingly.	Incorporation	Having internalised to assess issues in a critical way in order to identify and to process conclusions according to context and objectives.
4	Knowing when (implicit understanding)	Analysing more thoroughly, broadly and frequently, including validating source information in order to come to a holistic solution. Knowing when critical thinking is adequate.	Discovering acting independently	Researching for additional information and arguments on a given issue to include it into the analysis. Being able to explain the line of thought/results of the critical evaluation of an information or solution to others in an understandable way.	Self-regulation, determination	Being determined to reach adequate and constructive conclusions through analysis and critical thinking. Being confident to engage with complex and/or unfamiliar problems and concepts.
3	Knowing how	Knowing how to look through different lenses and how to analyse diverse information in order to come to a constructive conclusion.	Deciding/ selecting	Applying different known strategies to look at an issue from different angles and questioning the given information.	Motivation/ appreciation	Being motivated to test and question own and others' judgements, opinions and ideas. Valuing critical thinking and being motivated to expand own competence to do so.
2	Knowing why (distant understanding)	Knowing why it is important to anticipate different views on an issue.	Using, imitating	Taking different views on an issue only when instructed to or following the example of others.	Perspective taking	Openness to look at an issue from different perspectives. Being interested in seeing issues through different lenses.
1	Knowing what	Knowing that there may be different ideas or expressions on the same issue.	Perceiving	Perceiving that there are different possible ways of looking at issues.	Self-orientation	Being aware that there are different ideas but not necessarily willing to explore them.

17. Creativity – Competence description

The learner is able to approach new situations and challenges with an open mind and flexibility. He/she is competent in actively joining the creative processes (such as brainstorming, storytelling, art production) and is able to apply different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.) to generate new solutions and approaches. He/she can clearly identify unique connections between different ideas.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of different creative thinking techniques
- has knowledge of how to guide others through creative processes

Skills

The learner:

- is able to see things from more than one perspective and is able to question the existing patterns.
- is able to play an active role in collective creative processes
- is able to generate innovative solutions to unknown problems

Attitudes

The learner:

- has a positive attitude towards thinking out of the box
- inspires and motivates others to express and develop their own creativity in many different situations

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to learn, Cultural awareness and expression

Creativity – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing intuitively where and how creative thinking techniques can help solve a situation or problem. Knowing how to guide other people through the creative process.	Developing, constructing, transferring	Being able to extend the catalogue of known creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems.	Incorporation	Inspiring and motivating others to express and develop their own creativity, suggesting a variety of approaches according to different situations and challenges
4	Knowing when (implicit understanding)	Knowing how to apply different creative thinking techniques in concrete situations. Knowing strategies to overcome attitudes and situations that can hamper creativity.	Discovering acting independently	Being able to play an active role in a creative process, such as brainstorming session, taking inspiration from others and finding new solutions and ideas by identifying unique connections between different ideas.	Self-regulation, determination	Identifying attitudes such as flexibility and divergent thinking that can boost own creativity and feeling the need to work on these supportive skills.
3	Knowing how	Knowing different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.), knowing in which situations creative thinking is crucial.	Deciding/ selecting	Choosing autonomously different creative techniques according to the situation and showing the capacity to look at problems from different perspectives and figuring out alternative scenarios	Motivation/ appreciation	Feeling the need of perceiving things in different ways and being determined to exercise creativity in different contexts.
2	Knowing why	Knowing about the role and benefits of creativity in daily activities. Knowing why creative thinking is important in the process of solving problems and generating new ideas.	Using, imitating	Applying some creative thinking techniques when being instructed to, being able to play an active role in brainstorming sessions.	Perspective taking	Being interested in expressing own creativity in problem solving situations without knowing how to do it.
1	Knowing what	Knowing what it means to be creative. Knowing that creativity is not only an inborn ability expressed by a few talented people but a skill that can be learnt and wielded by everyone.	Perceiving	Recognising the usefulness of applying creative thinking in many daily activities	Self-orientation	Feeling that creativity can be useful when you want to find innovative solutions or cope with unknown problems.

18. Self-reflection – Competence description

The learner is competent in reflecting and (self)-evaluating on his/her abilities and competences in carrying out the task. This includes reflection on their own performance, identifying strengths and weaknesses and to use self-reflection/self-evaluation strategies as a method/tool to improve the own personal development and performance.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of a variety of self-reflection tools and methods
- knows how and when to efficiently and effectively apply self-reflection as a tool for stimulating the individual learning process he/she experiences in the activity
- knows how to benefit from the results of self-reflection in a large perspective (e.g. for the own personal development or improvement of performance)

Skills

The learner:

- is able to apply a variety of self-evaluation methods to support the self-reflection process
- is able to develop own self-reflection strategies
- is able to promote self-reflection as a benefit for personal development and the increase of effectiveness and quality of performance
- is able to draw conclusions from the insights resulting from the reflection process
- recognises the importance of self-reflection for individual learning and development and inspires other learners/peers to improve their own self-reflection competence
- stimulates and supports the self-reflection of others

Attitudes

The learner:

- feels that self-reflection is valuable for his/her personal development
- has a positive attitude towards change
- strives for learning and improving own competences with the help of self-reflection
- appreciates occasions for discussion and exchange

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Cultural awareness and expression, Learning to learn

Self-reflection - Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to integrate constructive self-reflection into individual practice in order to achieve (personal and collaborative) goals and to improve quality. Knowing how to benefit from self-reflection in any context. Knowing when and how to stimulate self-reflection of others	Developing, constructing, transferring	Developing own self-reflection strategies to use for individual practice to improve ones' own performance or quality in the learning activities. Motivating and supporting others in their self-reflection.	Incorporation	Having internalised to self-reflect for the sake of learning and collaboration. Being an inspiration to others to value self- reflection as means of individual learning in order to personally develop.
4	Knowing when (implicit understanding)	Knowing when self-reflection is appropriate and can contribute to personal and collaborative goals.	Discovering acting independently	Searching for self-reflection techniques, independently applying them within given situations or for a given issue in a constructive way.	Self-regulation, determination	Having a positive attitude towards change and being determined to improve self-reflection competence with respect to individual development and collaboration.
3	Knowing how	Knowing how to organise self-reflection as a learning process for oneself in different ways. Knowing how to derive practical conclusions from the reflection process.	Deciding/ selecting	Making conscious choices on situations or issues to reflect about; selecting methods for self-reflection that seem pertinent for the given situation.	Motivation/ appreciation	Being motivated to increase own competence for self-reflection. Finding it important that others value self-reflection.
2	Knowing why (distant understanding)	Knowing why self-reflection and self-evaluation are important processes in order to increase the personal development and the performance in a given context.	Using, imitating	Occasionally self-reflecting, self-reflecting when being stimulated, e.g. through questions.	Perspective taking	Generally feeling that self-reflection and self-evaluation are valuable in order to develop and improve. Being interested to learn more about it.
1	Knowing what	Knowing what self-reflection means (and that this can be an important process to improve the effectiveness and quality of the own performance).	Perceiving	Recognising self-reflection processes. Recognising the importance of self-reflection for individual learning and development.	Self-orientation	Feeling that self-reflection can be of value for own learning/development.

Other useful competences for prison and criminal justice settings

19. Taking responsibility – Competence description

The learner is competent in taking responsibility in many different situations. He/she is aware of the timeframe and the scope of the assigned tasks. He/she is able to carry out his/her tasks independently and he/she is aware of the responsibilities of other people in the group. He feels responsible for his/her own work, as well as for his/her decisions relating to their work. He/she is able to take responsibility for the impact that their decisions have on others.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- knows the scope and limits of his/her responsibility in regard to assigned tasks and towards other persons and groups
- knows he/she is accountable for his/her decisions and actions
- knows that his/her decisions may affect others
- knows that the scope and limits of own responsibility

Skills

The learner:

- is able to recognise his/her responsibility for certain tasks and processes
- is able to take the necessary actions to meet the expectations that are given, either through a certain role or relating to a task
- is able to self-reflect and analyse situations in regard to expectations and responsibilities
- to act in an independent and self-directed manner
- is able to explain benefits and challenges of acting responsible

Attitudes

The learner:

- is feeling responsible for his/her tasks, own actions and decisions
- is open towards new responsibilities
- is appreciating rewards of responsibility (e.g. appreciation of others, confidence and trust, promotions, sense of achievement)
- has a general positive attitude towards taking responsibility
- inspires others to behave responsibly

Key competences: Sense of Initiative and Entrepreneurship, Social and Civic competence

Taking responsibility – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer and develop new strategies to live up to one's responsibility and to expand it. Intuitively knowing how to evaluate, transform and apply different strategies of responsible behaviour.	Developing, constructing, transferring	Developing own ways to live up to ones responsibilities in various areas. Being able to fulfil multiple responsibilities adequately and to use synergies to live up to expectations. Being able to alter responsibilities through negotiation.	Incorporation	Feeling the need to act responsibly in any situation. Being open to take over responsibility of others. Wanting to support others in developing this competence.
4	Knowing when (implicit understanding)	Knowing strategies and methods to fulfil and expand own responsibilities using one's skills and resources, and which limits there are for taking responsibility.	Discovering acting independently	Acting independently and self-directed in fulfilling ones responsibilities. Deliberately expanding own capacity to take over responsibility.	Self-regulation, determination	Feeling the need to act responsibly and being determined to improve own capability to do so. Restraining from own interests and impulses to live up to ones responsibility.
3	Knowing how	Knowing how own skills and resources determine the amount of responsibility to agree to and how to use these to fulfil the responsibilities one has.	Deciding/ selecting	Being able to recognise and analyse responsibilities and related expectations of a task or role and to behave accordingly. Deciding on priorities of tasks and expectations one is responsible for.	Motivation/ appreciation	Valuing responsibility and appreciating the rewards of taking responsibility. Being motivated to expand own capacity for taking responsibility in different forms.
2	Knowing why	Knowing what are the benefits of responsible behaviour and that one is responsible for his/her own actions/decisions.	Using, imitating	Occasionally taking responsibility with support of others or when being asked to. Imitating responsible behaviour of others.	Perspective taking	Being interested to learn how to act responsibly using one's own skills and resources.
1	Knowing what	Knowing what is the scope of one's own responsibility and that this may affect others.	Perceiving	Recognising that one can take responsibility by using one's own skills and resources.	Self-orientation	Only being interested in taking responsibility for tasks and expectations that are relevant for own life.

20. Conflict management – Competence description

The learner is competent in solving situations of conflict, through the application of specific techniques. He/she is able to identify the roots of the conflict and develop a proper strategy to solve it, is familiar with the concepts of accommodation, mediation, facilitation and compromising and is able to apply the right technique to the specific situation. The learner takes into consideration the rights, needs and feelings of all parties involved to reach a solution to the conflict. He/she is aware of the positive potential of conflict management techniques and finds ways to promote them to others.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of different conflict management strategies and techniques;
- has knowledge of ways to integrate conflict management strategies in group activities

Skills

The learner:

- is able to apply different conflict management techniques and strategies according to the situation;
- is able to identify problems and find solutions in a group of people with different requests

Attitudes

The learner:

- is determined to solve conflicts
- inspires others to use conflict management techniques;
- respects others' feelings, rights and requests.

Key competences: Social and Civic Competences, Sense of Initiative and Entrepreneurship

Conflict management – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement	Level Titles	Individual description/ explanatory statement
5	Knowing where else (knowledge for transfer)	To know intuitively how to avoid conflict situation or to help others in looking for a good solution and compromises. Knowledge to apply conflict management competences in different situations	Developing/ constructing/ transferring	Elaborating ways for compromise and conflict solving strategies; Taking initiatives and being active with the parties to apply different conflict management techniques.	Incorporation	To be motivated to inspire others to learn and apply conflict management techniques to solve their own situations. To feel the need to improve other people's conflict management competences.
4	Knowing when (implicit understanding)	To have a profound knowledge on which measures can be taken to solve a specific conflict	Discovering/ acting independently	Choosing an own way to listen to and express all arguments, con and pro, to discuss them and to find the best solution in solving problem / compromise.	Self-regulation/ determination	Being motivated to improve one's own conflict management techniques and to adapt them to new situations.
3	Knowing how	To know theoretically certain processes and techniques of conflict solving	Deciding/ selecting	Making a conscious choice on which conflict management technique seems more pertinent for the given case.	Empathy/ appreciation	Appreciate the strength of one's own conflict management techniques; Feeling important that other members of the group are familiar with conflict management techniques.
2	Knowing why (distant understanding)	To understand the need of knowing different conflict management techniques to solve different situations	Using/ imitating	Act as instructed in a conflict situation. Occasionally use conflict management techniques.	Perspective taking	Valuing conflict management techniques; Generally feeling that conflict management techniques are useful to solve conflict situations.

1	Knowing what	Knowing that there are techniques to solve conflicts	Perceiving	Recognising that there are ways to behave in situations of conflict or/and avoiding situations of conflict	Self-oriented	Being open to different conflict management techniques; Feeling the need to apply a conflict management technique to certain situations.
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21. Flexibility – Competence description

Flexibility is a competence that describes the ability to adapt to changing situations and demands in order to cope with variable circumstances. This involves knowledge of the fluidity of facts and the moving nature of life itself, about different contexts and environments as well as of own capabilities and a repertoire of behavioural strategies. Being open minded and trustful in one's own strengths are attitudes that support one's adaptability to changing situations and reduces the stress that results from change.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- knows about requirements of different contexts and environments
- knows the benefits of being flexible
- knows the burdens of flexibility
- knows that things are dynamic and change is inherent in all areas of life
- knows adequate forms of behaviour for certain contexts
- knows how to adapt own strategies according to available or missing resources

Skills

The learner:

- is able to transfer knowledge, skills and abilities to other contexts and environments
- is able to reflect observations and experiences and to draw conclusions in terms of how to adapt
- is able to adapt to changing (work) environments or changing constraints on (work) resources
- is able to operate in multicultural environments and to adapt new locations
- is able to anticipate new perspectives
- is able to select from a repertoire of different behaviours
- is able to accept and adapt to restrictions
- is able to allow others to be their way

Attitudes

The learner:

- is open to new perspectives, things, behaviours, situations etc.
- is curious about learning, discovering new things
- is willing to change approaches or to try different approaches
- is willing to learn to adapt
- is motivated to benefit from flexibility, e.g. to fit in/be more comfortable/successful
- is resilient to the stress that might result from the pressure to adapt or changing situations and environments

Key competences: Social and Civic Competences, Sense of Initiative, Cultural Awareness and Expression

Flexibility – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing multiple adaptation strategies and knowing how to adapt to changing requirements in various contexts. Analysing the impact of changing ones behaviour.	Developing, constructing, transferring	Developing and applying tailored adaption strategies for any situation that lead to the best possible result. Being able to perform adequately in unknown situations	Incorporation	Having incorporated to adapt to changing conditions and to let go of initial plans and procedures. Inspiring others to become more flexible.
4	Knowing when (implicit understanding)	Knowing when and how to adapt the own behaviour, attitudes and thinking to changing conditions in order to cope with a situation.	Discovering acting independently	Developing own behavioural strategies and methods to adapt to changes and working on becoming more flexible. Analysing situations and acting accordingly.	Self-regulation, determination	Being determined to adapt to changing conditions for the sake of a good result.
3	Knowing how	Knowing how to be flexible. Knowing how to adapt the own behaviour, perception and thinking to changing circumstances.	Deciding/ selecting	Deciding how to adapt to changes based on familiar behaviours. Adapting own behaviour to changing conditions in known situations.	Motivation/ appreciation	Valuing flexibility and adaptability. Being motivated to improve own capability to adapt to changing conditions and to show flexibility.
2	Knowing why (distant understanding)	Knowing why one should be flexible and that there are benefits and disadvantages of being flexible.	Using, imitating	Adapting to changing conditions when being asked to or as instructed or by imitating the behaviour of others.	Perspective taking	Being interested in how others behave in different situations. Being interested to learn how to become more flexible.
1	Knowing what	Knowing what it means to be flexible and that flexibility is expected in many working areas.	Perceiving	Perceiving situations that require flexibility (without acting).	Self-orientation	Not being interested in adapting to changing conditions. Only considers adapting for personal benefit.

22. Planning and organising one's learning – Competence description

The learner intuitively knows how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources as well as develop his/her own learning strategies. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of strategies of time management
- has knowledge of different planning strategies

Skills

The learner:

- is able to apply the most appropriate learning style
- is able to set goals and timeframes
- is able to find learning resources

Attitudes

The learner:

- is aware of his/her own learning style
- values the strengths of his/her learning style
- is determined to improve him/herself

Key competences: Learning to learn

Planning and organising one's learning – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Intuitively knowing how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources. Knowing how to guide other people to plan their time, resources and learning styles.	Developing, constructing, transferring	Developing your own learning strategies. Being able to learn in group and support other people in planning their time, finding learning resources and using their learning styles.	Incorporation	Appreciating and valuing the strengths of one's own learning style, time management and goal setting skills. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.
4	Knowing when (implicit understanding)	Having profound and practical knowledge of different learning styles and understanding how to use one's strengths in learning. Knowing how to react in situations when a learning challenge is set – using time management, prioritisation and search strategies.	Discovering acting independently	Searching for new learning strategies, maximising available time resources and effectively reaching learning goals. Ability to enrich the own learning strategy with new patterns and methods.	Self-regulation, determination	Being determined to improve one's own learning strategies and being flexible to adapt to possible new/modified time requirements and learning goals.
3	Knowing how	Knowing one's own learning style (theoretically) and understanding how to manage one's time, set goals, find resources and prioritise one's activities. Knowing where and how to search for necessary resources or acquire assistance.	Deciding/ selecting	Applying the strengths of one's own learning style, planning time available, setting goals and priorities as well as acquiring the necessary resources. Being able to apply basic strategies in time management.	Motivation/ appreciation	Appreciating the strengths of one's own learning styles, one's own time-management, goal-setting and resource finding strategies.
2	Knowing why	Knowing that using time management, goal setting skills and having necessary human and information resources determines success in learning.	Using, imitating	Adopting time management, goal setting skills and finding necessary human and information resources as you learned from others in order to achieve learning results.	Perspective taking	Being flexible and open towards setting goals, managing time and finding learning resources and generally valuing the advantages of achieving learning results.
1	Knowing what	Knowing that people need to set goals and find resources to achieve learning results.	Perceiving	Recognising that setting goals, planning one's time and finding resources affects the learning results.	Self-orientation	Being neutrally open to different types of learning. Single case need to adapt his/her goals and time resources according to the requirements of the learning situation.

23. Mentoring – Competence description

The learner is competent to accompany a mentee who is placed into his/her learning or working environment. In many cases the learner may not have a strong educational background or any experience in a particular area.

The mentor is able to demonstrate the necessary understanding and skills in a particular area to support a mentee. They will display a positive attitude towards the learning content and in particular is able to support the mentee: showing patience, providing support and demonstrating motivation to help them to learn and improve. They are able to convey information in a structured and understandable way, showing some element of planning and an understanding of learning styles: namely that others learn in a variety of ways and at different paces.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of what learners in apprenticeships, educational settings, volunteering or other mentored learning settings need
- knows how to formulate and discuss aims and targets that should be reached within the learning
- knows how to assess and evidence the impact of this learning

Skills

The learner:

- has the skills to accompany and guide the learner through a working, development and learning process

Attitudes

The learner:

- has a positive attitude towards mentoring and the connected activities
- has the motivation to support people in a personal way in their new learning environments
- is open to enlarge his/her competence on mentoring

Key competences: Sense of initiative and entrepreneurship

Mentoring – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing how to transfer mentoring approaches to other domains of life and work. Knowing how to create new and effective mentoring techniques for different purposes.	Developing, constructing, transferring	Developing and applying new mentoring techniques for various purposes and contexts.	Incorporation	Having internalised the learning and benefits of mentoring others as a fundamental personal attitude and applying it in various domains.
4	Knowing when (implicit understanding)	Having theoretical and practical knowledge about mentoring. Knowing which approach to choose suitable for situation, individual and objective.	Discovering acting independently	Actively expanding own mentoring competence. Selecting adequate mentoring technique for different individuals, contexts and objectives.	Self-regulation, determination	Being determined to expand own mentoring capacity for the sake of the mentees and the own work. Feeling the need to be pro-active and successful in mentoring.
3	Knowing how	Knowing main mentoring techniques and how to use them to give best possible support to new learners.	Deciding/ selecting	Independently applying basic mentoring in a correct way.	Motivation/ appreciation	Valuing mentoring in general. Being motivated to improve own competence for mentoring.
2	Knowing why	Knowing why mentoring is a relevant approach to support new learners and that it can be applied with different objectives (e.g. learning, guidance, quality assurance).	Using, imitating	Using mentoring techniques as instructed to by others. Imitating mentoring techniques following a role model.	Perspective taking	Being interested in mentoring and wishing to learn more about it.
1	Knowing what	Knowing what mentoring means and that new learners need to have guidance of a mentor.	Perceiving	Gathering information about mentoring without becoming active. Recognising applied mentorship.	Self-orientation	Feeling that mentoring may have a positive effect for self or other learners.

24. Leadership – Competence description

The learner is competent in guiding and influencing fellow prisoners and/or team members to help them achieve certain goals. He/she can demonstrate decision making skills and capable to transfer these decisions into an active team. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas. Leadership also includes respect and appreciation for diversity, being able to communicate in an assertive way based on self-confidence and to take responsibility for own actions or failures.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- knows different types of leadership interventions adequate for specific situations;
- knows, why leadership is important to reach collaborative goals in a group or a team
- knows how to help other people in implementing leadership interventions.
- knows how to motivate others to reach a goal
- knows how to organise work processes in different ways

Skills

The learner:

- is able to develop his own leadership style and techniques as a leader and
- can apply it in different situations
- is able to take over responsibility
- is able to motivate others to reach a goal
- is able to take assertive decisions
- is able to coordinate work processes
- is able to delegate responsibility

Attitudes

The learner:

- has a positive attitude towards leadership and is aware of its importance in specific situations
- finds it important that the other members of the group value leadership.
- is motivated to develop own leadership competences
- values and respects others and appreciates teamwork
- feels responsible for the team, organisation and for accomplishing a goal
- is assertive about how to organise work
- is open to dialogue and to find common solutions for problems

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship

Leadership – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing which types of leadership interventions are adequate in specific situations. Knowing how to transfer leadership approaches to other areas of work and life.	Developing, constructing, transferring	Developing an individual leadership style and techniques as a leader and applying it adequately in different situations.	Incorporation	Having internalised lead when needed. Finding it important to value others, appreciating team work and to encourage open dialogue. Inspiring others to become better leaders.
4	Knowing when (implicit understanding)	Knowing how and when the certain actions/behaviours as a leader will affect the group and its results. Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities.	Discovering acting independently	Acting as a leader and trying out a range of different leadership styles. Applying them according to the situation and the objectives of the project/learning activity. Being able to coordinate work processes successfully.	Self-regulation, determination	Feeling the need to improve and to develop own leadership competences. Being determined to be a good leader.
3	Knowing how	Knowing different leadership styles, techniques and approaches and knowing how they are related to specific performances of a group and outcomes of a project. Knowing how to organise a process in a group to reach a certain goal	Deciding/ selecting	Taking the lead and applying specific leadership techniques which seem to be appropriate according to the perception of the situation based on own experiences.	Motivation/ appreciation	Valuing leadership and being motivated to develop own leadership competence.
2	Knowing why	Knowing why leadership is important to reach a goal in a group/team. Knowing that different leadership styles exist and that different leadership approaches can affect the work of/in the group.	Using, imitating	Occasionally applying leadership concepts & actions (like taking responsibility, taking decision, delegating work...) as copied from a role model or as being instructed to.	Perspective taking	Being interested in leadership and its potential. Anticipating which role leadership has in own life.
1	Knowing what	Knowing what leadership is, what competences and tasks leadership includes.	Perceiving	Recognising situations where leadership is either executed or needed.	Self-orientation	Only being interested in leadership when one is affected by it.

25. Client orientation – Competence description

In work-based settings or placements – particularly relevant for long-term prisoners undertaking progression towards release or those who work in client-facing professions, such as hairdressing – the learner is competent in interacting with clients, taking into account their specific needs. Learners will present a professional approach to service delivery, being polite and supportive. They are able to react accordingly, adapt and develop strategies to support clients; and are aware of the benefits of focusing on the clients' needs and requests and are determined to reach the clients' satisfaction.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of client orientation approaches
- has knowledge of different needs that clients may have

Skills

The learner:

- is able to properly interact with clients
- is able to adapt his/her behaviour according to clients' needs
- is able to identify different clients' profiles

Attitudes

The learner:

- is aware of the benefits of meeting the clients' needs
- values the different needs and desires that a client may have

Key competences: Sense of Initiative and Entrepreneurship

Client orientation – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	To intuitively know (or to be able to acquire knowledge) of how to deal with a client in regard to the working context.	Developing, constructing, transferring	To actively plan and develop your own client-oriented strategies. To go beyond pure actions and develop a practical approach.	Incorporation	To find it important that other colleagues engage for clients and their needs and demands. To be able to transfer this learning into other aspects of life.
4	Knowing when (implicit understanding)	To understand what actions are needed to help clients with specific demands (and to solve a number of situations).	Discovering acting independently	To actively research what techniques or choices are adequate in regard to the client background and the specific situation.	Self-regulation, determination	To regulate one' own feelings in order to support a special client.
3	Knowing how	To know theoretically about the specific needs of clients and how the own behaviour and approach can adapt to the needs of those clients in general.	Deciding/ selecting	To be able to assign the right actions (own behaviour) towards the customer in regard to its needs.	Motivation/ appreciation	To appreciate client orientation, to find it important to support persons with specific demands
2	Knowing why	To know that there are different ways to deal with clients and that clients have different backgrounds and needs.	Using, imitating	To adapt the own behaviour towards the client when instructed.	Perspective taking	To be curious and interested in the theme of supporting clients
1	Knowing what	To understand that certain clients behave differently and that client orientation is a suitable concept to deal with this.	Perceiving	To see and recognise different client behaviours without acting.	Self-orientation	Not relating the theme of client orientation to oneself and the own working life

26. Intercultural communication – Competence description

The learner is competent in interacting with others with different cultural backgrounds, is able to establish a relation of trust and respect. He/she is competent in communicating with other learners, staff members and other prisoners from different cultures and to discuss differences in cultural background. He/she is able to adapt to different communication needs that result from different cultural backgrounds and is able to take account and respect cultural difference.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of ways to establish a relationship of trust and respect with other learners, prisoners, teachers, prison staff and inhabitants with a different cultural background
- has knowledge of relevant intercultural communication techniques
- knows the benefits of diversity
- has knowledge of variations of certain cultures and how cultural imprints may influence communication styles
- has knowledge how to address culture related conflicts/misunderstandings

Skills

The learner:

- is able to communicate in a clear fashion with learners, staff organisations and inhabitants with different cultural background
- is able to integrate with colleagues and learners of different cultures
- is able to exchange knowledge and experiences with persons with different cultural backgrounds
- is able to give and receive feedback to and from other learners, prisoners, teachers, prison staff of different cultural background
- is able to tolerate and overcome difficulty, stress and frustration, because of intercultural misunderstandings
- is able to make him/herself understood
- is able to recognise culture-based problems and misunderstandings and to adapt the own communication style accordingly

Attitudes

The learner:

- has integrity
- respects others and their different cultural backgrounds
- has a positive attitude towards interacting with people from different cultures
- wants to avoid culture based miscommunication
- wants to support others

Key competences: Social and Civic competences, Sense of Initiative and Entrepreneurship, Cultural Awareness and Expression

Intercultural communication – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Knowing own cultural frames of reference and various patterns of cultural differences. Knowing strategies to communicate successfully with people from a variety of other cultures.	Developing, constructing, transferring	Being able to put oneself in the shoes of others and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures and supporting others to improve.	Incorporation	Having internalised how to overcome culture-based obstacles in communication. Being aware that one's own culture may shape one's own reactions and being able to transcend that. Inspiring others to improve their intercultural communication.
4	Knowing when (implicit understanding)	Knowing about other cultures and understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them.	Discovering acting independently	Actively collecting information about communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context.	Self-regulation, determination	Respecting and valuing expressions of cultural differences and being determined to overcome communication based obstacles between people from different cultural backgrounds.
3	Knowing how	Knowing how to anticipate certain cultural backgrounds and differences and how to adapt own communication accordingly.	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs.	Motivation/ appreciation	Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence.
2	Knowing why (distant understanding)	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.	Using, imitating	Communicating in a conscious way and being aware of cultural backgrounds of other people. Reacting to diversity following the example of others.	Perspective taking	Being curious about cultural diversity and different communication styles. Able to accept different ways of communication and considering how to adapt and learn more about it.
1	Knowing what	Knowing that different cultures have different ways of communicating.	Perceiving	Recognising different styles of communication based on cultural backgrounds.	Self-orientation	Considering the benefits of culture and sensible communication but feeling no need to become active in this respect.

27. Anti-hate communication – Competence description

The learner is competent in interacting with people in order to establish a relationship of respect and avoid any form of xenophobic and racist communication, i.e. hate-communication motivated by xenophobia and/or racism.

In particular, the learner is able to recognise not only explicit forms of racist and xenophobic communication practices but also implicit forms. In this way, the learner develops the necessary skills to produce an anti-racist and anti-xenophobic communication, that is respectful, inclusive and welcoming. In brief, the learner is able to sustain constructive and productive anti-xenophobic and anti-racist, i.e. anti-hate, communication. Furthermore, the learner is able as well to transfer the approach to other prisoners and persons.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of anti-hate communication
- has knowledge of how to adopt respectful language and practices to promote respect
- has the understanding to communicate positive practices to others

Skills

The learner:

- is able to transfer recognise explicit and implicit forms of racism and xenophobia
- is able to identify and overcome communication
- is able to utilise different communication levels

Attitudes

The learner:

- is keen to exhibit respect for others
- has a positive attitude towards anti-hate communication
- is interested in the culture and beliefs of others

Key competences: Cultural Awareness and Expression, Communication

Anti-hate communication – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (knowledge for transfer)	Vast theoretical knowledge. Understanding unfamiliar communicative practices and knowing how to guide others to communicate in different situations.	Developing, constructing, transferring	Further elaborating strategies for anti-hate communication. Being able to apply successfully anti-hate communication in an unfamiliar situation.	Incorporation	Having internalised practices of anti-hate communication. Being motivated to inspire others.
4	Knowing when (implicit understanding)	Profound knowledge of which communicative practices can be applied in a particular situation. Recognising explicit as well as implicit meanings.	Discovering acting independently	Choosing an own strategy to avoid hate-communication. Actively expanding own anti-hate communication skills by observing, researching and reflecting.	Self-regulation, determination	Being determined to improve and self-regulate the own anti-hate communication competence to react to racist and xenophobic attitudes.
3	Knowing how	Having a theoretical knowledge of different anti-hate comm. practices. Understanding different levels of hate-based and hate-producing communication.	Deciding/ selecting	Making a conscious choice of which anti-hate communication practice seems more pertinent to a given case.	Motivation/ appreciation	Being motivated to improve the own anti-hate communication skills. Valuing anti-hate communication practices.
2	Knowing why (distant understanding)	Understanding that the efficiency of anti-hate communication depends on the way to communicate. Knowing what social implications it can avoid.	Using, imitating	Acting as instructed. Applying anti-hate communication practices of peers, imitating anti-hate communication practices of others.	Perspective taking	Being curious to improve own anti-hate comm. competence. Being open towards other/new comm. practices to avoid and cope with hate communication.
1	Knowing that	Knowing that certain communication practices may lead to racism and xenophobia.	Perceiving	Recognising basic communication practices which lead to racism and xenophobia.	Self-orientation	Talking, listening, watching, writing and reading without feeling the need to reflect on own hate and anti-hate communication practices.

VALMOPRIS pilot activities – competence frameworks adapted by practitioners for specific learning contexts

28. Critical thinking through philosophical discussion

Critical thinking describes the competence is to question an issue or a situation, an idea, assumption without accepting anything given at a face value. Critical thinking will identify and analyse the given issue/situation in a systematic way without automatically jumping to conclusions. The learner is curious to assess the given issue/situation and analyse the underlying arguments/ideas and is able to argue the considerations in an understandable way, to identify inconsistencies and errors when reasoning and reaching to a conclusion in a systematic way by applying experience and evaluating available information. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthesize information or experience in order to form or criticise an idea or argument and don't simply accept all the given information without questioning.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge about the value of critical thinking
- has knowledge about different critical thinking methods
- has knowledge about the appropriate use of critical thinking
- has knowledge how to evaluate and respond to counterarguments

Skills:

The learner:

- is able to analyse, evaluate, interpret, or synthesize information or experience
- is able to examine ideas, concepts or situations from multiple perspectives, including different cultural perspectives
- is able to develop well-reasoned, persuasive questions and arguments
- is able to respond to counterarguments
- is able to identify themes or patterns and making abstract connections across subjects
- is able to accept criticism and submit his/her findings to repeat tests

Attitudes

The learner:

- has curiosity to test information and to seek evidence, being open to new ideas
- has scepticism about unproven information, not believing everything he/she is exposed to
- has enough humility to admit that his ideas may be wrong when facing new information, experience or evidence that states otherwise
- is willing to submit his/her ideas and experiments to peer review

Key competences: Social and Civic competences, Learning to Learn

Critical thinking through philosophical discussion – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (strategic transfer)	Demonstrates an advanced level of critical thinking strategies in any learning situation. Shows an ability to apply a developed level of critical arguments to various learning topics in class and come to a high level of solution both themselves and with others.	Developing, constructing, transferring	Demonstrates an ability to critically assess the topics discussed in class. Able to form constructive discussions on the subject and verbalise their own opinion in a coherent manner. They are able to provide constructive and developed insight into what is being discussed in class.	Incorporation	Demonstrates a high level of internalisation when critically engaging with topics discussed in class. They show an advanced ability to construct opinions and conclusions on topics and are able to accept that in others in various contexts, even if it does not agree with their own.
4	Knowing when (implicit understanding)	Demonstrates a good level of taking source information taught in class and applying a level of critical thinking to it. Also shows the ability to come to solutions in class through this critical thinking and discussion.	Discovering acting independently	Demonstrates a good ability to constructively analyse information given to them in class, especially on topics that are new to them. They are able to express their line of argument clearly with some demonstration of critical analysis. Beginning to interact critically with discussion provided by other students and the teacher.	Self-regulation, determination	Demonstrates a good ability to reach some form of constructive conclusions from the topics discussed in class. They show a positive attitude towards analysis and critical thinking during class discussion. Shows a good level of confidence when interacting with challenging and unfamiliar topics.
3	Knowing how	Demonstrates some ability to take what is taught in class and construct this into a form of discussion and conclusion. Is able to look at topics from various points of view.	Deciding/ selecting	Demonstrates a small amount of ability to look at the topics and issues discussed from various angles. They are beginning to question the information provided in class and the opinions expressed from this.	Motivation/ appreciation	Demonstrates an ability to interact and question other opinions and ideas that are brought up in class discussion. Show a positive attitude to applying a moderate level of critical thinking to the issues and topics discussed and demonstrates they would like to improve their ability to do this.
2	Knowing why	Demonstrates an understanding that one of the main aims of class topics and discussion is to examine various topics critically.	Using, imitating	Demonstrates a basic ability to recognise different views on a given topic mainly due to examples and discussion by others in the group.	Perspective taking	Demonstrates a basic openness to looking at the issues and topics being discussed from different perspectives. They also show a basic interest and motivation in this area.
1	Knowing what	Demonstrates a basic understanding that the class will focus on different opinions and expressions on the same topic/issue.	Perceiving	Demonstrates a basic recognition that various views are being discussed in class and that they can be viewed critically. Their understanding is due to	Self-orientation	Demonstrates a basic awareness that there are different idea being expressed through class discussion but is not necessarily willing to critically engage with them.

			assistance from the teacher and others.		
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29. Learning to Learn – developing learning and communication skills through philosophy

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies and applying these in other learning situations, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- intuitively knows how and when to apply strengths of one's own learning styles both in the group and in other learning situations
- knows the importance of reflecting upon the new knowledge and experience
- knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals

Skills

The learner:

- is able to develop one's own learning strategies in the context of this group and apply it to other learning situations
- may interact with others in order to reach learning challenges
- is able to acquire, process and master new knowledge and skills
- may assist others when solving learning related problems

Attitudes

The learner:

- appreciates and values the strengths of one's own learning strategies in the context of this group and in other learning situations going forward
- values interaction with others in order to reach learning challenges and learn in a group
- respects and appreciates diverse learning strategies of others
- is motivated to inspire others to reflect on their own learning patterns and pursue learning goals

Key competences: Learning to Learn, Communication

Learning to Learn – developing learning and communication skills through philosophy – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Demonstrates an advanced level of understanding of the link between the learning and communication skills they have developed in the class and how this can be transferred to other learning activities.	Developing, constructing, transferring	Shows a good level of autonomous learning and interaction with various learning and communication skills. Interacts well with others in the class in order to develop their own learning and communication skills and supports those in the group that struggle with class comprehension and interaction.	Incorporation	Shows a mature and motivated attitude towards their learning development. Demonstrates a positive attitude in developing their own learning and communication skills and transferring it over to other learning. Shows commitment to interaction and supporting others, listening and discussing philosophical perspectives in the group.
4	Knowing when (implicit understanding)	Can demonstrate the link between developing their learning and communication skills through class discussion and other learning activities. Is able to give examples of how developing their skills in this group has helped them in other learning activities.	Discovering acting independently	Shows a basic level of independent learning and appears motivated to develop independently. Sets learning goals with the teacher and for themselves and is motivated to work towards these. Has begun to reflect on their own learning and communication process.	Self-regulation, determination	Shows real determination to improve their own learning skills both in and out of the class. Has now become reflective about their own learning and identifies good areas and those that need to improve. Has a positive attitude to being flexible in how they learn and communicate within the class.
3	Knowing how	Demonstrates the basic understanding that participating in the class will and is improving their communication and study skills and will help with learning in other contexts.	Deciding/ selecting	Can now recognise and apply basic learning and communication skills both in the class and in other learning activities. Shows basic indication of planning their own learning and communication development (e.g. asking questions about the topic).	Empathy/ Appreciation	Shows a positive attitude to a variety of learning and communication strategies and understands how they help you learn. Is beginning to show some motivation to improve their own learning and communication abilities through the class.
2	Knowing why (distant understanding)	Demonstrates the basic understanding that participating in the class can improve their communication and study skills, helping with other learning.	Using, imitating	Basic identification of their own learning and communication style, strengths and areas to improve. Can understand how this will happen by attending the philosophy class.	Perspective taking	Shows a moderate level of interest in developing their learning and communication skills and the various ways in which this could be done in the class.

1	Knowing what	Demonstrates the basic understanding that they struggle with learning and communication skills and their ability to learn further because of this.	Perceiving	Demonstrates a basic understanding that developing and utilising learning and communication skills through the class will improve abilities in other areas of learning.	Self oriented	Shows they are open to developing learning and communication skills by attending regularly enough to begin the process.
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30. Learning to Learn – developing learning skills through reading

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies and applying these in other learning situations, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- Intuitively knows how and when to apply strengths of one's own learning styles both in the group and in other learning situations.
- Knows the importance of reflecting upon the new knowledge and experience.
- Knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills:

The learner:

- Is able to develop one's own learning strategies in the context of this group and apply it to other learning situations;
- May interact with others in order to reach learning challenges;
- Is able to acquire, process and master new knowledge and skills;
- May assist others when solving learning related problems.

Attitudes

The learner:

- Appreciates and values the strengths of one's own learning strategies in the context of this group and in other learning situations going forward;
- Values interaction with others in order to reach learning challenges and learn in a group;
- Respects and appreciates diverse learning strategies of others;
- Is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.

Key competences: Learning to Learn

Learning to Learn – developing learning skills through reading – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Demonstrates an advanced level of understanding of the link between the learning skills they have developed in the class and how this can be transferred to other learning activities.	Developing, constructing, transferring	Shows a good level of autonomous learning and interaction with various learning skills. Interacts well with others in the group in order to develop their own learning skills and supports those in the group that struggle with learning.	Incorporation	Shows a mature and motivated attitude towards their own learning. Understands that learning is autonomous. Demonstrates a positive attitude in developing their own learning in the group and transferring it over to other learning experiences. Shows a positive attitude in supporting others.
4	Knowing when (implicit understanding)	Demonstrates how developing their literacy through reading links to better levels of interaction in other learning activities. Is able to give examples of how developing their skills in this group has helped them in other activities.	Discovering acting independently	Shows a basic level of independent learning and appears motivated to develop their own learning skills. Sets learning goals with the teacher and for themselves and is motivated to work towards these. Has begun to reflect on their own learning process.	Self-regulation, determination	Shows real determination to improve their own learning skills both in and out of the learning group. Has now become reflective about their own learning and identifies progress and areas for improvement. Has a positive attitude to being flexible in how they learn.
3	Knowing how	Demonstrates basic understanding of how their literacy skills are developing through reading and how their personal reading skills and their independent development of this will help them in other learning activities.	Deciding/ selecting	Can now recognise and apply basic learning skills (reading aloud, descriptive language in a book) both in the group and elsewhere. Shows basic indication of planning their own learning development (e.g. read on their own).	Empathy/ Appreciation	Shows a positive attitude to a variety of learning strategies and understands how they help you learn. Is beginning to show some motivation to improve their own learning abilities through the group.
2	Knowing why (distant understanding)	Demonstrates the basic understanding that reading in the group will and is improving their literacy skills and help with learning in other contexts.	Using, imitating	Basic identification of their own learning style, their strengths and where they would like to improve. Can understand how this will happen by attending the group.	Perspective taking	Shows a moderate level of interest in developing their learning skills and the various ways in which this could be done in the group.
1	Knowing what	Demonstrates the basic understanding that they struggle with literacy and their ability to learn because of this.	Perceiving	Demonstrates the basic understanding that they struggle with literacy and their ability to learn because of this.	Self-orientation	Shows they are open to developing learning skills by attending regularly enough to begin the process.

31. Self-Reflection – developing a more pro-social identity from reading

The learner is competent in reflecting and (self)-evaluating on his/her abilities and competences in carrying out the task. This includes the reflection on the own performance, identifying strengths and weaknesses and to use self-reflection/self-evaluation strategies as a method/tool to improve the own personal development and performance.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of a variety of self-reflection tools and methods
- knows how and when to efficiently and effectively apply self-reflection as a tool for stimulating the individual learning process he/she experiences in the activity
- knows how to benefit from the results of self-reflection in a large perspective (e.g. for the own personal development or improvement of performance)

Skills

The learner:

- is able to apply a variety of self-evaluation methods to support the self-reflection process
- is able to develop own self-reflection strategies
- is able to promote self-reflection as a benefit for personal development and the increase of effectiveness and quality of performance
- is able to draw conclusions from the insights resulting from the reflection process
- recognises the importance of self-reflection for individual learning and development and inspires other learners/peers to improve their own self-reflection competence
- stimulates and supports the self-reflection of others

Attitudes

The learner:

- feels that self-reflection is valuable for his/her personal development
- has a positive attitude towards change
- strives for learning and improving own competences with the help of self-reflection
- appreciates occasions for discussion and exchange

Key competences: Social and Civic Competences, Sense of Initiative and Entrepreneurship, Cultural Awareness and Expression, Learning to Learn

Self-Reflection – developing a more pro-social identity from reading – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Demonstrates an advanced level of understanding that connecting to personal experiences and self-reflection can improve their pro-social identity. They show a developed understanding of the connection between the story, characters, themes, etc of the novels and their own experiences and moral stance.	Developing, constructing, transferring	Demonstrates the ability to autonomously self-reflect. They show a high level of connection between what they learn and discuss in the group and their own experiences and beliefs. They can then translate this into an improvement in their own pro-social skills. Are able to support the same process in others.	Incorporation	Shows a very positive attitude to self-reflection and demonstrates great motivation and success towards developing more pro-social skills from this. They also have a very pro-active attitude to leading and supporting this process in others.
4	Knowing when (implicit understanding)	Demonstrates a good level of comprehension about self-reflection in connection to what is learned and discussed in the group. They can independently identify when this is happening and understands its significance.	Discovering acting independently	Demonstrates a motivation to self-reflect and a moderate ability to do so in certain learning situations. They are beginning to extract meaning from their self-reflection and understand how that may help to improve their pro-social skills.	Self-regulation, determination	Shows a positive attitude to self-reflection and determination to improve their pro-social skills from this, although they may not be completely successful at this stage, the motivation is evident. Have a positive attitude towards collaborating with other learners to self-reflect.
3	Knowing how	Demonstrates a moderate level of self-reflection in the group. They have begun to make conclusions about their social identity from this self-reflection but it is not yet very developed.	Deciding/ selecting	Demonstrates an ability to extract parts from the book to then apply to their self-reflection in a manner chosen by them.	Empathy/ Appreciation	Shows a good attitude to developing their skills of self-reflection, although their ability to do this independently to a high level is not yet evident. Already show an encouraging attitude towards bringing it out in other in the group.
2	Knowing why (distant understanding)	Demonstrates a basic level of comprehension about the merit of self-evaluation, how it will be developed through the class and how it will help to develop a more pro-social identity.	Using, imitating	Demonstrates occasional ability to self-reflection upon issues raised through reading but has to be encouraged to do so, e.g. through questions and discussion.	Perspective taking	Shows a good attitude towards the value of self-reflection in order to develop and improve their pro-social skills. Show they wish to learn more about it but are yet to put it in action.

1	Knowing what	Demonstrates a very basic understanding of what self-reflection means and how it will be applied through the group.	Perceiving	Recognises self-reflection taking place in the group and, upon explanation, understands how this can be connected to an improvement in pro-social skills.	Self-orientation	Shows that they see basic merit in self-reflection and its value in both their learning. Also, how it can improve pro-social skills at a preliminary level.
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32. Communication in a business project

The learner is able to communicate their ideas within a Business Project. They will have a clear idea of their business, what it intends to achieve and who it will service. Plans will have been drawn up allow learners to focus on their presentation of ideas. These descriptors are based on the learner's ability to present business ideas. Learners will know a few presentation techniques and they will be able to put them in practice. Also, they will be keen to talk in front of a group of people, such as the teacher and other prisoners to present their own business ideas. They will be able to communicate their ideas in a convincing and engaging manner.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of business presentations
- has knowledge of their ideas and the key points for communication

Skills

The learner:

- is able to present in business
- is able to communicate verbally and non-verbally

Attitudes

The learner:

- is keen to present in a business situation
- is willing to share their ideas with others and potentially professionals in the field
- is able to take on others' feedback

Key competences: learning to learn, Sense of Initiative and Entrepreneurship

Communication in a business project – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Vast knowledge of presentation styles, media and approaches	Developing, constructing, transferring	Being a very competent presenter in every situation	Incorporation	Being keen to present new ideas in many environments
4	Knowing when (implicit understanding)	Having some knowledge of presentation options	Discovering acting independently	Being a competent presenter in a limited number of situations	Self-regulation, determination	Being keen to present in a limited number of environments
3	Knowing how	Understanding his/her own presentation options	Deciding/ selecting	Applying presentations options and having a preferred style	Empathy/ Appreciation	Being willing to present in a preferred situation
2	Knowing why (distant understanding)	Knowing how to present in one style	Using, imitating	Being able to present informally	Perspective taking	Feeling able to present in a small group
1	Knowing what	Knowing that presentation is important	Perceiving	Being able to discuss a topic	Self-orientation	Being keen to talk

33. Autonomy in a special needs environment

This is the document for use when validating autonomy within a special-needs working group session. Learners will have knowledge of different special needs and will know how to adopt different approaches to help.

Learners will be able to take their own decisions on the best way to help people with special needs and they will be keen to do it. Learners will be motivated to help others engage in activities and will take pride in creating a positive learning environment which supports and empowers all learners.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of the important aspects of working autonomously within a special needs environment
- knows the needs of others and is able to take account of these needs in planning

Skills

The learner:

- is able to use his skills to help those with special needs
- is able to adapt communication and working practices to support others

Attitudes

The learner:

- is keen to help those with special needs
- has a positive attitude towards difference

Key competences: Sense of Initiative and Entrepreneurship, Learning to Learn

Autonomy in a special needs environment – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Having much knowledge of special needs, including a wide range of complex needs and how to help in a variety of ways	Developing, constructing, transferring	Having many skills to help those with special needs, including: communication, self-management, physical support etc.	Incorporation	Very keen to take the lead and help people with special needs
4	Knowing when (implicit understanding)	Having some knowledge of special needs and how to help	Discovering acting independently	Having some skills to help those with special needs, including: communication, self-management, physical support etc.	Self-regulation, determination	Wanting to help people with special needs and actively engaging the process of learning
3	Knowing how	Knowing what you can do to help someone with special needs at a fairly basic level – taking specific actions	Deciding/ selecting	Being able to analyse the situation and systematically take decisions	Empathy/ Appreciation	Being empathetic to people with special needs
2	Knowing why (distant understanding)	Knowing why it is important to help people with special needs	Using, imitating	Sometimes being able to help those with special needs	Perspective taking	Being interested to learn how to act independently when people with special needs need help
1	Knowing what	Realising that you should help and working with others	Perceiving	Recognising that helping those with special needs is important	Self-orientation	Being interested in people with special needs

34. Learning to learn in a special needs environment

This is a document about learning to learn while entertaining a group of adults with learning difficulties. Learners will greatly increase their awareness of learning opportunities and personal growth with working with and helping people with special needs. They will exhibit a desire to learn about the needs of others' and strategies which focus on how to provide help and support. Learners will be able to define their own strengths and weaknesses in relation to supporting others and they will be able to learn and develop strategies which help them to develop their own competences and abilities.

Essential knowledge, skills and attitudes are:

Knowledge:

The learner:

- has knowledge of the opportunities of learning within a special needs environment
- is aware that there are a range of strategies and systems in place which can help them improve their interactions with others
- has an understanding of their strengths and weaknesses in this area

Skills

The learner:

- is able to focus on learning opportunities within the special needs environment
- is able to take learning advantage of learning opportunities and transfer these into other environments

Attitudes: The learner...

- is keen to learn in an environment with special needs adults
- is motivated to support others and learn the strategies which best help them to do this effectively
- has the patience to develop their own learning and the learning of others.

Key competences: Learning to Learn

Learning to learn in a special needs environment

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Having a deep understanding of learning opportunities while working with people with difficulties.	Developing, constructing, transferring	Taking the opportunity to develop a wide-ranging and adapting skill set when working in a special needs environment, including: communication, self-management, physical support etc.	Incorporation	Having an affinity and empathy and understanding for those with special needs. Recognising that complex requirements demand a range of supports, and having the motivation to seek out various strategies to support.
4	Knowing when (implicit understanding)	Knowing when it is possible to learn specific skills within a special needs setting.	Discovering acting independently	Taking the opportunity to develop a skill set when working in a special needs environment, including: communication, self-management, physical support etc.	Self-regulation, determination	Having a caring attitude to those with special needs. Recognising that they need more support, and having the motivation to seek out strategies to support.
3	Knowing how	Understanding that there are things to learn when working with people with special needs	Deciding/ selecting	Being able to apply a basic strategy to work with those with special needs.	Empathy/ Appreciation	Having a caring attitude to those with special needs and wanting to support them through learning more.
2	Knowing why (distant understanding)	Knowing why learning to work with people with special needs is important	Using, imitating	Being able to follow directions pro-actively when working with people with special needs.	Perspective taking	Having a caring attitude to others and knowing that there are ways you can be supportive.
1	Knowing what	Knowing that there are different needs in those with special needs.	Perceiving	Recognising that helping those with special needs is important.	Self-orientation	Having an interest in others.

35. Communication between participants in the group

The learner is competent in communicating with others in the group and can exchange ideas oriented towards the project and is able to establish a relation of trust and shows integrity through his way to communicate when in communication with other learners and with those working in the education wing. The learner is aware of different communication styles and techniques visually and or verbally through the exploration of lyrics, poems, phrases and the written word when appropriate. The learner uses communication as a means for interaction with group members and staff and through appropriate communication the learner can identify problems, can discuss them and find appropriate visual/verbal solutions through the process to the outcome.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of the specific ways to communicate with his group members and staff
- has knowledge of relevant communication techniques visually and or verbally
- has knowledge of his own role and position in the group and the context in which he acts in and knows which communication style is appropriate

Skills

The learner:

- is able to demonstrate through communication in a clear expressive visual or verbal way with fellow prisoners and staff
- is able to identify problems and find solutions together by using direct communication 'sharing ideas and techniques responding and modifying in response to feedback with a view to improving his practice
- is able to communicate in a clear fashion with other team members and teacher able to communicate in a target oriented way
- is able to identify problems and find solutions together by using direct communication
- is able to give and receive feedback to and from team members and teacher
- is able to use feedback in the improvement of his/her practice
- is able to distinguish between different communication styles
- is able to select appropriate communication styles according to goal and context

Attitudes

The learner:

- respects and appreciates others and their different communication styles
- has a positive attitude towards open and reflective communication
- feels that communication is valuable for his personal development
- has a positive attitude towards change
- strives for learning and improving own competences with the help of developing communication styles
- appreciates occasions for discussion and exchange

Key competences: Communication, Social and Civic Competences, Cultural Awareness and Expression

Communication between participants in the group – Reference system

		KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description	
5	Knowing where else (knowledge for transfer)	Knowing the purpose of project and is aware of improved pro social behaviour. Knowing how to guide others to communicate appropriately in different situations.	Developing, constructing, transferring	Being able to persuade others to try out new techniques. Realising final image and quote or postcard ready for printing. Using preferred practice. Being able to transmit a personal message and reach out to other vulnerable prisoners or people.	Incorporation	Having heightened awareness of supporting others when they are struggling emotionally or with the project Having mutual respect and understanding for different cultural perspectives, religious beliefs or preferences Relating the learning to pro social benefits	
4	Knowing when (implicit understanding)	Knowing how to stay focused and use tailored tasks that permit self-expression and a freedom to work outside the frame.	Discovering acting independently	Trying out different styles processes and techniques. Refine modify work in progress. Build up experiences inspired by other artists poets writers Working out personalised final layout for most effect postcard	Self-regulation, determination	Commitment through punctuality and presence. Sustain an idea from beginning to the end i.e. postcard. Engaging in peer group evaluations, using constructive criticism and feed forward.	
3	Knowing how	Understanding others body language	Deciding/ selecting	Coming to an agreement about best translations possible changes and improvisations or compromises with personal interpretations of fragments of poems. Taking decisions selecting final message for post cards.	Empathy/ Appreciation	Feeling the need to find new ways of looking, creating and developing own work.	
2	Knowing why (distant understanding)	Understanding potential benefits of learning through art	Using, imitating	Looking at other artists, poets, writers and musicians - and drawing or recycling ideas connecting their work with that of the learners. Accepting support from others in the group. Trying out basic techniques in response to different styles	Perspective taking	Exploring, gathering, collecting ideas	
1	Knowing what	Show an interest in the project	Perceiving	Sharing ideas swapping phrases discussing favourite songs looking at resources in a group sharing likes and dislikes	Self-orientation	Expressing and allowing others to express their ideas and feelings	

36. Learning to learn – developing learning skills through art and quotes

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies and applying these in other learning situations, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- intuitively knows how and when to apply strengths of one's own learning styles both in the group and in other learning situations.
- knows the importance of reflecting upon the new knowledge and experience.
- knows how to interact with others, learn in-group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills

The learner:

- is able to develop one's own learning strategies in the context of this group and apply it to other learning situations;
- may interact with others in order to reach learning challenges;
- is able to acquire, process and master new knowledge and skills;
- may assist others when solving learning related problems.

Attitudes

The learner:

- appreciates and values the strengths of one's own learning strategies in the context of this group and in other learning situations going forward;
- values interaction with others in order to reach learning challenges and learn in a group;
- respects and appreciates diverse learning strategies of others;
- is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.

Key competences: Learning to learn, Social and Civic Competences, Cultural Awareness and Expression

Learning to learn – developing learning skills through art and quotes – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Has an advanced level of understanding of the link between the learning skills they have developed in the class and how this can be shared with those in the group and transferred to other learning activities in the class and outside in the community	Developing, constructing, transferring	Having a good level of autonomous learning and interaction with various learning skills.	Incorporation	Having a mature and motivated attitude towards their learning development. Having a positive attitude in developing their learning in the group and transferring it over to their other learning experiences. Being motivated to support other learners.
4	Knowing when (implicit understanding)	Understanding the link between developing their knowledge through art and a range of techniques and how this links to better levels of interacting in other learning activities and other situations.	Discovering acting independently	Showing a basic level of independent learning. Setting learning goals with the teacher and for themselves. Reflecting on their learning process.	Self-regulation, determination	Being determined to improve their learning skills both in and out of the learning group.
3	Knowing how	Understanding how their personal skills and their independent development will help them in other learning activities.	Deciding/ selecting	Applying basic learning skills both in the group and in other learning activities. Showing basic indication of planning their learning development.	Empathy/ Appreciation	Having a positive attitude to a variety of learning strategies. Being motivated to improve personal learning abilities through the group.
2	Knowing why (distant understanding)	Having the basic understanding that practicing art independently and in a group setting will and is improving their verbal and non-verbal knowledge /skills and helps with learning in other contexts.	Using, imitating	Basic identification of their own learning style, their strengths and where they would like to improve. Trying out new ways of working.	Perspective taking	Being interest in developing learning skills and the various ways in which this could be done in the group.
1	Knowing what	Having the basic understanding that they have a personal and unique approach and that through practice and learning it can be developed and used to their advantage in the class and outside.	Perceiving	Realising that developing and utilising learning skills through the group will improve abilities in other areas of learning.	Self-orientation	Being open to developing learning skills by attending regularly enough to begin the process and willing to discuss the project.

37. Project management – writing a book

Within a project, it is also very important for the prisoners to take responsibility for their own roles and tasks. When managing a project, it is so important for prison learners to develop the desire and ability to organise and manage their work and attitude in order to achieve a common project, such as collaboration, goal setting and demonstrating an understanding of others' opinions.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of his own capacity in reading and writing
- understands the benefits of participation in a heterogeneous group

Skills

The learner:

- is able to work in groups
- is able to accept different opinions
- is able to work with the idea of another if it is better

Attitudes

The learner:

- is tolerant
- open minded
- positive for the story progression

Key competences: Sense of Initiative and Entrepreneurship, Learning to Learn

Project management – writing a book – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Knowing how to transfer the same knowledge to other prisoners	Developing, constructing, transferring	Being able to consider the ideas of others to improve the text	Incorporation	Being open to integrate ideas given by others
4	Knowing when (implicit understanding)	Knowing when to give own contribution	Discovering acting independently	Being able to defend a point of view or an idea for the project	Self-regulation, determination	Being able to regulate oneself if his proposition is rejected
3	Knowing how	Knowing how to behave in a group in order to reach the project objective	Deciding/ selecting	Being able to choose and propose an idea useful for the project	Empathy/ Appreciation	Feeling appreciation for the project work, not giving up at the first difficulty
2	Knowing why (distant understanding)	Knowing why collaborating in a group is more rewarding than working alone	Using, imitating	Being able to speak and listen to the other	Perspective taking	Being open to listening to others
1	Knowing what	Knowing the basic tools to invent a story	Perceiving	Being able sit in a group and accept the other presence	Self-orientation	Being willing to defend his/her own ideas

38. Problem solving – debate in math

For prisoners in my group, learning to solve a problem is finding a solution using their knowledge and integrating the proposals of others. It involves communication, working with others and the ability to pull together different ideas and come to a sensible conclusion. It integrates a range of problem-solving strategies that the learners will be able to transfer into other learning opportunities.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- has knowledge of methodologies in problem solving
- has basic operation techniques

Skills

The learner:

- is able to take the initiative
- is able to adopt a methodical, step-by-step approach – and stick to it
- is able to seek out the collaboration of others

Attitudes

The learner:

- is interested in solving problems
- is perseverant
- is self-confident
- remains curious and seeks out new advice or clues
- constantly searches for new ways to approach the problem and find solutions

Key competences: Sense of Initiative and Entrepreneurship, Learning to Learn

Problem solving- debate in math – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Knowing how to use the results of other students and accepting to use their procedure to solve problems	Developing, constructing, transferring	Being able to learn from the others and to learn new problem-solving techniques	Incorporation	Being open to integrate solutions and strategies modes offered by others into future learning
4	Knowing when (implicit understanding)	Knowing when it is necessary to look for external help	Discovering acting independently	Being able to persist in his own choice	Self-regulation, determination	Being open to accept other opinions in order to solve the problem
3	Knowing how	Knowing how to integrate some procedures and methodologies	Deciding/ selecting	Being able to to choose the right method of resolution	Empathy/ Appreciation	Being open to vary the strategies and explore all tracks, not giving up at the first difficulty
2	Knowing why (distant understanding)	Recognising operations or situations that pose problem to him/her	Using, imitating	Being able to apply a mathematical rule	Perspective taking	Being open to listening to others
1	Knowing what	Knowing how to solve simple problems	Perceiving	Being able to see the essential question in the problem	Self-orientation	Trusting only his/her own choice of resolution

39. Learning to learn from the development of a short video documentary

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- intuitively knows how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources
- knows the importance of reflecting upon the new knowledge and experience.
- knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills

The learner:

- is able to develop one's own learning strategies in a variety of contexts;
- may interact with others in order to reach learning challenges;
- is able to acquire, process and master new knowledge and skills;
- may assist others when solving learning related problems.

Attitudes

The learner:

- appreciates and values the strengths of one's own learning strategies in a variety of contexts;
- values interaction with others in order to reach learning challenges and learn in a group;
- respects and appreciates diverse learning strategies of others;
- is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.

Key competence: Learning to Learn

Learning to learn from the development of a short video documentary – Reference system

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Knowing how to support, guide and coach others in their learning based on their own acquired learning qualities.	Developing, constructing, transferring	Implementing personal ideas on what one wants to learn and how one wants to learn it. Assisting others in producing tasks.	Incorporation	Valuing the fact that one can learn and discover new things and looking for the company of others, for instance to write a test together.
4	Knowing when (implicit understanding)	Self-knowledge on own learning processes and how to use them for success.	Discovering acting independently	Experimenting with the camera, angles, light. Receiving and accepting feedback from the group.	Self-regulation, determination	Going for the action. Trying out different things in order to improve/learn more.
3	Knowing how	Knowing own strengths and weaknesses concerning a learning process. For instance concentration or influences from environment.	Deciding/ selecting	Applying own qualities and what one knows. Writing, music making, filming, etc. Trying them out and seeing what own talent is.	Empathy/ Appreciation	Testifying to the insight that one perhaps has to do things one doesn't like in order to achieve certain goals.
2	Knowing why (distant understanding)	Knowing what is needed in order to have a good production process of the video.	Using, imitating	Trying to do what the teacher tells and reflecting to see if one has understood it properly.	Perspective taking	Being curious and positive regarding learning something more.
1	Knowing what	Knowing that one needs to participate in order to learn.	Perceiving	Being aware that it doesn't happen by itself and realise that one has to become active in order to achieve anything.	Self-orientation	Being willing to participate.

40. Teamwork when developing a short video documentary

The learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

Essential knowledge, skills and attitudes are:

Knowledge

The learner:

- intuitively knows how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources
- knows the importance of reflecting upon the new knowledge and experience.
- knows how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve their learning goals.

Skills: The learner

- is able to develop one's own learning strategies in a variety of contexts;
- may interact with others in order to reach learning challenges;
- is able to acquire, process and master new knowledge and skills;
- may assist others when solving learning related problems.

Attitudes: The learner

- appreciates and values the strengths of one's own learning strategies in a variety of contexts;
- values interaction with others in order to reach learning challenges and learn in a group;
- respects and appreciates diverse learning strategies of others;
- is motivated to inspire others to reflect on their own learning patterns and pursue learning goals.

Key competence: Learning to Learn, Social and Civic competences, Sense of Initiative and Entrepreneurship

Teamwork when developing a short video documentary – Reference system

	KNOWLEDGE		SKILLS		ATTITUDES	
L	Level Titles	Individual description	Level Titles	Individual description	Level Titles	Individual description
5	Knowing where else (knowledge for transfer)	Knowing how to motivate and stimulate others in performing their tasks well. Knowing how to transfer this competence in other situations as well, for instance by stimulating cooking together.	Developing, constructing, transferring	Creating opportunities to help others so that the common end-result will be better.	Incorporation	Being aware of the fact that this video can only be made together. Mutual consultations and small rehearsals are being organised. People are being involved to help others.
4	Knowing when (implicit understanding)	Knowing when and how to involve others with a special quality who can contribute to a successful result.	Discovering, acting independently	Coordinating rehearsals and team-meetings. Being able to tell which parts progress well and which lag behind. Selecting the right person to help another.	Self-regulation, determination	Not resisting when your idea does not make it. Being open to ideas and approaches that are different than yours.
3	Knowing how	Knowing how to submit own tasks in time, so that the rest of the team is not being held back.	Deciding/ selecting	Asking people to join the team to better reach the goal.	Empathy/ Appreciation	Feeling proud when telling about the collaboration on the video.
2	Knowing why (distant understanding)	Knowing that the end result will be better when there is collaboration. Knowing that everyone has to do his part and that all contribute to the end result.	Using, imitating	Rehearsing your lines and your role as an actor in the video, so you don't detain the process of the team.	Perspective taking	Being interested in being part of the shooting and gathering information on how to collaborate with other people.
1	Knowing what	Knowing that we will be collaborating in order to make a super video for the Augmented Reality projection.	Perceiving	You want to make a dynamite video and you admit that it is more clever, more achievable and more fun if you do that with a team instead of alone.	Self-orientation	Feeling the wish to be part of the video project.

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Erasmus+

