

**South American Qualifications Reference Framework  
for undergraduate programmes in the Subject Area of Education**

Dimensions and Sub dimensions	Knowledge	Skills	Responsibility
<b>Dimension 1: Pedagogic</b>	Understands, exhibits, explains and evaluates conceptual educational proposals of the educational phenomenon: educational, pedagogical and assessment models, as well as policies and regulations.	Designs, implements, explains, and justifies educational dynamics according to the contextual demands, recognizing diverse forms of learning and assessment.	Applies normative principles of the educational field to present proposals that lead to the improvement of the educational reality, in addition to designing and implementing strategies to address special educational needs and forms of assessment.
Sub dimension 1.1. Regulations and education policy	Proposes standards and policies for the educational field related to the development of society and its context, based on research processes.		
Sub dimension 1.2. Pedagogical theories	Understands, explains, and evaluates conceptual proposals inherent in the educational phenomenon: educational, pedagogical, curricular and assessment models.	Exhibits, explains, and justifies educational dynamics based on contextual demands.	Analyses and applies normative principles and public policies in the educational field to implement proposals that lead to the improvement of the educational reality, acknowledging inclusion, diversity and multicultural diversity and multiculturalism.



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Sub dimension 1.3. Didactic Strategies	Understands and applies in the educational context theories that support general and specific didactics, resignifying learning and overcoming the theories based only on memory and on a merely behavioural imposition of knowledge.		
Sub dimension 1.4. Ways of learning	Understands and explains ways of learning appropriate to the needs of a given context, considering that this is a socially and culturally significant process, which is carried out in exchange and collaboration with others.	Identifies and applies ways of learning considering the diversity of the educational community, and integrates reflective, autonomous, and self-regulated practice that consolidates personal and social growth in a deep and complete way.	Designs and implements actions that integrate people with special educational needs and the diversity of the community, according to their own and the collective interests and initiatives, and the challenges faced in a given place and time.
Sub dimension 1.5. Assessment Forms	Understands and explains forms of assessment in accordance with learning outcomes defined considering the contextual conditions.	Designs and implements diverse strategies and processes of learning assessment based on determined criteria.	Designs, proposes, and implements forms of learning in accordance with established learning outcomes.



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Sub dimension 1.6. Pedagogical training	Understands and identifies the competencies needed to become a promoter, orientator and motivator of teaching and learning processes, research-driven; in addition to considering the singularities of the context, the available means to carry out studies, the motivations, knowledges, and previous experiences.	Identifies and applies diverse pedagogical strategies to contribute and enrich the educational formation of society, without neglecting aspects; the personal, familiar, and social history; previous perspectives and experiences; as well as talents, interests, abilities and needs of the students.	Evaluates, designs, and reflects on the evidence and learning outcomes achieved during their professional practice.
<b>Dimension 2: Communicative</b>	Understands, explains, and assesses technologies, codes, and access to information that enable communicative processes and access to information.	Uses, explains, and justifies technological resources, media, and languages as forms of access to information.	Analyses, evaluates, and proposes technological and communicative resources and communicative resources, according to social and professional demands.
Sub dimension 2.1. Interpersonal communication	Recognizes the dialogic process and utilises a pedagogical language between student and teacher, as a fundamental basis for social inclusion, and the generation of peace contexts and planetary citizenship.	Uses a pedagogical discourse that evidences the recognition of human rights and the practices of coexistence.	Designs, proposes, and implements strategies that lead to social inclusion and the development of peace chairs.



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Sub dimension 2.2. Communication and information technologies	Understands, explains, evaluates and interprets technologies, codes, rules, tools, laws and principles that allow both access to information and communicative processes.	Uses, explains, and justifies the use of technological resources, communication media and means of access to information. Attends to the expectations and needs demanded by the construction of the social and professional subject.	Analyses, evaluates and uses technological resources and means of communication and access to information, according to social and professional demands.
Sub dimension 2.3. Foreign language	Understands, explains and masters at least one foreign language, as an instrument of communication and access to information.	Uses at least one foreign language as a means of communication and a tool for communication and access to information.	Socialises knowledge with the audience in a foreign language.
<b>Dimension 3: Research, creative and innovative</b>	Understands, explains and evaluates the elements, resources and methodologies that allow to approach educational and/or disciplinary phenomena as objects of study, and to create and propose innovative strategies to transform them.	Designs, implements, and evaluates strategies, plans, projects, and programs to address phenomena that are susceptible of intervention.	Analyses, evaluates and proposes actions, principles and innovative strategies that will transform reality in pursuit of continuous improvement.
Sub dimension 3.1. Research	Understands, explains and evaluates the elements, resources and methodologies that allow to	Designs, implements and evaluates strategies, plans, projects and programs that aim to improve their	Analyses, evaluates, proposes, and applies actions and principles demanded by the sciences, disciplines and methods involved in



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	approach educational and/or disciplinary phenomena as objects of study.	educational work through exercises of abstraction, analysis and synthesis.	educational phenomena.
Sub dimension 3.2. Creation and innovation	Creates and proposes innovative strategies that transform the objects of study of pedagogy and other disciplines.	Shows, explains, justifies and addresses phenomena susceptible to intervention, aware of the impact of its application.	Suggests innovative strategies that transform reality and solve everyday problems.
Sub dimension 3.3 Critical Awareness	Understands the unaddressed fields and theoretical gaps where it is necessary to produce knowledge, in addition to identifying the concrete problems of the community.	Diagnosis key theoretical issues and community problems or deficits in the educational policies on which to research.	It is committed to the real problems of society and attempts to produce knowledge that contributes to solving them.
<b>Dimension 4: Humanistic &amp; Social</b>	Recognizes the human being in its complexity in harmonious relationship with nature in its community.	Participates with global awareness in human development and social dynamics.	Analyses, guides and intervenes in individual and collective behaviours that aim to improve personal and collective formation and experience.
Sub dimension 4.1. Principles and values	Understands and applies democratic principles (in a Latin American perspective) that allow him/her to participate in	Interacts with different actors in society to favour personal and community processes.	Acts with ethical commitment in professional activities, in personal training and in collective interrelations.



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	different scenarios, with positions based on critical thinking.		
Sub dimension 4.2. Social commitment and respect for diversity	Understands the functions and actions of entrepreneurial leadership from a horizontal interaction in the national, regional and global reality, based on respect for diversity and social commitment.	Inculcates emotions and feelings for social mobilisation in favour of good living and sustainable development.	Disseminates visions and promotes commitment among social actors and their organisations.
Sub dimension 4.3. Political and civic engagement	Identifies education as an agent of transformation in the different regional and local realities of Latin America, as well as in the global scenario.	Promotes curriculum, projects and educational policies that favour freer subjectivities committed to their own realities.	Assumes its role with critical awareness to promote, through its educational practices, conscious subjects to transform their own realities.
<b>Dimension 5: Disciplinary</b>	Understands the broad and particular knowledge of the discipline and its relationship with pedagogy and other areas of knowledge.	Explains and applies decisions within the framework of the disciplines, and designs courses of actions in accordance with the demands of the times. Designs formative paths that contribute to the educational processes.	Evaluates and applies the knowledge of the discipline to present proposals that lead to the development of the individual and the community.



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	Understands educational sciences and pedagogical theories to address the complexity of the educational phenomenon.	Applies conceptual references of educational sciences according to their context, for the understanding and explanation of formative experiences and processes.	Examines and studies educational sciences and pedagogical theories for the development of formative experiences and processes, situated in context.
Sub dimension 5.1 Social Sciences	Understands the disciplines and Social Sciences that study the relationship of Education with society and the State.	Uses the concepts and approaches of the disciplines and social sciences that study education to address new social and political phenomena.	Reflects on the use of disciplines and Social Sciences that study Education.
Sub dimension 5.2 Administration and Management of Education	Understands theories of Educational Administration and Management.	Applies the theories of educational administration and management in different school and educational situations.	Uses theories of educational administration and management into different school and educational situations.
<b>Dimension 6: Culture</b>	Integrates the needs or problems of education and the methodology of student-centred learning, based on the recognition of diversities.	Fosters participatory methodological strategies that allow the development of tools for territorial intervention.	Reflects about social needs and problems of their community. Is committed to strengthening intersectoral and interdisciplinary networks.