**Theory of Change Project NP 6 Measure 1.1 OPE**

**Model of change in project NP 6**

**Project title:** Raising the quality of education at primary and secondary schools utilising electronic testing

**Target group:** primary and secondary school pupils, teaching staff and staff working in education, university students

**Model of action in project NP 6**

**Project title:** Raising the quality of education at primary and secondary schools utilising electronic testing

**Beneficiary:** The National Institute for Certified Educational Measurements

**OUPUTS OF ACTIVITIES**

**ACTIVITIES**

**OUTCOMES OF ACTIVITIES**

**SHORT-TERM IMPACTS**

**EXPECTED LONG-TERM IMPACTS**

**MEASURE 1.1 OBJECTIVES**

Improve the quality of school administration and management and stimulate them to more openness to the needs of local communities

Focus the training and continuing education of pedagogical personnel toward acquiring and developing the competences needed to transform a traditional school in a modern one

Innovate content and methods, raise the quality of education for the labour market needs in a knowledge-based society

Improvement of the process of teaching and learning of the educational level ISCED 2 and ISCED 3

Development of tasks and tests for continuous school testing (school database of tasks) and objective testing processing

Methodological materials and publications

National report PISA 2012

Thematic report PISA 2006

Methodology of development of tasks in line with the State educational programme standard for ISCED 2 and ISCED 3

Expert publication for specialist psychologists and teaching staff

Training for participants of the process of development of tasks and tests

80 school measurements undertaken

Report on school self-evaluation

Report for the decision-making sphere on education

Education corresponding to the labour market needs in a knowledge-based society

Testing tools for verification of knowledge and key competences of pupils

Database of 30,000 tasks

Pupils with enhanced key competences

Introduction of a set of electronic tools to evaluate monitoring of knowledge and key competences of pupils

Database of 130 tests

Introduction of electronic testing to monitor the level of knowledge, skills and key competences of pupils, tracking the trends of the school quality development

Electronic system e-Test was used by 770 primary and secondary schools in 2017

Thematic report PISA 2012

10 national testing undertaken

Collection of tasks of study PISA 2012

51,288 pupils took part in electronic testing in 2017

Ensure institutional quality of schools and school facilities

Collection of tasks of study TIMSS 2011 from Mathematics and Sciences

**BASELINE NEEDS OF THE TARGET GROUPS**

**PROJECT INPUTS**

**OUTCOME AND IMPACT INDICATORS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Measurable indicators** | Target | Achieved (based on the follow-up monitoring report) |
| V | Number of innovated/ newly created learning resources | 5 | 5 |
| V | Number of target group members aged 15-24 involved in the supported projects | 47 000 | 77 056 |
| V | Number of persons involved in the project activities | 145 636 | 133 436 |
| V | Number of schools involved in implementation of project activities using ICT technology in the teaching and learning process | 1 820 | 1 488 |
| V | Number of implemented electronic services | 1 | 1 |
| V | Number of pupils involved in the project activities | 145 000 | 132 273 |
| D | Number of schools using the project outputs after the end of the project implementation | 1 820 | 770 |
| D | Počet zamestnancov, ktorí využívajú výsledky projektu po ukončení jeho realizácie | 9 100 | 7 950 |

**Total eligible expenditure:**

25,648,557.27 EUR

**Spending:**

22,454,528.97 EUR

(87.55%)

**Implementation period:**

1/2013 – 12/2015

* Monitoring of level of knowledge, skills and key competences of pupils, tracking the trends of the school quality development
* System of national measurements of the education development in primary and secondary schools in the context of the curricular reform



**EXTERNAL FACTORS**

* Interest of teaching staff in introduction of innovation into the process of teaching and learning
* Interest of schools in collaboration