

### List of trainings implemented by NCVETD in the first half of 2013

Trainings for	Training course
Teachers and craftsmen of VET institutions	<ol style="list-style-type: none"> <li>1. Developing modular curricula.</li> <li>2. Planning of training process.</li> <li>3. Provision of active learning.</li> <li>4. Development of documents for short-term trainings.</li> <li>5. Dealing with piloting documents.</li> <li>6. Improvement of capacity assessment views.</li> </ol>
Directors and deputy directors of VET institutions	<ol style="list-style-type: none"> <li>1. Defining goals and aims of VET. Advantages of trainings oriented to developing competencies.</li> <li>2. How to organize studies for state educational standards.</li> <li>3. How to organize developing curricula.</li> <li>4. Developing documents for organization and management of teaching process. Definition of workload for teachers. Developing timetables and schedules of teaching process.</li> <li>5. Inner monitoring of teaching process, organizing of assessment of learning outcomes.</li> <li>6. Assessment of teachers' needs, identification of training needs.</li> </ol>
Members of management boards of VET institutions	<ol style="list-style-type: none"> <li>1. Laws and legislative documents relating to VET. The charter of VET institution.</li> <li>2. Attributions of VET institution and collegial management. Logical structure as an effective tool for project planning and implementation.</li> <li>3. Business communication. Team work and negotiations.</li> </ol>
Experts, who develop state educational standards	<ol style="list-style-type: none"> <li>1. Legal and normative documents, prescriptive and guide materials on preliminary and middle vocational (artisan) education of state educational standards. The characteristics of state educational standards oriented to developing competencies.</li> <li>2. Designing description for profession and its usage in developing educational standards.</li> <li>3. Modules on competencies and learning outcomes.</li> <li>4. Sample of curriculum for profession.</li> <li>5. The assessment criterion for qualification.</li> </ol>