

COMPARING CRITERIA	SPAIN	FRANCE	TEACHER TRAINING MODELS COMPARISON	LITHUANIA
			POLAND	
LEGAL REGULATIONS AND PLANS	DECRETO 51/2014, de 9 de octubre, por el que se regula la formación permanente del profesorado de enseñanzas no universitarias que presta sus servicios en centros docentes sostenidos con fondos públicos en la Comunidad de Castilla y León		Educational Law, December 14, 2016  Teacher's Card, January 26, 1982 with changes from June 22, 2017 Regulation of Ministry of National Education on teacher training centres September 29, 2016	<ul style="list-style-type: none"> <li>• Law on Education of the Republic of Lithuania.</li> <li>• The Law on Non-formal Adult Education.</li> <li>• The Order of the Ministry of Education and Science of the Republic of Lithuania "Rules for the evaluation and accreditation of institutions providing services for the professional improvement of teachers and educational support specialists".</li> <li>• National Education Strategy 2013-2022.</li> <li>• The priorities of the Education Department of the Kaunas City Municipality Administration.</li> </ul>
EDUCATIONAL AUTHORITY	Regional Ministry of Education (General Direction of Educational Innovation and Equity) Provincial Direction of Education (Educational programs area)	Ministry of National Education Rectorat	Ministry of Education The Ministry of Culture and National Heritage responsible for artistic schools	<ul style="list-style-type: none"> <li>• Ministry of Education and Science of the Republic of Lithuania (Department of Non-formal Education of the Department of Lifelong Learning)</li> <li>• Education department of Kaunas City Municipality Administration</li> </ul>
COMPETENTIAL MODEL: TEACHERS' COMPETENCES	A. Competency in science B. Intra- and interpersonal competency C. Teaching competency D. Competency to organise and manage a school E. Competency in managing group dynamics F. Competency as a member of a team G. Competency in innovation and improvement H. Linguistic and communication competency I. Digital Competency (ICT) J. Social and relational competence	Reference document of professional competences of profession of teaching and education 25 juillet 2013 (19 competences)	<ul style="list-style-type: none"> <li>•Substantive competences.</li> <li>•Psychological and pedagogical competences.</li> <li>•Diagnostic competences.</li> <li>•Planning and design competences.</li> <li>•Didactic-methodic competences.</li> <li>•Communication competences.</li> <li>•Media competences.</li> <li>•Control and evaluation competences.</li> <li>•Competences for evaluation of programs and school handbooks.</li> <li>•Auto-productive competences.</li> </ul>	<ul style="list-style-type: none"> <li>• General cultural competence</li> <li>• Professional competences</li> <li>• General competences</li> <li>• Special competences</li> </ul>
PRIORITY TRAINING ASPECTS/COMPETENCES	-Processes that support and favor inclusion and innovation -ITC and Communicative competences -Development of Scientific and Didactic competences in the different subjects. -Support and care. Diversity and counselling -Improvement of school life and conflict prevention. Support gender equality and fight gender violence -Development of communicative and linguistic competences. Bilingualism. Internazionalisation.	Topic first related to competences  Didactic, disciplinary knowledges, pedagogy Citizenship, IT, equality, French and maths	Annual priorities of the Minister of National Education and annual priorities of regional superintendent, strategy for each voivodeship.	Priorities for improvement of teacher qualification are set : <ul style="list-style-type: none"> <li>• by the Ministry of Education and Science of the Republic of Lithuania.</li> <li>• by de Department of education of Kaunas city Municipality</li> </ul>
TRAINING NEEDS ANALYSIS	During the whole academic year the advisor detects training needs through a face to face interaction with teachers, training coordinators and directors.  Through an online need analysis form, for teachers and for schools.  <a href="http://cfievalladolid.centros.educa.jcyl.es/sito/index.cgi?wid_seccion=40&amp;wid_item=73">http://cfievalladolid.centros.educa.jcyl.es/sito/index.cgi?wid_seccion=40&amp;wid_item=73</a>	Inspectors, school managers, teachers priorities of the Ministry of National Education	Each teacher training centre asks teachers about their needs in the evaluation sheet that they fill in after workshops, conferences, etc.	<ul style="list-style-type: none"> <li>• The Center cooperates with universities and conducts scientific research to determine the needs for qualification development and to assess the quality of the services.</li> <li>• School applications for organization of a specific seminar or training.</li> <li>• Data on the external school evaluation and corresponding school improvement plan.</li> <li>• Current tendencies.</li> </ul>
TRAINING ITINERARIES	School Plan (2, 3 or 4 academic years). Teacher Team (2, 3 or 4 academic years). Teacher group (annual). Individual training (annual).	Institutional needs, individual teachers Training centres plans, schools needs	In-school training, methodological advisory, self-directed development, continuing education, distance learning.	School team, group of teachers, individual consultations, distance learning.
TYPES OF ACTIVITIES	Course. Work group. Seminar. School project. Quality experiences. Educative innovation project.	Short and long courses Group activities School project Individual professional development  Online training sessions	In-school trianing, workshops, conferences, seminars, teacher's network, courses, competitions for students/teachers, observing external exams, leading educational projects for students/teachers.	Seminars Courses Consultations Conferences Lectures Open lessons Methodical, cultural events International partnership
MANAGEMENT OF ACTIVITIES	Need Analysis. Design of activities. Planning, organising and following-up the activities. Assessment. Collect and curate resources. Dissemination and to share final products.	Need Analysis. Technical assesment. Planning, organising and following-up the activities. Assessment. Collect and curate resources. Dissemination and to share final products.	Need analysis, preparing documentation for workshop/conference, preparing specific materials for workshops/conferences, evaluation.	Analysis of training needs; planning of activities; implementation; evaluation.
SELECTION OF EXPERTS	We have as reference a bank of experts who have worked with CFIE before and have received a positive evaluation. Preferably teachers with experience in the application of the contents to the classroom.	Teachers of trainers with a specific skill, depending on the topic: with a good experience of teaching - and still teaching- or headmasters of schools or scholars or trainers specialised in one topic (f.e. neurosciences)	Public procurement.	Selection criteria: •Evaluation of a training programme (a decision to approve/disapprove a training is made by evaluators). • Lecturers are chosen based on their competencies which are verified before the evaluation (experience, education, dissemination of best practices, exceptional performance, achievements, recommendations, feedback). • Public procurement (the lowest price being the main criterion for selection).
ECONOMIC MANAGEMENT	Fixed amount per presentation hour.	Fixed amount by the financers.	Fixed amount per presentation hour, some workshops are free for teachers- so called grants of superindendant once a year.	Fixed amount per presentation hour; lectures and events of best practise sharing are free.
COLLABORATION WITH INSTITUTIONS	We collaborate with institutions such as: General Direction of Traffic. Engineering and computer school, an Education Faculty of the University of Valladolid. Regional Ministry of Environment. Foundations, associations and companies. University of Padova and Usak. National police force. National Cybersecurity Institute. UNICEF. Bank of Spain. Microsoft.	Collaboration with Regional Educational authorities (rectorat, academic inspection). Diocesan directions. Persons in charge of the accompany of teachers in different diocese, universities and other training institutes.	Ministry of National Education, Opole University, Higher School of Management and Administration, Higher Bank School, other teacher training centres.	Kaunas city educational institutions; Kaunas city Education department; Kaunas city Municipality administration Division of Children right's protection; Partnerships with businesses (SWEDBANK); Police, museums, universities, etc.
RESOURCES	Human resources: 17 advisors. Material resources: Ipads, android tablets, classrooms equipped with laptops, 3D printers, robotics packs, three computer classrooms, etc.	Human resources: 2 advisors 1 administrative 1 on-line classrooms numeric tools (computers, ipads, videoprojectors) printers	Human resources: 20 teacher trainers, 54 methological advisors, 20 librarians. Material resources: android tablets, 1 laptop classroom, 2 computer classrooms, conference room for 100 participants,robotics packs, laboratory for vocational students, science centre, planetarium hostel for teachers, libraries, recording studio.	Human: 25 employees: principal, 3 viceprincipals, 8 methodists (training specialists), 1 librarian, 1 IT specialsit, others – service staff. Material: 2 computer classrooms, 2 conference rooms for 180 participants, 1 conference room with equipment for synchronous translation, library, smartboards.
DISSEMINATION OF ACTIVITIES	Dissemination and sharing of activities and materials through: Specific blogs of different topics (mobile learning, international projects,...) and activities. Official web of CFIE. "Bitácora" (part of the web only for dissemination of schools and CFIE activities and projects). Social networks: Facebook and Twitter accounts. CROL (Online open resources for teachers).	Dissemination through official website newsletters	Dissemination and sharing of activities and materials through: Official webpage of RZPWE, Social networks: Facebook and online magazine for teachers.	Centre website; Information emailed to every educational institution in Lithuania; Facebook

EVALUATION OF TRAINING	<p>Evaluation at the end of the training activity through an online questionnaire.</p> <p>Evaluation of the speaker through online questionnaire.</p> <p>Evaluation of the work of the advisors by the centers.</p> <p>Continuous evaluation through meetings with the coordinators of the activity and/ or assistants.</p>	<p>Evaluation by the trainee at the end of each training session (paper).</p> <p>Evaluation of the trainer through an interview</p> <p>regular meeting with the ISFEC team, partners and financiers during meetings with school head masters.</p>	<p>Evaluation sheet that each teacher should fill in at the end of workshops, conferences, etc.</p>	<p>Participants fill out questionnaires after trainings which evaluate:</p> <ul style="list-style-type: none"> <li>Training effectiveness</li> <li>Teaching methods used in the training</li> <li>Lecturer competencies</li> <li>Participants provide suggestions regarding improvement or topics of trainings</li> </ul> <p>Lecturers fill out questionnaires which evaluate:</p> <ul style="list-style-type: none"> <li>Participant performance during the training</li> <li>Organizational process of the training</li> <li>His/her own performance</li> </ul>
CERTIFICATION	<p>Certificate with name of the assistant, name of the activity, date, number of hours and credits and the identification number of the activity in the general register of teacher training</p>	<p>No official certification.</p> <p>Certificate of attendance.</p>	<p>Certificate with date and place of birth of the participant, with its unique number, title of the workshop, number of hours, signature of headmaster and the teacher trainer.</p>	<p>Certificate with name, title of the activity, date, number of hours, with its unique number, signature of headmaster and the teacher trainer.</p>