# Appendix 7 – Evaluation of selected NPs

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| Project serial number | NP 1 |
| Project title | Modern education – digital education for general education subjects |
| Registration number/  Priority axis and OP measure | 26110130582  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The Slovak Centre of Scientific and Technical Information |
| Project objective | Carry out content transformation of education in primary and secondary schools using innovative educational forms and methods. |
| Key activities | * 1. was cancelled by amendment 2 to Contract on Non-Repayable Financial Aid on 31 December 2014   2. Modern education – local content creation for pupils in primary and secondary schools   3. Modern education – increase popularisation and motivation of pupils to learn |
| Target groups | * primary and secondary school pupils * teaching staff |
| Project outputs | * digital objects for primary schools on CUDEO * digital objects for secondary schools on CUDEO * established interactive classrooms in participating schools * established community portal * motivational videos (presentational videos of secondary schools and universities, presentational videos of professional groups, model lesson plans, documentary videos) |
| Use of project outputs by target groups | Outputs implemented through key project activities exactly address baseline needs of the target groups to command innovative educational methods using ICT. Developed digital objects and motivational videos are appropriate tool to improve pupils’ preparation and key competences development.  However, the assumption of the extent to which project outputs will be used after its completion, was not fulfilled what led to decrease otherwise high project contribution to specific objectives of measure 1.1. |
| Project impacts | * primary school teachers and pupils are using digital educational materials placed in the central digital educational content repository * secondary school teachers and pupils are using digital educational materials placed in the central digital educational content repository * improved school opportunities in using ICT in educational process (interactive whiteboards, notebooks, sound systems) * increased interest of secondary school pupils in studying technical and natural science programmes at HEIs * increased interest of primary school pupils in studying at secondary specialised schools |
| Sustainability of project outputs | Under the authority of the Ministry of Education, Youth and Sports of the Slovak Republic, the Steering Committee of the CUDEO project, that acted as testing service for pupils, teachers, students and public in April 2019, was established. On February 1, 2020, the Ministry of Education, Youth and Sports of the Slovak Republic launched the CUDEO portal called “Viki”, that contains publicly available educational content for kindergartens, primary schools and secondary schools.  Personnel, web portal operation and financial sustainability are guaranteed by CVTI SR. |
| Project contribution to the specific objectives of the measure | * Rather high[[1]](#footnote-2) |
| Theory of change assessment | Theory of change verification shows a very high compliance between the achieved short-term project impacts and the expected impacts, as defined in the theory of change applied to OPE measure 1.1. The first two objectives of OPE measure 1.1 were met with great intensity. |

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| Project serial number | NP 2 |
| Project title | Training of kindergarten teaching staff to support the education reform |
| Registration number/  Priority axis and OP measure | 26110130087  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Implement content reform and develop a system of lifelong learning aimed at key competencies development of teaching staff in kindergartens in accordance with the knowledge-based society needs. |
| Key activities | * 1. Multimedia-digital content for teachers training to modernise education   2. Development of textbooks and teaching aids to modernise education   3. Teachers training in the field of education process modernisation based on use of ICT   4. Provision of technical equipment to modernise education |
| Target groups | * teaching staff in kindergartens including management * specialised staff working in state and public administration |
| Project outputs | * 18 accredited training programmes * training portal * training materials |
| Use of project outputs by target groups | Accredited training programs have recently expired (validity of acquired credits is limited). Training materials that were developed within the project are used in the educational process in kindergartens and are an incentive for development of updated training materials. |
| Project impacts | NP contributed to vocational competencies acquirement and development of teaching staff and management in kindergartens and to educational process effectiveness in kindergartens. Using the project outputs and outcomes the educational process in kindergartens became more effective. Digital content became an essential part of the educational process in kindergartens. |
| Sustainability of project outputs | Accredited training programs have expired. Training materials are further used in practice in kindergartens and are an incentive to develop other materials. Training portal does not work anymore, materials are available on MPC website for free. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a very high compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first two objectives of OPE measure 1.1 were met with great intensity. |

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| Project serial number | NP 3 |
| Project title | Modernisation of the educational process at secondary schools |
| Registration number/  Priority axis and OP measure | 26110130574 (from 1 January 2014 number 26110130084)  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The Slovak Centre of Scientific and Technical Information |
| Project objective | Prepare teachers for active implementation of school reform – adaptation of education system to knowledge-based society needs |
| Key activities | * 1. Multimedia content of teachers training to modernise education   2. Development of textbooks and teaching aids for teachers to modernise education   3. Teachers training in the field of education process modernisation based on use of ICT   4. Provision of technical equipment to modernise education |
| Target groups | * teaching staff in secondary schools * secondary school pupils |
| Project outputs | * training portal and multimedia content for continuing education * newly created materials and teaching aids using ICT * new methods using digital materials in educational process * training programme with a focus on new skills and competences acquirement in working with new technologies in educational process * technical equipment |
| Use of project outputs by target groups | Outputs implemented through key project activities address exactly baseline needs of the target groups, especially the teachers’ needs (ICT skills and necessary methodological and technical background). The acquired knowledge and competences are then implemented in teaching process and in that way also fulfil the baseline needs of secondary school pupils. In this way, that makes them better prepared to succeed in a knowledge-based society. On the positive side, the assumption of the extent to which the project outputs will be used after its completion, has also been fulfilled. |
| Project impacts | * teachers are prepared for state educational programme with support of the multimedia and digital content using ICT to modernise educational process * implemented innovative and modernised methods and outputs of educational process to acquire new work competencies in 21. century modern school * implementation of innovated teachers’ preparation in content and method with focus on ICT * increased competences and skills of teachers in work with digital technologies in educational process * teaching staff implement new project and constructive teaching methods in secondary schools with ICT support |
| Sustainability of project outputs | The project outputs sustainability was monitored after the completion of all activities. The survey showed that overwhelming majority of teachers with completed training transfer their knowledge to colleagues, thus ensuring both sustainability and a multiplier effect. It has also been confirmed that the number of teachers using ICT and the generated multimedia content in the teaching process is increasing. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a high compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first two objectives of the OPE measure 1.1 were met with great intensity. |

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| Project serial number | NP 4 |
| Project title | Modernisation of the educational process at primary schools |
| Registration number/  Priority axis and OP measure | 26110130083  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The Slovak Centre of Scientific and Technical Information |
| Project objective | Prepare teachers for active implementation of school reform – adaptation of education system to knowledge-based society needs |
| Key activities | * 1. Multimedia-digital content for teachers training to modernise education   2. Development of textbooks and teaching aids for teachers to modernise education   3. Teachers training in the field of education process modernisation based on use of ICT   4. Provision of technical equipment to modernise education |
| Target groups | * teaching staff at first and second stage in primary school * pupils at first and second stage in primary school |
| Project outputs | * experimental e-content for primary school teachers training with a focus on modernisation of teaching and learning process utilising ICT * 12 methodological materials, digital teaching resources for teachers' training with models using ICT in the process of teaching and learning |
| Use of project outputs by target groups | Currently, only a part of the outputs is being used. The printed outputs are available in CVTI building on request. |
| Project impacts | Majority of teachers who completed trainings are using digital content in teaching process and transfer knowledge to their colleagues that guarantees both project sustainability and a multiplier effect. |
| Sustainability of project outputs | Relatively low sustainability as the outputs are not available online for public. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a high compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first two objectives of OPE measure 1.1 were met with great intensity. |

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| Project serial number | NP 5 |
| Project title | Evaluation of the education quality at primary and secondary schools in the context of the current curricular reform |
| Registration number/  Priority axis and OP measures | 26110130309  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The National Institute for Certified Educational Measurements |
| Project objective | Innovate and implement system of national measurements that enable assess the quality and monitor education development in primary and secondary school in the context of the current curricular reform. |
| Key activities | * 1. External evaluation of educational levels on ISCED 1 level in languages and Mathematics teaching   2. External evaluation of educational level on IDCED 2 level in language, Mathematics and English language teaching and comparison of educational level between 9th grade pupils at primary schools and 4th grade pupils at eight-year grammar schools in Slovak language and literature as well as Mathematics   3. External evaluation of educational process on ISCED 3 level in foreign languages classes, teaching languages classes and educational fields Mathematics and work with information; Man and the nature as well as Man and the society   4. Research on intervention to increase statistic and financial literacy of Slovak pupils on ISCED 2 level   5. Cooperation with international partners in national educational process testing   6. Testing tools in teaching languages classes to assess level of education on ISCED 1 and ISCED 3 levels   7. Testing tools in foreign language classes according to Common European Reference Framework for Languages to assess educational level on ISCED 2 and ISCED 3 levels   8. Testing tools to assess educational level in Mathematics on ISCED 1 level and in Mathematics and Mathematics literacy on ISCED 2 level   9. Testing tools to assess educational level in Mathematics and work with information, Human and nature as well as Human and society on ISCED 3 level   10. Development and innovation of e-tests in Mathematics and English language B1 for ISCED 3 level   11. Cooperation with international partners in development of testing tools for external evaluation of educational level   12. Development and application of new national measurement processing methods using ICT   13. Teachers training implementation in national monitoring of educational level and quality, development and evaluation of parts and opportunities of tests to measure key competences level on ISCED 1 -3 levels   14. Specialised conference about evaluation of educational quality   15. Implementation and dissemination of international measurements outputs into teachers’ trainings   16. Educational quality indicators in schools’ evaluation   17. Analyse of Slovak pupils’ civic positions and the active citizenship perspectives in the context of IEA ICCS 2009 study results   18. Monitoring of educational process and teachers work conditions in Slovakia in international context |
| Target groups | * primary and secondary school pupils * teaching staff and staff working in education |
| Project outputs | * pilot testing on ISCED 1 to 3 levels * Collection of tasks to develop statistical literacy (publication) * research report (processing of acquired knowledge; comparison of method and forms of national measurements implementation; possibilities of business trip results use in national measurements) * tests and collection of tasks in classes for ISCED 1, 2, 3 levels * e-tests of knowledge * bank of tasks as database application with graphic interface * teaching staff trainings * publication from seminar * website modification by creation of tools for effective communication with specialists (mainly with representatives of participating schools) |
| Use of project outputs by target groups | Within the project, innovated testing tools and methods of their evaluation were prepared in order to empirically evaluate the school and education quality in the context of education reform. The project objective was to provide schools / pupils with feedback on the quality and development of education. Project outputs in this sense are used by the target group even after the project completion. The school will thus learn how successful the school is in the national average. Detailed analyses are provided to the Ministry and subsequently, for example, efforts are being strengthened in weaker regions. |
| Project impacts | * system of annual national testing on educational level ISCED 1 – ISCED 3 in the context of new concept |
| Sustainability of project outputs | The national project contribution is the concept and model of monitoring system of the educational outcomes at national level at ISCED 1 - ISCED 3. These measurements allow monitor to what extent the education content reform in Slovakia meets the set objectives. Based on the innovated specification, testing tools are currently being prepared for the next years of measurement. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in the theory of change applied to OPE measure 1.1. The first objective of OPE measure 1.1 was met. |

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| Project serial number | NP 6 |
| Project title | Raising the quality of education at primary and secondary schools utilising electronic testing |
| Registration number/  Priority axis and OP measure | 26110130546  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The National Institute for Certified Educational Measurements |
| Project objective | Increase of education quality in primary and secondary school. |
| Key activities | * 1. Development of tasks and tests for ongoing school testing (school tasks database) and for objective tests assessment (tasks database)   2. Implementation of electronic testing establishment to monitor educational level, pupils’ skills, and key competences, monitoring of school quality trends |
| Target groups | * primary and secondary school pupils * teaching staff and staff working in education * university students |
| Project outputs | * methodological materials and publications * testing tools to verify pupils’ knowledge and key competences * database of 30 000 tasks and 130 tests * national report PISA 2012 * thematic report PISA 2012 * collection of tasks PISA 2012 * thematic report PISA 2006 * collection of tasks TIMSS 2011 in Mathematics and Sciences |
| Use of project outputs by target groups | The main project output was development of national educational measurements system that addressed one of baseline target groups’ needs. In long-term perspective, monitoring of pupils’ knowledge and key competences level is guaranteed, as well as monitoring of educational process level in schools. |
| Project impacts | * quality improvement of educational process of pupils on ISCED 2 and ISCED 3 levels * implementation of electronic evaluation tools to verify pupils’ knowledge and key competences |
| Sustainability of project outputs | As part of the project outputs sustainability, the e-Test system is fully operated and actively used in the implementation of the electronic testing at primary and secondary schools. At the same time, the e-Test system is open in full operation to teachers for testing, where teachers can create their own tests from the tasks that are in the system database. In the system, the database of tasks is complemented by other tasks from teaching, foreign languages, mathematics, science literacy and reading literacy. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in the theory of change applied to OPE measure 1.1. The first objective of the OPE measure 1.1 was met. |

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| Project serial number | NP 7 |
| Project title | Development of vocational education |
| Registration number/  Priority axis and OP measure | 26110130548  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | State Vocational Education Institute |
| Project objective | National project objective is to increase vocational education quality at secondary specialised schools in selected vocational training programmes |
| Key activities | * 1. Development of vocational education and preparation and support of education content reform at secondary specialised schools  1. Involvement of employers’ representatives through professional organisations 2. Pupil focus on practical needs through career guidance and professional orientation |
| Target groups | * secondary school pupils * teaching staff |
| Project outputs | * new training programmes * continuing education courses for teaching staff of involved secondary specialised schools * financial normative for study programmes * ICT equipment and devices for participating secondary specialised schools * User manual + user guide * methodology of VET Centre operation * model of Curriculum of career guidance specialist * draft of career guidance model concept and methodology at secondary specialised schools * training programmes for career and education counsellors at secondary specialised schools |
| Use of project outputs by target groups | Project responds quite comprehensively to secondary vocational education development needs. Baseline needs respond to both teaching staff and pupils needs. The focus is on cooperation between school and employers to achieve real dual educational system respecting region needs. Pupils support through career guidance and career orientation is also important. |
| Project impacts | * dual educational system enhanced the link between VET, and secondary specialised schools and employers needs * future secondary specialised school graduates are prepared to succeed after study completion |
| Sustainability of project outputs | The project significantly contributed to linking VET at secondary specialised schools with the employers’ needs, increased quality and preparedness of future secondary specialised school graduates in relation to their ability to succeed after study completion. A dual education system has been established in accordance with the law. Teaching aids procured and delivered to the participating schools, information and communication technologies for the modernization of the educational process, including workbooks, are used even after the national project implementation in accordance with the national project objectives. Sustainability is ensured by the use of software tools at secondary specialised schools by teaching staff. Sustainability is further assured by the work of career / educational counsellors who have been trained in an accredited training programme during the project implementation period. |
| Project outputs contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first objective of the OPE measure 1.1 was met. |

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| Project serial number | NP 8 |
| Project title | External evaluation of the school quality supporting self-evaluation processes and school development |
| Registration number/  Priority axis and OP measure | 26110130088  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into modern one |
| Beneficiary | The State School Inspection |
| Project objective | Carry out external evaluation of schools participating in ESF projects and monitor their progress. Develop external evaluation model and school self-evaluation model. |
| Key activities | * 1. Vocational training of school inspectors to methodology for evaluation of educational level quality at primary and secondary schools   2. External evaluation of primary and secondary schools before the ESF funded project implementation   3. Cooperation with international partners in acquiring knowledge about school system   4. Development of evaluation and self-evaluation of school activities models and their use in praxis   5. External evaluation of primary and secondary schools after completion of ESF funded projects |
| Target groups | * primary and secondary school pupils * teaching staff * school management * school inspectors |
| Project outputs | * external evaluation of school quality in form of reports on inspection results * verified model of evaluation and self-evaluation of school and school facilities activities |
| Use of project outputs by target groups | Even though the project outputs correspond identified needs of target groups, extended outputs usage is not obvious. External factors (schools’ interest in cooperation and motivated management) are important for overall evaluation. |
| Project impacts | * experimentally verified model of school activities self-evaluation * experimentally verified evaluation tools of teaching staff educational activities |
| Sustainability of project outputs | Project sustainability stems in implementation of self-evaluation model at schools that will be further monitored and supported by the National School Inspection. Real situation remains problematic, because only one tenth of presumed schools are using project outputs after project completion. That significantly limit project outputs impacts and sustainability. |
| Project contribution to the specific objectives of the measure | * Rather low |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The fourth objective of the OPE measure 1.1 was met – the one focused on school institutional quality increase. |

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| Project serial number | 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 |
| Registration number/  Priority axis and OP measure | 26110130549  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | State Vocational Education Institute |
| Project objective | Support of primary school pupils’ professional orientation to vocational education and training by development of polytechnical education. |
| Key activities | * 1. Support of primary school pupils’ polytechnical education and primary school teaching staff continuing education in polytechnical education   2. Support of primary school pupils’ professional orientation to vocational education and training   3. Work with talents in primary school through implementation and participation in national and international contests in OVP and special joint teams’ categories |
| Target groups | * teaching staff in primary school * primary school pupils |
| Project outputs | * specialist Physics, Chemistry, Biology and Technology classrooms * teaching aids for technical classes * methodological manuals for selected classes and new teaching aids * training programmes Man and the world, Man and the world of labour * software tool for career orientation of pupils * catalogue of job positions |
| Use of project outputs by target groups | Specialist classrooms and teaching aids are actively used in educational process as they are not deteriorated as fast as ICT equipment. Methodological manuals are publicly available and used as well as software tool for career orientation of pupils and catalogue of job positions. |
| Project impacts | Project significantly contributed to practical educational process orientation in Biology, Chemistry, Physics and Technology. Thanks to new teaching aids and new teaching methods the pupils’ interest in technical classes has increased that was reflected in pupils increased interest in vocational activities in primary school and in the number of students applying to secondary specialised schools. |
| Sustainability of project outputs | Project outputs sustainability is high, because specialist classrooms and teaching aids are not deteriorated as fast as ICT equipment. Newly created materials and manuals are available for free and used in teaching process. |
| Project contribution to the specific objective of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first two objective of the OPE measure 1.1 were met with high intensity. |

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| Project serial number | NP 10 |
| Project title | Support of polytechnical education at primary schools |
| Registration number/  Priority axis and OP measure | 26110130738  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | State Vocational Education Institute |
| Project objective | Make polytechnical education and its quality more effective and attractive. |
| Key activities | * 1. Support of quality increase in polytechnical education field in primary school   2. Development of manual to organise new forms of primary school pupils vocational training |
| Target groups | * primary school pupils * teaching staff in primary school |
| Project outputs | * specialist Physics, Chemistry, Biology and Technology classrooms * teaching aids for technical classes * methodological manuals for selected classes and new teaching aids * manuals to organise new forms of primary school pupils vocational training |
| Use of project outputs by target groups | Specialist classrooms and teaching aids are currently actively used in teaching process, as they are not deteriorated as fast as ICT equipment. Methodological manuals are available for public and used as well as software tool for pupils’ professional orientation identification and job positions catalogue. |
| Project impacts | Project significantly contributed to practical orientation of teaching process in Biology, Chemistry, Physics and Technology. Thanks to new teaching aids and new teaching methods the pupils’ interest in technical classes has increased that was reflected in pupils increased interest in vocational activities at primary school and in the number of students applying to secondary specialised schools. |
| Sustainability of project outputs | Project outputs sustainability is high, because specialist classrooms and teaching aids are not deteriorated as fast as ICT equipment. Newly developed materials and manuals are available for free and used in teaching process. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first two objective of the OPE measure 1.1were met with high intensity. |

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| Project serial number | NP 11 |
| Project title | Teachers’ training to support the development of school educational programmes |
| Registration number/  Priority axis and OP measure | 26110130085  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | State Vocational Education Institute |
| Project objective | General education of primary and secondary school teaching staff and training of secondary specialised school teaching staff and staff working in education and activities supporting the content reform in school and development of the School Educational Programme. |
| Key activities | * 1. Establishment and continuing development of solving team (external and internal staff and suppliers)   2. Activities of specialised working groups   3. Preparation, update and evaluation of training programmes (courses)   4. Provision of training programmes (courses)   5. Content development, publication and distribution of Teachers News   6. Content development, publication and distribution of multimedia training DVD   7. Content development, moderating, programming and maintenance of e-learning portal |
| Target groups | * teaching staff in primary school, grammar school and secondary vocational school * staff working in education |
| Project outputs | * guaranteed managing, coordination, economic and administrative processes * developed attendance and distance training programmes * manual for distance learning in the field of school educational programme development * continuing education trainings for teaching staff and quality improvement of verification and recognition system of acquired knowledge, skills and competences * publication of 32 pages Teachers News twice a week (except main holidays) * 4 publications (18 titles in total) of thematic multimedia DVD and CD-ROM * portal providing information and training to teaching staff |
| Use of project outputs by target groups | All identified baseline needs of target groups were addressed by project outcomes. The measurable indicators were also largely exceeded. From this perspective, the use of project outputs in practice can be evaluated positively. |
| Project impacts | * raised awareness of teaching staff in primary school, grammar school and secondary specialised school about educational strategy, trends in EU member states and research & development studies results * support of content reform in school and securing transfer of acquired knowledge into school teaching process * teachers in primary school, grammar school, secondary specialised school including vocational education masters are applying united methodology in development of school educational programme and by that also support development and improvement of vocational knowledge and competences * support of conditions for teaching staff continuing education * support of quality improvement of teaching process and continuing education |
| Sustainability of project outputs | Systematically prepared and managed implementation of two-tier model of school educational programme development was completed, as well as teachers training implemented on big sample of teachers. The practical aspects of preparing a lesson, applying forms, methods of education, including the application of prepared additional educational materials, were not neglected as well. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The first two objectives of the OPE measure 1.1 were met with high intensity. |

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| Project serial number | NP 12 |
| Project title | Foreign languages training of primary school teaching staff to support the Concept of Foreign Language Teaching at Primary and Secondary Schools |
| Registration number/  Priority axis and OP measure | 26110130001  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.1 Transformation of traditional school into a modern one |
| Beneficiary | The National Institute for Education |
| Project objective | To achieve long-term planned 100% participation of qualified teachers of the 1st stage of primary school in foreign language teaching of younger pupils. |
| Key activities | * 1. Guarantee additional education of qualified teachers at the 1st stage of primary school with communication level in foreign language 0 / A1 according to SERR for languages   2. Guarantee additional education of qualified teachers of the 1st stage of primary school with communication level in foreign language A2 according to SERR for languages   3. Guarantee additional education of qualified teachers at the 1st stage of primary school vocational training in foreign language, pedagogic-psychological bases of teaching of foreign language for younger pupils   4. Develop and guarantee accredited study programme at the 1st stage of primary school qualified teaching staff in foreign language, pedagogic-psychological basis for foreign language teaching for younger pupils   5. Guarantee continuing education of qualified foreign language teachers with Master degree in Pedagogy of general education/academy subjects with extended qualification in foreign language in pedagogic-psychological basis for foreign language teaching for younger pupils   6. Guarantee continuing education of qualified foreign language teachers with Master degree in Pedagogy of general education/academy subjects with extended qualification in foreign language in didactics of first foreign language teaching for younger pupils   7. Development and accreditation of study programme of continuing education of pedagogic-psychological basis and didactics of first foreign language teaching at the 1st stage of primary school for foreign language teachers with Master degree in Pedagogy of general education/academy subjects with extended qualification in foreign language |
| Target groups | * teaching staff in primary school |
| Project outputs | * study programme Language training of qualified teachers at the 1st stage of primary school to level A2 (1st accreditation file) * study programme Training of qualified teachers at the 1st stage of primary school to increase qualification to teach foreign language (2nd accreditation file) * study programme Continuing study of qualified foreign language and literature teachers in foreign language didactics for younger pupils (3rd accreditation file) * methodologic materials and texts / teaching aids for frequentists * methodologic portal |
| Use of project outputs by target groups | Study programmes were used to train teachers at the 1st and 2nd stage of primary school. Their accreditation expired. Methodologic materials are used and available on methodologic portal. |
| Project impacts | The project achieved almost 100% qualification of teachers for the compulsory qualified teaching of a foreign language at the 1st stage of primary school. Teachers have completed or extended their education according their needs, enabling successful national implementation of this legislative objective, and the project's strategic objective has therefore been largely fulfilled. The level of language and professional competences of foreign language teachers at 1st stage of primary school increased, which had a positive impact on teaching process. However, this impact was not long-term, as since 2011/2012 the English language became a compulsory foreign language in primary school, that had a negative impact on the project results - teachers trained in other foreign languages could not apply their new qualification. |
| Sustainability of project outputs | Methodologic manuals are used; trained teachers are using their skills in foreign language teaching. |
| Project contribution to the specific objective of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 1.1. The project contributed to the fulfilment of the second objective of the OPE measure 1.1. |

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| Project serial number | NP 13 |
| Project title | Higher education institutions as drivers of the knowledge-based society |
| Registration number/  Priority axis and OP measure | 26110230120  Priority axis 1 Reform of the educational and vocational training system covers primary, secondary and tertiary/higher education  Measure 1.2 Higher education institutions and research & development as the driving forces in the development of a knowledge-based society |
| Beneficiary | The Slovak Centre of Scientific and Technical Information |
| Project objective | Adapting higher education to the knowledge-based society needs through the development of innovative educational forms, the development of active cooperation between universities and private sector in the development of new study fields and programmes, and in rationalisation and improvement of existing study fields and programmes and in the teaching process; and by increasing the HEIs involvement in international cooperation. |
| Key activities | * 1. Assessment of effectiveness of higher education study programmes according to current and prospective labour market needs as well as the cooperation with private sector   2. Active building of networks between HEIs and private sector   3. Improve quality of educational content and support innovative educational forms according to labour market needs in selected prospective study programmes   4. Popularisation of prospective study programmes and cooperation between HEIs and private sector |
| Target groups | * university students * university staff * MESRS SR staff |
| Project outputs | * project website * Analyses and methodology of higher education considering labour market needs and development and employers' demand * 30 training centres at 19 departments across 8 universities |
| Use of project outputs by target groups | According to information form the beneficiary, the outputs are still used, specific data are not available (such as number of project website visits). |
| Project impacts | The project was one of the first major initiatives to create cooperation between universities and private sector in the educational process. This collaboration was focused on adapting the content and forms of 100 selected prospective higher education programmes to the labour market needs and involving university students to see real needs and problems solutions and innovations in companies. While the actual degree of innovation of selected prospective study programmes at participating universities is unknown, the project has had significant impacts on the students involved. Nearly half of the 373 students who have completed long-term business education were offered a job and about a quarter of students other forms of cooperation (for example: continuing training, internships in SR or abroad, solving diploma theses, or research tasks). |
| Sustainability of project outputs | The project selected 100 prospective study programmes for which Slovak and foreign experts suggested innovations leading to better quality of competencies required by future employers and 82 of them implemented these innovations in the teaching process to some extent. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | The project outputs and impacts contributed to the first and third specific objectives of the measure 1.2 – adapting higher education to knowledge-based society needs and support cooperation between HEIs, research and development organisations and private sector. |

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| Project serial number | NP 14 |
| Project title | Further Informatics training of teachers at primary and secondary schools |
| Registration number/  Priority axis and OP measure | 26120130001  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | The National Institute for Education |
| Project objective | Suggest, develop and implement modern continuing education of Informatics teachers in primary and secondary school supported by digital technologies. |
| Key activities | * 1. Training of Informatics teachers at the 1st stage of primary schools   2. Training of teachers not qualified for teaching of Informatics at the 2nd stage of primary and secondary school   3. Further training of teachers qualified for teaching of Informatics at the 2nd stage of primary and secondary school   4. Project facilities and equipment |
| Target groups | * teaching staff in primary school * teaching staff in secondary school |
| Project outputs | * Further training of teachers not qualified for teaching of Informatics (study programme) * Further training of teachers qualified for teaching of Informatics (study programme) * Methodological materials for teaching of Informatics |
| Use of project outputs by target groups | Accredited study programmes were used in target group training; their accreditation expired. Methodological materials for teaching of Informatics are available on beneficiary website and are still used. Specific data on number of website visits are not available. |
| Project impacts | Measurable impact indicators were achieved; 1 320 teachers in Informatics were trained. Positive impacts can be expected on the level of target groups competencies and consequently on the educational process and active use of digital technology. The project was also supported by material and technical equipment, what can also be expected to have a positive effect on teaching and pupils themselves (increased motivation and interest in the subject). |
| Sustainability of project outputs | Further training of teaching staff has increased their professional skills level in teaching of Informatics, and it can be assumed that they continue to use these skills in practice. The material and technical support of the project is already largely outdated and required frequent servicing or replacement. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the first three specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 15 |
| Project title | Professional and career development of teaching staff |
| Registration number/  Priority axis and OP measure | 26120130002  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Develop effective continuing education system for teaching and specialised staff at schools and school facilities focused on development of key competences. |
| Key activities | * 1. Development, innovation and implementation of professional standards and tools for evaluation of professional competences development   2. Analysis of target groups (schools and school facilities teaching and specialised staff) educational needs   3. Development and accreditation of continuing education programmes for teaching and specialised staff according to accreditation system   4. Development of teaching sources, methodology and specialised publication including their digital form   5. Educational activities focused on development of teaching and specialised staff key competences and education strategies   6. Service and management of interactive educational portal to support continuing education   7. Facilities and equipment for professional activities |
| Target groups | * teaching staff * specialised staff working in state and public administration |
| Project outputs | * methodology of development, innovation and implementation of professional standards * catalogue of professional standards and tools of development assessment of professional competences for teaching and specialised staff * manual for development of continuing education programmes * new accredited training programmes as per valid legislation * classrooms for continuing education |
| Use of project outputs by target groups | Through this project, professional standards have been developed and implemented for teaching and professional staff, which are norms defining staff competencies also in relation to the career positions. They are directly covered and referred to by the Act on Teaching Staff and Specialised Staff (2019) and serve as a starting point for the preparation of continuing education of these staff. A total of 616 accredited training programmes were established, representing a comprehensive offer of further training for all categories of target groups (divided according to professional standards). |
| Project impacts | Professional standards meant changes at the systemic level of education and their nature directly determines their long-term impact. They are based on a number of other processes - for example, career development through the attestation process of teaching staff, professional development through the setting up of continuing education programmes, or processes for staff evaluation and remuneration set according to competence profiles. Higher education programmes are also linked to professional standards, which prepare future teachers and specialised staff. |
| Sustainability of the project outputs | Professional standards for teaching and specialised staff are normative standards defining the staff competencies; they are also directly related and referred to by the Act on Teaching and Specialised Staff (2019) and serve as a starting point for the preparation of continuing education of this staff.  The project trainings programmes accreditation has expired. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the first three specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 16 |
| Project title | KomPrax – Competences for Practice |
| Registration number/  Priority axis and OP measure | 26120130011  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | IUVENTA – Slovak Youth Institute |
| Project objective | Enable young people and youth workers access to repeated and flexible acquirement of competences in working with youth and comprehensive guiding services. |
| Key activities | * 1. Training of young leaders in working with youth   2. Basic training of professional and voluntary youth workers   3. Supplementary, complementary, and interest-based education for youth leaders and workers   4. Preparation of supporting material in order to build operational partnerships   5. Regional round tables on recognition of non-formal and informal education results   6. National conference and fair on recognition of non-formal and informal education results   7. Campaign „Recognition“   8. Securing absent surveys and research on youth   4.3 Development of database for recognition of working with youth |
| Target groups | * primary and secondary school pupils * professional and voluntary youth workers |
| Project outputs | * 40 training programmes for youth leaders and youth workers * publications - findings of studies and reports about youth * specialist materials supporting recognition of key competences acquired through youth work * declaration of recognition of key competences acquired through youth work * good practice examples of youth leaders' projects |
| Use of project outputs by target groups | Target groups were using project outputs through training programmes. The youth work field has become one of the project priorities and the project has also managed to address the professional and voluntary youth workers needs with a specific training programme. Publications are available and downloadable on [www.vyskummladeze.sk](http://www.vyskummladeze.sk) for free. The professional and general public can continue to use the mapped knowledge in these areas for analytical, research and educational purposes. |
| Project impacts | 22,628 young people were involved in the project's activities, 11,814 young people were involved in the educational activities. After project activities completion, IUVENTA continues to cooperate with organizations that participated in the implementation of KomPrax NP post-secondary education in order to preserve the topics in the field of youth work and their re-accreditation. Both IUVENTA and organizations use their experience in practice and expand their portfolio of training programmes. |
| Sustainability of project outputs | Although all of the newly developed training programmes have already lost their accreditation, their content has further use, for example in the form of re-accredited programmes or by adapting the content to other projects (for example in the *Project is a change*). Training programmes are also publicly available on the website in the form of modules and the data prove that the number of visits and demand for these materials is large (in the period from 1.2.2019 to 31.1.2020 2.765 users visited by the website www.komprax.sk). |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the first and fourth specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 17 |
| Project title | PRAKTIK – Practical skills through non-formal education in youth work |
| Registration number/  Priority axis and OP measure | 26120130021  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | IUVENTA – Slovak Youth Institute |
| Project objective | Develop an effective system of continuing education for youth workers on practical use of non-formal education tools in development of youth interests. |
| Key activities | * 1. Building of thematic youth centres network   2. Professional and voluntary youth workers training in the field of support and development of the youth interests through non-formal education   3. Securing implementation and dissemination of youth programmes using innovative methods of experiential teaching |
| Target groups | * primary and secondary school pupils * professional and voluntary youth workers |
| Project outputs | * methodological-information manual on youth work * accredited training programmes for professional and voluntary youth workers * video manuals on competence development of youth |
| Use of project outputs by target groups | Target groups were using project outputs through training programmes. Thematic youth centres were specialized on priority topics in the youth education and training, coordinated the development of experience programmes, and methodological guided institutions active in the field of youth work in their practical use. Each priority area was processed into one experiential training programme, which was accredited according to the Act on Support of Youth Work no. 282/2008. |
| Project impacts | Within the project, training programmes were developed by expert groups, linking the expertise of individual members with examples of good practice in non-formal education in youth work in Slovakia and Europe. The objective achievement was also achieved through the implementation of events that served as a space for practical verification of the acquired knowledge, skills and attitudes of youth leaders and workers. At the same time, the objective was fulfilled by creating space for the penetration of formal and non-formal education through the implementation of events. |
| Sustainability of project outputs | Although all of the newly developed training programmes have already lost their accreditation, their content has further use, for example in the form of re-accredited programmes or by adapting the content to other projects. Video manuals are publicly available. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the third and fourth specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 18 |
| Project title | Increasing qualifications of teachers of Physical and Sport Education |
| Registration number/  Priority axis and OP measure | 26120130022  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | The National Sport Center of Slovakia |
| Project objective | Increase of Physical and Sport Education teachers’ qualification focused on innovation of means and Physical and Sport Education teaching methods in primary and secondary school |
| Key activities | * 1. Development of training programmes of continuing education   2. Securing teaching sources and aids   3. Development and use of electronic teaching content   4. Training of trainers   5. Training of frequentists |
| Target groups | * teaching staff in primary and secondary school * primary and secondary school pupils |
| Project outputs | * 3 accredited training programmes of continuing education in Physical Education * teaching materials with new methods and forms of teaching Physical Education * video manuals on using modern equipment for teaching Physical Education * set of modern teaching tools for Physical Education |
| Use of project outputs by target groups | Teaching materials and video manuals were used through training programmes focused on new methodological and modern teaching aids implementation in Physical and Sport Education teaching process. Set of teaching tools is actively used in present, as it does not deteriorate so fast. |
| Project impacts | 3400 persons were trained through the project implementation. It can be expected that they continue using acquired knowledge and skills in Physical Education classes or other school sport activities and contribute to increase of quality of Physical Education teaching in primary and secondary school. |
| Sustainability of project outputs | The accreditation of developed training programmes expired; developed manuals are still publicly available on project website. |
| Project contribution to specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the first and third specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 19 |
| Project title | Development of the National qualifications framework |
| Registration number/  Priority axis and OP measure | 26120130023  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | State Vocational Education Institute |
| Project objective | Establish and develop effective system of lifelong learning focused on deepening and increase of key competences and qualification in accordance with the society needs. |
| Key activities | * 1. Development of managing, professional and methodological structures in NQF, NSQ and IS   2. Development of analysis and methodologies   3. Development of National qualifications framework   4. Development of information system of National qualification framework and National system of qualifications   5. Further education of target groups in development and use of NQF, NSQ and IS |
| Target groups | * teaching staff in primary, secondary school and universities * specialised staff working in education |
| Project outputs | * methodologies and analyses for development of the National system of qualifications * National Qualification Framework * National System of Qualification * implemented Information System |
| Use of project outputs by target groups | Project outputs represent systematic change in education. They define knowledge, skills and competences for particular qualifications and represent linking with European qualifications framework. In December 2017, the Ministry of Education, Science, Research and Sport of the SR approved the adoption of the National qualifications framework and National system of qualifications. National qualification framework acceded to European qualifications framework through assignment process. |
| Project impacts | Development of National qualifications framework and National system of qualifications enabled to access Slovak national education and qualification system to European system. The national project represented first phase of long-term process that currently continue by recognition of qualifications process that enables implementation of mechanisms for flexible qualification acquirement outside of the formal education system. |
| Sustainability of project outputs | . The nature of project outputs directly effects their long-term impact and sustainability because lot of processes are connected to them, such as accession of national education system to the European system. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the third and fourth specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 20 |
| Project title | Activating methods in education |
| Registration number/  Priority axis and OP measure | 26120130025  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Targeted and active investments in development of employees’ competences in education with focus on the increase and improvement of activating methods in education use focused on emotional intelligence and media literacy as presumptions of knowledge-based society development. |
| Key activities | * 1. Training staff working in education   2. Activating methods in education   3. Technical support of the project |
| Target groups | * children in kindergarten, primary and secondary school pupils * staff working in education |
| Project outputs | * accredited training programme for teaching staff - professional use of activating methods in education * training media – 132 training video programmes, 13 software of interactive tools, 264 pre-defined content tools * training set - a tool for teaching and specialised staff to use activating methods in education |
| Use of project outputs by target groups | Participating kindergartens, primary and secondary schools were using the project outputs during the implementation period and applied them in educational process. Training media represent comprehensive e-learning offer, that can be use in large extent not only in educational process but also through TV broadcasting and can serve as alternate education in crisis such as unpredictable closure of school facilities. |
| Project impacts | Project contributed to improvement of training quality of teaching and specialised staff and to implementation of activating educational methods in educational process. 10 751 teaching and specialised staff who were trained and continue using acquired skills and knowledge in practice. |
| Sustainability of project outputs | Developed training media and sets are actively used in kindergartens, primary and secondary school participating in the project. Through and open license these digital tools should be available for all schools and school facilities, although that has not come true yet. Even though, it is fully innovative digital content developed for all school types (including special and boarding school, primary art schools, free time centres) for children between 3 to 18 years covering ethical, health, medial and traffic education. |
| Project contribution to the specific of the objectives measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the third specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 21 |
| Project title | Development of professional competences of teachers of kindergarten, primary and secondary schools to support the success of the primary education system reform |
| Registration number/  Priority axis and OP measure | 26120130079  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | The National Institute for Education |
| Project objective | Increase teachers’ professional competences through career development activities and identify their effect on educational process management |
| Key activities | * 1. Verification of English language teachers’ professional and language competences at 1st stage of primary school   2. Determinants identification of kindergarten, primary and grammar school teachers’ career development   3. Evaluation of Innovated School Educational Programme implementation in kindergartens |
| Target groups | * teaching staff in kindergartens, primary and secondary school * staff working in education |
| Project outputs | * expert report and recommendations on modification of accredited training programmes * report on implementation of curriculum policy in kindergartens, primary schools and grammar schools in 2008 – 2015 * manual on development of school educational programmes * methodologies of individual educational areas |
| Use of project outputs by target groups | Developed school educational programmes of participating kindergartens were professionally assessed by the National Institute for Education and kindergartens continue their activities according these programmes. Expert reports were used by specialised staff and are publicly available on the National Institute for Education website. |
| Project impacts | Teachers and specialised staff trainings were developed within the project and focused on the school educational programmes development. Trained staff prepared manuals (400 in total) from which the National Institute for Education chose 20 examples of best practice that are published on the National Institute for Education website. Eight manuals were prepared in the project divided according to educational areas. Their content and quality are granted by professionals from practice and HEIs. Through targeted trainings, manuals and information seminars, the project significantly contributed to increased level of school educational programmes at kindergartens. That was also approved in the National School Inspection annual report in 2019. |
| Sustainability of project outputs | Project outputs contributed to increased quality of school educational programmes in kindergartens and till nowadays are used by manuals publishers for kindergartens and HEIs preparing new teachers. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 2.1. The project contributed to the fulfilment of the third specific objectives of the OPE measure 2.1. |

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| Project serial number | NP 22 |
| Project title | New trends in English teachers’ training at primary schools |
| Registration number/  Priority axis and OP measure | 26120130078  Priority axis 2 Continuing education as an instrument of human resource development  Measure 2.1 Support of continuing education |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Development of teaching staff competencies in English language teaching in primary school and increase the quality of teaching process through modern teaching aids. |
| Key activities | 1.1 Increase the quality of English language teaching |
| Target groups | * teaching staff in primary school * primary school pupils |
| Project outputs | * training modules on professional competence development in English language teaching * digital content for teaching of English language * Methodological manuals and worksheets for teaching of English language |
| Use of project outputs by target groups | The accreditation of training modules expired. Digital content is publicly available; data on number of website visits are not available. |
| Project impacts | *Cannot be assessed as the contact person could not be identified.* |
| Sustainability of project outputs | The accreditation of training modules expired. Digital content is publicly available; data on number of website visits are not available. |
| Project contribution to the specific objectives of the measure | *Cannot be assessed as the contact person could not be identified.* |
| Theory of change assessment | *Cannot be assessed as the contact person could not be identified.* |

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| Project serial number | NP 23 |
| Project title | Training of kindergarten teaching staff to support the education reform |
| Registration number/  Priority axis and OP measure | 26140130017  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Implement content reform and develop lifelong learning system focused on key competences development of kindergarten teaching staff in accordance with knowledge-based society needs |
| Key activities | * 1. Multimedia-digital content for teachers training to modernise education   2. Development of textbooks and teaching aids to modernise education   3. Teachers training in the field of educational process modernisation based on use of ICT   4. Provision of technical equipment to modernise education |
| Target groups | * teaching staff in kindergartens including management * specialised staff working in state and public administration |
| Project outputs | * 18 accredited training programmes * training portal * training materials |
| Use of project outputs by target groups | Accredited training programs have recently expired (validity of acquired credits is limited). Training materials that were developed within the project are used in the educational process in kindergartens and are an incentive for development of updated training materials. |
| Project impacts | NP contributed to professional competencies acquirement and development of teaching staff and management in kindergartens and to educational process effectiveness in kindergartens. Using the project outputs and outcomes the educational process in kindergartens became more effective. Digital content became an essential part of the educational process in kindergartens. |
| Sustainability of project outputs | Accredited training programs validity have expired. Training materials are further used in practice in kindergartens and are an incentive to develop other materials. Training portal does not work anymore, materials are available on MPC website for free. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a very high compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The project contributed to the fulfilment of the first and second specific objectives of the OPE measure 4.1 with high intensity. |

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| Project serial number | NP 24 |
| Project title | Modernisation of the educational process at secondary schools (BA region) |
| Registration number/  Priority axis and OP measure | 26140130040 (since 1 January 2014 number 26140130014)  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | The Slovak Centre of Scientific and Technical Information |
| Project objective | Prepare teachers for active implementation of school reform – adaptation of education system to knowledge-based society needs. |
| Key activities | * 1. Multimedia content of teachers training to modernise education   2. Development of textbooks and teaching aids for teachers to modernise education   3. Teachers training in the field of educational process modernisation based on use of ICT |
| Target groups | * teaching staff in secondary school * secondary school pupils |
| Project outputs | * training portal and multimedia content for continuing education * newly created materials and teaching aids using ICT * new methods using digital materials in educational process * training programme with a focus on new skills and competences acquirement in working with new technologies in educational process * technical equipment |
| Use of project outputs by target groups | Outputs implemented through key project activities address exactly the baseline needs of target groups, especially the teachers’ needs (ICT skills and necessary methodological and technical background). The acquired knowledge and competences are then implemented in teaching process and in that way also fulfil the baseline needs of secondary school pupils target group. In this way, that makes them better prepared to succeed in a knowledge-based society. On the positive side, the assumption of the extent to which the project outputs will be used after its completion, has also been fulfilled. |
| Project impacts | * teachers are prepared for state educational programme with support of the multimedia and digital content using ICT to modernise educational process * implemented innovative and modernised methods and outputs of educational process to acquire new work competencies in 21. century modern school * implementation of innovated teachers’ preparation in content and method with focus on ICT * increased competences and skills of teachers in work with digital technologies in educational process * teaching staff implement new project and constructive teaching methods in secondary schools with ICT support |
| Sustainability of project outputs | The project outputs sustainability was monitored after the completion of all activities. The survey showed that overwhelming majority of teachers with completed training transfer their knowledge to colleagues, thus ensuring both sustainability and a multiplier effect. It has also been confirmed that the number of teachers using ICT and the generated multimedia content in the teaching process is increasing. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a high compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The project contributed to the fulfilment of the first and second specific objectives of the OPE measure 4.1 with high intensity. |

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| Project serial number | NP 25 |
| Project title | Modernisation of the educational process at primary schools |
| Registration number/  Priority axis and OP measure | 26140130041  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | The Slovak Centre of Scientific and Technical Information |
| Project objective | Prepare teachers for active implementation of school reform – adaptation of education system to knowledge-based society needs. |
| Key activities | * 1. Multimedia-digital content for teachers training to modernise education   2. Development of textbooks and teaching aids for teachers to modernise education   3. Teachers training in the field of education process modernisation based on use of ICT |
| Target groups | * teaching staff at 1st and 2nd stage in primary school * pupils at first and second stage in primary school |
| Project outputs | * experimental e-content for primary school teachers training with a focus on modernisation of teaching and learning process utilising ICT * 12 methodological materials, digital teaching resources for teachers' training with models using ICT in the process of teaching and learning |
| Use of project outputs by target groups | Currently, only a part of the outputs is being used. The printed outputs are available in CVTI building on request. |
| Project impacts | Majority of teachers who completed trainings are using digital content in teaching process and transfer knowledge to their colleagues that guarantees both project sustainability and a multiplier effect. |
| Sustainability of project outputs | Relatively low sustainability as the outputs are not available online for public. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a high compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The first two objectives of the OPE measure 4.1were met with great intensity. |

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| Project serial number | NP 26 |
| Project title | Raising the quality of education at primary and secondary schools utilising electronic testing |
| Registration number/  Priority axis and OP measure | 26140130030  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | The National Institute for Certified Educational Measurements |
| Project objective | Increase of education quality in primary and secondary school. |
| Key activities | * 1. Development of tasks and tests for ongoing school testing (school tasks database) and for objective tests assessment (NUCEM tasks database)   2. Implementation of electronic testing establishment to monitor educational level, pupils’ skills, and key competences, monitoring of school quality trends |
| Target groups | * primary and secondary school pupils * teaching staff and staff working in education * university students |
| Project outputs | * methodological materials and publications * testing tools to verify pupils’ knowledge and key competences * database of 30 000 tasks and 130 tests * national report PISA 2012 * thematic report PISA 2012 * collection of tasks PISA 2012 * thematic report PISA 2006 * collection of tasks TIMSS 2011 in Mathematics and Sciences |
| Use of project outputs by target groups | The main project output was development of national educational measurements system that addressed one of baseline target groups’ needs. In long-term perspective, monitoring of pupils’ knowledge and key competences level is guaranteed, as well as monitoring of educational process level in schools. |
| Project impacts | * quality improvement of educational process of pupils on ISCED 2 and ISCED 3 levels * implementation of electronic evaluation tools to verify pupils’ knowledge and key competences |
| Sustainability of project outputs | As part of the project outputs sustainability, the e-Test system is fully operated and actively used in the implementation of the electronic testing at primary and secondary schools. At the same time, the e-Test system is open in full operation to teachers for testing, where teachers can create their own tests from the tasks that are in the system database. In the system, the database of tasks is complemented by other tasks from teaching, foreign languages, mathematics, science literacy and reading literacy. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in the theory of change applied to OPE measure 4.1. The first objective of the OPE measure 4.1 was met. |

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| Project serial number | NP 27 |
| Project title | External evaluation of the school quality supporting self-evaluation processes and school development |
| Registration number/  Priority axis and OP measure | 26140130018  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | The State School Inspection |
| Project objective | Carry out external evaluation of schools participating in ESF projects and monitor their progress. Develop external evaluation model and school self-evaluation model. |
| Key activities | * 1. Professional training of school inspectors to methodology for evaluation of educational level quality at primary and secondary schools   2. External evaluation of primary and secondary schools before the ESF funded project implementation   3. Cooperation with international partners in acquiring knowledge about school system   4. Development of evaluation and self-evaluation of school activities models and their use in praxis   5. External evaluation of primary and secondary schools after completion of ESF funded projects |
| Target groups | * primary and secondary school pupils * teaching staff * school management * school inspectors |
| Project outputs | * external evaluation of school quality in form of reports on inspection results * verified model of evaluation and self-evaluation of school and school facilities activities |
| Use of project outputs by target groups | Even though the project outputs correspond identified needs of target groups, extended outputs usage is not obvious. External factors (schools’ interest in cooperation and motivated management) are important for overall evaluation. |
| Project impacts | * experimentally verified model of school activities self-evaluation * experimentally verified evaluation tools of teaching staff educational activities |
| Sustainability of project outputs | Project sustainability stems in implementation of self-evaluation model at schools that will be further monitored and supported by the National School Inspection. Real situation remains problematic, because only one tenth of presumed schools are using project outputs after project completion. That significantly limit project outputs impacts and sustainability. |
| Project contribution to the specific objectives of the measure | * Rather low |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The fourth objective of the OPE measure 4.1was met – the one focused on school institutional quality increase. |

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| Project serial number | NP 28 |
| Project title | Support of polytechnical education at primary schools |
| Registration number/  Priority axis and OP measure | 26140130044  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | State Vocational Education Institute |
| Project objective | Make polytechnical education and its quality more effective and attractive. |
| Key activities | * 1. Support of quality increase in polytechnical education field in primary school   2. Development of manual to organise new forms of primary school pupils vocational training |
| Target groups | * primary school pupils * teaching staff in primary school |
| Project outputs | * specialist Physics, Chemistry, Biology and Technology classrooms * teaching aids for technical classes * methodological manuals for selected classes and new teaching aids * manuals to organise new forms of primary school pupils vocational training |
| Use of project outputs by target groups | Specialist classrooms and teaching aids are currently actively used in teaching process, as they are not deteriorated as fast as ICT equipment. Methodological manuals are available for public and used as well as software tool for pupils’ professional orientation identification and job positions catalogue. |
| Project impacts | Project significantly contributed to practical orientation of teaching process in Biology, Chemistry, Physics and Technology. Thanks to new teaching aids and new teaching methods the pupils’ interest in technical classes has increased that was reflected in pupils increased interest in vocational activities at primary school and in the number of students applying to secondary specialised schools. |
| Sustainability of project outputs | Project outputs sustainability is high, because specialist classrooms and teaching aids are not deteriorated as fast as ICT equipment. Newly developed materials and manuals are available for free and used in teaching process. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The first two objective of the OPE measure 4.1 were met with high intensity. |

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| Project serial number | NP 29 |
| Project title | Teachers’ training to support the development of school educational programmes |
| Registration number/  Priority axis and OP measure | 26140130015  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of traditional school into modern one for the Bratislava region |
| Beneficiary | State Vocational Education Institute |
| Project objective | General education of primary and secondary school teaching staff and attendance training of secondary specialised school teaching staff and staff working in education and activities supporting the content reform in school and development of the School Educational Programme. |
| Key activities | * 1. Establishment and continuing development of solving team (external and internal staff and suppliers)   2. Activities of specialised working groups   3. Preparation, update and evaluation of training programmes (courses)   4. Provision of training programmes (courses)   5. Content development, publication and distribution of Teachers News   6. Content development, publication and distribution of multimedia training DVD   7. Content development, moderating, programming and maintenance of e-learning portal |
| Target groups | * teaching staff in primary, grammar school and secondary vocational school * staff working education field |
| Project outputs | * guaranteed managing, coordination, economic and administrative processes * developed attendance and distance training programmes * manual for distance learning in the field of school educational programme development * continuing education trainings for teaching staff and quality improvement of verification and recognition system of acquired knowledge, skills and competences * publication of 32 pages Teachers News twice a week (except main holidays) * 4 publications (18 titles in total) of thematic multimedia DVD and CD-ROM * portal providing information and training to teaching staff |
| Use of project outputs by target groups | All identified baseline  needs of target groups were addressed by project outcomes. The measurable indicators were also largely exceeded. From this perspective, the use of project outputs in practice can be evaluated positively. |
| Project impacts | * raised awareness of teaching staff in primary school, grammar school and secondary specialised school about educational strategy, trends in EU member states and research & development studies results * support of content reform in school and securing transfer of acquired knowledge into school teaching process * teachers in primary school, grammar school, secondary specialised school including vocational education masters are applying united methodology in development of school educational programme and by that also support development and improvement of vocational knowledge and competences * support of conditions for teaching staff continuing education * support of quality improvement of teaching process and continuing education |
| Sustainability of project outputs | Systematically prepared and managed implementation of two-tier model of school educational programme development was completed, as well as teachers training implemented on big sample of teachers. The practical aspects of preparing a lesson, applying forms, methods of education, including the application of prepared additional educational materials, were not neglected as well. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The first two objective of the OPE measure 4.1 were met with high intensity. |

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| Project serial number | NP 30 |
| Project title | Foreign languages’ training of primary school teaching staff to support the Concept of Foreign Language Teaching at Primary and Secondary Schools |
| Registration number/  Priority axis and OP measure | 26140130001  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.1 Transformation of Traditional School into Modern One for the Bratislava Region |
| Beneficiary | The National Institute for Education |
| Project objective | To achieve long-term planned 100% participation of qualified teachers of the 1st stage of primary school in foreign language teaching of younger pupils. |
| Key activities | * 1. Guarantee additional education of qualified teachers at the 1st stage of primary school with communication level in foreign language 0 / A1 according to SERR for languages   2. Guarantee additional education of qualified teachers of the 1st stage of primary school with communication level in foreign language A2 according to SERR for languages   3. Guarantee additional education of qualified teachers at the 1st stage of primary school vocational training in foreign language, pedagogic-psychological bases of teaching of foreign language for younger pupils   4. Develop and guarantee accredited study programme at the 1st stage of primary school qualified teaching staff in foreign language, pedagogic-psychological basis for foreign language teaching for younger pupils   5. Guarantee continuing education of qualified foreign language teachers with Master degree in Pedagogy of general education/academy subjects with extended qualification in foreign language in pedagogic-psychological basis for foreign language teaching for younger pupils   6. Guarantee continuing education of qualified foreign language teachers with Master degree in Pedagogy of general education/academy subjects with extended qualification in foreign language in didactics of first foreign language teaching for younger pupils   7. Development and accreditation of study programme of continuing education of pedagogic-psychological basis and didactics of first foreign language teaching at the 1st stage of primary school for foreign language teachers with Master degree in Pedagogy of general education/academy subjects with extended qualification in foreign language |
| Target groups | * teaching staff in primary school |
| Project outputs | * study programme Language training of qualified teachers at the 1st stage of primary school to level A2 (1st accreditation file) * study programme Training of qualified teachers at the 1st stage of primary school to increase qualification to teach foreign language (2nd accreditation file) * study programme Continuing study of qualified foreign language and literature teachers in foreign language didactics for younger pupils (3rd accreditation file) * methodologic materials and texts / teaching aids for frequentists * methodologic portal |
| Use of project outputs by target groups | Study programmes were used to train teachers at the 1st and 2nd stage of primary school. Their accreditation expired. Methodologic materials are used and available on methodologic portal. |
| Project impacts | The project achieved almost 100% qualification of teachers for the compulsory qualified teaching of a foreign language at the 1st stage of primary school. Teachers have completed or extended their education according their needs, enabling successful national implementation of this legislative objective, and the project's strategic objective has therefore been largely fulfilled. The level of language and professional competences of foreign language teachers at 1st stage of primary school increased, which had a positive impact on teaching process. However, this impact was not long-term, as since 2011/2012 the English language became a compulsory foreign language in primary school, that had a negative impact on the project results - teachers trained in other foreign languages could not apply their new qualification. |
| Sustainability of project outputs | Methodologic manuals are used; trained teachers are using their skills in foreign language teaching. |
| Project contribution to the specific objective of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.1. The project contributed to the fulfilment of the second objective of the OPE measure 4.1. |

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| Project serial number | NP 31 |
| Project title | Professional and career development of teaching staff |
| Registration number/  Priority axis and OP measure | 26140230002  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.2 Raising competitiveness of the Bratislava region through the development of higher and continuing education |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Develop effective continuing education system for teaching and specialised staff at schools and school facilities focused on development of key competences. |
| Key activities | * 1. Development, innovation and implementation of professional standards and tools for evaluation of professional competences development   2. Analysis of target groups (schools and school facilities teaching and specialised staff) educational needs   3. Development and accreditation of continuing education programmes for teaching and specialised staff according to accreditation system   4. Development of teaching sources, methodology and specialised publication including their digital form   5. Educational activities focused on development of teaching and specialised staff key competences and education strategies   6. Service and management of interactive educational portal to support continuing education   7. Facilities and equipment for professional activities |
| Target groups | * teaching staff * specialised staff working in state and public administration |
| Project outputs | * methodology of development, innovation and implementation of professional standards * catalogue of professional standards and tools of development assessment of professional competences for teaching and specialised staff * manual for development of continuing education programmes * new accredited training programmes as per valid legislation * classrooms for continuing education |
| Use of project outputs by target groups | Through this project, professional standards have been developed and implemented for teaching and professional staff, which are norms defining staff competencies also in relation to the career positions. They are directly covered and referred to by the Act on Teaching Staff and Specialised Staff (2019) and serve as a starting point for the preparation of continuing education of these staff. A total of 616 accredited training programmes were established, representing a comprehensive offer of further training for all categories of target groups (divided according to professional standards). |
| Project impacts | Professional standards meant changes at the systemic level of education and their nature directly determines their long-term impact. They are based on a number of other processes - for example, career development through the attestation process of teaching staff, professional development through the setting up of continuing education programmes, or processes for staff evaluation and remuneration set according to competence profiles. Higher education programmes are also linked to professional standards, which prepare future teachers and specialised staff. |
| Sustainability of the project outputs | Professional standards for teaching and specialised staff are normative standards defining the staff competencies; they are also directly related and referred to by the Act on Teaching and Specialised Staff (2019) and serve as a starting point for the preparation of continuing education of this staff.  The project trainings programmes accreditation has expired. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.2. The project contributed to the fulfilment of the first three specific objectives of the OPE measure 4.2. |

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| Project serial number | NP 32 |
| Project title | Further Informatics training of teachers at primary and secondary schools |
| Registration number/  Priority axis and OP measure | 26140230001  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.2 Raising competitiveness of the Bratislava region through the development of higher and continuing education |
| Beneficiary | The National Institute for Education |
| Project objective | Suggest, develop and implement modern continuing education of Informatics teachers in primary and secondary schools supported by digital technologies. |
| Key activities | * 1. Training of Informatics teachers at the 1st stage of primary schools   2. Training of teachers not qualified for teaching of Informatics at the 2nd stage of primary and secondary school   3. Further training of teachers qualified for teaching of Informatics at the 2nd stage of primary and secondary school   4. Project facilities and equipment |
| Target groups | * teaching staff in primary school * teaching staff in secondary school |
| Project outputs | * further training of teachers not qualified for teaching of Informatics (study programme) * further training of teachers qualified for teaching of Informatics (study programme) * methodological materials for teaching of Informatics |
| Use of project outputs by target groups | Accredited study programmes were used in target group training; their accreditation expired. Methodological materials for teaching of Informatics are available on beneficiary website and are still used. Specific data on number of website visits are not available. |
| Project impacts | Measurable impact indicators were achieved; 1 320 teachers in Informatics were trained. Positive impacts can be expected on the level of target groups competencies and consequently on the educational process and active use of digital technology. The project was also supported by material and technical equipment, what can also be expected to have a positive effect on teaching and pupils themselves (increased motivation and interest in the subject). |
| Sustainability of project outputs | Further training of teaching staff has increased their professional skills level in teaching of Informatics, and it can be assumed that they continue to use these skills in practice. The material and technical support of the project is already largely outdated and required frequent servicing or replacement. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.2. The project contributed to the fulfilment of the first three specific objectives of the OPE measure 4.2. |

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| Project serial number | NP 33 |
| Project title | New trends in English teachers’ training at primary schools |
| Registration number/  Priority axis and OP measure | 26140230014  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.2 Raising competitiveness of the Bratislava region through the development of higher and continuing education |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Development of teaching staff competencies in English language teaching in primary school and increase the quality of teaching process through modern teaching aids. |
| Key activities | 1.1 Increase quality of English language teaching |
| Target groups | * teaching staff in primary school * primary school pupils |
| Project outputs | * training modules on professional competence development in English language teaching * digital content for teaching of English language * Methodological manuals and worksheets for teaching of English language |
| Use of project outputs by target groups | The accreditation of training modules expired. Digital content is publicly available; data on number of website visits are not available. |
| Project impacts | *Cannot be assessed as the contact person could not be identified.* |
| Sustainability of project outputs | The accreditation of training modules expired. Digital content is publicly available; data on number of website visits are not available. |
| Project contribution to the specific objectives of the measure | *Cannot be assessed as the contact person could not be identified.* |
| Theory of change assessment | *Cannot be assessed as the contact person could not be identified.* |

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| Project serial number | NP 34 |
| Project title | Development of the National qualifications framework |
| Registration number/  Priority axis and OP measure | 26140230013  Priority axis 4 Recent education for a knowledge-based society for Bratislava region  Measure 4.2 Raising competitiveness of the Bratislava region through the development of higher and continuing education |
| Beneficiary | State Vocational Education Institute |
| Project objective | Establish and develop effective system of lifelong learning focused on deepening and increase of key competences and qualification in accordance with the society needs. |
| Key activities | * 1. Development of managing, professional and methodological structures in NQF, NSQ and IS   2. Development of analysis and methodologies   3. Development of National qualifications framework   4. Development of information system of National qualification framework and National system of qualifications   5. Further education of target groups in development and use of NQF, NSQ and IS |
| Target groups | * teaching staff in primary, secondary school and universities * specialised staff working in education |
| Project outputs | * methodologies and analyses for development of the National system of qualifications * National Qualification Framework * National System of Qualification * implemented Information System |
| Use of project outputs by target groups | Project outputs represent systematic change in education. They define knowledge, skills and competences for particular qualifications and represent linking with European qualifications framework. In December 2017, the Ministry of Education, Science, Research and Sport of the SR approved the adoption of the National qualifications framework and National system of qualifications. National qualification framework acceded to European qualifications framework through assignment process. |
| Project impacts | Development of National qualifications framework and National system of qualifications enabled to access Slovak national education and qualification system to European system. The national project represented first phase of long-term process that currently continue by recognition of qualifications process that enables implementation of mechanisms for flexible qualification acquirement outside of the formal education system. |
| Sustainability of project outputs | The nature of project outputs directly effects their long-term impact and sustainability because lot of processes are connected to them, such as accession of national education system to the European system. |
| Project contribution to the specific objectives of the measure | * High |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 4.2. The project contributed to the fulfilment of the third and fourth specific objectives of the OPE measure 4.2. |

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| Project serial number | NP 35 |
| Project title | Teaching staff training to support inclusion of marginalised Roma communities |
| Registration number/  Priority axis and OP measure | 26130130051  Priority axis 3 Support to education of persons with special educational needs  Measure 3.1 Raising the educational level of members of the marginalised Roma communities |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Improve educational level of the MRC members through teaching and specialised staff training and in consequently develop competences necessary for their continuing education and successful adaptation on the labour market. |
| Key activities | * 1. Teaching and specialised staff training   2. Support of all-day schooling system in primary school   3. Technical support of national projects activities |
| Target groups | * teaching and professional staff in primary school * primary school pupils |
| Project outputs | * 12 accredited training programmes on working with pupils from MRC * teaching resources for working with pupils from MRC * teaching model of all-day schooling system * interactive systems for primary schools * teaching sets for primary schools involved in the project |
| Use of project outputs by target groups | Teaching and material support were provided in the project in the form of interactive systems, teaching sets and teaching resources, that were used by 1 087 teaching staff. Based on survey carried out by the beneficiary, all primary schools involved in the project approved use of interactive systems and teaching sets in teaching process. |
| Project impacts | Project had significant impact on quality of pupils from MRC education. The impact was visible on local and regional level that was proved by survey results carried out by the beneficiary. The survey results also indicate that most schools are using project outputs and outcomes. There were developed 400 job positions for teaching assistants who significantly contributed to all-day schooling system implementation. |
| Sustainability of project outputs | Accreditation of developed training programmes expired; manuals are not available for public (website doesn’t work). |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 3.1. The project contributed to the fulfilment of the first and also second specific objectives of the OPE measure 3.1. |

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| Project serial number | NP 36 |
| Project title | Inclusive model of education at the pre-primary level of the school system |
| Registration number/  Priority axis and OP measure | 26130130095  Priority axis 3 Support to education of persons with special educational needs  Measure 3.1 Raising the educational level of members of the marginalised Roma communities |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Improve education level of children from MRC through teaching and specialised staff training and consequently develop competences necessary for children from MRC to enter primary education. |
| Key activities | * 1. Training of teaching and specialised staff   2. Support of inclusive educational model in accordance with kindergarten needs   3. Technical support of national project activities |
| Target groups | * teaching and specialised staff in kindergartens * kindergarten pupils |
| Project outputs | * 2 accredited programmes on working with pupils from MRC * teaching resources for working with pupils from MRC * interactive systems for kindergartens * teaching sets for kindergartens involved in the project * technical equipment to support outdoor activities |
| Use of project outputs by target groups | Interactive systems for participating kindergartens were focused foremost on personal development and cognitive process (perception, imagination, attention, memory) to secure enough impulses that children from MRC often lack. Similar role was played by teaching sets supporting social inclusion (for example hygienic and socialising aids) and equipment for sport, music, and art activities, to which MRC children and children from socially disadvantaged environment do not normally have access. |
| Project impacts | Based on measurable indicators such as number of training activities alumni, the project was successful, and it can be predicted that level of kindergarten teaching staff competences has increased. Thanks to provided teaching sets the educational process in kindergartens was modernised and became more attractive. The project created appropriate conditions for inclusive education model in kindergartens. |
| Sustainability of project outputs | Accreditation of developed training programmes expired; teaching resources are available for public on the website; data on number of website visits are not available. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 3.1. The project contributed to the fulfilment of the first and second specific objectives of the OPE measure 3.1. |

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| Project serial number | NP 37 |
| Project title | PRINED – Inclusive Education Project |
| Registration number/  Priority axis and OP measure | 26130130110  Priority axis 3 Support to education of persons with special educational needs  Measure 3.1 Raising the educational level of members of the marginalised Roma communities |
| Beneficiary | The Methodology and Pedagogy Centre |
| Project objective | Modelling inclusive school through change of Slovak school system towards inclusive education. |
| Key activities | * 1. Support of inclusive environment in kindergartens and primary schools   2. Support of all-day schooling system in primary school and closer cooperation with family and community   3. Teaching and technical support for primary schools and kindergartens |
| Target groups | * teaching and specialised staff in kindergartens and primary school * pupils in kindergartens and primary school |
| Project outputs | * pedagogical model of inclusive education in primary schools * manual for development screening * practical manual for stimulating learning programmes * methodological manual for working in inclusive teams * new school educational programmes with inclusion elements in kindergartens and primary schools * teaching sets for kindergartens and primary schools involved in the project |
| Use of project outputs by target groups | Involved kindergartens and primary school were actively using teaching material to improve quality of educational process. They approached the implementation of after-school clubs systematically and by the structure and content of these units, which were designed to attract and motivate pupils. Specific methodological materials and instructions have also been developed, for example to conduct screening and stimulation programmes. It was the absence of these examinations and subsequent stimulation activities (e.g. speech development, communication, graphomotor skills) that led to frequent placements of children from MRC to special schools for pupils with mental disabilities. |
| Project impacts | Based on measurable indicators the project was successful. The strongest factor that approved this statement, is the interest of target group (children and pupils from MRC) in project activities, in particular all-day schooling system. From this perspective, the indicators were exceeded multiple times (real number of MRC pupils participating in the project activities – 6 634 comparing to 2000 as planned). There were 400 job positions established in the project for specialised staff and 50 job positions for teaching staff. One of the aspects that has proven particularly successful and has had a direct positive effect on pupils' learning outcomes was the introduction of preparatory class in after-school clubs. This approach was subsequently adopted by several schools and is nowadays a common practice of a school club for children. The introduction of an all-day schooling system has also had a positive impact on other areas - the number of missed lessons for MRC pupils decreased by 30%, which is one of the most common problems in this group of pupils. |
| Sustainability of project outputs | Specialised manuals are available for public on the project website; data on number of website visits are not available. |
| Project contribution to the specific objectives of the measure | * Rather high |
| Theory of change assessment | Theory of change verification shows a compliance between the achieved short-term project impacts and the expected impacts, as defined in theory of change applied to OPE measure 3.1. The project contributed to the fulfilment of the first and also second specific objectives of the OPE measure 3.1. |

1. **Evaluation scale: High, Rather high, Rather low, Low** [↑](#footnote-ref-2)