

Enhancing quality of education and training in SEE

EQET SEE

**EQET SEE Development and
implementation of trainings for trainers
for teachers, company instructors and
school coordinators for locksmith
- TRAINING GUIDELINES -**



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I About EQET SEE project

This project intervention aims to contribute to the reduction of youth unemployment in South Eastern Europe by supporting the development of labour-market oriented, socially inclusive high quality education. The project focuses on increasing the labour market relevance of VET provision (VET strand) and enhancing quality assurance (quality assurance - QA strand) in pre-tertiary education. The project is coordinated with the regional networks: the Western Balkans Alliance for work-based learning (gathering the VET national agencies, and national chambers of commerce), qualification agencies, and quality assurance agencies.

The rationale for the VET strand of the project lies in the need for a higher cooperation between business and education sector, acquisition of labour-market relevant skills in education and training, greater representation of work-based learning elements in the curricula and adequate support to teachers and company instructors to implement these curricula. All this is to enhance the VET provision and consequently the employability of young people in the region.

To tackle the challenges identified above, the **VET strand** of the project will focus on:

1. Development of regionally based, labour market oriented occupational (OS), qualifications standards (QS) and VET curricula incorporating work-based learning, and
2. Assuring quality of VET provision through developing supporting measures and material (guidelines for work-based learning, trainings for teachers and company instructors and teaching and learning material). All this will have an impact on the skills acquired by teachers, company instructors and pupils.

Direct target groups for the **VET strand** are VET agencies, companies, OS experts, business experts, education experts, training experts, school instructors, company instructors, school-company coordinators; and indirectly, schools, teachers and students who will participate in these curricula in the future.

The project is implemented by the Education Reform Initiative of South Eastern Europe ([ERI SEE](#)) as the lead partner.

The project relies on the Global Education 2030 Agenda under the Sustainable Development Goals (goal 4., supporting Target 4.4., increase the number of youth and adults who have relevant skills, target 4.7. acquisition of knowledge and skills needed for sustainable development, and 4.c.a., increase the supply of qualified teachers; goal 5, supporting target 5.1. End discrimination against women and girls and 5.5. Ensure full participation in leadership and decision-making; and goal 6), regional ADA strategy, Danube Area – Western Balkans Region regional strategy), European Commission recommendations and national strategies.

II EQET SEE material - basis for the training development

The EQET SEE participating economies moved developed teaching and learning material that is to be the main **basis for the development of trainings**. This material is:

Locksmith content material:

- Ridvan Zeqiri ed. (2024) *Teaching material for locksmith* – [download](#)
- Ridvan Zeqiri ed. (2024) *Learning material for locksmith* – [download](#)
- Ridvan Zeqiri ed. (2024) *Work-based learning guidelines for locksmith* – [download](#)

Crosscutting topics:

- Prof Dr Dragan Stanojević, Ivana Živadinović (2024) **Understanding Social Inequalities in Education Process** – [download](#)
- Prof Dr Dragan Stanojević, (2024) **Gender and Socio-Economic Dimension of Locksmith** – [download](#)
- Dr Ermelinda Mahmutaj (2024) **Education for Sustainable Development** – [download](#)
- Dušan Stokić (2024) **Environmental Protection, Safety and Protection at Work** – [download](#)

III Trainings for trainers for teachers, company instructors and school coordinators - general structure

3.1. Trainings - modular structure

I Trainings of trainers for TEACHERS and SCHOOL COODINATORS

MODULE	Topic	Structure	Weight	Duration	Trainer
Module 1	Locksmith core training	Number of trainees: 20 Number of trainings: • 2 F2F - 2*6 hours • 1 Online - 4.5 hours • TOTAL: 16.5 hours	0.5	8.25 (8h 15')	Ridvan Zeqiri
Module 2	Work-based learning		0.2	3.3 (3h 20')	Ridvan Zeqiri
Module 3	Crosscutting topics				
Module 3.1.	Social sustainability and gender equity		0.2	3.3 (3h 20')	Dragan Stanojević
Module 3.2.	Environmental sustainability		0.1	1.65 (1h 35')	Ermelinda Mahmutaj

II Trainings of trainers for COMPANY INSTRUCTORS

MODULE	Topic	Structure	Weight	Duration	Trainer
Module 1	Work-based learning with didactics	Number of trainees: 20 Number of trainings: • 2 Online - 2 *4.5 hours • TOTAL: 9 hours	0.6	5.4 (5h 25')	Ridvan Zeqiri
Module 2	Crosscutting topics				
Module 2.1.	Social sustainability and gender equity		0.25	2.25 (2h 15')	Dragan Stanojević
Module 2.2.	Environmental sustainability		0.15	1.35 (1h 20')	Ermelinda Mahmutaj



3.2. Trainings - Implementation structure

I Trainings of trainers for TEACHERS and SCHOOL COORDINATORS

MODULE	Topic	Duration	Trainer
Meeting 1 F2F	Introduction - general	30'	ERI SEE
	Locksmith core training	5h 30'	Ridvan Zeqiri
	Breaks (1 lunch 2 coffee breaks)	2h	
Meeting 2 F2F	Introduction - general	5'	ERI SEE
	Locksmith core training (continuation)	2h 45'	Ridvan Zeqiri
	Social sustainability and gender equity	3h 20'	Dragan Stanojević
	Breaks (1 lunch 2 coffee breaks)	2h	
Meeting 3 Online	Work-based learning	3h 20'	Ridvan Zeqiri
	Environmental sustainability	1h 35'	Ermelinda Mahmutaj
	Breaks (2)	1h	

II Trainings of trainers for COMPANY INSTRUCTORS

MODULE	Topic	Duration	Trainer
Meeting 1 Online	Introduction - general	15	ERI SEE
	Work-based learning with didactics	5h 25	Ridvan Zeqiri
	Breaks (2)	1h	
Meeting 2 Online	Introduction - general	5'	ERI SEE
	Social sustainability and gender equity	2.25	Dragan Stanojević
	Environmental sustainability	1h 20'	Ermelinda Mahmutaj
	Breaks (2)	1h	



3.3 Training modules for TEACHERS and SCHOOL COORDINATORS - instructions for trainers

3.3.1 Module 1 for teachers: Locksmith core training

MODULE	Topic
Time	8h 15 minutes in total to be divided in the above-described manner
Structure	Face-to-face
Language	Serbian with interpretation to Albanian
Material - compulsory	<p>EQET SEE Teaching Material for Locksmith EQET SEE Locksmith - environmental aspects</p> <ul style="list-style-type: none"> PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	<ul style="list-style-type: none"> EQET SEE Learning Material for Locksmith To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be teachers from VET schools and teacher holding positions of school coordinators from WB6
Number of participants	20 VET teachers with mechanical engineering background + 20 school coordinators with mechanical engineering background
Main training outcome	To increase the knowledge of teachers and school coordinators on the topic of implementation of locksmith based on the EQET SEE project outputs, primarily on the Teaching Material for Locksmith - environmental aspects
Expected level of knowledge	<p>Training methods: ADVANCED Metal sector: MEDIUM Contemporary environmental aspects of metal sector: BEGINER</p>
Method	<p>Primary training method: ex cathedra Supporting training method 1: participatory ex cathedra Supporting training method 2: participatory workshop</p>
Expectation of trainers	<ul style="list-style-type: none"> Development of the training structure <ol style="list-style-type: none"> Goals of the training Learning outcomes with description Training timeline - assign approximate duration to each learning unit <ul style="list-style-type: none"> OUTPUT: word document listing 1-3 on app 2 pages Development of the training material <ul style="list-style-type: none"> Complete training matrix Training presentation(s) Training literature used for developing training. Training literature - recommended reading (if applicable) Training evaluation

3.3.2 Module 2 for teachers: Work-based learning

MODULE	Topic
Time	3h 20 minutes
Structure	Face-to-face
Language	Serbian with interpretation to Albanian
Material - compulsory	EQET SEE Work-based Learning Guidelines for Locksmith PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be teachers from VET schools and teacher holding positions of school coordinators from WB6
Number of participants	20 VET teachers with metal sector background + 20 school coordinators with metal sector background
Main training outcome	To increase the knowledge of teachers and school coordinators on the topic of locksmith work-based learning based on the EQET SEE project outputs, primarily on the Work-based Learning Guidelines for Locksmith
Expected level of knowledge	Training methods: ADVANCED Metal sector: MEDIUM WBL: BEGINNER
Method	Primary training method: ex cathedra Supporting training method 1: participatory ex cathedra Supporting training method 2: participatory workshop
Expectation of trainers	<ul style="list-style-type: none"> • Development of the training structure <ol style="list-style-type: none"> 1. Goals of the training 2. Learning outcomes with description <ul style="list-style-type: none"> • OUTPUT: word document listing 1-3 on app 2 pages • Development of the training material <ul style="list-style-type: none"> • Complete training matrix • Training presentation(s) • Training literature used for developing training. • Training literature - recommended reading (if applicable) • Training evaluation

3.3.3 Module 3.1 for teachers: Social sustainability and gender equity

MODULE	Topic
Time	3h 20 minutes
Structure	Face-to-face
Language	Serbian with interpretation to Albanian
Material - compulsory	EQET SEE Understanding social inequalities in the education process EQET SEE Gender and socio-economic dimension of locksmith education PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be teachers from VET schools and teacher holding positions of school coordinators from WB6
Number of participants	20 VET teachers with locksmith background + 20 school coordinators with locksmith background
Main training outcome	To increase the knowledge of teachers and school coordinators on the topic of social dimension of VET education and gender equity based on the EQET SEE project outputs, primarily on the EQET SEE Understanding social inequalities in the education process and EQET SEE Gender and socio-economic dimension of locksmith education
Expected level of knowledge	Training methods: ADVANCED Social sustainability: BEGINNER Gender equity: BEGINNER
Method	Primary training method 1: ex cathedra Primary training method 2: participatory ex cathedra Supporting training method 1: participatory workshop
Expectation of trainers	<ul style="list-style-type: none"> • Development of the training structure <ol style="list-style-type: none"> 1. Goals of the training 2. Learning outcomes with description 3. Training timeline - assign approximate duration to each learning unit <ul style="list-style-type: none"> • OUTPUT: word document listing 1-3 on app 2 pages • Development of the training material <ul style="list-style-type: none"> • Complete training matrix • Training presentation(s) • Training literature used for developing training. • Training literature - recommended reading (if applicable) • Training evaluation

3.3.4 Module 3.2 for teachers: Environmental sustainability

MODULE	Topic
Time	1h 35 minutes
Structure	Online
Language	English with interpretation to Albanian BCMS
Material - compulsory	EQET SEE General aspects of environmental education PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be teachers from VET schools and teacher holding positions of school coordinators from WB6
Number of participants	20 VET teachers with locksmith background + 20 school coordinators with locksmith background
Main training outcome	To increase the knowledge of teachers and school coordinators on the topic of environmental sustainability based on the EQET SEE project outputs, primarily on the EQET SEE General aspects of environmental education
Expected level of knowledge	Training methods: ADVANCED Environmental sustainability: BEGINNER
Method	Primary training method 1: ex cathedra Primary training method 2: participatory ex cathedra
Expectation of trainers	<ul style="list-style-type: none"> • Development of the training structure <ol style="list-style-type: none"> 1. Goals of the training 2. Learning outcomes with description 3. Training timeline - assign approximate duration to each learning unit <ul style="list-style-type: none"> • OUTPUT: word document listing 1-3 on app 2 pages • Development of the training material <ul style="list-style-type: none"> • Complete training matrix • Training presentation(s) • Training literature used for developing training. • Training literature - recommended reading (if applicable) • Training evaluation

3.4 Training modules for COMPANY INSTRUCTORS- instructions for trainers

3.4.1 Module 1 for instructors: Work-based learning with didactics

MODULE	Topic
Time	5h 25 minutes
Structure	Online
Language	Serbian with interpretation to Albanian
Material - compulsory	EQET SEE Work-based Learning Guidelines for Locksmith PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	<ul style="list-style-type: none"> • EQET SEE Teaching Material for Locksmith • Sources on didactics would be preferable • To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be company instructors working with locksmiths from WB6
Number of participants	20 instructors
Main training outcome	To increase the knowledge of instructors on the topic of locksmith work-based learning based on the EQET SEE project outputs, primarily on the Work-based Learning Guidelines for Locksmith and to increase the knowledge of instructors on the didactic method.
Expected level of knowledge	Training methods: BEGINNER Metal sector: ADVANCED WBL: BEGINNER
Method	Primary training method: ex cathedra Primary training method 2: participatory ex cathedra Supporting training method 1: participatory workshop
Expectation of trainers	<ul style="list-style-type: none"> • Development of the training structure <ol style="list-style-type: none"> 1. Goals of the training 2. Learning outcomes with description 3. Training timeline - assign approximate duration to each learning unit <ul style="list-style-type: none"> • OUTPUT: word document listing 1-3 on app 2 pages • Development of the training material <ul style="list-style-type: none"> • Complete training matrix • Training presentation(s) • Training literature used for developing training. • Training literature - recommended reading (if applicable) • Training evaluation

3.4.2 Module 2.1 for instructors: Social sustainability and gender equity

MODULE	Topic
Time	2h 15 minutes
Structure	Online
Language	Serbian with interpretation to Albanian
Material - compulsory	EQET SEE Understanding social inequalities in the education process EQET SEE Gender and socio-economic dimension of locksmith education PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be company instructors working companies with locksmiths from WB6
Number of participants	20 instructors
Main training outcome	To increase the knowledge of instructors on the topic of social dimension of VET education and gender equity based on the EQET SEE project outputs, primarily on the EQET SEE Understanding social inequalities in the education process and EQET SEE Gender and socio-economic dimension of locksmith education
Expected level of knowledge	Training methods: BEGINNER Social sustainability: BEGINNER Gender equity: BEGINNER
Method	Primary training method 1: ex cathedra Primary training method 2: participatory ex cathedra
Expectation of trainers	<ul style="list-style-type: none"> • Development of the training structure <ol style="list-style-type: none"> 1. Goals of the training 2. Learning outcomes with description 3. Training timeline - assign approximate duration to each learning unit <ul style="list-style-type: none"> • OUTPUT: word document listing 1-3 on app 2 pages • Development of the training material <ul style="list-style-type: none"> • Complete training matrix • Training presentation(s) • Training literature used for developing training. • Training literature - recommended reading (if applicable) • Training evaluation

3.4.3 Module 2.2 for instructors: Environmental sustainability

MODULE	Topic
Time	1h 20 minutes
Structure	Online
Language	Albanian with interpretation to Serbian
Material - compulsory	EQET SEE General aspects of environmental education PURPOSE: to serve as a basis for developing trainings for trainers and consequently for trainers to use for training of teachers
Material - additional	To be proposed by a trainer. Material should be in English
Participants	The participants are expected to be company instructors working for locksmith companies from WB6
Number of participants	20 instructors
Main training outcome	To increase the knowledge of instructors on the topic of environmental sustainability based on the EQET SEE project outputs, primarily on the EQET SEE General aspects of environmental education
Expected level of knowledge	Training methods: BEGINNER Environmental sustainability: BEGINNER
Method	Primary training method 1: ex cathedra Primary training method 2: participatory ex cathedra
Expectation of trainers	<ul style="list-style-type: none"> • Development of the training structure <ol style="list-style-type: none"> 1. Goals of the training 2. Learning outcomes with description 3. Training timeline - assign approximate duration to each learning unit <ul style="list-style-type: none"> • OUTPUT: word document listing 1-3 on app 2 pages • Development of the training material <ul style="list-style-type: none"> • Complete training matrix • Training presentation(s) • Training literature used for developing training. • Training literature - recommended reading (if applicable) • Training evaluation

Annex 1: Training matrix

I Description of the training structure

1. Goals of the training
2. Learning outcomes with description
3. Training timeline - assign approximate duration to each learning unit.

II Training matrix

The training matrix is to be used by the trainer for implementing training for trainers. It will be shared with trainees for them to rely on them for the implementation of their trainings.

Slot	Description	Time		Method	Input	Learning outcome (number)	Learning unit (number)
	<i>Should generally correspond with the items from the agenda but not follow it fully. Any change of topic or method means the change of slot. Breaks should be included.</i>	<i>Timeslots should be in ascending order.</i>		<i>implementation method</i>	<i>List everything that will be used in the slot presentation, flipchart with coloured markers, coloured papers...</i>	<i>Learning outcome number</i>	<i>Learning unit number</i>
1	Introduction	9:00	9:15	ex-cathedra	presentation		
2	Topic 1 -	9:15	09:20	energiser			
3		09:20	10:00	...			
4		10:00	10:45	...			

III Material

A trainer should list all material needed for the implementation of a workshop:

1. Material needed for a trainer to implement a training: laptop, flip chart, duct tape...
2. General conditions he/she envisages that are needed for the training implementation: seating agreements, are there instructions that need to be sent prior to a training, how many microphones, will there be energisers that demand additional space, for online trainings, is the room division needed...

IV Literature



Annex 2: Training evaluation

A2.1 Teachers and school coordinators

EQET SEE Training of trainers of teachers - LOCKSMITH

We are kindly asking participants of the training to complete the evaluation in full. The evaluation is **anonymous** and will be used exclusively as the **quality assurance tool**. Feel free to share your **honest opinion**.

1. How would you rate the **OVERALL QUALITY** of the training **CONTENT**?

1	2	3	4	5	6	7	8	9	10
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2. Please rate the section of the **LOCKSMITH** training (executed by Ridvan Zeqiri) based on the following criteria from **1** (the lowest mark) to **7** (the highest mark).

	1	2	3	4	5	6	7
The structure of the locksmith training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of power point presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of information for your everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of NEW knowledge/ information presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The execution of the training by Ridvan Zeqiri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What would be your **suggestion** on how to improve the locksmith training?

Enter your answer



4. Please rate the section of the training on **SOCIAL DIMENSION of education** (executed by prof Dragan Stanojević) based on the following criteria from **1** (the lowest mark) to **7** (the highest mark).

	1	2	3	4	5	6	7
The structure of the training on social dimension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of power point presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of information for your everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of NEW knowledge/ information presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The execution of the training by Dragan Stanojević.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What would be your suggestion on how to improve the training on social sustainability?

Enter your answer

6. Please rate the section of the training on **ENVIRONMENTAL SUSTAINABILITY** (executed by Ermelinda Mahmutaj) based on the following criteria from **1** (the lowest mark) to **7** (the highest mark).

	1	2	3	4	5	6	7
The structure of the training on environmental sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of power point presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of information for your everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of NEW knowledge/ information presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The execution of the training by Ermelinda Mahmutaj.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What would be your **suggestion** on how to **improve** the training on environmental sustainability?

Enter your answer

8. From the perspective of **CONTENT** (excluding potential organisational obstacles) would you be able to implement training with similar content at national level? What do you see as potential obstacles?

Enter your answer

9. How would you rate the **OVERALL QUALITY** of the training **ORGANISATION**?

1 2 3 4 5 6 7 8 9 10

10. Please rate the quality of the following organisational aspects:

	1	2	3	4	5	6	7
Quality of travel support provided by Nenad Miljkovic of the Travelland.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of car transfers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of logistical support provided by Ivana Zivadinović of the ERI SEE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of accommodation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the venue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What would be your **suggestion** on how to **improve** the organisational aspects of the training?

Enter your answer

12. Do you have any other **comments** or **suggestions** you would like to share with the organisers?

Enter your answer

You can print a copy of your answer after you submit

Submit

A2.2 Company instructors

EQET SEE Training of trainers of company instructors LOCKSMITH

We are kindly asking participants of the training to complete the evaluation in full. The evaluation is anonymous and will be used exclusively as the quality assurance tool. Feel free to share your honest opinion.

1. How would you rate the **OVERALL QUALITY** of the training **CONTENT**?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2. Please rate the section of the training on **LOCKSMITH** (executed by Ridvan Zeqiri) based on the following criteria from **1** (the lowest mark) to **7** (the highest mark).

	1	2	3	4	5	6	7
The structure of the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of power point presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of information for your everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of NEW knowledge/ information presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The execution of the training by Ridvan Zeqiri .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What would be your **suggestion** on how to improve the training on locksmith?

Enter your answer

4. Please rate the section of the training on **SOCIAL DIMENSION of education** (executed by prof Dragan Stanojević) based on the following criteria from **1** (the lowest mark) to **7** (the highest mark).

	1	2	3	4	5	6	7
The structure of the training on social dimension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of power point presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of information for your everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of NEW knowledge/ information presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The execution of the training by Dragan Stanojević.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What would be your suggestion on how to improve the training on social sustainability?

Enter your answer

6. Please rate the section of the training on **ENVIRONMENTAL SUSTAINABILITY** (executed by prof Ermelinda Mahmutaj) based on the following criteria from **1** (the lowest mark) to **7** (the highest mark).

	1	2	3	4	5	6	7
The structure of the training on environmental sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of power point presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The usefulness of information for your everyday work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of NEW knowledge/ information presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The execution of the training by Ermelinda Mahmutaj.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What would be your **suggestion** on how to **improve** the training on environmental sustainability?

Enter your answer

7. What would be your **suggestion** on how to **improve** the training on environmental sustainability?

Enter your answer

8. Do you have any other **comments** or **suggestions** you would like to share with the organisers?

Enter your answer

You can print a copy of your answer after you submit

Submit