**Theory of Change Project NP 9 Measure 1.1 OPE**

**Model of change in project NP 9**

**Project title:** Support of primary school pupils’ professional orientation to vocational education and training by development of polytechnical education to enhance job skills and work with talents **Target group:** primary school pupils, primary school teaching staff: 49 pilot primary schools, 451 primary schools

**Model of action in project NP 9**

**Project title:** Support of primary school pupils’ professional orientation to vocational education and training by development of polytechnical education to enhance job skills and work with talents **Beneficiary:** State Vocational Education Institute

**OUPUTS OF ACTIVITIES**

**ACTIVITIES**

**OUTCOMES OF ACTIVITIES**

**SHORT-TERM IMPACTS**

**EXPECTED LONG-TERM IMPACTS**

**MEASURE 1.1 OBJECTIVES**

Newly created specialised classrooms for Physics, Technology, Biology and Chemitry at 49 pilot schools

Support of the polytechnical education of pupils in 49 pilot primary schools and further training of primary school teachers in the polytechnical education (500 primary schools)

Material and technical provision and utilising teaching resources for specialised classrooms - laboratories

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

Practical orientation of education with support of innovated teaching methods contributes to improvement of key competences of primary school pupils

Improved level of practical skills of primary school pupils in subjects of polytechnical education

Practical education of primary school pupils according to the innovated curriculum takes place in modernised classrooms

Innovated curriculum for Man and nature (Biology, Chemistry, Physics) and Man and the world of labour (Technology)

Pilot verification and evaluation of the innovated curriculum

New forms and methods of the process of teaching and learning have been applied to support the polytechnical education

Business trips to participating primary schools with a focus on consultations and monitoring of education to collect information on experience and methodological support (abroad)

Methodological support for teaching staff in participating and not participating schools

Developed programmes of continuing education for teaching staff focusing on introducing innovated methods into the process of teaching and learning in Biology, Chemistry, Physics, Technology

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

Teaching staff have enhanced their competences supporting the professional orientation of primary school pupils in subjects of polytechnical education

Teaching staff with competences required for transformation of a traditional school into a modern one

Business trips with a focus on the development of a concept linking schools and VET using models from abroad

Development of a specialised methodology for professional orientation and its potential

Programmes of continuing education for employees working in professional orientation of primary school pupils

Teaching staff graduated from continuing education programmes and received certificates

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

Organised events: discussions, excursions in businesses, open day events, VET, meetings with representatives of individual professions in 49 pilot primary schools

Pupils decide on their prospective study considering potential employability

Pupils use access to information about jobs (Catalogue of job positions, event recordings)

Support of the professional orientation of primary school pupils for VET

Catalogue of job positions and their requirements (electronic form)

Acquiring a software tool to identify professional orientation of pupils in 500 primary school

Teachers use tools for professional orientation of primary school pupils

Improved level of career guidance in professional orientation of primary school pupils

Partnerships are used for event organisation (discussions, excursions in businesses, open day events, VET, meetings with representatives of individual professions, collaboration in management of competitions)

Work with talents in primary schools through organisation and participating in domestic and international VET competitions for joined teams of primary and secondary school pupils

Programmes of continuing education for working with talents (workshops)

Primary school supports professional orientation of pupils and improves their awareness of competences required for the labour market employability

Ensure institutional quality of schools and school facilities

Established cooperation with partners in the public and private sector and with secondary schools

Development of talent work in primary schools contributes to increasing of an interest of primary school pupils in VET

Pupils took part in VET competitions and preparation workshops

Training sessions and subsequent competitions for talented pupils

Successful pupils visited CERN

**BASELINE NEEDS OF THE TARGET GROUPS**

**OUTCOME AND IMPACT INDICATORS**

**PROJECT INPUTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **Measurable indicators** | Target | Achieved (based on the follow-up monitoring report) |
| V | Number of newly created educational programmes | 5 | 5 |
| V | Number of schools involved in the project activities | 500 | 500 |
| V | Number of schools involved in implementation of project activities using ICT technology in the teaching and learning process | 49 | 49 |
| V | Number of members of staff involved in the educational activities of the project | 1 000 | 1 229 |
| V | Number of pupils involved in the project activities | 4 960 | 16 562 |
| D | Number of newly created/ innovated educational programmes being used after the project implementation | 5 | 0 |
| D | Number of schools using the project outputs after the end of the project implementation | 500 | 500 |
| D | Number of staff members graduating from the educational programme | 1 000 | 0 |

**Total eligible expenditure:**

19,92,846.31 EUR

**Spending:**

15,950,121.53 (80,49%)

**Implementation period:** 04/2013 – 12/2015

* Innovated specialised learning resources with a focus on the labour market needs
* Innovative methods for all forms of teaching practice
* Innovated teaching and learning resources to develop pupils‘ key competences
* New and effective methods of career counselling

**EXTERNAL FACTORS**

* **Planned national project 10 - measure 1.1, 28 - measure 4.1 -** Support of polytechnical education at primary schools
* **Development of the innovated State educational programme in 2015** – increased the subsidy for Physics, Chemistry and Biology on the 2nd stage of primary schools
* **PROFsmeZŠ** tool – a list of the labour market requirements, job position profiles, activities related to professional orientation of pupils
* **Europe 2020 strategy** includes a call for strengthening the cross-curriculum approaches and the new role of education. School curriculum and educational strategies should enable the pupils to enhance their competences in a changing environment, encourage independence, autonomy and the responsibility of pupils for their own study.