



## **GUIDELINES FOR ESTABLISHING THE STANDARDS FOR ACCREDITATION OF PROGRAMS FOR CPD OF VET TEACHERS**

Agency for Pre-primary, Primary and Secondary Education supported by ETF

Project: *Model for Establishing the System of Accreditation Programmes for Continuing Professional Development of VET Teachers*

Partners of the Project:

Ministry of Education, Science, Culture and Sport of Tuzla Canton

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## **GUIDELINES FOR ESTABLISHING THE STANDARDS FOR ACCREDITATION OF PROGRAMS FOR CPD OF VET TEACHERS**

The main and compulsory part of the professional development of a teacher is continuous professional training. It means changing and upgrading of teachers' work, in accordance with own needs, the needs of science and profession and in line with the changes and needs of the society. All this is directed to achieve a certain goal and achieve the most effective results in the work. Professional development is very complex process which starts from initial education, then it lasts through practice i.e. teachers' work in school and out of school work – when teachers upgrade own work, widening the roles and achieving the better effects in the work. The obtaining of new knowledge, as well as the strengthening and acquisition of skills and competences, depends on how much teacher actively participates in the process of training and from the openness of the school toward other training institutions.

### **1 DEVELOPMENT OF GUIDELINES FOR ACCREDITATION OF TRAINING PROGRAMS**

These guidelines are developed aiming to facilitate the work of future proponents of regulations for accreditation of training programs, for education institutions, employers and representatives from the labour market.

The development of guidelines is extremely important activity for educational authorities. The primary purpose of these guidelines is to help educational authorities to consider and define the guidelines and procedures for accreditation of training programs for teachers in secondary vocational education. (VET)

Training programs for teachers in secondary vocational education should be directed at:

- promotion of lifelong learning
- development of knowledge, skills and competences in accordance to stipulated standards
- teachers' competences to train the students to apply their knowledge, skills and competences in new circumstances according the labour market demands
- upgrading student's achievement as set out in the standards.

## **Guidelines**

To implement procedure of accreditation the training programs it is necessary to define:

- standards for accreditation of training programs
- procedures for implementation of accreditation procedure
- procedures for keeping records and content of register the applications for accreditation, register of accredited training programs and the register of realised training programs
- content and design of certificates on completed training according to accredited training programs

By awarding training certificates, the acquired knowledge, skills and competences are recognized. The certificate confirms that, as a result of the training, a contentious and coherent set of training outcomes has been achieved. Certification is a formal procedure of assessment and quality assurance of the training.

Certificate confirms that participant:

- achieved the relevant level of learning outcomes
- is trained to implement acquired knowledge skills and competences

## **2 VERIFICATION OF TRAINING PROGRAMS**

In order to begin the implementation of training program, it must firstly go through the evaluation process in which it is verified whether the training complies with the purpose for which it is intended and meets the agreed standards.

### **Determining the need for a training program**

The first activity in the procedure of validation of training program is to determine the need for this training. Sources that can be useful for this purpose are existing legislation, strategic documents in the field of education, analysis, external and internal evaluation of schools, statistics data on education etc.

Talking about the secondary vocational education, a useful source of information is research on the labour market needs that identifies the skills that are currently needed and which will be needed in the labour market in the future as well as direct contacts with employers.

Definition of priority areas of professional development is planned for the period of at least three years.

## **Planning and development of training programs**

The key features to be considered in the procedure of planning and development of training programs are harmonisation with stipulated criteria and standards of educational authorities.

Process of planning and development of training programs includes:

- Identification of training needs
- Development / design of training programs
- Educational area

Educational institutions should establish and implement fair, consistent and transparent procedures for participation of teachers in training programs.

## **3 ACCREDITATION STANDARDS**

The accreditation of the training programs provides the basic level of quality of training of employees in education that enables the development of their competences.

The accreditation of training programs provides diversity, availability, comparability and competitiveness of the training program, enables monitoring and evaluation of the training program implementation as well as continuous improvement of the quality of training programs.

The accreditation should provide introduction of quality assurance in the professional development programs and harmonise the supply and demand in the area of professional development of teachers.

The accreditation standards of training programs indicate the basic quality that the training program should have in order to be accredited.

### **Standard 1 Content of training program**

- a) harmonised with clearly defined objectives and tasks set up in training programs
- b) includes elements which are mutually connected and harmonised
- c) based on integration of theory and practice
- d) training program is the response to objectively determined needs in practice
- e) based on contemporary professional and scientific knowledge
- f) instigate evidence-based professional work
- g) harmonised with stipulated standards in some professional field

## **Standard 2 Organisation of training**

Organisation of training includes:

- a) for the implementation of the training program there must be provided an adequate number of adequately qualified teachers/trainers who have the knowledge, experience and skills relevant to the subject area of the training program
- b) that organisation of training program is based on participative methods and techniques of work which provide development of competences
- c) that the number of participants in the group is appropriate to the achievement of the objectives of the training program
- d) that the duration of the training program is appropriate to the principles of effective work
- e) that timing (consecutive or connected meetings ) is appropriate to realisation of training program objectives
- f) that training is cost effective and provides the quality in accordance to the methodology of calculated program costs
- g) that the manner of realisation of the program is appropriate to selected target group

## **Standard 3 Monitoring of effects - evaluation**

Evaluation includes:

- a) that program has objectives harmonised with expected effects in practice
- b) that program has clearly defined procedures of monitoring and validation of program effects in practice
- c) that evaluation of competences at the end of completed training is realised in a way that provides abilities of participants to perform professional work which represent a subject area of the training, in accordance to stipulated standards
- d) that training program aimed to develop the skills through the training plan also anticipated procedures for verification of its practical implementation

## **4 METHOD OF CARRYING OUT THE ACCREDITATION PROCEDURE**

The accreditation is a procedure by which the right of a particular authorised body to perform a given role or provide certain services is obtained. It is related to institutions, services, joint or executive bodies, and programs (including curricula, modules, etc.). The body or institution which is providing the training is accredited to provide training.

The accreditation may have the form of licencing if some conditions are fulfilled i.e. if allocation of licence is given to the institution which is qualified to provide certain services e.g. licencing of an institution or organisation to perform specific training of a certain profile.

The accreditation is provided or assigned by the relevant legislative authority, on the bases of stipulated procedures, involving evaluators according to previously established criteria and

standards.

The accreditation is granted by a delegated Accreditation Body for a specified period of time, which is called the duration of the accreditation. When this time period expires, re-accreditation is required.

### **Accreditation procedure**

Accreditation procedure includes:

- a) Announcement of public call for accreditation proposals
- b) Application for accreditation with accompanying documentation
- c) Fulfilment of formal conditions and registration of the application
- d) Fulfilment of the accreditation standards
- e) Decision on accreditation and renewal of accreditation
- f) Issuing a decision on accreditation
- g) Registration of the accredited training program

### **Public call for accreditation proposals**

Procedure of accreditation of training program is carried out during the whole year or periodically on the bases of public call. General call for accreditation of training program is announced without limitations in regard the theme which makes subject area of the training program. When it is identified priority need for training program with a certain theme/topic, thematic call for accreditation is announced.

### **Application for accreditation**

Procedure for accreditation of training program is launched by application for accreditation. Application for accreditation consists of bidding documents, personal data on applicant, as well as curriculum vitae of the provider of training program.

Bidding documents include:

- a) Application for accreditation of training program
- b) Explanation on fulfilment the standards
- c) Statement of applicant for training program

Bidding documents are submitted on relevant forms.

All attachments to the accreditation application are delivered in written and electronic form.

### **The fulfilment of the formal conditions for the accreditation**

The competent authority shall examine whether the application for accreditation is complete and accurate and shall, within the prescribed deadline, inform the authors on the deficiencies of the proposed training program or parts of the training program to be supplemented, in accordance with the instructions regarding the amendment and shall set a deadline to remove the shortcomings.

## **Registration of the application for accreditation**

Full and correct applications for accreditation shall be entered in the register of accreditation applications managed by the competent authority.

Applications are entered in the registration register according to the order of receipt, and the basic information from the application is available on the website of the competent body.

## **5 EVALUATION OF THE FULFILMENT OF ACCREDITATION STANDARD**

The evaluation of the fulfilment of the accreditation standard is the process of professional evaluation of the program. The competent authority shall send all the complete and correct applications with accompanying documentation in the procedure of the professional assessment provided by the Accreditation Body.

Accreditation Body is formed for each announced bid (the Body has the number of members according the needs of the competition). The Accreditation Body consists of experts from different profiles (higher education institutions, scientific institutes, educational institutions, and ministries responsible for education, experts from the economy and other professional institutions and organizations).

For each area / subject from the members of the Body, a special expert body of three members is formed. In special expert body there must be at least one member of the field / activity that is the subject of training.

Accreditation Body:

- a) Considers bidding applications
- b) Assesses the fulfilment of the established standards
- c) Enters the grade into the appropriate forms
- d) Recommends accreditation or rejection of the program
- e) Assesses the program amendment if it is requested during the accreditation process and proposes accreditation or refusal
- f) Confirms the accreditation or rejection of the program
- g) In the renewal accreditation procedure, evaluates and proposes a renewal or refusal

### **Decision on accreditation**

In the process of professional assessment of the training program is tested the fulfilment of the accreditation standards and:

- a) Propose accreditation of the training program or
- b) Propose refusal to accredit the training program

The professional assessment of the training program and the list of training programs that have met accreditation standards are provided in writing.



## **Modifications of the program after accreditation**

The competent bodies should ensure and stipulate the procedure for the modification of the accredited training program.

## **The procedure for renewing the accreditation of the training program**

The program is accredited for a period of four years.

The procedure for renewing accreditation of a training program is the process by which it is decided whether the accredited training program still meets the standards for accreditation.

The competent authorities determine the procedure (application term, deadlines, procedures, competent bodies, etc.).

## **6 REGISTERS**

Registers are in written and electronic form.

### **Register of applications for accreditation**

Register of applications for accreditation consists of: ordinal number, the title of training program, date of application, name of applicant/ name of the copyright holder, list of all documents submitted with applications and date of issued decision on accreditation.

### **Register of accredited training programs**

Register of accredited training programs consists of: ordinal number, title of program, name of provider of the training program, educational area in which program is included, number of training hours, target group of beneficiary and the date of accreditation program. Integral parts of the register are complete bidding documents which authors submitted.

### **Register of implemented training programs**

Register on implemented training programs is based on the report on the realization that the authors of the training program submit to the competent body. The report on implementation is submitted in written and electronic form. An integral part of the report is the list of participants who successfully completed training and evaluation of the training.

Register consists of ordinal number, title of the program, name of provider of training program, educational area, and number of participants, date of training program and date of reporting.

### **Register of participants in implemented training program**

Register of participants consists of elementary data on participants of the training, name and surname and identification number, place of employment, title and date of the program.

## **Certificate**

Certificate on completed training according accreditation program is issued on a special form and consists of data on participant' (name, surname, identification number, name of institution), title of the program, duration of training, date of realisation and provider of the program.

## **7 CATALOGUE OF THE PROFESSIONAL DEVELOPMENT PROGRAMS**

The authorised institution approves and publishes a Catalogue of Professional Training Programs for each school year, which contains all accredited programs.

The catalogue of accredited programs systematically brings together all the programs that, after public competition, have been evaluated and accepted by the commission on the basis of the established standards.

The publication of the catalogue of accredited programs provides:

- Publicity of procedures and criteria
- Timely and objective information of the beneficiaries and program implementers
- Greater involvement of teachers and raising the level of professional development
- Offer and choice of relevant and current topics

Based on the title of the training program, the topic being dealt with and the target groups, the accredited training is recorded in the catalogue according to the established methodology. The training catalogue should be public, transparent and accessible.

The training catalogue is revised every year by adding new accredited programs and deleting programs of expired accreditation which have not been renewed.

<b>Accreditation standards</b>		
<b>Criteria</b>	<b>Description</b>	<b>Indicators</b>
Upgrading students' achievement	Acquisition of knowledge, skills and competences in accordance to stipulated standards	- Obtained level of achievement set by standards in secondary vocational education
Orientation toward continuous professional development	Developing awareness of the need for acquisition of the continuous professional competences	- Types of programs and number of training participants in a given time
Recognizing the needs of practice	The content of the training program responds to the expressed needs of teachers in the educational process and is relevant to secondary vocational education	- Relevant data which point to the need for this type of training (research, analyses of needs for practical training of teachers - interviews with teachers, questionnaire...)
Harmonisation with clearly defined program objectives	The content of training program defined to provide realisation of set objectives	- The training program objectives are matched to expected learning outcomes that are measurable , time-specific, specific, relevant, and can be realized
Connection of elements	The themes of the program are interrelated and directed towards the realization of the goals	- The thematic linkage is visible, the contents are logically linked - the following outlines from the previous content

Integration of theory and practice	Program provides opportunities for acquisition of competences which connect theory and practice	<ul style="list-style-type: none"> <li>- The training program identified the need for linking theory and practice and foreseen procedures for realization of practical application</li> </ul>
Relevance in the area of vocational education	The content of the training program provides opportunities for acquisition of vocational development needs	<ul style="list-style-type: none"> <li>- The content of the program is based on the needs of vocational education</li> </ul>
Modern professional and scientific knowledge	The content of the program offers scientific and professional knowledge on which it is based professional development of teachers	<ul style="list-style-type: none"> <li>- The training program is result of professional and scientific knowledge, i.e. practical experiences in the last five years</li> <li>- The content of the program is based on verified sources of scientific and professional achievements</li> </ul>
Encouraging evidence - based professional work	Training program is based on existing legislation, strategic documents from educational area, analysis, research, statistic data and especially on research on labour market demands	<ul style="list-style-type: none"> <li>- Program provides encouraging of evidence - based professional work (existing legislation, strategic and other documents from educational area, analysis and research, statistic data on education )</li> </ul>

Harmonisation with stipulated standards in professional area	The content of the program provides the acquisition of competences for understanding and applying standards in the professional areas, depending on the specific application of the acquired knowledge in practice and the market	<ul style="list-style-type: none"> <li>- The training program is based on standards of professional areas. It is cross-sectorial with specific knowledge clearly related to each sectorial group</li> </ul>
High quality teachers able to share /transfer knowledge, skills and competences	Trainers of training programs possess the knowledge, experience and skills relevant to the subject area of training.	<ul style="list-style-type: none"> <li>- An adequate number of qualified presenters is envisaged for the training program</li> <li>- Certificates of qualifications of the training program presenters</li> <li>- In the last 5 years, they have completed training in the subject area</li> <li>- Published papers/articles from a certain area</li> <li>- Practical experience</li> </ul>
Methods and techniques of the work	The training program is carried out according participative method and working techniques which provide development of competences.	<ul style="list-style-type: none"> <li>- Linkage of methods and form of work in relation to set objectives (group work, individual, frontal, research...)</li> <li>- Teaching tools and other materials used in training</li> </ul>

Duration	Duration of training respond to principles of effective work	<ul style="list-style-type: none"> <li>- Daily training lasts at least 8 hrs.</li> </ul>
Organisation of the process	Training is organized in continuity or with time interruptions	<ul style="list-style-type: none"> <li>- Training is organised in continuity or with interruptions planned for individual work (1+1 2 days)</li> </ul>
Number of participants in a group	Planned number of participants in a group is compatible with realisation of training objectives	<ul style="list-style-type: none"> <li>- Number of participants</li> <li>- Up to 30 participants per training</li> <li>- Up to 6 participants in groups</li> </ul>
Cost effectiveness	Training is cost effective, of a high quality and for as many participants as possible, in accordance with the methodology of calculations of the program costs.	<ul style="list-style-type: none"> <li>- Program costs</li> </ul>
Suitable to target group	The program is complementary to the competences of the target group and meets the needs of the target group.	<ul style="list-style-type: none"> <li>- These competencies are planned to be improved in relation to the needs of the target group</li> </ul>

Objectives harmonised with expected results in practice	Program offers instruments which measure expected effects in practice in relation to objectives	<ul style="list-style-type: none"> <li>- Foreseen instruments</li> </ul>
Clearly defined procedures and monitoring of evaluation of effects the training in practice	Program has planned monitoring and evaluation of effects of work in practice	<ul style="list-style-type: none"> <li>- Evidence on monitoring plan and evaluation of program effects (diagnostic and formative)</li> <li>- Evidence on beneficiaries' satisfaction</li> <li>- Evaluation of training/qualification at the end of the program (internally and externally)</li> </ul>
Evaluation of practical skills	Evaluation of qualifications at the end of the training, whether it is realized in a way that provides the participants' ability to carry out professional work which is subject area of the training in accordance to stipulated standards and in the best interest of beneficiary.	<ul style="list-style-type: none"> <li>- Individual and practical work of participants</li> </ul>

## Priority areas for continuing professional development of VET teachers

### **1. Teaching area ( module )**

Training for:

- New technologies in professions
- Entrepreneurship
- Sustainable development
- Environmental protection

### **2. Teaching methodology**

Training for:

- Modular planning and programming
- Work-based learning (WBL) and cooperation with economy
- Development of students' competences
- Interactive and active learning

### **3. Teaching and learning**

Training for:

- Individualised classes
- Innovative methods

### **4. Support to development of students' personality**

Training for:

- Development of critical thinking
- Learning how to learn and development of motivation
- Development of emotional life skills
- Building of relationships as life skills
- Management of the class, group and individual work

### **5. Communication and cooperation**

Training for:

- Informatics-communication technologies - ICT
- Communication skills
- Parents-teacher relationship, economy and local community



## APPLICATION FOR ACCREDITATION OF TRAINING PROGRAM

### TITLE OF THE PROGRAM

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### DATA ON APPLICANT / COPYRIGHT HOLDER

Name and surname / Official name of organisation:
Address:
Phone number:
E-mail address:
Coordinator:
Phone number:
E-mail address:

### EDUCATIONAL AREA (put x in the table or enter a professional area)

	Language		Technique and technology
	Natural Sciences and Mathematics		Pedagogical-psychological and methodical
	Social-humanistic		Inclusive education
	Art		Cross – curricula area
	Sport		
	Professional area:		

If the program is classified in a professional area, it should be noted which professional area (electro technique, agriculture, economy...)

### DURATION

Number of hours	
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### INFORMATION ON PARTICIPANTS

Target group	
Number of participants	

## I CONTENT AND MODE OF IMPLEMENTATION

### Program objectives

Write down 3 to 5 goals so that they are measurable, timely and can be implemented. Explain how the goals are matched to the expected learning outcomes. Use up to 250 words.

### Content of the program

Fill in: topics, number of hours and methods, forms and teaching materials. In a column groups – fill in how you plan to organise work (e.g.: plenum - 1 group, workshop - 5 groups, etc.). Add more rows for more topics.

Hours/ number	Topics	Methods, forms and teaching materials	Number/ group	Teacher

### Integration of theory and practice

Fill in and explain on which concrete expert knowledge and practical experience the program is based on. Use up to 150 words.

### Relevance

Write how did you identify the training needs and on which professional standards (fields, areas) the training is based on. Use up to 150.

## II ORGANISATION OF THE PROCESS

### PROGRAM IMPLEMENTERS

Deliver a copy of the table to each teacher. For implemented training, published works and practical experience - include five references in the last five years.

Name and surname:	
Qualification	
Implemented training	
Published works	
Practical experience	

### Methods and forms of work

Fill in how the goals will be realized using different methods and forms of work and with which materials / supplies. Use up to 150 words.

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### Organisation of the process

If the process is completed with interruptions, fill in what tasks the participants have to do in the meantime. Use up to 150 words.

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Costs

### III EVALUATION

#### **Monitoring and evaluation**

Fill in how you check the beneficiaries'/participants' satisfaction and their skills at the end of the program, how will you monitor effects of work in practice ... Use up to 200 words.

DURING THE ACCREDITATION PROCEDURE APPLICANT MAY BE REQUIRED TO SUBMIT  
ADDITIONAL DOCUMENTATION IN ACCORDANCE WITH THE ESTIMATION OF  
FULFILLMENT STANDARDS FOR ACCREDITATION OF TRAINING PROGRAMS

STATEMENT OF APPLICANT FOR TRAINING PROGRAM

Title of training program :	
HEREBY I CERTIFY THAT THE INFORMATION IN THE PROGRAM APPLICATION ACCORDING TO MY KNOWLEDGE IS ACCURATE AND COMPLETE. I FULLY ACCEPT ANY LIABILITY FOR OUTCOMES OF ACCREDITATION PROCESS THAT MIGHT BE CONSEQUENCE OF INCORRECT INFORMATION PRESENTED IN THIS APPLICATION. I DECLARE THAT I WILL PROVIDE REALIZATION OF THE TRAINING PROGRAM.	
Name and surname:	
Place and date:	Signature:
L.S.	

### Summary for a catalogue of training programs

Title of training program:
Provider:
Name and surname of contact person: E-mail: Phone number: Address:
Duration of training (number of days and hours):
Target group:
Number of participants:
Program objectives and expected results (up to 100 words):
Topics:
Cost per participant include:

## Form for assessment of training programs

Applicant of training program:

Title of training program:

Educational area:

General conditions	YES	NO
1. Completed documentation:		
• Data/information on applicants		
• Statement on Authentication of the Program / Program authorship		
2. Duration of the program		
• Training takes at least 8 hours		
3. Number of participants		
• Up to 30 participants per training		
• Up to 6 participants in a group		

**Only those programs that meet all three general conditions are subject of further assessment.**

## I INDICATORS OF FULFILLMENT THE CONDITIONS FOR THE CONTENT OF TRAINING PROGRAMS

Indicators	Number of points		
	0	1	2
<b>1. The program is based on objectives that are consistent with expected effects in practice</b>			
Training program objectives are clearly defined (measurable, time-specific, specific, relevant and feasible).			
The objectives of the training program are in line with the expected learning outcomes.			
Total points for 1.			/4
<b>1. Integration of theory and practice</b>			
Training program is based on results of modern professional and scientific knowledge, i.e. practical experiences in the last five years.			
Total points for 2.			/2
<b>2. Relevance in the area of vocational education</b>			
Program is based on relevant data which are indicating the needs for this type of training (research and analysis, analysis of teachers' practical needs / interviews with teachers, questionnaires ...)			
Training program is based on standards of different professional areas with specific knowledge.			
Total points for 3.			/4
<b>3. Encouragement of evidence-based professional work</b>			
Program provides encouragement of experts evidence-based work (existing legislation, strategic and other documents from educational area, analysis and research, statistic data on education )			
Total points for 4.			/2
<b>3. Linking elements</b>			
The thematic link is visible, the contents are logically linked with previous units			
Total points for 5.			/2
<b>Total points for I (1+2+3+4+5)</b>			<b>/14</b>



## II INDICATORS ON FULLFILMENT THE CONDITIONS FOR ORGANISATION OF THE TRAINING

Indicators	Number of points		
	0	0,5	1
<b>1. High quality teachers/trainers (knowledge, skills of transferring knowledge, experiences)</b>			
Adequate number of teachers/trainers is foreseen			
Evidence on qualification of teacher/trainers of a training program			
Implemented training from subject area in the last five years			
Published works of subject area			
Practical experience			
Total points for 1.			/5
<b>2. Methods and forms of work</b>			
Linking of methods of work in relation to set objectives ( frontal, research, debate, ...)			
Linking the methods of work in relation to set objectives (Individual, work in pairs, group work...)			
Teaching tools and other materials used in the training			
Total points for 2.			/3
<b>3. Organisation of the process</b>			
Training is carried out in continuity or with interruptions foreseen for individual work (1+1 or 2 days)			
Total points for 3.			/1
<b>4. Cost effectiveness</b>			
Program costs			
Total points for 4.			/1
<b>Total points for II (1+2+3+4)</b>			<b>/10</b>

### III INDICATORS OF FULFILLMENT OF CONDITIONS FOR EVALUATION OF THE TRAINING PROGRAM

Indicators	Number of points		
	0	1	2
<b>1. Clearly defined procedures of monitoring and evaluation of effects of program in practice</b>			
Monitoring and evaluation plan of the program effects (diagnostically and formative )			
Planned instruments for survey of participants ' satisfaction			
Testing the qualifications of the participants at the end of the program (internal and external )			
Individual and practical work of participants			
<b>Total points for III</b>			<b>/8</b>

Total points	Number of points
I Organisation of training	
II Content of training program	
III Evaluation of training program	
<b>Total points (I+II+III):</b>	<b>/32</b>
The maximum number of points is 32	

OPINION OF EVALUATOR:

**Evaluators:**

Date	Name and surname	Signature

## **Guidelines for Evaluation Team of Training Program**

All training programs that are timely submitted with complete documentation are jointly evaluated by three members of the Evaluation team.

The evaluation of the program is carried out in two phases in order to provide balanced criteria. In the first phase members of the team will evaluate the same program individually and independently of each other in order to provide and keep identical criteria on evaluation of the program. In a second phase through group discussion members will compare the results of their evaluation. They will clarify criteria, present the similarities and differences of views and finally find out common solutions i.e. unique opinion on the evaluation of the training program.

Evaluation of the program should be fair and impartial. There should not be a relative, business or other relationship between the program implementer and the evaluator since it could be considered as a conflict of interest. If the evaluator and the program implementer are linked in any way Evaluation Team or its individual members have to be replaced.

The overall evaluation and assessment process should be transparent. All documentation is located at the evaluation site and is available to stakeholders. Information related to the evaluation of the program is published on the WEB page.

**Register of applications for accreditation**

Ord. no.	Title of training program	Date of application	Name of applicant/ name of the copyright holder	Submitted documents	Date of issued decision on accreditation

**Register of accredited training programs**

Ord. no.	Title of training program	Provider of the training program	Educational area	Number of training hours	Target group	Date of accreditation

**Register of implemented training programs**

Ord. no.	Title of training program	Provider of the training program	Educational area	Number of participants	Date of training program	Date of reporting

**Register of participants in implemented training program**

Ord. no.	Name and surname	Identification number	Place of employment	Title of training program	Date of training program



**List of participants**

Provider of the training program:			
Title of training program:			
Date of training program:			
Ord. no.	Name and surname	Identification number	Place of employment

## QUESTIONARY

**For evaluation of the training program**

**Dear participants, please evaluate the training program based on the given scale.**

<b>ELEMENTS FOR EVALUATION OF THE TRAINING PROGRAM</b>		<b>Fully disagree - 1</b>	<b>Disagree - 2</b>	<b>Neither agree nor disagree - 3</b>	<b>Agree - 4</b>	<b>Fully agree - 5</b>
<b>Content of the training program</b>						
1.	Content of the training program fulfilled my expectations	1	2	3	4	5
2.	Content is presented in acceptable and understandable way	1	2	3	4	5
3.	I gained new knowledge	1	2	3	4	5
<b>Usability</b>						
1.	Program motivated me to include changes in my work	1	2	3	4	5
2.	Program upgraded new issues and motivated me for further training in this area	1	2	3	4	5
3.	Knowledge and experience of this Program I will share with my colleagues	1	2	3	4	5
<b>Organisation</b>						
1.	Training term is well-chosen	1	2	3	4	5
2.	Working conditions were good	1	2	3	4	5
3.	Program presenters have followed the needs of the participants	1	2	3	4	5

<b>Presenters of the program (trainers, teachers , moderators ...)</b>						
Please evaluate each presenter individually.						
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

The columns for presenters are added as needed.

**Thanks!**