ACCREDITATION BODY AND PROCEDURES, INCLUDING INSTRUMENTS FOR MONITORING AND EVALUATION OF THE EFFECTIVENESS OF THE PROFESSIONAL DEVELOPMENT TRAININGS INTENDED FOR THE PROFESSIONAL PROFILES IN THE KINDERGARTENS

Skopje, 2024

Disclaimer

SUMMARY

This document is a **concept of procedures for accreditation of training programs and providers of services for professional development of the practitioners working in the public institutions for children/kindergartens** who perform foster care and upbringing activities, educational work, pedagogical and psychological work, work related to social protection of children, including preventive health care of children. This document covers the following topics:

– Analysis of EU and regional accreditation experiences of CPD providers and programs for practitioners employed in kindergartens
– Analysis of various accreditation solutions for CPD providers and programs
– Analysis of the current national framework for election of the accreditation body
– Procedures for applying for accreditation of training programs
– Guidelines for preparation of proposal for accreditation of training
– Information on the accredited training programs
– Information on the service providers
– Composition of the accreditation body/Committee
– Criteria for evaluating service providers
– Criteria for evaluating training programs
– Deadline for making the accreditation decision
– Evaluation of accredited training programs
– Instruments for monitoring and evaluation of the training effectiveness
– Instruments for monitoring the effectiveness of the professional development in the practical work

The document shows the basic structure and describes how the instruments used for monitoring and evaluation of the effectiveness of training for professional development of employees in kindergartens look like. The instruments monitor the professional development training from the beginning to the end, so their implementation can be divided into several phases:

1. Applications for professional development programs
2. Evaluation of the training immediately after its completion
3. Verifying the implementation of the knowledge and skills acquired in the training in the practical work
4. Informing the practitioners on how to apply what they learned in training in working with children, and how to improve it - applying best practices.

BASIC CONCEPTS[1]:

ACCREDITATION is intended for **organizations and/or programs** in order to:
– increase the confidence in the providers and training programs;
– provide a minimum set of requirements for training programs;
– ensure consistency of training results;
– recognize the performance of the program and the results it provides and thus motivate those who prepared the programs to comply with the standards;
– help define the content of the profession and the scope of practice;
– increase the credibility of the profession.

THE CERTIFICATION and THE LICENSE are intended for **persons** in order to:
– improve the credibility of the provider that delivers professional development training;
– establish standards for professional practice;
– enable the professionals to be up to date;
– recognition of expertise is ensured on the basis of identification of qualifications;
– increase the impact on the society;
– provide protection in the public.

THE STANDARDIZATION is aimed at **products** or **processes**

THE CERTIFICATION AND ACCREDITATION CAN:
– promote and maintain the professional standards
– keep pace with new developments in the area
– be effective mechanisms for quality improvement

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[1] Knapp, J. E. (2000). Designing Certification and Accreditation Programs. From *The Association Educator's Toolkit*. American Society of Association Executives.

1. Analysis of EU and regional experiences related to accreditation of providers of programs and services for continuous professional development

This section includes information of organizers and implementers of accreditation of **providers and programs for continuous professional development** (CPD) **intended for the practitioners working in the system of early childhood and school education.** The information is obtained from the *Eurydice database*[2] and the SEEPRO study[3] covering 30 EU countries.

In PORTUGAL, continuous professional development for practitioners in kindergartens is implemented as continuous education and specialized training[4]. Both forms are a right and duty of the practitioners and aim to update their professional competencies and to provide them with professional mobility and career advancement. The CPD programs are organized as various types of activities: courses, trainings, study circles, short courses, or as a type of training for interns and projects at the request of the **Scientific and Pedagogical Council**. The CPD programs are proposed and organized by various organizations, the most important of which are the **higher education institutions** and the **training centers** run by school associations. There are also Center for training of school associations and initiatives for municipal and inter-municipal activities which are organized by schools and kindergartens that come together for the specific purpose, including non-profit centers for training of professional or scientific associations, Central Services of the Ministry of Education, trainings in areas considered relevant for the development of the educational system and other sponsors whose intervention is considered useful.

The accreditation of service providers in this area, as well as the training programs, are the responsibility of the **Scientific and Pedagogical Council**, which is in charge of the CPD. Short-term courses are recognized and accredited by the professional bodies of the Scientific and Pedagogical Council. The training centers of the school associations prepare an annual or multi-year training plan, taking into account the priorities indicated by the associated schools.

The continuous training courses, which are part of the training plans of the centers, are submitted to the Scientific and Pedagogical Council who is in charge of accreditation of programs and trainings for CPD. The training centers of the school associations can also introduce **protocols for cooperation with public, private and cooperative bodies, in order to provide training in priority areas**. For example, several training programs at the national level were designed in accordance with the national training priorities in the period between 2005 and 2007 in order to respond to current systemic problems, and training programs in the technical area were

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[2] Continuing Professional Development for Teachers Working in Early Childhood and School Education.https://eacea.ec.europa.eu/national-policies/eurydice

[3] Oberhuemer, P., Schreyer, I. (2017). In Early Childhood Workforce Profiles in 30 Countries with Key Contextual Data.Systems of early education/care and professionalization in Europe.

[4] Specialized training is defined as additional training that enables practitioners to gain qualifications in other educational functions.

organized in 2010, which are launched via the regional training plans of the Training Centers of the school associations. **This model provides free mandatory continuing professional training to practitioners** working in public schools, in Portuguese schools abroad and in private and cooperative schools registered in the Training Centers of the school associations.

In FINLAND, there is no specific legislation regulating CPD since the preschool education practitioners and school teachers are required to participate in continuous training for one to five days per year in accordance with the respective statutes and collective agreements. They are entitled to participate in this mandatory training with full pay benefits. On the other hand, the employers have the right to appoint all the teachers as full-time teachers during the training. **The employers also decide which training programs and forms of education can be accepted as CPD training in accordance with the collective agreement.**

Primary responsibility for CPD rests with the education providers. The practitioners today are vested with more responsibility for development of their professional skills and expertise. More attention is paid to **self-motivated continuous education and training** and the local authorities support this within their financial capacities and with financial support from the government. The government funds support training related to education policy and reforms. The CPD for those providing **training to practitioners is funded directly by the Ministry of Education and Culture based on applications from these service providers**. For the purpose of monitoring the developments at the national level, the CPD is involved in the national data collection regarding practitioners and teachers.

CPD is organized by various types of training centers, university units for continuous education, vocational colleges for teacher education, university departments for education of teachers, training schools for teachers, summer schools and various private organizations. The continuious education is to a large extent based on the logic of supply and demand. **The number of applications for continuous education programs that focus on educational policy priorities is significantly greater than the funding capacity for such programs.** Continuous education and training are divided into the following forms based on the bodies in charge of decision making: Self-motivated CPD; CPA funded by the employer; Government-funded CPD related to educational policy and priorities.

The education in the area of education policy and other priority topics are financed by the government, and is financed through the CPD budget – all of this through a **tender procedure managed by the Finnish National Agency for Education**. Municipalities, joint municipal authorities, universities, polytechnics, institutions for special needs, teacher training schools and other institutions that possess the necessary special expertise in the field of education and training can apply for these funds.

In DENMARK, there is no legislation in general that regulates the in-service training for preschool teachers. However, various in-service training provisions are mentioned in other laws, e.g. the one-year course for pre-school teachers at the Danish School of Education is partially regulated

by the Law on Approvals for Distribution. **The decision-making body in this area is the municipal service training committee** which has an equal number of representatives from professional organizations and employers. The task of this Committee is to contribute to the development of the in-service training based on the established objectives, to provide support for specific training activities during the services that further develop these objectives and to provide economic support for the activities. **Professional development training programs** for pre-school teachers are organized in many different places, e.g. teacher training colleges, the Danish University of Education and under the auspices of professional organisations. There are no formal admission requirements for teacher training. **The professional organization of pre-school teachers provide central course activities and local level activities covering a wide range of relevant topics.** Various conference activities and organizing of local activities in cooperation with branches and local employers also supplement this picture.

Courses for all types of teachers are held part-time or full-time, as seminars or conferences. **There is no formal assessment of either the participating teacher or the in-service training system.** Teachers who have participated in training courses during the service receive a **certificate**. Participation in in-service training has no direct effect on a teacher's salary or career, although it may be an advantage for teachers who wish to apply for higher positions. However, in-service training is rarely an explicit requirement when applying for jobs.

In SWITZERLAND, the education acts and the job description, including the cantons, determine the right, obligation and duration for the CPD of practitioners and teachers. In some cases, CPD is set in terms of a percentage of annual working time (eg 5%), but as a rule, training must take place outside working hours, although it can be carried out within the school. The CPD is financed mainly by the cantons, but also by the communes/municipalities. The recommendations of the Swiss Conference of Cantonal Ministers of Education for CPD to the practitioners is that it should be defined as part of the practitioners' professional mission intended to facilitate the career advancement. In addition to universities for education of teachers, other higher education institutions, cantonal CPD institutions and private institutions also provide CPD courses. **The universities for education of teachers and the Swiss Federal Institute for Vocational Education and Training** offer a wide range of CPD programs - from courses lasting just a few hours to part-time study courses lasting several semesters. Depending on the course, the CPD can lead to a Master of Advanced Studies (MAS), Diploma of Advanced Studies (DAS), Certificate of Advanced Studies (CAS) or course certificate. Courses offered include, for example, education and upbringing of children age 4 to 8 years (CAS), bilingual teaching (CAS), integrative support (CAS), intercultural language teaching (CAS) and sexual education (CAS, DAS, MAS). To date, the CPD has adopted profiles for further training of teachers in media or IT, for specialist teachers in career guidance and for further education in school management. Professional development of trainee teachers in schools and of teachers who act as mentors are subjects at the universities for education of teachers and take up the most time in the CPD institutions.

Continuous education and training is a professional requirement of preschool practitioners working in the area of upbringing, education and care in AUSTRIA, although the volume varies between three and five days per year. Selection of trainings (courses, programs, workshops) is

done in consultation with the management of the institution. Training events conducted during working hours and intended for practitioners are offered by competent bodies at local level (In-Service Training Departments); providers of trainings for kindergarten employees (such as CARITAS, the municipal administration, the diocesan administration); large providers of continuous education (eg. Adult Education Centers and CET Social Partner Institutions, Institute for Economic Promotion of the Federal Economic Chamber of Austria) and Institute for Vocational Promotion; University Colleges for Education of Teachers. The events are usually funded by the organizers and contributions may also be collected. The main motivation for participating in the education of kindergarten practitioners is to update the subject-related knowledge or to obtain better qualifications for future application (such as the position of a school principal). Certain activities and functions that practitioners can carry out in addition to their work require compulsory completion of programs (eg. mentoring as part of the induction period, educational counseling and career guidance in schools). These activities are related to financial allowances.

In BULGARIA, according to the national in-service training system, all teachers, including kindergarten teachers, can develop their qualifications. The collective labor agreement applicable to the public education system defines the budget for qualifications of the teaching staff - practitioners at the beginning of each calendar year. This budget is used to register practitioners for training following a discussion with the educational committee and approval by the head of the Center. Some of the courses are optional, while others may be mandatory.

The main providers of CPD programs across the country are university information and training departments within the frames of teacher training. These include the National Institute for Education and Qualification in the Education System; some pedagogical faculties; educational inspectorates; non-governmental organizations; foundations and other public and private providers at national, regional and local levels. The participation in specific forms of CPD is formally recognized in terms of career progression. The National Institute for Education and Qualification in the Education System was founded in 2006 with the aim of providing educational activities intended for the administrative staff of the Bulgarian schools and kindergartens so they can participate in the development of educational programs and in international projects. Some private kindergartens cover tuition fees for the university studies of their teaching assistants or for the part-time teachers in order for them to become qualified teachers or for their teachers to obtain a master's degree.

The main provider of continuous professional development (CPD) training for the employees in preschool institutions in CROATIA is t**he Agency for Education and Training**[5]**.** This is a public institution responsible for providing professional and advisory support at all levels of the educational system in the country and includes: (a) participation in the preparation, development and implementation of the national learning plan; (b) provision of assistance and guidance to educational institutions, their principals, teachers and school counselors; (c) organizing and conducting in-service training for teachers, school counselors and school principals; (d) licensing of examinations for teachers and school counselors, in accordance with special regulations. The professional staff of the Agency are experienced advisers on specific topics who work in the

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[5] Zakon o Agenciji za odgoj i obrazovanje, *Narodne novine*, 85/06.

Central Office and in three regional offices. The education provided by the Agency and other CPD providers is not linked to the points system of the European Framework.

The Agency organizes CPD programs for practitioners at national, interregional and regional levels through various trainings for various professional groups. The Agency organizes about 1,000 trainings every year, while about 3,000 trainings are organized by advisers at the regional level. However, only a small segment of these trainings is aimed at the area of pre-school education, education and care[6].

The CPD activities organized by the Agency are financed through the state budget. It is possible to use the services of other CPD providers, but the fees should be usually covered by the practitioners themselves, unless the training is organized under EU funded project, or ministry funding or funding from other sources.

Organizations that regularly organize trainings for practitioners from preschool institutions are the following: Croatian office of the International Association Step by Step; the Center for Lifelong Learning at the Faculty of Education of Teachers, University of Zagreb and the Center for Lifelong Learning at the Faculty of Education of Teachers, University of Rijeka. Even though there is organized CPD system, neither the primary practitioners, nor the qualified and non-qualified associates in preschool institutions are required to participate in these activities. Thus, the participation depends on their interest in advancing their professional status.

In SLOVENIA, the Ministry of Education publishes every year a **public call for applications for co-financing of CPD programs**. The Ministry highlights the priority topics and fields, which are defined by the Council of Experts for General Education on the recommendation of the Ministry and in cooperation with development and counseling institutes. Then, **the programs are selected by the tender committee and are approved by the decision of the Minister**. Kindergartens and schools plan the CPD for their educational staff in their respective annual work plans. The CPD is funded by the government.

The state has established a network of CPD providers and programs. Since the CPD is a right and obligation of the employees in education, different profiles of kindergarten practitioners receive paid study sheets and reimbursements for their travel expenses and training participation fees. The government and the municipalities provide funds in order to cover the participation costs for all CPD practitioner profiles and they decide by themselves which training programs they want to participate in.

Trainings on curriculum changes and other aspects of preschool education reform are mandatory or recommended and rewarded with promotion points. The Ministry of Education examines the implementation and efficiency of the CPD system and makes periodic evaluations of the CPD programs.

As an incentive to participate in CPD activities, there are various measures and models established in order to motivate and support the practitioners for professional development. The

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[6] *Program rada Agencije za odgoj i obrazovanje za 2019*, Dokumenti Azoo-a, Programi rada i izviješća, Zagreb: AZOO, web: www.azoo.hr

Ministry of Education allocates funds in order to cover the costs of participation in professional development programs intended for practitioners from preschool institutions. The practitioners can complete the training during their regular working hours and they have paid time off for this purpose. They can also be reimbursed for travel and subsistence expenses during and for the purpose of training. The teachers receive points for participating in continuing professional development programs that count toward their title promotion. This is an additional motivation for the education employees to continue with their training. A salary benefit is provided to those practitioners who complete the CPD through various programs and who obtain a higher formal educational qualification, for example: academic specialization and third cycle degree.

The relevant rules for selection and financing of CPD programs specify the procedure, the offer and the funding of CPD programs, as well as the awarding of points for promotion via a **Rulebook[7]**. The competent Ministry announces a public call for the purpose of co-financing or financing of the program providers, and the schools also receive funds in order to cover the costs of the participation of the practitioners in the CPD.

The professional development programs, according to the law in SERBIA, are approved by the **Institute for the Advancement of Education on the basis of a competition and published on its website**, while the Pedagogical Institute in Vojvodina approves the programs in the languages of national minorities in which the educational work is carried out in the Autonomous Province of Vojvodina[8]. A training program that contributes to the systemic development and improvement of the educational work with its content, objectives and outcomes and is not subject to competition is considered a **program of public interest**. The public interest training program is approved by the Minister for a period of up to three years. The public interest training program is realized with **funds of the organizers and is free for the participants**. Organizer of the public interest training program can be a government body, the Institute, the Institute for Assessment of the Quality of Education and Upbringing, the Pedagogical Institute and the Center for Professional Development. Implementer of the public interest program can be a person employed in the Ministry, the Institute, the Institute for Evaluation of the Quality of Education, the Pedagogical Institute and the Center for Professional Development, with prior consent of the Minister or the director of the Institute or the Center. The government authority, the Institute, the Institute for Assessment of the Quality of Education and Upbringing and the Pedagogical Institute cannot be organizers and implementers of the training program from Paragraph 1 of this Article.

The Institute announces a competition for approval of the training program every third year and approves it for a period of three working or school years. The competition is published in the public media "Education First" and on the website of the Institute and lasts from 1st to 31st October. **Legal entities that are registered for activities in the field of education and upbringing** have the right to participate in the competition from Paragraph 1 of this Article. The right to participate in the competition from Paragraph 1 of this Article for the training program

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[7] Pravilnik o izboru in sofinanciranju programov nadaljnjega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju, *Udarni list Republika Slovenija*, 0070-9/2017.

[8] Правилник о раду стручног тима Завода у поступку одобравања и прасења реализације одобрених облика сталног струшног усавршавања наставника, васпитача и стручних сарадника, 2018, Београд: ЗУОВ

for professional associates and teachers of vocational subjects in secondary vocational schools can be organized by companies and institutions whose activity is subject of vocational training.

The Application for the competition also includes the following: 1) name and recommendations of the program organizer; 2) references to the author regarding the topic of the program; 3) references to the training provider regarding the topic of the program and related to skills and experience in organizing trainings; 4) priority areas determined by the Minister, to which the program refers; 5) the results of the research that indicate that the proposed training program leads to the achievement of the expected outcomes of the training; 6) if the program was already approved in the past, the number of participants and of trainings held; 7) price per participant and price specification; 8) proof of payment of funds for the work of the program evaluation Committee. Programs resulting from international obligations, with international review, are placed on the list of programs that are approved by the Minister.

The application is accompanied by a **Professional Training Program** that lists the **elements of the training program**: name, purpose, priority area to which the program refers, competencies with which the program is developed, content, expected outcomes, forms of work, target groups, duration of the program and schedule of activities, how to verify the application of the knowledge and skills acquired for monitoring the effects of the program.

2. Different approaches for selecting accredited providers of services and training programs

The review of various examples showed that we can talk about several approaches in selecting the accredited providers of services and training programs intended for CPD of practitioners working in the system of preschool upbringing, education and care:

1)   **The employees/practitioners choose** short programs, courses and trainings organized by **accredited educational institutions and providers of services in this area that issue valid certificates**, in addition to the regular programs for acquiring qualifications;

2)   **The employer** chooses the various training programs **organized by accredited educational institutions and providers of service in this area**, which is specified in the employment contract or the collective agreement;

3)   **The choice of service providers in this area and CPD training programs** intended for practitioners working in the system of preschool upbringing, education and care **are implemented by the RELEVANT INSTITUTION** (at international, national or regional level) **which carries out professional work important for the development and improvement of the upbringing and education,** and this institution:

> **3-a) ORDERS TRAINING PROGRAMS ON CERTAIN TOPICS** that are important for the current reform processes from one or more accredited higher education institutions or institutes, **and its professional services perform professional and administrative tasks in the process of program approval**. After the delivery of the training program, the professional services prepare a **Report that is endorsed by the relevant authority** (Central Committee) **and approved by the Minister from the competent Ministry**;

> **3-b) ISSUES A PERIODICAL PUBLIC CALL TO ALL** institutions and organizations that are interested to apply for selection of training programs and **APPOINTS THE WORKING GROUP** which follows a specific procedure (Rulebook) in order to evaluate those programs and proposes them for approval – this refers to training programs, professional meetings and summer/winter schools, etc. In this process, the working group reviews and evaluates the completeness, regularity and timeliness of the submitted applications; whether the applicant fulfills the conditions for participation in the competition or to organize a professional meeting or summer/winter school in accordance with the Rulebook on Continuous Professional Development and Promotion. **The working group submits the Report on their work to the relevant authority (Central Committee) who endorses the selection and then sends it to the Director of the relevant institution for approval;**

> **3-c) Periodically, every 2-3 years, APPOINTS THE COMMITTEE** which follows a specific procedure (Rulebook) to evaluate the programs and proposes them for approval. **The prepared Report of the working group is endorsed by the relevant authority and the programs are approved by the Minister.**

4) **A combination of the above approaches** which is especially relevant when there are several relevant institutions in one country on different levels - regional, cantonal (eg. Austria), language communities (eg. Belgium).

3. Election and composition of a body for accreditation of providers of services and training programs

The review of the various examples shows that there are several approaches in selecting the accreditation body for the providers of services and programs intended for training of practitioners working in the system for preschool upbringing, education and care. In case the **respective institution** that performs the professional work relevant for the development and improvement of the upbringing and education is the one that **elects or appoints THE ACCREDITATION BODY** (Committee/ Working Group) for evaluation and selection of training providers and training programs, in that case:

- The institution sends a PUBLIC CALL to all interested **persons, with relevant education and work experience**, to apply for election as members of the Working Group/ Committee;
- The members of the Committee/ Working Group must have relevant higher education and a certain number of years of work experience in this profession, and retired professionals and those who are currently unemployed can also participate;
- **Authors or implementers of programs that are in the process of approval cannot be Members of the Committee/ Working Group**;
- The Director of the Institution establishes the Committee/Working Group from the list of evaluators with prior endorsement of the Ministry, if it is at the state level;
- The list of evaluators – members of the Committee/Working Group is published on the website of the respective institution.

The Committee/Working Group is a different type of **ACCREDITATION BODY appointed** by **the respective institution** which does professional work of importance for the development and improvement of upbringing and education. Their role and work is similar, with a difference in the way of hiring professional members and the duration of that engagement.

COMMITTEE – a type of accreditation body that is engaged and elected **PERIODICALLY FOR ONE-TIME WORK in the process of selecting TRAINING PROGRAMS in a specific area**. It includes external experts. For example, for accreditation of preschool programs experts that are hired are the following: (a) researchers and/or professors from higher education institutions[9] in the relevant area and (b) practitioners holding a title in that career and with experience in working in a kindergarten as professional worker, professional associate, educator and caregiver.

WORKING GROUP – a type of accreditation body that is **ESTABLISHED ON AD-HOC BASIS** and with members who are currently elected as external associates in a specific area. It is **ENGAGED ON AS-NEEDED BASIS**, **when application for approval of**

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[9] Different higher education institutions where education of teachers takes place, different profiles of professional workers (psychologist, pedagogue, special education teacher (defectologist), social worker, doctor of general and dental medicine) and various profiles of professional associates (music teacher, art teacher, physical education teacher, professor in foreign language and literature, graduate nurse).

PROFESSIONAL MEETING or SUMMER/WINTER SCHOOL has been filed. For example, for accreditation of a professional meeting the topic of which is from an area related to pre-school education, the following experts can be engaged: (a) researchers and/or professors from higher education institutions working in the relevant area and (b) practitioners holding career titles in that area, with work experience in a kindergarten as professional worker, professional associate, educator and caregiver.

4. Relevant institution for accreditation of providers of services and training programs

Bureau for Development of Education (BDE or simply Bureau) is a body of the state administration within the Ministry of Education and Science of the Republic of North Macedonia. It has a capacity of legal entity and performs professional work relevant for the development and promotion of upbringing and education. This body has many competences, but several of them are important for the realization of Activity 1.3. The Bureau organizes and implements activities for professional development of educational and managerial staff (Law on BDE[10], 2016, Article 6, item 3) and prepares an information-documentation system in the field of education that is under its authority (Article 6, item 12). In carrying out the competences from Article 6, item 3, the Bureau performs the following tasks:

- prepares analyzes that are used as basis for identifying the needs for professional development of the educational and management staff;

- organizes thematic discussions regarding the professional development of the educational and management staff;

- develops a long-term plan for the training needs of the educational staff;

- develops a long-term and annual plan of activities for training of the educational staff;

- unifies of the plans and the demand for activities for training of the educational staff;

- implements the accreditation procedures for provision of services in relation with the implementation of training programs for the educational staff;

- concludes agreement with the accredited bodies, institutions and other legal entities for implementation of the trainings of the educational staff;

- monitors the implementation of the services provided by the accredited bodies, institutions and other legal entities, in terms of quality and performance of the services according to the established timeframes;

- collects information from the educational and management staff regarding the training programs;

- ensures quality by evaluating the training programs intended for the staff in the educational institutions in cooperation with the State Educational Inspectorate; and

- provides information on the ascertainments obtained from the professional development of the educational and management staff to the schools and other institutions (Law on BDE, 2016, Article 8).

In terms of accreditation of training programs and service providers for professional development of educational and managerial staff, including training needs identified in the

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[10] Law on Bureau for Development of Education, *Official Gazette of the Republic of Macedonia* No. 30/2016

annual program for professional development and advancement of employees in public institutions for children - kindergartens, the Bureau announces public call for:

- selection and accreditation of providers of services for professional development of the educational and management staff (for primary and secondary education);

- selection and accreditation of training programs and providers of professional development services for the educational and managerial staff (Rulebook..., 2019).[11]

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[11] Rulebook for changing and amending the Rulebook on selection and accreditation of training programs and providers of services for professional development of the educational staff in elementary and secondary schools in the Republic of Macedonia, 2019

5. Guidelines for preparation when applying for the competition for accreditation of providers of services and training programs

5.1. Information on accreditation of CPD service providers

Public and private institutions, associations of citizens and commercial companies can all apply for accreditation as providers of training programs and providers of professional development services for educational and managerial staff.

The service providers can submit an **individual application** or they can join together and establish a **group of applicants** in order to jointly submit an application for participation or a group offer.

Employee at the Ministry of Education and Science, the Bureau for Development of Education, the State Examination Center, the Center for Adult Education, the Center for Vocational Education and Training, the State Educational Inspectorate and Director of a public (and private) institution for children/kindergarten are **not allowed** to apply as a service provider, nor as a hired trainer[12] (Law for BDE, 2016).

INFORMATION ABOUT SERVICE PROVIDERS who apply for professional development of employees in kindergartens submit the offer and the relevant **documentation in relation to the public** call.

The form for the applicant is prescribed by the Minister of Education and Science and it is an integral part of the public announcement documentation.

The application form from the application is an integral part of the Rulebook on documentation for the public announcement (Rulebook..., 2019).

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[12] The suggestion is to reconsider this provision, since the vision is to build the system for professional development of employees as a continuous process that includes additions and improvements.

Annex 1. FORM WITH GENERAL INFORMATION ABOUT THE APPLICANT APPLYING FOR PROGRAMS FOR TRAINING AND/OR SERVICES

1 A. About the application (to be filled out by the applicant)	
Applicant name	
Manager/ responsible person of the applicant	
Contact person	
Applicant address	
Email	
Telephone	
Fax	
Website	
1 B. Other information about the applicant	
Type of organization according to the registration information in the Central Registry	

B) Documentation:

- document for registered activity issued by the Central Registry of the Republic of Macedonia;

- current standing certificate issued by the Central Registry of the Republic of North Macedonia;

- Balance Sheet and Income Statement issued by the Central Registry of the Republic of North Macedonia;

- confirmation that no bankruptcy proceedings have been initiated, issued by the Central Registry of the Republic of North Macedonia;

- confirmation that no liquidation procedure has been initiated by the Central Registry of the Republic of North Macedonia;

- clearance certificate for paid taxes, contributions and other public duties issued by the Public Revenue Office of the Republic of Macedonia;

- a certificate issued by the Central Register of the Republic of North Macedonia, from the Register of Penalties for Criminal Offenses of Legal Entities, that no auxiliary penalty has been imposed against the applicant, including temporary or permanent ban on performing a specific activity;

- a certificate that the applicant has not been subject to a misdemeanor sanction banning him from performing a profession, activity or duty, i.e. a temporary ban on performing a specific activity, issued by the Central Registry of the Republic of North Macedonia;

- a certificate issued by the Central Register of the Republic of North Macedonia, from the Register of Punishments for Criminal Offenses of Legal Entities, that he has not been imposed an auxiliary penalty, a ban on participation in public call procedures, in awarding of public procurement contracts and public private partnership contracts;

- experience of the service provider in the delivery of professional development trainings;

- appropriately equipped rooms with teaching aids for contemporary delivery of the trainings;

- a minimum 15 hired trainers per region, the professional or scientific degree that the trainers should hold for the relevant area, their relevant experience in conducting training according to the program for which the applicant is applying, as well as other references regarding their professional, pedagogical, methodological and scientific achievements;

- statements from the trainers that they agree to carry out the specific trainings;

- criteria for evaluation and selection of the service providers;

- description of the service according to the documentation prepared by the Bureau;

- a bank guarantee in the amount of 5% of the value of the concluded contract, excluding VAT, which is provided by the selected service provider for quality training issued by a bank that is acceptable to the Bureau;

- a statement certified and signed by the applicant's management/responsible person that the applicant is not subject to VAT liability (applicable only to applicants who are not VAT taxpayers);

- deadline for submitting the documentation,

- the service provider should be registered for performing the business activity at least 1 year before the date of publication of the public call (Article 7, Rulebook on Changes..., 2019[13]).

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[13] Rulebook for changing and amending the Rulebook on selection and accreditation of training programs and providers of services for professional development of the educational staff in elementary and secondary schools in the Republic of Macedonia, 2019

5.2. Information about accreditation of training programs/online trainings for CPD

INFORMATION ON THE TRAINING PROGRAMS for professional development of employees in kindergartens:

The APPLICATION for the program for professional training or improvement includes the following:	
EXAMPLES:	
1) name and registered office of the applicant; 2) program name; 3) number of participants involved in the implementation of the program, 4) number of points earned through the program, 5) program coordinator, 6) target group, 7) program objectives, 8) contents and lecturers, 9) scope and structure of the program, 10) conditions for participation, 11) obligations of the participants, 12) deadline for registration and place of implementation, 13) price of the program and amount of fee for registration of each participant, 14) parameters for evaluating the applicant[14].	1) program name, 2) purpose of the program, 3) priority area to which it relates, 4) competencies that will be developed, 5) the content, 6) expected outcomes, 7) forms of work, 8) target groups, 9) duration and schedule of activities, 10) how is the implementation of acquired knowledge and skills checked 11) monitoring the effects of the program. 1) title of the program and references/ recommendations of the program organizer; 2) references/recommendations for the author in relation to the topic of the program; 3) references/recommendations for the training provider in relation to the topic of the program and with regards to skills and experience in conducting trainings; 4) priority areas determined by the Minister, to which the program refers; 5) results of the research that indicate that the proposed training program leads to the achievement of the expected training outcomes; 6) if the program has been already approved in the past, the number of held trainings and the number of participants;

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[14] Pravilnik o izboru in sofinanciranju programov nadaljnjega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju, Udarni list Slovenija, 0070-9/2017

| | 7) price per participant and price specification; |
| | 8) proof that payment has been made in relation to the work of the evaluation committee[15]. |

AN EXAMPLE of a training program structure that is provided in the Rulebook for changing and amending the Rulebook on selection and accreditation of training programs and providers of services for professional development of the educational staff in elementary and secondary schools in the Republic of Macedonia, 2019: Topic; Description of the training program; Defined basic objectives; Methodology - activities, methods, techniques, sessions; Participant handouts and reference literature.

Annex 1a: **STRUCTURE OF THE TRAINING PROGRAM**

TOPIC:

Description of the program	(Please describe the structure of the training program together with the main elements of the content, the scientific basis, the relationship with competencies, with other programs and the applicability of the knowledge and skills acquired at the training; 500 to 1 000 words)
Objectives of the program	(Please describe the objectives and the expected results from the realization of the program; up to 500 words
Methodology: - **Activities and methods** - **Techniques** - **Means**	(Please describe in details the content covered by the program, the manner in which they will be realized, also describe the activities, their duration, the methods, techniques and means, including the working materials that will be used during the training; 2 500 – 3 000 words
Participant handouts and reference literature	(Please describe the literature that will be provided to the participants, for example manual, selected texts, digital documents, PDF, links to electronic resources, etc. and these should be given to the participants during the training) **(This literature is integral part of the application in electronic or in paper format)**

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[15] Rulebook on the work of the Institute's professional team in the process of approvals and requests for the implementation of the approved form of continuous professional development of teachers, educators and professional associates, 2018, Belgrade: ZUOV

5.3. Information about online training programs for professional development of employees in kindergartens:

In addition to the basic elements of the structure listed in 5.2, **additional elements** are also included in the application for the program for professional online training or improvement[16]:

EXAMPLES:

Online programs – differences in the application form:

- Prior knowledge the participants are expected to have for successful achievement of the program objectives;

- Method of assessing the activities of the participants during the training;

- Method of assessment of the final knowledge in direct contact with the participants;

- Technical characteristics of the virtual environment in which all the activities on the Internet are carried out: description of the selected LMS (cloud), categories of participants defined, characteristics of the server on which the system is booted (dedicated server or cloud), security system, domain and hosting, graphic design and functionality, additional technical systems (eg. for video conference or similar);

- Manners of monitoring the activities of the participants in the network environment (elements of assessment of the activities of the participants during the course, levels of interaction with other participants and moderators as well as acquired knowledge);

- Equipment needed to implement the program;

- Manner in which accessibility to parameters is ensured used for monitoring the implementation of the specified activities and the content of the program for the expert from the Institute during the training and afterwards.

The Committee that reviews the online training programs consists of three members and one more additional member - an online expert. The Committee assesses whether the program has met all the elements of structure, except for those listed above, which are assessed by the expert for online programs.

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[16] Правилник о раду стручног тима Завода у поступку одобравања и прасења реализације одобрених облика сталног струшног усавршавања наставника, васпитача и стручних сарадника, 2018, Београд: ЗУОВ

EXAMPLE of a program structure for ONLINE TRAINING provided in the Rulebook for changing and amending the Rulebook on selection and accreditation of training programs and providers of services for professional development of the educational staff in elementary and secondary schools in the Republic of Macedonia, 2019. In addition to the items mentioned on the previous page, the form for online programs also includes the following elements: Pretesting, in-between-testing and testing after the end of the course; Interactivity; Multimedia content; Selection of exercises that properly simulate the events; Instrument for evaluation of the course by the user; An instrument for monitoring the progress and results of education through LMS.

Annex 1b: **ONLINE TRAINING PROGRAM**

TOPIC:

Description of the program	
Objectives of the program	
Methodology (on the basis of the criteria for online trainings):	
Instrument for monitoring the education progress and results through LMS	

5.4. Applying to the competition for approval of training programs/online training and providers of CPD services

The applying for APPROVAL OF TRAINING PROGRAMS for practitioners in kindergartens is done by using ELECTRONIC APPLICATION which can be found in the navigation menu, on the first page, and which offers the following: Training organizer registration, Organizer registration, Prior announcing training, Overview of registered trainings, Publication of trainings and Sending reports. There is also an Instruction that describes the procedure for applying to the competition for approval of CPD programs. The application for the competition is done electronically in three steps:

      (1) Registration of the organizer (contains two parts);
      (2) Applying with the program (**contains three parts**), and
      (3) Submission of the documentation

STEP 1: REGISTRATION OF THE TRAINING(S) ORGANIZER

The registration of the organizer is **done only once**, although he can register more than one program by using the data he has already entered. In order to register the organizer, select the option "Registration of organizer" in the navigational menu and it opens the registration form.

1.1. The form for registration of organizers is divided into two parts. The first part includes the **basic information about the organizer** of the program:

      name of the organizer;
      address of the organizer;
      contact phone number;
      fax number;
      e-mail;
      type of institution.

In order to move to the second part of the form, click on the "Next step" button.

1.2. The second part of the registration form includes information about the **contact person from the organizer of training**:

      name of a contact person;
      telephone; mobile phone; fax;
      e-mail.

In the navigation menu, select the option "Registration of organizers" and enter the information that is useful on the **access page during registration (e-mail of the contact person and password).** Then, click on the "Register" button to complete the registration. If you have successfully registered, the options "Program Registration" and "Overview" will appear in the navigation menu. Select "Program Registration".

STEP 2: REGISTRATION OF THE PROGRAM/TRAINING CONTENT

The application for registration of the program is made by filling out the form in three steps. In the first step you enter the basic information about the program; in the second step you enter the scenario for the program; while in the third step you enter the work biographies of the authors and developers *(fields marked with * are mandatory. For each field, the number of characters you have entered is displayed, as well as the maximum number of characters)*. The information used on the access page during registration is entered (e-mail of the contact person and password). Then you click on the "Register" button.

2.1. Basic information about the program:

> The area covered by the program
> Competency that is developed with the proposed program
> Priority area of professional development to which the program refers.
> Target groups for the program
> Has the program been already approved in the past?
> Name of the program
> General objective of the program

By clicking on the "Next step" button, you move to the second part of the form for creating a scenario for the program.

2.2. Creating a scenario for the program:

In the second part of the application form, the scenario is presented in detail by topics and weeks/days. For each week and a new topic that is opened, the following information is provided:

> Topic name
> Duration (in minutes)
> Method of delivery (physical presence/online)
> A brief description of the topic's content
> Activities of the implementers
> Activities of the participants, and
> Handouts for the participants (each field shows the number of characters you
> have entered, as well as the maximum number of characters).

When logging in to an online program, in there is also a "Method of delivery" filed for each topic in which you need to choose whether the topic is delivered with physical presence or via the Internet. You can add topics with duration of a day/week by clicking the "Add Topic" button, while adding days or weeks for network programs can be done by clicking the "Add New Day/Week" button. Click on the "Next step" button to go to the third part of the data entry form which is about all authors and implementers of the program.

2.3. Authors and implementers of the program.

In the third part of the application form for the program, one enters the work biographies of the authors and implementers of the program. **After filling out the data on one author/**

implementer, **by clicking the "Add new author/ implementer" button new fields appear for entering the next CV**. In each opened/added CV, data on the following points is entered:

2.3.1. PERSONAL DATA

        The role (author/implementer)
        Personal identification number
        Name and surname
        Email
        Telephone number
        Academic title
        Title
        Institution
        Job position
        Initial education
        Years of experience working in education

2.3.2. WORK EXPERIENCE

        Duration From... To...
        Institution
        Job position

Work experience can be entered into an unlimited number of items/new sections by clicking the "Add Item" button.

2.3.3. VOCATIONAL PROGRAMS, MEETINGS, PROJECTS, PROFESSIONAL TEAMS
or expert groups that are related to **the topic(s) of the program**. **Two items** can be entered by clicking the "Add Item" button.

        Name
        The form
        The role
        Year

2.3.4. SCIENTIFIC/ PROFESSIONAL WORK PUBLISHED, which is in relation to the topic or topics of the program.
An unlimited number of items can be entered by clicking the "Add Item" button.

2.3.5. BOOKS PUBLISHED. An unlimited number of items can be entered by clicking the "Add Item" button.

2.3.6. AWARDS. An unlimited number of items can be entered by clicking the "Add Item" button.

2.3.7. EXPERIENCE IN CONDUCTING ADULT TRAINING. An unlimited number of items can be entered by clicking the "Add Item" button.

Clicking on the "Submit" button opens the window in which it is necessary to confirm the sending of a completed form with the "Yes, send!" button. Before sending the form, you can go back to the previous two steps by clicking the "Back" button and check all the entered data. If you have entered the program information in accordance with the Rulebook, you will receive a message that the submission has been successful. If some of the conditions are not met, you will receive a message with information in which part they need to be corrected, in a logical order.

STEP 3: SUBMITTING THE DOCUMENTATION

After successfully registering the program, you will be redirected to a page where you can view the registered programs. You can also get to this page by selecting the "View Programs that have been submitted" option in the navigation menu. The page will display all the programs you have successfully registered. By clicking the "Save" button, a window will appear for selecting a location on your computer where you want to save the document in PDF format. After printing the last page, there is a need to enter the signature of the authorized person and a stamp. Send the printed version to the following address...

5.5. Guidelines for applying for accreditation of other standard forms of CPD

Applying for **approval of a PROFESSIONAL MEETING AND SUMMER/WINTER SCHOOL is also done using the ELECTRONIC APPLICATION no later than 60 days before the start of the event**. The approval is carried out in accordance with the Regulation of the Bureau that sets out the procedure for approval and monitoring of the implementation of the approved CPD forms.

The PROFESSIONAL MEETING is approved for a period of one year. At the request of the organizer, the Institute can give consent to the approved professional meeting several times in a year. The registration of professional meetings and summer/winter schools is done electronically using the website of the Bureau i.e. the application that integrates the following:

> basic information about the meeting/ summer school
> the work plan
> biographies of the authors and implementers

The following is also an integral part of the application:
> ANNEX 1 - Scanned extract from the Statute and the relevant register
> ANNEX 2 - Scanned invoice based on when the payment was made
> ANNEX 3 - Proof of payment of funds intended to cover the expenses of the Committee
> ANNEX 4 - Scanned statement of the institution applying for the professional meeting(the document must be certified and signed).

When applying for approval, the following data is also sent by e-mail, if requested:
> name of the institution,
> name of the professional meeting,
> address,
> name, ID card number and unique number

A report from the professional meeting or summer/winter school held, along with a list of participants, should be sent to the Bureau within 30 days from the day the event was organized. The following information is also submitted along with the report: a scanned list of participants (filled out and signed by the participants), with signature and seal of the organizer.

CATALOGUE VERSION

Title of the training program:

Reference number of the program:

Duration (hours, days):

I A - INFORMATION ABOUT THE PROGRAM	
1. Objectives and expected results	
2. Main topics and sub-topics	
3. Methodology (activities – content and duration, Methods, Techniques, Means)	
4. Optimal size of the training group	
5. Timeframe: number of days, hours per day and total number of hours	
6. Teaching materials	
7. Items and equipment	
8. Training language	
9. Support for the school – what type of support (if any) the applicant intends to provide	
10. Expected results for the trained participants and for the students (if relevant)	
11. How will this training improve the educational and upbringing work of the school	
12. General comments	
13. Trainer(s) in the program (name and surname and the professional or scientific degree)	

I B – PRICE OF THE PROGRAM			
Please show the price in Macedonian denars	Price per participant[17]	Total price of the program	Details/ comments

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[17] For the entire program, for optimal number of teachers.

Accreditation body and procedures, including instruments for monitoring and evaluation of the effectiveness of the professional development trainings intended for the professional profiles in the kindergartens

5.6. Committee for Selection and Accreditation for Standard Forms of CPD

Training programs and providers of professional development services intended for educational and managerial staff **are selected on the basis of professional assessment and evaluation carried out by an accreditation body/Committee for selection of training programs and providers of professional development services** (Law on BDE, 2016, Article 8-d).

The Committee is composed of a President and four members, including a **secretary** who come from among the employees of the Bureau. The President and members of the Committee **have their deputies**. The President, the Deputy President, the members and deputies of the members of the Committee, as well as the responsible person from the Bureau, **sign a Declaration of non-existence of conflict of interests,** which is part of the file that shows the procedure that has been conducted.

The Director of the Bureau appoints the Committee for **accreditation** of training providers and training programs on the basis of a **PUBLIC CALL to all interested persons** that have the relevant education and work experience.

The members of the Committee must have an appropriate higher education and at least 5 years of work experience in their profession. Both retired professionals and those who are currently unemployed can also apply. The members of the Committee cannot be authors or implementers of the program that is in the process of approval.

The procedure for applying as potential COMMITTEE MEMBER is carried out using an **ELECTRONIC APPLICATION form** that can be found on the website of the Bureau. The data included in the CV are identical to those mentioned previously under items 2.3.1 to 2.3.7. Along with the printed application, which is also sent electronically, the following documents must also be submitted as annexes:

1) Printed form of **electronic application/application form signed by the candidate;**

2) **Certificate about the legal entity in which the candidate is employed, stating the following: the level of education the person has, the jobs he/she performs and the work experience in the profession.** Retired persons do not need to provide a certificate, but in their application they mention the name and headquarters of the legal entity in which they worked right before retirement. Unemployed persons submit a certificate from a legal entity in which they acquired at least two years of work experience in this profession.

The deadline for filling out the electronic application and sending the printed application with the respective annexes in person, i.e. for delivery to the point of registration, is....

A printed application is delivered to the Bureau in person or by registered mail at the following address....., with the following note on the envelope: "For a public call for selection of Accreditation Committee members".

The Director of the institution confirms the established Committee from the list of evaluators (with endorsement from the Ministry if it is at national level). The list of the Committee members (evaluators) is published on the Bureau website.

6. Criteria for evaluating applications submitted in response to the competition

6.1 Procedures for evaluation of submitted applications

The committee evaluates (reviews and assesses) the applicants and the training programs and proposes them for approval in two steps:

1. First, the Committee reviews and assesses the fulfillment of the **general or administrative conditions** of the submitted applications:
   – complete, regular and timely submitted applications in response to the competition, or other forms of continuous professional development;

   – whether the service provider meets the conditions for participation in the competition, i.e. whether it organizes a professional meeting or a summer/winter school in accordance with the Rulebook on Continuous Professional Development and Improvement.

2. The Committee then reviews and evaluates **the fulfillment of the criteria for evaluating the providers of professional development and promotion services** intended for employees in preschool institutions.

Public and private institutions, citizens' associations and commercial companies can also apply as providers of training programs and providers of services for professional development of educational-upbringing and educational-caretaker staff (educators, carers, professionals and associates, managers), if they **meet the following conditions** (Article 8, Rulebook on Changes and Amendments to the Rulebook for Selection and Accreditation.., 2019[18]):

   - document for registered activity issued by the Central Registry of the Republic of Macedonia;

   - current standing certificate issued by the Central Registry of the Republic of North Macedonia;

   - Balance Sheet and Income Statement issued by the Central Registry of the Republic of North Macedonia;

   - confirmation that no bankruptcy proceedings have been initiated, issued by the Central Registry of the Republic of North Macedonia;

   - confirmation that no liquidation procedure has been initiated by the Central Registry of the Republic of North Macedonia;

   - clearance certificate for paid taxes, contributions and other public duties issued by the Public Revenue Office of the Republic of Macedonia;

   - a certificate issued by the Central Register of the Republic of North Macedonia, from the Register of Penalties for Criminal Offenses of Legal Entities, that no auxiliary penalty has

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[18] Rulebook for changing and amending the Rulebook on selection and accreditation of training programs and providers of services for professional development of the educational staff in elementary and secondary schools in the Republic of Macedonia, 2019

been imposed against the applicant, including temporary or permanent ban on performing a specific activity;

- a certificate issued by the Central Register of the Republic of North Macedonia, from the Register of Penalties for Criminal Offenses of Legal Entities, that he has not been sentenced to a secondary penalty of a temporary or permanent ban on performing a separate activity;

- a certificate that the applicant has not been subject to a misdemeanor sanction banning him from performing a profession, activity or duty, i.e. a temporary ban on performing a specific activity, issued by the Central Registry of the Republic of North Macedonia;

- a certificate issued by the Central Register of the Republic of North Macedonia, from the Register of Punishments for Criminal Offenses of Legal Entities, that he has not been imposed an auxiliary penalty, a ban on participation in public call procedures, in awarding of public procurement contracts and public private partnership contracts;

- experience of the service provider in the delivery of professional development trainings;

- appropriately equipped rooms with teaching aids for contemporary delivery of the trainings;

- a minimum 15 hired trainers per region, the professional or scientific degree that the trainers should hold for the relevant area, their relevant experience in conducting training according to the program for which the applicant is applying, as well as other references regarding their professional, pedagogical, methodological and scientific achievements;

- statements from the trainers that they agree to carry out the specific trainings;

- criteria for evaluation and selection of the service providers; (Annex 4 and Annex 4-a);

- structured training program according to the documentation prepared by the Bureau (Annex 1-a);

- description of the service according to the documentation prepared by the Bureau;

- a bank guarantee in the amount of 5% of the value of the concluded contract, excluding VAT, which is provided by the selected service provider for quality training issued by a bank that is acceptable to the Bureau;

- a statement certified and signed by the applicant's management/responsible person that the applicant is not subject to VAT liability (applicable only to applicants who are not VAT taxpayers);

- deadline for submitting the documentation,

- the service provider should be registered for performing the business activity at least 1 year before the date of publication of the public call.

The selection and accreditation of training programs and the selection and accreditation of service providers takes place on the basis of PUBLIC ANNOUNCEMENT that lasts a maximum of 40 days but not less than 15 days from the day of publication in the media.

The public announcement is published in one of the newspapers in Macedonian language and in one daily newspaper published in the language spoken by at least 20% of citizens who speak an official language other than the Macedonian language, and on the website of the Bureau (Article 9, Rulebook for Changes and Amendments to the Rulebook on Selection and Accreditation.., 2019).

After the applications have been publicly opened, the Committee prepares minutes about the public opening (Article 19, Rulebook on Changes, 2019).

6.2. Proposal for criteria for evaluation of the submitted applications for approval of trainings and online trainings

The Committee determines **whether a program that has been submitted meets or does not meet the REQUIREMENTS FOR APPROVAL OF A TRAINING PROGRAM** intended for professional development of the employees in kindergartens. For this purpose, following **CRITERIA** are used:

1) **RELEVANCE, RELATIONSHIP AND COMPLIANCE OF THE PROGRAM ELEMENTS** (objectives, topics, content, activities, expected outcomes and timeframe, way of monitoring the application of the acquired knowledge and skills):

- The general and specific objectives of the program are clearly defined;

- The specific objectives derive from the general ones;

- The objectives, topics, content, activities and the projected time dynamics are all aligned;

- The topics and the planned content are relevant to the development of specific competence;

- The planned activities contribute to the development of this competence;

- The content and the expected learning outcomes are relevant to the selected target group(s);

- The planned activities of the implementers and the participants and their order make up a coherent logical whole;

- The training objectives and the learning outcomes are aligned;

- The foreseen manner of verifying the acquired knowledge and skills at the training is in accordance with the learning outcomes of the training;

- The foreseen manner of monitoring the application of the acquired knowledge and skills in practice is in accordance with the expected impacts of the practical implementation of the program after the training.

2) **THE PROGRAM CONTRIBUTES TOWARDS IMPROVEMENT OF THE EDUCATIONAL WORK OF THE PRACTITIONERS WORKING IN KINDERGARTENS** which is shown by stating arguments that refer to application of the program in practice and is presented as:

-reference to the results of researches that show that the proposed training program leads to the achievement of the expected results;

- results of the previous delivery of the training at national and/or international level based on the evaluation of the participants.

3) **Didactic-methodical requirements for successful implementation of the program are established,** by determining whether:

- the organizer of the program has references relevant to the delivery of the topic;

- the authors of the program have references relevant to the topic of the program;

- the implementers of the program have references relevant to the topic as well as experience in conducting trainings with adults;

- the relevant working materials and handouts for implementation of the program, including the relevant equipment for delivery of the program are clearly defined;

- at least two implementers are secured for conducting the training (25-30 participants), and exceptionally, if the number of participants is up to 15, one implementer can be hired.

The Committee also evaluates whether a registered online training program meets or fails to meet the **GENERAL CRITERIA FOR ACCREDITATION OF PROGRAMS AND SERVICE PROVIDERS FOR ONLINE TRAINING OF EDUCATIONAL STAFF**

General criteria for scoring online trainings - Any online training intended for kindergarten employees should have the following (Form **Program for online training** from Annex 1-b):

- Topic
- Description of the training program
- Basic objectives defined
- Pre-testing, mid-testing and testing after completing the course
- Multimedia content
- Interactivity
- Selection of exercises that faithfully simulate the events
- A course evaluation instrument by the user, and
- Instrument for monitoring the progress and results of the education through LMS (Resolution on adoption of the Guideline for determining criteria for scoring trainings/ online trainings and determining the number of hours for trainings/online trainings, 2017).

PROCEDURES FOR EVALUATION AND SCORING of training programs and service providers include 4 phases, as follows (Article 13, Rulebook on Amendment.., 2019):

- evaluation of technical, financial and other documentation;

- evaluation of the training program/online training quality;

- scoring of the price offered by the applicant;

- scoring on other criterion, if provided for in the public announcement.

The Committee evaluates the technical and other documentation and its compliance with the criteria included in the public announcement. The Committee has the right to ask the applicants for an oral or written (electronic or paper) explanation for certain points of the submitted documentation, on the day of public opening, and no later than three days after the opening of the applications. The applicant is required to provide an answer within 24 hours. Failure to meet any of the criteria foreseen in the public announcement means elimination and disqualifies the applicant from further selection procedure (Article 15, Rulebook on Amendment.... , 2019).

Quality evaluation of the program for training/online training using the Form for scoring the quality of the training program offered (Annex 4-a) and the Form for scoring the quality of the online training program offered (Annex 4-b). If the applicant does not obtain the minimum number of points (60% of the total points) related to quality of the program, it will not be considered in the further evaluation procedure (Article 16, Regulation on Amendments.., 2019).

The price offered by each applicant is scored out by applying the formula and the Form for scoring the price per participant (Annex 4).

After the evaluation of the offers, the Committee prepares an **evaluation report with a ranking list and a proposal for selection of the most favorable offeror/s** of training and services and submits it to the Director of the Bureau. The report includes the data of the bidders and the number of submitted bids, their valuation, the deficiencies found, an explanation of the valuation according to the criteria of the public announcement. After the procedure has been carried out by the Committee, the Bureau makes the decision in selecting the most favorable applicant or to cancel the procedure, with legal remedy instructions within a period that is not longer than eight days from the day of receipt of the application (Article 19, Regulation on Amendments..., 2019).

Annex 4: FORM FOR SCORING THE PRICE OF THE BIDDER

The proposal is submitted for the following topic: Applicant:

CRITERION – PRICE

When calculating the price, the applicant takes into account the VAT and other costs and rebates of the applicant. When scoring the price, the applicant takes into account the price per participant, excluding VAT.

PRICE	
Price per participant, excluding VAT	
Price score <u>Min PO x price score</u> APO	

Explanation: The lowest price excluding VAT is multiplied by the maximum score foreseen by the competition for the 'price' criterion (20, 30, 40, 60… 1000) and is then multiplied by the price of the specific applicant, excluding VAT.

* Min PO = Minimal offered price

* APO = Price offered by the specific applicant

Annex 4-a: **CRITERION – QUALITY OF THE OFFERED PROGRAM**

PROGRAM DESCRIPTION			RELEVANT TO THE OBJECTIVES			RELEVANCY OF THE METHODOLOGY FOR DELIVERY OF THE TRAINING PROGRAM			HANDOUTS/ LITERATURE FOR THE PARTICIPANTS		TOTAL SCORE FOR THE PROGRAM *
Is not appropriate to the structure	Partially appropriate to the structure	Appropriate to the structure	Not relevant or not clear	Partially relevant	Relevant	Not relevant to the objectives	Partially relevant	Relevant to the objectives	None is foreseen / not relevant	Relevant	

*Explanation: When evaluating the program according to the 'quality' criterion, each program must receive minimum 60% of the foreseen scores for this criterion.

Scoring scale:

-   Is not appropriate to the structure/ Inappropriate/ None is foreseen (0 to 2 score)

-   Partially appropriate to the structure/ Partially relevant (3 to 5 score)

-   Appropriate/ Relevant/ Relevant (6 to 10 score)

*This form is filled out by each Committee member for each applicant separately

*The final scores regarding quality of the program of each bidder is an arithmetic average of the forms that are filled out by each member of the Committee.

FORM FOR EVALUATION AND SCORING OF THE QUALITY OF THE ONLINE TRAINING OFFERED (Annex 4-b):

The applicant must receive a minimum of 60% of the maximum number of points that can be awarded for quality of the training.

1. The objectives of the program are defined and they correspond to the topic/subtopic

Score			
Description	The objectives are not clearly defined and do not correspond to the topic/subtopic	The objectives are partially defined and they partially correspond to the topic/subtopic	The objectives are clearly defined and they partially correspond to the topic/subtopic

2. Description of program activities

Score			
Description	There are no activities that correspond to the objectives of the topic/subtopic	There is a limited selection of activities which correspond to the objectives of the topic/subtopic	There is a large selection of activities that correspond to the objectives of the topic/subtopic

3. Tools for monitoring the education progress and results through LMS

Score			
Description	The instrument does not verify all the objectives set for the topic/subtopic	The instrument verifies some of the objectives set for the topic/subtopic	The instrument verifies all of the objectives set for the topic/subtopic

4. Course content accompanied by multimedia content

Score			
Description	The course does not include multimedia content	The course includes simple multimedia content (no special effects)	The course includes simple multimedia content (with special effects)

5. Interactivity

Score			
Description	The course does not include interactive elements	The course includes small number of interactive elements (several formats)	The course includes many interactive elements (all formats)

6. Exercises that simulate the events

Score			

Description	The course does not include exercises that simulate the events	The course includes exercises that do not entirely simulate the events	The course includes exercises that faithfully simulate the events

7. Monitoring the realization of the accredited programs for CPD

The accreditation of the training program intended for professional development is valid for two years and, during the implementation of the program, the Bureau **EVALUATES THE DELIVERY**. The **Bureau keeps records** about the accredited training program for professional development of the Director, professional worker, associate, educator and caregiver in kindergarten.

The approved forms of CPR are monitored in an indirect and direct way. **INDIRECT MONITORING** includes:

1. Monitoring of publication of trainings on the website of the Institute;

2. Analysis of the report about the program for deliverers for realized trainings;

3. Analysis of the report provided by the deliverer of the program regarding the method of implementation, the effects of the program and the awarding of awards for good practice, periodic reporting;

4. Collecting information about realized trainings via focus groups;

5. Collecting information about completed trainings electronically.

Indirect monitoring can be performed by an employee of the Bureau who has at least two years of work experience in the profession.

DIRECT MONITORING includes direct presence of an employee of the Bureau during training, professional meeting or summer/winter school. Direct observation can be on **regular** basis, when the arrival of an authorized person of the contractor or the organizer is announced one day before the visit, and **extraordinary** when there is no requirement to announce the visit in advance.

Direct monitoring is performed jointly by two employees, and at least one of them must have minimum two years of work experience in the profession.

Direct monitoring of the approved form of CPD lasts at least one day, with the obligation to fill out the *monitoring protocol form*. The monitoring protocol is signed by the persons performing the monitoring and the authorized person of the contractor or the organizer of the professional meeting.

The head of the Center for professional development of employees working in education, based on the report that covers the monitoring of the approved forms of continuous professional development, submits an elaborated proposal to the Director of the Bureau for the purpose of:

1) sending a written warning to the contractor to remedy the observed deficiencies before the first regular training;

2) revoking of the approval of the contractor for implementation of training or the organizer of the professional meeting or summer/winter school.

8. Instruments for monitoring and evaluating the training effectiveness

8.1 Phase 1 – Offer of professional development programs

This phase includes the topic and the area of the professional work of the employees working in preschool institutions that are covered by the training, as well as the knowledge and competencies that are expected to be improved. It lists the names of the training implementers, the method of work that will be used during the training, as well as the expected results.

This information is found in the online catalog of professional development programs prepared by the national accreditation body, which is usually located in the Ministry of Education and Science.

8.1.1. List of training participants

This list includes the employees who participated in the training. It is actually a list of participants at the training in which the basic data necessary for keeping complete records. The data includes: first and last name of the training participant, unique identification number of the citizens, job position, code at the job position, organizational unit/ facility/ kindergarten where the person is employed or a town where the person works.

The list of participants provides an insight into the coverage of employees working in preschool education who are interested in the specific topic – in other words, what are the areas/ regions in the country in which there is less or more interest in the particular topic.

8.2. Phase 2 - Evaluation of the training as soon as it is completed

After the end of the training, that is, while the participants are leaving the room where the training took place, an evaluation sheet is filled out. This instrument is prepared by the national accreditation body and all the completed forms are then sent to this body.

It is a complex document which consists of several units and they serve as a basis for obtaining a more complete insight into the professional profile of the employees who participated in the training.

8.2.1. Elements of the evaluation sheet:

- **Demographic data** (gender, age, place of residence and work, work experience in pre-school education, last completed education, start and end date of training).

- **Multiple evaluation as levels of agreement** with a given statement provided in the questionnaire. The statements refer to the content of the training, for example whether the topics/contents of the training has been actually delivered, whether new information has been offered, whether they are in line with the previous knowledge and experience of the participants, etc. The participants are asked whether the planned working hours were complied with, and the manner of work of the training participants is also evaluated, including the communication of the implementer of the training with the participants, and the participants are asked whether the implementers had sufficient knowledge and experience in the given area and whether, thanks to their knowledge, competences and experience, they instill confidence in the work. The work space and the technical equipment must also be evaluated, as well as the overall organization of the training.

- **What is the source of the training information?** The answer to this question is usually given as a choice from the following options: catalog, colleagues, institution where I work, center for professional development, website of the accreditation body, some other way, etc.

- **Motives for participating in the training** (personal wish, request from superior, challenges related to the work, opportunities for advancement...)

- **Assessment of the applicability of the knowledge in future professional work** Answers can be given as percentages. For example: 0%, up to 20%, ... 100%, and they may also be in the form of statements with which the participants show the level of (dis)agreement. For example, acquired gained new theoretical knowledge, the program motivated me to change the ways I do my work, it offered me solutions for certain specific issues, raised new questions that lead to other forms of professional work, etc. Also very important is the question of whether you would recommend the training to your colleagues.

Example of instruments for monitoring and evaluation of the training effectiveness – TRAINING EVALUATION SHEET (see the table below)

Instrument for monitoring and evaluation of the training

TRAINING EVALUATION SHEET

EVALUATION QUESTIONNAIRE for the participant in a training program	QUESTIONNAIRE FOR TRAINING OF PARTICIPANTS

EVALUATION QUESTIONNAIRE
for the participant in a training program

I. Evaluation of the program implementation

Please rank the training you attended. Indicate in the relevant box the extent to which you agree with the statement, where 1 means that you do not agree with the statement at all, and 9 means that you completely agree with the statement.

1. Content and methods of work

Statements   *Scale*
1. The program provides new and fresh ideas.
                          1 2 3 4 5 6 7 8 9
2. The experience of the participants is properly taken into account in the implementation of the program.
                          1 2 3 4 5 6 7 8 9
3. I will be able to apply the new knowledge in practice.   1 2 3 4 5 6 7 8 9
4. The prepared materials are of high quality (consistent content, transparent and useful).
                          1 2 3 4 5 6 7 8 9

2. Applicability of the program
1. I acquired new theoretical knowledge from the program.
                          1 2 3 4 5 6 7 8 9
2. The program had a positive motivation on me to make changes in my ways of work.
                          1 2 3 4 5 6 7 8 9
3. The program offered specific work-related solutions.   1 2 3 4 5 6 7 8 9

QUESTIONNAIRE FOR TRAINING OF PARTICIPANTS

1. Gender (answers are provided)

2. Annual work experience in the institutions

3. Last completed level of education

4. Job position code (the codes are on the back of the questionnaire)

5. Reference number of the Resolution adopted by the Minister

6. Date of commencement of training

Please indicate how much you agree with the statement by entering an X in the blank box:

        Fully agree
        I mostly agree
        I partially agree
        I mostly disagree
        I do not agree at all

Claims:

1. The topics/contents foreseen by the program have been realized

2. The working method of the training provides for learning and professional development of the participants

3. The previous knowledge and experiences of the participants are taken into account during the implementation of the training

4. The training took place according to the schedule

5. Attending this training will help me improve my own work

4. The program raised new questions and encourages further education in this field.

1 2 3 4 5 6 7 8 9

3. Organization and delivery of the program

1. The date was selected properly.

1 2 3 4 5 6 7 8 9

2. The training premises were suitable.

1 2 3 4 5 6 7 8 9

3. The implementer took into account the needs of the participants during the delivery of the program.

1 2 3 4 5 6 7 8 9

6. The implementers are well acquainted with the area to which the program refers

7. The implementers actively communicate with the participants and give them feedback on the work and on the products of their work

8. Facilitators encourage knowledge acquisition among the participants and answer their questions

9. The working conditions (premises, technical support) contributed to the successful delivery of the training

10. The entire organization contributed to the successful delivery of the training

II. Speakers' evaluation

Please evaluate the work of the implementor. In the corresponding field, indicate your evaluation of the work of the implementer, where 1 means that you evaluate the work of the implementer as unsatisfactory, and 9 means that you evaluate the work of the lecturer as excellent.

11. I obtained information about the training:

a) from the Catalogue; b) from colleagues;
c) from the institution where I work;
d) from the professional training center;
e) from the school administration;
f) in some other way....

N.N 1 2 3 4 5 6 7 8 9 N.N 1 2 3 4 5 6 7 8 9 **III. Motive for participating in the program** Circle the number in front of the motive that most strongly influenced your decisions to participate in the program MOTIVE 1. personal desire to acquire new knowledge, to exchange experiences, examples of good practice with others 2. looking for a job or promotion 3. obtaining opportunities for advancement 4. contact with experts, maintaining and establishing new professional contacts	12. How much of the time spent in training was used for meaningful learning activities? a) 0% b) 1-19% c) 20-39% d) 40-59% e) 60-79% f) 80-99% e) 100% 13. Would you recommend this training to colleagues: YES NO Give reasons / comments:
IV. Demographic characteristics Circle the number in front of the relevant answer or write the answer to the following questions: - Gender; - Level of education; - Title acquired in the field of education: no title, mentor, consultant; - Area of doing educational work; - Region of employment; (possible answers are provided)	

Example of instruments for monitoring of delivery of training intended for professional development of educational staff working in elementary and secondary school which is used in MK (Article 19, Regulation on Changes.., 2019).

Annex 6

I. TRAINING DELIVERY MONITORING AND EVALUATION FORM

Date:

Time period in which the training was monitored: from ___ to ___ hours.

Training delivery location:

Municipality:

Provider:

Trainer/s:
1.
2.
3.

Training topic/ program:

Total participants present:

Category		Comments from the monitoring	Assessment		
			Full (3)	Partial (2)	No (1)
How quality was the work of the trainer/s[19]	Makes the expected outcomes clear for the participants				
	Shows knowledge and security in presenting the content				
	Instigates thinking, discussion and interaction with the participants				
	Flexibility (adapts to the needs and interests of the participants)				
	Provides examples of practical implementation of the learning				

Total score: Trainer's work quality

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[19] It is filled out for each trainer separately.

5	4	3	2	1
(14-15)	(12-13)	(9-11)	(7-8)	(5-6)

Material-technical conditions	Functionality of the room in which the training is delivered				
	Functionality of the training equipment				
	Provision of work materials				
	Other relevant comments				

Total score: Material-technical conditions

5	4	3	2	1
(9)	(8)	(6-7)	(4-5)	(3)

The trainer keeps attendance records: **YES/ NO**

Summary and/ or comments:

_____

Monitoring team:

_____

After the completion of the training, the Director of the school submits a confirmation of participation in training to the Bureau. Based on the submitted participation confirmations, the selected provider issues a certificate that follows the form and content prescribed and approved by the Bureau.

Anex 13

Ministry of Education and Science
Bureau for Development of Education   (LOGO OF THE PROVIDER)

PARTICIPANTS LIST

Training topic:
Trainer/s
Date:
Location:

#	Name and surname	School	Settlement/ Municipality	Job position/ teaching subject	Email	Telephone	Signature

(LOGO OF THE BUREAU FOR DEVELOPMENT OF EDUCATION)   (LOGO OF THE TRAINING PROVIDER)

CERTIFICATE

(name and surname)

(school, settlement and municipality)

Participated at the training on topic: _____ with a duration of _____ hours.

Director of the Bureau for Development of Education   Responsible person of the provider of the training and services

Date and place

8.3. Phase 3 - Verification of the knowledge and skills acquired in training in the practical work

This is a form of **feedback for the authors and implementers of the training regarding its quality and applicability** in practical work.

Accredited trainings usually impose an obligation, on the one hand, on the authors and implementers of the trainings, and on the other hand, on the participants, to feedback to the implementers at a certain time interval about the results of the training and about the changes they have made in working with children, parents, colleagues and superiors. The feedback is usually given after 3 or 6 months. During that period, the participants have enough time to put into practice what they have learned, to check their personal quality and to indicate to what extent the program has influenced and caused a qualitative change in their professional work.

This phase is very important to the authors and the training providers, because it helps them see which areas of the training need to be improved with additional information, which parts of the content need additional practice, which knowledge and skills require more time.... This gives an answer about the success of the training and its applicability in the work.

Example of instruments – FORM FOR VERIFYING OF PRACTICAL IMPLEMENTATION OF KNOWLEDGE AND SKILLS ACQUIRED IN TRAINING

Example of an instrument for verifying of practical implementation of knowledge and skills acquired in training:

REPORT ON THE EFFECTS OF IMPLEMENTING THE APPROVED PROGRAM IN PRACTICE

Program catalog number:

Program name:

1. Since you obtained approval to implement the program:

☐ You DELIVERED _____trainings.

☐ You did not deliver training, and the reasons for that are:…

2. Describe the ways in which you monitored how the participants of your trainings applied the acquired knowledge and skills in practice: ...

3. Were you able to implement all the foreseen methods of monitoring?

☐ Yes

☐ No, and the reasons are: .....

4. Annex - documentation that illustrates the method(s) of monitoring: example of a questionnaire or example of a report on consultation/ monitoring with the participants in the trainings; titles of papers presented at professional meetings (with name, date and place of the meeting); link to the website of the educational portal/ page where the activities of the participants are delivered/ there are examples included of works created by the training participants/ children/ students ... that are enclosed to this document.

5. List the results of the analysis of the implementation of your program in practice (up to 1500 words): ....

6. Give an example that, in your opinion, best illustrates the realization of the intended effects of your program in practice:….

7. Name the institution (preschool/ school) in which this effect is visible, you are satisfied with, who is the author, for example: teacher/ professional associate/ director (name and surname as well as name of the institution, place/ city):

8. If you apply for the competition again, would you change something in order to improve the implementation of the program in practice?

☐ Yes, specify what: ....

☐ No.

Example of a structure for writing a Final Report (Rulebook, 2019).

Annex 9

(service provider)

FINAL REPORT

The purpose of the final report should be to understand the progress of the implementation of the planned activities, as well as to provide an overview of those activities.

Specifically, the final report should cover the following areas:
1. Report on the progress of training and the success achieved in the following areas:
   - Content of the training program
   - Approach, teaching methods and teaching means and aids that were used to deliver the training
   - Time frame *(how and when the training took place)*

2. Training evaluation report
   - Report on the method of conducting the evaluation, including time frame of the conducted evaluation of the trainings
   - Analysis of processed participant lists. Providers of training and services should submit a summary analysis to the Bureau, and also submit the original documents *(participant lists at the trainings, filled out by the participants of each training)*
   - Analysis of processed training evaluation questionnaires done by the participants. Providers of training and services should submit a summary analysis to the Bureau along with insight into the original questionnaires.

3. Cooperation with the mentioned institutions in resolving issues *(if there were problems during the delivery of the training/s)*
   - Cooperation with the Bureau
   - Cooperation with schools
   - Cooperation with other educational institutions

4. Realized versus planned activities *(have all the planned activities been fully realized, if not, what is the reason for that).*
   - Experiences acquired and recommendations for the future

5. Materials used during the training *(all of which were prepared specifically for the needs of the training).*

The final report should contain the signature and stamp of the head of the institution/ organization, and all documents attached to the report should be certified with signature and stamp (on each page) of the head of the organization/ institution.

8.3. Phase 4 - Informing of practitioners about the implementation and improvement of what has been learned in training, in direct work with children

- Implementation of best practices -

This is a very important phase that is also the highest degree of creativity for the training participants themselves. Regardless of the previous phase prescribed by accredited training, the participants find situations in their educational practice in which they can apply what they learned from the training and improve the quality of their personal and professional work. Conversations and sharing information with colleagues are an important segment of a reflective practitioner who follows the trends in practice through which he/she learns, maintains them with their application in his/ her practical work and learns again, but now at the level of personal and professional experience.

This phase, in terms of concrete and tangible achievements, is usually based on a competition announced by the national accreditation body, which seeks only examples of good practices, i.e. what is the learning from trainings that is applied in practice.

Link: https://zuov.gov.rs/saznali-na-seminaru-i-primenili-u-praksi/

It is also feedback for the authors and implementers of the training showing them that they approached the training with sufficient knowledge and experience, that they were inspiring enough, that they have approached the participants with sufficient respect and that, precisely because of this, the participants understood that it was an opportunity for them to apply what they have learned and improve their own personal practice.

There are programs aimed at strengthening of personal, authentic competencies that strengthen the potential of the individual, and precisely because of this, they cannot be expressed through specific achievements learned during the actual training. They include more qualitative components that require time; however, they show more complete results in all areas of professional development and work. Therefore, this very important phase should be seen only in the context of specific selected programs and not in the context of all programs.

9. ONLINE CATALOG showing the offer of CPD programs

Each CPD program offer includes basic information about the author(s) and implementer(s) of training, the institution behind the training program offered which, in some way, guarantees its quality. In addition, the offer also includes the topic and area of professional work for professionals employed in kindergartens, as well as the competencies that are improved with the training.

This information is found in the online catalog of programs for continuous professional development prepared by the national accreditation body, which is usually located in the Ministry of Education and Science. Each program that is approved in the accreditation process is assigned a reference number in the Catalogue with online access. Data collection forms are enclosed as Examples 1 and 2 [20].

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[20] Examples 1 and 2 show two training programs intended for employees in the preschool education system of the Republic of Serbia. SNKE2 is the author and implementer of the two enclosed programs in the *Raising the Quality of Pre-school Education and Care* project and guarantees that there were no violations of copyright during the preparation of the document in project activity 1.3.1.

Example 1:

598   **In the world of shadows - a guide for supporting a child who**   Competence: **K3**
         is a victim of domestic violence, abuse and neglect   Priorities: **4**

Institution	High school for professional studies for teacher education, Novi Sad, Petra Drapshina 8, Novi Sad.
Contact person	Name and surname, e-mail, telephone.
Authors	Dr. Svetlana Lazic, professor of professional studies at the Vocational School of Teacher Education, Novi Sad; Ivana Mushkinja, associate at the Social Protection Service, Preschool institution "Radosno Detstvo", Novi Sad; Katarina Majkic, pedagogue and consultant for transactional analysis, practitioner of play therapy, Center for support of early development and family relations "Harmonija", Novi Sad
Deliverers	Dr. Svetlana Lazic, professor of professional studies at the Vocational School of Teacher Education, Novi Sad; Ivana Mushkinja, associate at the Social Protection Service, Preschool institution "Radosno Detstvo", Novi Sad; Katarina Majkic, pedagogue and consultant for transactional analysis, practitioner of play therapy, Center for support of early development and family relations "Harmonija", Novi Sad
General objectives	Professional strengthening of employees working in preschool institutions for identification and active action aimed at protecting children from domestic violence, abuse and neglect.
Specific objectives	Familiarizing the educators with the types and forms of family violence, abuse and neglect, with special reference to sexual abuse of children; Acquainting the educator with the procedures for cooperation with the institutions in cases of suspected violence against the child; Raising the level of sensitivity of the educator for identifying emotions and emotional reactions in a child who is exposed to violence and abuse; Acquaintance of educators with the concept and techniques of non-directive play therapy, which can offer adequate support to the child, avoid interventions that are responsibility of other professionals and institutions; Acquainting the educator with the skills used for development of relationship of trust and acceptance between the child and the educator.
Topics of the program	Initial test for participants; Family and domestic violence; Vulnerability and basic needs of children; Abuse, neglect, sexual abuse; Most common reactions and behavior of the child victim; Value, procedures, responsibility, cooperation when it comes to suspicions of child abuse; Integration of new knowledge, cooperation with the family; Perpetrators, their representations and traumas of the child; getting to

	know the basic concepts of play therapy and supporting the child via that framework; Messages to remember; Final test for the participants; Evaluation and summarization of impressions
Target group	Educator in a preschool institution, nurse - educator, professional associate in a preschool institution
Number of participants	30
Duration	Two days (16 points)
Electronically	No
Price	The price is --- net per participant or --- net per group. The price of the seminar includes working materials used during the training, as well as other additional materials for the participants. Travel expenses of the implementer, as well as refreshments for the participants during the seminar, are covered by the organizer.

Example 2:

837	**Cooperative motoric games: A model for understanding and applying the rights of children**	**Competence: K3** **Priorities: 4**

Institution	Faculty of Sports and Tourism in Novi Sad, Novi Sad, Radnička 30a, Novi Sad
Contact person	Name and surname, e-mail, telephone.
Authors	Prof. Dr. Dušan Peric, full professor at the Faculty of Sports and Tourism at Educons University, Novi Sad; Assoc. Prof Svetlana Lazic, assistant professor at the Faculty of Sports and Tourism, Tims University of Education, Novi Sad
Deliverers	Prof. Dr. Dušan Peric, full professor at the Faculty of Sports and Tourism at Educons University, Novi Sad; Assoc. Dr. Svetlana Lazic, assistant professor at the Faculty of Sports and Tourism, Tims University of Education, Novi Sad
General objectives	Application of cooperative motoric games in educational institutions, with the aim of achieving more successful psychosocial development of children, better understanding of children's needs, providing protection and additional support.

Specific objectives	Acquainting the participants with the significance of cooperative motoric games for full development of children and young people and understanding the rules of the game as a control mechanism; A more complete understanding of the self-concept among children and young people and realizing the possibilities of applying cooperative games during its formation and nurturing; Acquainting the participants with the responsibility of the state when incorporating international documents into national norms and their implementation; Raising the level of sensitivity of the participants on understanding children's needs and perceiving the differences between the concept of children's rights and their practical realization; Strengthening the skills of the participants for quality implementation of children's rights in practice, with the purposeful use of cooperative motoric games.
Topics of the program	Development of the knowing yourself concept in children; Cooperative vs. competitive Games; From agreement to convention; Children's rights from idea to realization; application of cooperative motoric games in order to strengthen the person and encourage group cohesion.
Target group	Teacher of primary education, teacher of special education - elementary school, teacher of optional subjects, educator in a preschool institution; nurse - educator, educator in a home for students, professional associate in a preschool institution, professional associate in a school.
Number of participants	30
Duration	Two days (8 points)
Electronically	No
Price	The price per participant is ---- MKD and includes the following: fee for the deliverers, travel expenses for the deliverers, tax and certificates

9. Training monitoring and evaluation instruments

9.1. Participants list

This list includes the employees who participated in the training. It is actually a list of participants at the training in which the basic data necessary for keeping complete records. The data includes: first and last name of the training participant, unique identification number of the citizens, job position, code at the job position, organizational unit/ facility/ kindergarten where the person is employed or a town where the person works.

The list of participants provides an insight into the coverage of employees working in preschool education who are interested in the specific topic – in other words, what are the areas/ regions in the country in which there is less or more interest in the particular topic.

Example 3: Participants list

TOTAL NUMBER OF TRAINING PARTICIPANTS _____

#	Unique identification number of the citizen	Name	Surname	Job code /title	Institution	City/ municipality	Signature
1.							
...							
30.							

The bottom of the list usually includes the *consent of the training participant* confirming that, with their signature, they give their consent for processing of their personal data. It is also emphasized that the data processing is carried out by a relevant body that have approved the accreditation and that everything is carried out in accordance with the legislative framework of the country. Finally, a stamp from the institution that registered the program is required (the name of the institution can be found in Annexes 1 and 2, first line), as well as a signature of the deliverers.

9.2 Evaluation of the training immediately after its completion

After the end of the training, that is, while the participants are leaving the room where the training took place, an evaluation sheet is filled out. This instrument is prepared by the national accreditation body and all the completed forms are then sent to this body.

It is a complex document which consists of several units and they serve as a basis for obtaining a more complete insight into the professional profile of the employees who participated in the training.

Elements of the training evaluation instrument:

    1.1.   Demographic data
    1.2.   Evaluation as a level of agreement with a given statement
    1.3.   What is the source of the training information?
    1.4.   Motives for participating in the training

1.5.   Evaluation of the applicability of the knowledge in future professional work
1.6.   Recommendation

10. Training evaluation instrument

10.1 Demographics:

Gender *(circle one of the answers):*	**M F**
Years of work experience in educational institutions *(circle one of the answers):*	0-2 years 3-7 years 8-15 years 16-25 years 26-35 years 36 years and more
Completed level of education *(circle one of the answers):*	High school Higher education Higher vocational school Academic studies (faculty) Master Specialization Master's degree Ph.D Something else _____
Job position code/title:	
Region in which I work:	

Training catalog number:	
Training start date:	
Training venue (settlement/ city):	

10.2.   Evaluation as a level of agreement with a given statement

Description:

I completely disagree	**1**
I mostly disagree	**2**
I partially agree	**3**

I mostly agree **4**

I completely agree **5**

Tick it with √ how much do you agree with each of the following statements, ranging from 1 – completely disagree to 5 – completely agree					
STATEMENT	**1**	**2**	**3**	**4**	**5**
The topics/ contents provided by the program have been delivered.					
The program brings new information and ideas.					
The program offers new solutions for the practical work.					
The working method of the training provides for learning and professional development of the participants.					
The previous knowledge and experiences of the participants were taken into account during the delivery of the training.					
The implementers are well acquainted with the area to which the program relates.					
The implementers actively interact with participants and provide feedback on their work and work products.					
The implementers encourage knowledge acquisition among participants and answer their questions.					
The prepared material has harmonized content, quality and overview.					
The training took place according to the planned schedule.					
The working conditions (premises, technical support) enabled successful delivery of the training.					
The entire organization contributed to the successful delivery of the training.					

10.3 What is the source of the training information?

The source of information about the training is... (tick √ one of the answers offered):	
Possible answers	
Catalogue	
Colleagues	
Institution where I work	
Center for Professional Development	
Accreditation Body Website	
Some other way	

10.4 Motives for participating in the training

Tick √ a maximum of two offered options that best match your choice, or write your answer:

Motive for participating in the training is... (tick √ not more than two offered answers):	
Possible answers	
Personal preference	
Request from supervisor	
Challenges stemming out of the practical work	
Opportunities for advancement	
Something else:	

10.5 Evaluation of the applicability of the knowledge in future professional work

Applicability of the knowledge acquired at the training... (in the following statements, indicate with √ the degree of applicability as a percentage)	0-20%	21-40%	41-60%	61-80%	81-100%
I acquired new theoretical knowledge					
The program motivated me to change the way I do work					
The program provided me with solutions to some specific issues					
The program opened up new questions for me that lead to other forms of professional work					

10.6 Recommendation

Would you recommend the training to your colleagues?			
YES	MAYBE	I DO NOT KNOW	NO

Why?
_____
_____

11.   Verification of the acquired knowledge and skills in practical work

Depending on the topic of the professional development training, its complexity and the degree to which it covers the whole personality of the employee working in preschool education, it is possible to request feedback from the participants about the implementation of what was learned in practice, after a certain period of time following the completion of the training.

This phase of work is important for the authors and implementers of the training, because it shows the results of the learning and work of the participants that have been achieved during the training program. In addition, the authors and implementers must have this information from the participants in each training in one accreditation cycle, so they can reapply for a new accreditation cycle.

Each training participant sends feedback to a training author or implementer by email, 30, 60, 90 and 180 days after the end of the training. This means that each participant sends an email four times with specific information on the implementation of the knowledge and skills acquired at the practical training. The requested information is submitted using the form below. The participants are informed about that at the end of the training, usually after filling out the evaluation sheet and just before receiving a certificate of attendance. Below is an example of the feedback that can be requested from participants.

The Bureau for Development of Education also expressed interest in this feedback. The information can be one of the manner for monitoring the realization of the trainings, where the participant will be able to acquire a certificate based on what he/she learned at the training and what has been implemented in practice.

QUESTIONNAIRE FOR TRAINING PARTICIPANTS - FEW MONTHS AFTER ITS COMPLETION

11.1 Questionnaire for training participants - 30 DAYS AFTER THE TRAINING

Dear All, be as precise as possible in your answers....	
PROGRAM TITLE:	
Program catalog number:	
Date of attending the program:	

AFTER 30 DAYS FROM COMPLETION OF THE TRAINING	
STATEMENT	**RESPONSE**
You have noticed the following changes *(list at least three):*	- - -
In your professional environment, you view the differently the following things *(list at least two)*:	- -

If you have made changes in your work based on the training, what are the changes?	Underline or circle the answer that corresponds to the changes you made:
	  - Change of the space
	  - Organization of time
	  - Change or addition of materials
	  - Change in interaction with children
	  - Methods of work
	  - Working with parents
	  - Involvement of parents
	  - Cooperation with the local community
	  - Something else _____
	Fill out the ANNEX below the form.

How do children react to them?	
Would you recommend the training to colleagues?	YES NO I AM NOT SURE
Add something if you want.	

ANNEX: For each reporting period, based on the questions regarding the introduction of changes, **please describe the changes that have been introduced, how can they be seen and how they correspond with children.**

11.2 Questionnaire for training participants - 60 DAYS AFTER THE TRAINING

Dear All, be as precise as possible in your answers....	
PROGRAM TITLE:	
Program catalog number:	
Date of attending the program:	

AFTER 60 DAYS FROM COMPLETION OF THE TRAINING			
STATEMENT	**RESPONSE**		
You feel ready to change the following (specify what):			
Making changes to the work (specify which ones):	- - - -		
How do you feel about that?			
After implementing the changes, what problems are you facing?			
Is the communication with colleagues the same or something has changed *(specify what):*			
How do children react to them?			
Would you recommend the training to colleagues?	YES	NO	I AM NOT SURE
Add something if you want.			

ANNEX:

For each reporting period, based on the questions regarding the introduction of changes, describe the changes that have been introduced, what they are reflected in and how they correspond with children.

11.3 Questionnaire for training participants - 90 DAYS AFTER THE TRAINING

Dear All, be as precise as possible in your answers....	
PROGRAM TITLE:	
Program catalog number:	
Date of attending the program:	

<table>
<tr><td colspan="3" align="center">AFTER 90 DAYS FROM COMPLETION OF THE TRAINING</td></tr>
<tr><td>STATEMENT</td><td colspan="2" align="center">RESPONSE</td></tr>
<tr>
<td>List the main feelings about the changes that were made on the basis of the training <i>(at least 3)</i>:</td>
<td>Pleasant:
–
–
–</td>
<td>Unpleasant:
–
–</td>
</tr>
<tr>
<td>According to your assessment, list the competencies you have achieved with the changes you have introduced in your work.</td>
<td colspan="2"></td>
</tr>
<tr>
<td>How do children react to them?</td>
<td colspan="2"></td>
</tr>
<tr>
<td>Would you recommend the training to colleagues?</td>
<td colspan="2">YES   NO   I AM NOT SURE</td>
</tr>
<tr>
<td>Add something if you want.</td>
<td colspan="2"></td>
</tr>
</table>

ANNEX:

For each reporting period, based on the questions regarding the introduction of changes, describe the changes that have been introduced, what they are reflected in and how they correspond with children.

11.4 Questionnaire for training participants - 180 DAYS AFTER THE TRAINING

Dear All, be as precise as possible in your answers....			
PROGRAM TITLE:			
Program catalog number:			
Date of attending the program:			

AFTER 180 DAYS FROM COMPLETION OF THE TRAINING			
STATEMENT	**RESPONSE**		
Do you feel empowered half a year after completing the training and do you have changes in your personal work?	YES	NO	I DO NOT KNOW
Have you had the opportunity to share your experiences with colleagues in the form of horizontal professional development?	YES	NO	I DO NOT KNOW/ I AM NOT SURE
How do children react to them?			
If there are problems, how are those manifested (describe in more detail)?			
Would you recommend the training to colleagues?	YES	NO	I AM NOT SURE
Add something if you want.			

ANNEX:

For each reporting period, based on the questions regarding the introduction of changes, describe the changes that have been introduced, what they are reflected in and how they correspond with children.

12. INFORMING THE PRACTITIONERS TO APPLY AND IMPROVE WHAT HAS BEEN LEARNED AT TRAINING IN THEIR DIRECT WORK WITH CHILDREN - APPLYING BEST PRACTICES

Example of a questionnaire with open-style questions:

Try to say thoroughly and briefly explain to what extent and in which areas the program has been applied in practical work and whether that application has spilled over from the training participants to other colleagues.

> For example:
> The content of the program was applied in practical work; The content of the training program influenced the change in colleagues' working methods; The program was mostly applied in the following; The changes affected the entire kindergarten; Children respond well; Parents are satisfied/ involved in the work; Based on the program, the cooperation with the community was expanded...

This phase, in terms of concrete and tangible achievements, is usually based on a competition that is published by the national accreditation body, which requires only examples of good practices, that is, what learning has been applied in practice.

Link: https://zuov.gov.rs/saznali-na-seminaru-i-primenili-u-praksi/

This is also feedback for the authors and implementers of the training - that they have approached the training with sufficient knowledge and experience, were inspiring enough and have approached the participants with proper respect, and that precisely because of this, the participants understood that it was an opportunity for them to apply what they have learned in order to improve their own personal practice.

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99. Organization of daily activities of preschool children within groups

100.	Rulebook on the work of the Institute's professional team in the process of approvals and requests for implementation of the approved form of continuous professional development of teachers, educators and professional associates, 2018, Belgrade: ZUOV

101.	Rulebook on changes and amendments to the Rulebook for selection and accreditation of training programs and service providers for professional development of educational staff in elementary and secondary schools in the Republic of Macedonia, 2019

102.	Rulebook on the work of the Institute's professional team in the process of approvals and requests for implementation of the approved form of continuous professional development of teachers, educators and professional associates, 2018, Belgrade: ZUOV

103.	Rulebook on the form, content and manner of keeping pedagogical documentation and records in kindergartens and centers for early childhood development, pursuant to

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104.   The first version, known as ISCED 1976, was approved by the International Conference on Education (Geneva, 1975), and was subsequently approved by the 19th General Conference of UNESCO in 1976.

105.   The second version, known as ISCED 1997, was approved by the UNESCO General Assembly at its 29th session in November 1997 as part of efforts to increase the international comparability of education statistics.

106.   The UNESCO Institute for Statistics led the development of the third version, which was adopted by UNESCO's 36th General Conference in November 2011 and which will replace ISCED 1997 in international data collections in the coming years. [3] created by dividing the tertiary pre-doctoral level into three levels. It also expanded the lowest level (ISCED 0) to include a subcategory of early childhood education development programs that target children under 3 years of age.

107.   During the review and revision that led to the adoption of ISCED 2011, UNESCO member countries agreed that the fields of education should be examined in a separate process. This review is now underway with a view to establishing an independent but related classification called ISCED fields of education and training.

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