



Lifelong
Learning
Programme

EDP-Aided
Documentation,
Quality Assurance,
and Evaluation in
Youth Care Services

for the Further
Training of
Teachers

FRAMEWORK CURRICULUM

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Preface

Professional training for youth care workers and social pedagogues in all European countries qualifies for working in the fields of youth and child care services, especially in institutions for educational assistance and organizations for the integration of disabled persons or those threatened with becoming disabled. On the background of the professional profile currently undergoing changes in both theoretical and practical aspects, the training institutions are faced with the task of having to adapt their curricula to new challenges regularly. In the focus of the resulting debates, there are currently a stronger need for inclusion of those entitled to assistance services into the help process, the adequate realization of the help services, and the providing of social services under optimized cost-benefit analyses. All these come with an increasing need for EDP-aided documentation, quality assurance, and evaluation methods.

Through the supporting use of computer-aided processes, those requirements towards professional workers can be structured, standardized and made more efficient. In the area of social affairs, an autonomous market of software products has been established, whose development has been labeled "Social Informatics" by the underlying scientific discourse. Social Informatics refers to the development and usage of all systems of information processing and communication in the field of social affairs and denotes a very specific subfield of the general IT market. Until now, the professional training of pedagogical workers has not contained any elements of Social Informatics whatsoever.

This development is rather alarming, as the professional practice of youth and child care services has long seen the integration of tools needed for the documentation, quality assurance, and evaluation, for which as a consequence no formal qualification exists. A solid training preparing for all aspects of professional practice must, however, acknowledge this development. This has become even more relevant, since the Kultusministerkonferenz (German Conference of all Culture Ministers of the states) has passed their competence-oriented qualification profile, which sees the practical performance competence as a central goal of all professional training, in 2012. This profile of qualifications is a big step towards the standardization of the socialpedagogical training in Germany - however, this process has only just begun. Another part of this profile which has not yet been implemented to its full extent consists of explicitly certificated opportunities for further training. Both aspects illustrate the greater value of this new curriculum: Adapting the training to practical and real-world demands and challenges, and developing specific proposals for professionals' further training.

It cannot be assumed that teachers at professional school and colleges can fulfill these tasks without any appropriate training and assistance. Therefore, it is important to offer assistance that makes it easier to implement the afore-mentioned aspects of the curriculum for students and professionals. However, it is necessary to fit this assistance to the context of the respective schools. So information about this context is requested in advance. This curriculum for teachers presents three different scenarios of 3-day courses to convey the diversity of the mentioned schools.

The European educational program thus supports the initiative of the Institut für Kinder- und Jugendhilfe Mainz (IKJ) and the Katholische Fachschule für Sozialpädagogik Saarbrücken (KFS) in cooperation with the Institut für Lehrerfort- und -weiterbildung Saarbrücken (ILF), the Katholische Hochschule Mainz (KH) and the partners in Bulgaria, Luxembourg, Austria, and Spain with the program "Lifelong learning", which aims to develop and test a framework curriculum for "EDP-aided documentation, quality assurance, and evaluation in youth and child care services" which can be

implemented on an European level by institutions of professional (further) training.

Our warmest thanks go to all those involved in the project who helped with its development and implementation.

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I State-specific curricula - customized needs

Within the German education system, future educators are trained not at universities, but in professional schools and colleges. During the comprehensive training, all topics, from early childhood education to working with young adults, are taught. However, the curricula are not nationally uniform but different in every state. Thus, for example, the training to become an educator takes five years in Rhineland-Palatinate, but only four years in Saarland.

As a consequence, the specific needs at each school where teachers have to be trained regarding the use of computer-based techniques in youth services have to be inquired about respectively. A questionnaire designed for this purpose will be submitted to the schools about four weeks prior to the training course in order to document the needs of the teachers. The concrete training plan is to be based on this survey.

II General learning objectives and learning culture

The curriculum for teachers is based on a training period of about three days (= 24 units). Therefore, certain contents of the framework curriculum for the training of students have to be left out. It can be assumed that most teachers at professional schools and colleges have an academic background. And in this case, the participants are familiar with the students' competence profiles "Basic IT qualification" and "Improving pedagogical practice with empirical methods" that can therefore be neglected.

Despite the required comprehensive training in the curricula at professional schools, reality shows a certain diversity in the training of educators that reflects itself in the duration of training, the admission requirements, training contents, duration of internships and the amount of training time during those internships. These differences inevitably lead to the development of different foci at professional schools and colleges. Schools with a focus on early childhood education, inclusion, or educational assistance might not be widespread but do exist in the wide

range of schools. Accordingly, there are teachers that are either familiar with topics like educational assistance, care planning processes, and research of effectiveness or completely unacquainted with them.

From this point of view, it is not possible to formulate a standardized curriculum for all professional schools, because the schools are not uniform, and the entry possibilities into the profession of teachers are diverse as well (compare, for example, the possibility to start as a teacher without specialized training in Rhineland-Palatinate). It is the purpose of the present curriculum to fulfill the individual needs at professional schools without neglecting the contents of the Framework curriculum for the Training of Students. So, every school will receive a basic proposal of the training program and a questionnaire to assess specific contents.

Results are

Basic competence profiles (CP)

- Competence profile A: Documentation of assistance services and processes
- Competence profile B: Value of data for youth care services
- Competence profile C: Benefit of EDP-based documentation
- Competence profile D: EDP technologies for the process of assistance planning

Additionally, there are also

Specific competence profiles

- Competence profile X: The work field of educational assistance
- Competence profile Y: The care planning process in educational assistance

Three key terms characterize the desired learning culture.

Basic systemic attitude:

The participants should be considered experts in their field and supported, through the training courses, to develop ideas and to rediscover existing resources of space and personnel. The interaction of persons, their roles and the organization are taken into account. People are respected as responsible, independently acting persons.

Theme-centered interaction (TCI):

The training design is based on the TCI concept developed by Ruth Cohn. This strategy has worked out well especially in the context of participants reflecting on their role of guidance and making own experiences with the relevant media. The goal of TCI is the discovery of better ways of communicating, mainly in team or group work.

Constructivist didactics:

The tutors see themselves as producing the basic studying structure and as a supporter to the participants to help along their development. Self-organized forms of studying, such as group work and documentation of course contents, are essential features of the course. The participants should be open to these forms of studying. The course leader (tutor) will provide a handout and further reading lists on all relevant topics at the end of the module.

III Variations of the framework curriculum

According to the reasons mentioned in section 2, a training course on “computer-based documentation, quality assurance and evaluation in youth services” should be based on the individual needs of the professional schools and their teachers and be reflected in an individual curriculum.

A basic design for a three-day course was developed. It can be varied according to specific requirements assessed in a questionnaire. As an example, we considered three different scenarios that could be used for teachers at the professional schools.

3.1 Basic design

The curriculum for teachers is based on a training period of about three days (= 24 units) and we assume that we are mostly dealing with academics. In this case, the competence profiles “Basic IT qualification” and “Improving Pedagogical Practice with Empirical Processes” are expected to be known.

This could be one possible basic curriculum:

	Competence profiles (CP)	Working units (WU)
Day 1	General learning objectives	2 WU
	Documentation of assistance services and processes (A)	3 WU
	Value of data for youth care services (B)	3 WU
Day 2	Value of data for youth care services (B)	2 WU
	Benefit of EDP-based documentation (C)	3 WU
	EDP technologies for the process of assistance planning (D)	3 WU
Day 3	EDP technologies for the process of assistance planning (D)	8 WU

3.2 Design of a curriculum for a training course for future teachers

Assuming that future teachers in professional schools and colleges are mostly young people who are not familiar with the field of educational assistance, neither in theory nor in practice, will hardly have any experience in the field. In this case it makes sense to add an introduction to the field of educational assistance and care planning processes to the course.

	Competence profiles	Working units (WU)
Day 1	General learning objectives	2 WU
	Documentation of assistance services and processes (A)	3 WU
	Value of data for youth care services (B)	3 WU
Day 2	Value of data for youth care services (B)	2 WU
	Benefit of EDP-based documentation (C)	3 WU
	EDP technologies for the process of assistance planning (D)	3 WU
Day 3	The work field of educational assistance (X)	2 WU
	The care planning process in educational assistance (Y)	2 WU
	EDP technologies for the process of assistance planning (D)	4 WU

3.3 Design of a curriculum for a professional school with the focus Early Childhood Education

The colleagues in a professional school with a focus on the work field of early childhood education are mostly only familiar with the theory of educational assistance and less with the practice. But they are familiar with the content of CP "Documentation of assistance services and processes" (CP A), because in a day care center there are care plans and development reports to be drawn up. In many regions, like Rhineland-Palatinate, there are additional quality management initiatives, so topics such as observation, development theories, formulation of hypotheses and goals and evaluation processes should be well known. In this context CP A could be left out to instead present the fields of educational assistance and care planning processes again in some detail.

	Competence profiles	Working units (WU)
Day 1	General learning objectives	2 WU
	The work field of educational assistance (X)	2 WU
	Value of data for youth care services (B)	3 WU
Day 2	Value of data for youth care services (B)	2 WU
	Benefit of EDP-based documentation (C)	3 WU
	EDP technologies for the process of assistance planning (D)	3 WU
Day 3	The care planning process in educational assistance (Y)	2 WU
	EDP technologies for the process of assistance planning (D)	6 WU

3.4 Design of a curriculum for a professional school with the focus Educational Assistance

The colleagues in a professional school with a focus on the work field of youth education in residential care are familiar with educational assistance both in theory and in practice. They usually were in leading positions themselves or did therapeutical work in the field, or are confronted with the practical requirements when visiting the institutions during internships or attending cooperational events of school and institution. Therefore, it seems reasonable to focus the training on the practical application of EDP-based documentation and use the other contents merely to establish a context.

	Competence profiles	Working units (WU)
Day 1	General learning objectives	2 WU
	Documentation of assistance services and processes (A)	2 WU
	Value of data for youth care services (B)	2 WU
	The care planning process in educational assistance (Y)	2 WU
Day 2	Value of data for youth care services (B)	2 WU
	Benefit of EDP-based documentation (C)	2 WU
	EDP technologies for the process of assistance planning (D)	4 WU
Day 3	EDP technologies for the process of assistance planning (D)	8 WU

IV Overview of competence profiles

4.1 Basic competence profiles

4.1.1 Competence Profile A:

Documentation of support and assistance processes

Thematic focal point:

Documentation of assistance services and processes

Goals	<p>The participants ...</p> <ul style="list-style-type: none">■ ... gain an overview of the problems of participating/non-participating observation.■ ... have knowledge about possible mistakes of observation, and the reality-constructing effects of observation.■ ... know about theories of development and personality as a basis for their analyses.■ ... acquire skills for the theoretically founded analysis and formulation of hypotheses.■ ... are able to formulate goals and appropriate measures.■ ... have skills and knowledge required for the evaluation of assistance planning processes.
Contents	<ul style="list-style-type: none">■ Problems and common mistakes of observation■ Analyzing every-day situations and cases■ Formulating hypotheses building upon this analysis■ Formulating goals■ Formulating concrete and realistic measures■ Evaluation methods for the planning of educational assistances
Methods	<ul style="list-style-type: none">■ Audiovisual training
Materials	<ul style="list-style-type: none">■ Handout observation and observation mistakes■ Presentation introduction to professional observation■ Analytic grid for conducting own analyses■ Handout formulation of child-raising assistance goals■ Handout educational planning■ Exercise formulation of child-raising assistance goals

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| Literature | <ul style="list-style-type: none"> ■ Beller, K./Beller, S. (2000): Kuno Bellers Entwicklungstabelle. FU Berlin. ■ Bertelsmann Stiftung Hg. (2005): Guckmal!. Bertelsmann Stiftung. ■ Groot-Wilken, B. (2009): Bildungsprozesse in Kindergarten und KiTa. Herder. ■ Henes, H./Trede, W. (Hg.) (2004): Dokumentation pädagogischer Arbeit. IGfH-Eigenverlag. ■ Herriger, N. (2006): Ressourcen und Ressourcendiagnostik in der Sozialen Arbeit. http://www.empowerment.de/empowerment.de/files/Materialie-5-Ressourcen-und-Ressourcendiagnostik-in-der-Sozialen-Arbeit.pdf, 01.03.2014. ■ Lipp-Peetz, C. (Hg.) (2007): Praxis Beobachtung. Cornelsen. ■ Müller, B. (2009): Sozialpädagogisches Können. Lambertus. ■ Schäfer, G. E. (o.A.): Beobachten und Dokumentieren als Aufgabe der Bildungsvereinbarung. https://www.hf.uni-koeln.de/data/eso/File/Schaefer/BeobachtenDokumentierenAufgabeBildungsvereinbarung.pdf, 01.03.2014. ■ Schwabe, M. (2008): Methoden der Hilfeplanung. IGfH-Eigenverlag. ■ Vandenbussche, E./Laevers, F. (2009): Beobachtung und Begleitung von Kindern. Arbeitsbuch zur Leuener Engagiertheits-Skala. Erkelenz. ■ Verbeek, V. (2006): Trierer Beobachtungs- und Förderbogen. Reinhardt. |
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4.1.2 Competence Profile B:

Value of data for youth care services

Thematical focal point: Effect and Effectiveness research

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| Goals | <p>The participants ...</p> <ul style="list-style-type: none"> ■ ... have knowledge about the meaning of effect and effectiveness research. ■ ... learn about the historical and sociopolitical relations that resulted in effectiveness research for educational assistances. ■ ... know about the different dimensions and perspectives of effect-oriented educational assistance. ■ ... acquire the competence to deal with effectiveness research for the field of educational assistances critically. |
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Contents	<ul style="list-style-type: none"> ■ Analysis of studies regarding effectiveness research ■ What is "effect" ■ Methods of effect research ■ Effect from a systemic point of view ■ Effect from multiple perspective (public, institutions, professionals, family, youths) ■ Implications for assistance planning ■ Definition: effect-oriented youth and child care ■ Dimensions, characteristics, factors, indication, orientation ■ What has an "effect" on educational assistance?
Methods	<ul style="list-style-type: none"> ■ Presentation ■ Group work
Materials	<ul style="list-style-type: none"> ■ Handout effect and effectiveness research
Literature	<ul style="list-style-type: none"> ■ Esser, K./Macsenaere, M. (2012): Was wirkt in der Jugendhilfe?: Wirkfaktoren in der Heimerziehung und anderen Hilfearten. Reinhardt. ■ Macsenaere, M./Esser, K./ Knab, E./Hiller, S. (2014): Handbuch der Hilfen zur Erziehung. Lambertus. ■ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu

4.1.3 Competence Profile C: Benefit of EDP-based documentation

Thematic focal point: Benefit of EDP-based documentation

Goals	<p>The participants ...</p> <ul style="list-style-type: none"> ▪ ... understand the value of using EDP-aided technologies for the process of assistance planning: speed of data processing, relief of routine work, more time for client-related tasks. ▪ ... are able to present this understanding to a third party.
Contents	<ul style="list-style-type: none"> ▪ Checking the effect of pedagogical measures ▪ Well-founded planning of pedagogical measures ▪ Writing of development reports using EPD-aided data management
Methods	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Card checks ▪ Group work ▪ Presentation
Materials	<ul style="list-style-type: none"> ▪ Case examples from the professional practice
Literature	<ul style="list-style-type: none"> ▪ Kreidenweis, H. (2012): Lehrbuch Sozialinformatik. UTB GmbH. ▪ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu ▪ Hermsen, T./Macsenaere, M. (2007): Wirkungsforschung in der Kinder- und Jugendhilfe. Schriftenreihe der Katholischen Fachhochschule Mainz. EOS Verlag.

4.1.4 Competence Profile D:

EDP technologies for the process of assistance planning

Thematic focal point:

EDP technologies for the process of assistance planning

Goals	<p>The participants ...</p> <ul style="list-style-type: none">▪ ... have knowledge and skills for the use of the processes such as EVAS for the complete process of assistance planning.▪ ... acquire competences for the practical application of these processes for assistance planning.
Content	<ul style="list-style-type: none">▪ Statistical methods of analysis▪ Software-based planning of education and assistances▪ Different professional tools for the field of educational assistance▪ Case history and data import for the input masks of e.g. EVAS▪ Application and usage of these processes in real-life settings▪ Diagnoses, formulation of goals, and assessment of resources and deficits▪ Description of pedagogical goals (admission of new cases)
Methods	<ul style="list-style-type: none">▪ Learning with practical example cases
Materials	<ul style="list-style-type: none">▪ Exercise on survey design▪ Case study with exercise▪ Exercise data quality▪ Assessment sheet for EDP-aided processes▪ Admission form with operationalization guide
Literature	<ul style="list-style-type: none">▪ Macsenaere, M./Esser, K./Knab, E./Hiller, S. (2014): Handbuch der Hilfen zur Erziehung. Lambertus.▪ Institut für Kinder- und Jugendhilfe gGmbH et al. (Ed.) (2014): Studying Script – EDP-Based Documentation, Quality Assurance and Evaluation in Youth Care Services. Self-published. www.evas-europe.eu

4.2 Specific competence profiles

4.2.1 Competence Profile X:

The work field of educational assistance

Thematic focal point: The work field of educational assistance

Goals	<p>The participants ...</p> <ul style="list-style-type: none"> ▪ ... get an overview of the historical development of residential care in Germany. ▪ ... have knowledge about legal framework and funding of services. ▪ ... get to know about various types of service (counseling, ambulatory care, partial residential care or full residential care). ▪ ... have knowledge about target groups and their problems that may lead to the use of educational assistance. ▪ ... get an insight into various ways of formulating goals based on the problems of target groups. ▪ ... know the general staff requirements and competencies in educational assistance.
Contents	<ul style="list-style-type: none"> ▪ Historical development of residential care ▪ Changes in social laws concerning youth and child welfare ▪ Responsible authorities (State Youth Welfare Services, Youth Welfare Services) and organizations/associations in educational assistance ▪ Types of service in educational assistance ▪ Social situations of children and teenagers ▪ Statistics on origin and situation of target groups in educational assistance ▪ Forms of stress and problems and reaction patterns of teenagers ▪ Goals of educational assistance ▪ Training of pedagogical professionals in the field of educational assistance ▪ Requirement profiles for pedagogical professionals in educational assistance
Methods	<ul style="list-style-type: none"> ▪ Spontaneous presentations ▪ Work in small groups ▪ Case studies
Materials	<ul style="list-style-type: none"> ▪ Presentation educational assistance ▪ Presentation goals in pedagogical work
Literature	<ul style="list-style-type: none"> ▪ Feilen, T. (2014): Educational Assistance as a Field of Work. www.evas-europe.eu.

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| Literature | <ul style="list-style-type: none"> ▪ Flad, C./Schneider, S./Treptow, R.. Handlungskompetenz in der Jugendhilfe. Wiesbaden: VS Verlag, 2008. ▪ Hechler, O. (2011): Hilfen zur Erziehung. Flad, C./Schneider, S./Treptow, R. (2008): Handlungskompetenz in der Jugendhilfe. VS Verlag. Einführung in die außerschulische Erziehungshilfe. Stuttgart: Kohlhammer Verlag. |
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4.2.2 Competence Profile Y:

The care planning process in educational assistance

Thematic focal point:

The care planning process in educational assistance

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| Goals | <p>The participants ...</p> <ul style="list-style-type: none"> ▪ ... have an idea about how decisions to give care are made in Youth Welfare Services (care planning). ▪ ... know the legal situation and rights of persons concerned (participation) in care planning processes. ▪ ... get an insight into systemic approaches and resource orientation. ▪ ... can formulate goals according to the SMART criteria. ▪ ... have knowledge about structure and evaluation of care planning processes. ▪ ... know the key factors for a successful care planning process. |
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| Contents | <ul style="list-style-type: none"> ▪ Law about the support of children and teenagers ▪ Participation of children/teenagers/persons having custody ▪ Basics of systemic work in youth services ▪ Goals and SMART criteria ▪ Establishment, structure and evaluation of care planning processes |
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| Methoden | <ul style="list-style-type: none"> ▪ Spontaneous presentations ▪ Work in small groups ▪ Case studies |
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| Materialien | <ul style="list-style-type: none"> ▪ Handout legal situation and participation in youth services ▪ Handout systemic work in youth services ▪ Handout SMART criteria ▪ Presentation pedagogical care process |
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| Literature | <ul style="list-style-type: none"> ▪ Feilen, T. (2014): The Care Plan Process in Educational Assistance. www.evas-europe.eu. ▪ Modellprogramm Fortentwicklung des Hilfeplanverfahrens (Hg.) (2003): Hilfeplanung als Kontraktmanagement? Erster Zwischenbericht des Forschungs- und Entwicklungsprojekts „Hilfeplanung als Kontraktmanagement?“. |
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III Methodical and didactic advice

While preparing individual lessons for the implementation of this framework curriculum, special attention has to be directed to some central principles which result from the application-oriented nature of the curriculum's contents:

- **Participant orientation**

The implementation of the topics is geared to the real experiences participants can and probably will make. Their previous knowledge will always be taken into account when planning lessons or individual units.

- **Action orientation**

Participants are encouraged to participate actively in all training activities and take part in shaping them to their needs. Learning is seen as a holistic process, putting the individual's way towards his or her independent success in the center of attention.

- **Multiperspectival preparation of topics**

The trainings are not supposed to result in a one-dimensional display of a (majority's) opinion, but rather discuss controversial points of view as well. Participants will be encouraged to change their individual perspective.

- **Adult-suited training settings**

The relationship between participants and teachers is characterized by a partnership in learning. All interpersonal exchange happens at eye level and acknowledges the individual's competences and their beneficial role for the learning process.

- **Use of different social forms**

Social forms in a training setting are chosen based on their appropriateness for the teaching of the subject. The choice is supposed to direct the students towards giving them chances for gaining new knowledge independently, while respecting their individual circumstances for and experiences with learning.

- **Use of diverse methods**

As the curriculum covers a very broad range of topics, methodological diversity becomes necessary to appropriately impart its contents. The task of selecting the appropriate method for any given context lies with the teacher, who has to select it according to the needs and requirements of his or her respective course.

- **Promotion of independent learning**

All participants are assisted in independently using learning techniques for acquiring new knowledge and beyond this. They are given clues and hints on repeating and expanding on what they have learned, and are given ample opportunity to practice these techniques in a training setting.

- **Selection of materials**

The choice of which materials will be used has to be comprehensible and oriented on the reality of current professional practice.

- **Didactic reduction of the subject matter**

The trainings' subjects are reduced to the elementary aspects which are necessary for its understanding in the context of the respective learning targets.

- **Inductive approach**

The acquisition of knowledge on the subjects should usually be encouraged with concrete examples and inductive whenever possible.

- **Visualization**

While preparing the subjects and topics to be taught, presentiveness should be a main point of attention. This can be facilitated by making use of different presentation media (print, film, television, photos, statistics, graphics etc.).



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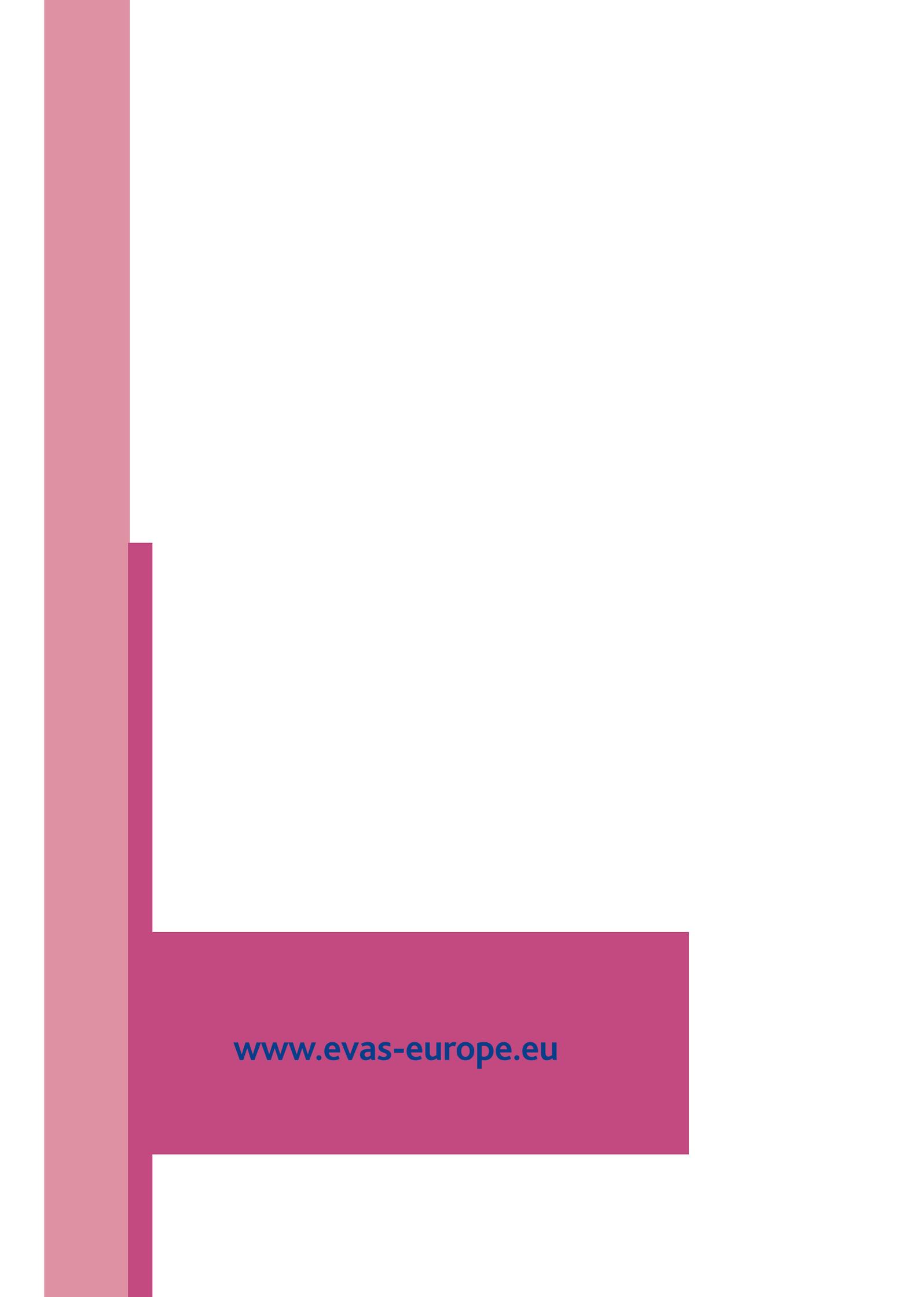
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