



Ongoing Evaluation of the Implementation of the Operational Programme Research, Development and Education

Ministry of Education, Youth and Sports

Preparation of documentation about the evaluation of the MRD- NCA following the Progress Report 2017 including ensuring relevant inputs in the evaluation

March 2017

Executive Summary



EUROPEAN UNION
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Executive Summary

This Report is an output of the documentation prepared for evaluations carried out by the Ministry of Regional Development – National Coordination Authority (hereafter ‘MRD-NCA’) following the Progress Report 2017 in Operational Programme Research, Development and Education (hereafter ‘OP RDE’) including ensuring relevant inputs in this evaluation. At the same time, key results, conclusions and recommendations from the following evaluations reports were integrated in the Report:

- Final Report ‘Verification Study of the Environment of the Implementation of Interventions of Priority Axes 1, 2 and 3 OP RDE and Verification of the Relevance of Their Specific Objectives’;
- Interim Report 01 ‘Ongoing Evaluation of the Implementation of OP RDE’;
- Specific Report ‘Evaluation of First Call of OP RDE’;
- Specific Report ‘Evaluation Report of Coordination Mechanisms and Processes Leading to Planning and Realisation of Synergies and Complementarities Between OP RDE and other Programmes’.

Overall Evaluation of the Progress Made in OP RDE

Overall evaluation of the progress made in OP RDE can be summarised in the following points. The points are later defined in detail in individual fields (aspects) of OP RDE implementation:

- Relevance of all the Specific Objectives (hereafter ‘SO’) and synergies and complementarities was confirmed in the analysis as well as relevance of the territorial dimension.
- Financial progress is reflected by the schedule of implemented calls and it only partly corresponds to the expected situation. By 31 December 2016, 73.8% of the overall financial allocation of OP RDE were covered by announced calls. OP RDE calls announced by 31 December 2016 cover most of the SO. On the relevant date, these two SO had not been covered by any call:
 - PA1 IP1 SO2 – Building Capacities and Strengthening Long-Term Cooperation of Research Organisations with the Application Sphere;
 - PA2 IP1 SO3 – Improving the Conditions for Lifelong Learning at Universities.
- Fulfilment of financial indicators of the milestones for 2018 in Priority Axis 1 (hereafter ‘PA’) and PA3 can be predicted with sufficient margin which means already when including the predicted Demands for Payments (hereafter ‘DfP’) for the third quarter of year 2018. Achievement of 100% indicators of financial milestones is hazardous in PA1, fulfilment of 85% can be predicted with sufficient margin.
- Factual progress in the form of combination of recipients’ obligations and announced calls represents a sufficient potential for achieving target values of the indicators. In the context of value of the relevant indicators’ obligations, the set SO are supposed to be achieved. However, there are significant differences in fulfilling target values in different and individual SO.
- Regarding fulfilment of factual indicators of the milestones, a factual indicator of milestone 24000 – Number of Newly Built, Expanded or Modernised Research Infrastructures and Centres of Excellence is likely to be fulfilled. At the same time, there is a risk of non-fulfilment of factual indicators of the milestones, especially in terms of indicators 30600 – Acquired Information Sources and 52705 – Number of Students Using Newly Built, Expanded or Modernised Infrastructures Except for Education Infrastructures Used for Research. In terms of indicator 60000 – Total Number of Participants, the risk of non-fulfilment of factual indicators of the milestone is high in PA2, low in PA3.



- Most first calls¹ were targeted adequately including correct absorptive capacity estimation.
- Setting of implementation processes of territorial dimension supports the implementation of OP RDE and contributes to the fulfilment of SO.
- In calls that have not been announced yet, there is a significant potential for fulfilment of all the relevant strategic documents defined in OP RDE programme document.
- Verification of synergies and complementarities coordination mechanism showed its fully operational character when it comes to prevention of duplications and overlaps.

Verification of the Relevance of SO, Systems of Indicators, Complementarities and Synergies and Territorial Dimension

Verification of the relevance of SO, systems of indicators and complementarities and synergies was covered by 'Verification Study of the Environment of the Implementation of Interventions of Priority Axes 1, 2 and 3 OP RDE and Verification of the Relevance of their Specific Objectives'. Evaluation of the development needs, SO and their relevance **has not proven any change of the development needs for SO covered by PA1, PA2 and PA3**. Based on a field research, only a lower priority of some SO in PA2 and PA3 was found out but these SO are still relevant for the fulfilment of OP RDE objectives. It is only IP1 SO2 and IP1 SO3 in case of PA2, in case of PA3 it is also IP3 SO1. **All the programme indicators of PA1, PA2 and PA3 were evaluated as relevant with regard to the intervention logic and the current situation of the environment**. At the same time, the relevance of territorial dimension was confirmed. The verification study also confirmed the relevance of current complementarities and synergies as defined in the updated Annex H. of OP RDE Programme Document. Based on the analysis of connections between OP RDE and programmes of Technology Agency of the Czech Republic (hereafter 'TA CR'), a possible complementarity with particularly Zeta programme (complementarity with PA IP1 SO1, SO3 and PA2 IP1 SO5) was identified. Possible complementarities of other TA CR programmes and PA1 IP1 SO2 and SO3 were identified. The evaluator recommended these connections to be integrated in the updated Annex H. of OP RDE Programme Document.

OP RDE Financial Progress

The financial progress only partly corresponds to the expected situation and there are significant differences between the individual SO. By 31 December 2016, 75.2% of the allocation were covered by the announced calls. The biggest progress in terms of approved allocation applications is in PA1 IP1 SO4 where the ratio is 117%. Another significant progress is in the following SO (organised according to the rate of progress):

- PA4 IP1 SO1 (46.55%);
- PA4 IP1 SO2 (38.85%);

¹ First seven OP RDE calls organised according to their announcement dates. Evaluation criteria of the calls were approved on First Monitoring Committee of OP RDE, the calls specifically were as follows:

- 02_15_001 – Individual Systemic Projects
- 02_15_002 – Regional Action Plans for the Development of Education
- 02_15_003 – Support of Excellent Research Teams
- 02_15_004 – Smart Accelerator
- 02_15_005 – Local Action Plans for the Development of Education
- 02_15_006 – Teaming
- 02_15_007 – Inclusive Education



- PA1 IP1 SO1 (38.75%);
- PA3 IP3 SO1 (36.82%);
- PA3 IP1 SO3 (34.59%).

Another point of view is a ratio of total eligible expenditures declared by recipients to OP RDE Managing Authority (hereafter 'MA') to allocation. The total ratio in OP RDE is 0.47% which implies low ratio in individual SO in general. Ratio is non-zero in only five SO and the highest ratio is in PA4 IP1 SO1, that is 6.63%.

Evaluation of the Fulfilment of Financial Indicators of the Milestones for Year 2018

Evaluation of financial indicators of the milestones for year 2018 was processed based on the prediction of approved DfP by the end of the third quarter of year 2018 and the fourth quarter of year 2018. The predictions are based on the current status of the project implementation by 31 December 2016. Based on the prediction, fulfilment of 100% value of financial indicators in the individual PA can be evaluated as follows:

- Fulfilment of financial indicators of the milestones in PA1 can be predicted with sufficient margin, that is already when including the predicted DfP for the third quarter of year 2018.
- In PA1, fulfilment of 100% of financial indicators of the milestones is the limit, fulfilment of 85% can be predicted with marginal. The fundamental precondition for fulfilling 100% of these financial indicators of the milestones for both funds is fast launching of university projects. Another precondition is the use of retroactive eligibility which would make funding faster, especially in the first phase. Faster uptake in the beginning of a project should make up for the delay occurring during the evaluation of calls.
- In PA3, achievement of financial indicators of the milestones can be predicted with sufficient marginal, that is already when including the predicted DfP for the third quarter of year 2018.

In terms of fulfilment of financial indicators of the milestones in individual funds, a significant difference between individual funds is apparent when a significantly higher level of fulfilment of financial indicators of the milestones is shown in ESF. The difference is particularly apparent when a prediction of payments by the fourth quarter of year 2018 is included. Meeting the N+3 rule can be predicted based on this as long as the schedule for projects implemented by 31 December 2016 is kept as well as the schedule for projects with the issued legal act.

Factual Progress of OP RDE

The factual progress measured using result and output indicators only party corresponds to the expected situation regarding both the fulfilment of financial indicators of the milestones and potential fulfilment of target values. The factual progress also differs in the individual SO. The essential factor is the fact that none of the OP RDE projects had been finished by 31 December 2016 so the factual progress analysis took place based on recipients' obligations in projects with the issued legal act.

Eight SO altogether do not have any factual progress. In first two SO, the reason is non-announcement of calls for these SO, the reason in the rest of the calls is uncompleted evaluation of applications submitted in relevant calls. Overview of the SO with a zero factual progress identified:

- PA1 IP1 SO2 – Building Capacities and Strengthening Long-Term Cooperation of Research Organisations with The Application Sphere;



- PA2 IP1 SO3 – Improving the Conditions for Lifelong Learning at Universities;
- PA1 IP1 SO3 – Improving the Infrastructure for Research in Education;
- PA2 IP1 SO1 – Improving the Quality of Education at Universities and Its Relevance for The Needs of The Labour Market;
- PA2 IP1 SO2 – Increasing the Participation of Students with Specific Needs, From Socio-Economically Disadvantaged Groups and From Ethnic Minorities in Higher Education, And Decreasing the Dropout Rates of Students;
- PA2 IP1 SO4 – Setting Up and Developing an Evaluation System and Ensuring the Quality and Strategic Management of Universities;
- PA2 IP2 SO5 – Improving the Conditions for Education Related to Research and For the Development of Human Resources in Research and Development;
- PA3 IP1 SO4 – Improving the Quality of The Preparation of Future and Beginning Teaching Staff.

There are very significant differences in the SO with proved recipients' obligations where these SO include both indicators with zero obligation value and indicators with levels of fulfilment of target values in hundreds of percent.

Assessment of Fulfilment of Financial Indicators of the Milestones

The analysis of fulfilment of factual indicators of the milestones in PA1 in year 2018 identified the probability of the fulfilment of factual indicators of milestones in indicator 24000 – Number of Newly Built, Expanded or Modernised Research Infrastructures and Centres of Excellence, following the schedule of projects fulfilling the indicator. With this indicator, recipients' overall obligations are 24, the reached value is supposed to be 11 by the end of year 2018. At the same time, the target value of this factual indicators of the milestone is 8. A necessary precondition is keeping the schedule of projects that are supposed to be completed by 31 December 2018.

Two indicators follow: factual indicators of the PA2 milestone have a zero obligation value. Both indicators mentioned have a significantly higher amount of target values of relevant calls than the target value of the milestone's indicator for year 2018. However, with regard to the process of evaluation of relevant calls, fulfilment of target values of both factual indicators can be predicted as risky. This applies to these indicators in particular – financial indicators of the milestone:

- 30600 – Acquired Information Sources;
- 52705 – Number of Students Using Newly Built, Expanded or Modernised Infrastructures Except for Education Infrastructures Used for Research.

In PA2, recipients' obligations of factual indicator of the milestone – indicator 60000 – Total Number of Recipients are declared only in PA2 IP1 SO5, that is 1.2% of the target value for year 2018. Amount of values of the calls that are supposed to take part in fulfilling this factual indicator of the milestone does exceed the target value for year 2018, but with regard to the process of evaluation of funding applications, fulfilment of target values of the indicator of the milestone is seen as risky.

In PA3, the overall degree of fulfilment of the factual indicator of the milestone – indicator 60000 – Total Number of Participants is 94.8% in terms of obligations. The risk of non-fulfilment of target values of the factual indicator of the milestone for year 2018 can be considered low in PA3, taking into account the fact that declaration of the fulfilment of the indicator will be interim and not in the end or in the final phase of the projects.



Evaluation of First Calls

In connection with evaluation of OP RDE progress, a detailed evaluation of first calls of OP RDE was carried out. The cross-cutting conclusion is that the **factual focus of first calls is considered appropriate by applicants and recipients with regard to other planned interventions of the programme and declared SO**. In Priority Axes 1, 2 and 3, a high relevance of the following attributes of calls was confirmed:

- factual focus of a call – supported activities of individual specific objectives;
- factual focus of a call – identification of target groups of a project;
- identification of authorised applicants of a call;
- identification of territorial focus of a call;
- minimum amount for overall eligible expenditures for a project;
- maximum amount of overall eligible expenditures for a project;
- amount of the first advance payment (for projects with ex-ante financing).

Absorptive capacity of calls whose ratio of requested funding for allocation slightly exceeds 100% or does not exceed 100% was estimated correctly. Those were mostly calls with a limited circle of eligible applicants. The absorptive capacity was estimated correctly in these calls specifically:

- 02_15_002 – Regional Action Plans for the Development of Education (ratio of requested funding to allocation 98%);
- 02_15_004 – Smart Accelerator (61%);
- 02_15_005 – Local Action Plans for the Development of Education (104%);
- 02_15_006 – Teaming (88%).

The originally estimated absorptive capacity was underestimated especially in call 02_15_003 – Support of Excellent Research Teams and 02_15_007 – Inclusive Education. In call 02_15_003 – Support of Excellent Research Teams, MA has already proceeded to increase allocation of the call after evaluation following the recommendation of selection boards and the recommendation of the final selection board in particular.

Administrative load connected to first calls met the expectations from the beginning of the OP RDE implementation. After announcement of first calls of the operational programme, increased interest of potential applicants in gaining financial support was to be expected as well as increased demands on the administrative capacity of MEYS. In the settings of the process of preparation and MEYS's administration of first calls and their project applications, employees of MEYS did not identify any fundamental problems that would make administration of calls and project applications impossible. However, some problems occurred that made the administration more time-consuming. The first external negative factor influencing the administration was a partial dysfunction of MS2014+, a malfunction of CBA module in particular, a complicated system of carrying out requests for change and error correction requests, a dysfunctional system of drawing lots to choose evaluators or award points to project applications in the evaluation process. Another negative factor was a parallel need of a higher number of evaluators for the high number of applications submitted in approximately the same period. This problem was the most striking in the case of foreign evaluators whose number was limited. Their willingness to take part in the evaluation of applications was decreased also by administrative difficulties connected to the technical requirements and functionality of MS2014+.

Detailed evaluation is presented in the specific report 'Evaluation of First Calls of OP RDE' available on the OP RDE website.



Coordination Mechanism for Synergies and Complementarities

For the purpose of effective management of OP RDE and calls announced in the programme, the evaluation of coordination mechanism for synergies and complementarities between OP RDE and other programmes was carried out. **Coordination mechanism for synergies and complementarities between the concerned MA of operational programmes and other programmes stated in Annex H. of OP RDE Programme Document effectively prevents factual duplicities and overlaps between operational programmes.** Appropriate setting of the mechanism regarding prevention of duplicities was confirmed by both the process analysis and the verification of functionality of individual processes and activities with relevant MA employees.

Real functionality of the coordination mechanism for synergies and complementarities defined by a higher effect of OP RDE and other programmes is limited in synergies. The evaluator identified barriers and risks that limit functionality of the coordination mechanism and verification of the mechanism's functionality. The evaluation was carried out through the process analysis. The risks are as follows, organised according to their priority:

- **Limited opportunities for coordination of announcements of complementary and synergic calls** regarding especially calls combining investing and non-investing activities. The risk applies to the coordination of OP RDE and other OP in particular. Extension of announcement dates in the schedule of complementary and synergic calls can have a negative effect on possible implementation of a connected project or projects. This concerns especially evaluation of funding applications in the case of significant extensions of the call dates.
- **Being subjective when assessing synergies and complementarities in the call preparation** – different opinions of the individual interested MA and OP RDE MA's employees on whether the complementarity is real in relevant call or not. In some cases, complementarities are identified at a later stage of a call preparation, in some other cases a real complementarity is not identified even though it is defined in Annex H. It is often the case that a complementarity was not declared in the original factual proposal and it was filled in after the specification of supported activities and other parameters in the call.
- **Non-verification of functionality of synergies in practice and announcement of first synergic call not made until 2017.** No synergic call has been completely implemented in OP RDE so it has not been possible to verify the functionality of OP RDE synergies in practice. Based on the experience from other MA, a lower interest of recipients in the implementation of synergies in projects can be expected, not least because of the risks stated above. Nevertheless, the risk affects a limited group of potential applicants because in OP RDE, an external synergy is identified in one SO only. MA now reflects recipients' fear from synergies' binding effect in the currently announced synergic calls. These are initial synergic calls Pre-Application Research that will be synergic with the Proof-of-Concept programme of Operational Programme Enterprise and Innovation for Competitiveness (hereafter 'OP EIC'). In this call, the existence of synergy is not required, the call will focus on the existence of synergic potential, that is possibilities for further development of the project (its successive phases) in future. Another reason is the fact that in OP EIC, an applicant will be a different subject than in the Pre-Application Research call.

The detailed evaluation is covered in the specific report 'Evaluation Report of Coordination Mechanisms and Processes Leading to Planning and Realization of Synergies and Complementarities between OP RDE and other Programmes', available on the OP RDE website.



Processes of Territorial Dimension Implementation in OP RDE

Settings of a process of territorial dimension implementation includes following instruments of territorial dimension implementation:

- Local action plans (hereafter 'LAP') and regional action plans (hereafter 'RAP');
- Integrated Territorial Investments (hereafter 'ITI') and Research and Innovation Strategies for Smart Specialisation of the Czech Republic (hereafter 'RIS3');
- Excluded localities; Community-Led Local Development (hereafter 'CLLD') and Integrated Territorial Development Plan (hereafter 'ITDP').

Settings of processes of territorial dimension implementation using LAP and RAP based on analyses and fieldwork can be seen as optimal and relevant regarding needs of the regional school system. This is apparent in already implemented projects focusing on the creation of LAP and RAP in a form of contributions beyond expectations (e.g. education in fields taken care of by the LAP creation project, initiation of other partnerships beyond the project etc.). Risks can be identified in the methodological environment for LAP and RAP implementation as well as threats to sustainability of the partnerships and platforms created.

ITI instrument can be considered appropriate in terms of OP RDE implementation (more precisely PA1 IP1 SO2 where this instrument can be used). Within the implementation of this instrument, synergic effects can be expected in the case of strategic and complementary projects. At the same time, joining ITI makes funding of other projects from different operational programmes possible.

Involvement of excluded localities contributes specially to fulfilling SO in PA3 focused on inclusive education. Obligatory documented involvement of an applicant in Coordinated Approach to Socially Excluded Localities is appropriately set within relevant calls as well as involvement of chosen target groups within relevant calls.

Use of CLLD instruments is not directly a part of OP RDE calls but it is appropriately implemented following the LAP. A connection between the main processes of territorial dimension implementation (LAP and RAP) and ITDP is represented mostly by continuity to already existing individual integrated plans for territorial development for which LAP or RAP is being processed or ITDP is being prepared.

The evaluation of processes of territorial dimension implementation was carried out based on the analysis of relevant documentation (OP RDE Programme Document, texts of relevant calls), analyses of secondary data and the process analysis of implementation settings of OP RDE. **Setting of processes of territorial dimension² implementation can be in general evaluated as optimal for OP RDE implementation including their contribution to meeting relevant PA and their SO where territorial dimension is applied.** Certain barriers to future realisation of LAP and RAP and their sustainability can be identified in the methodological environment for LAP and RAP implementation as well as threats to sustainability of the partnerships and platforms created. Methodological guidance for promoters of LAP and RAP projects is provided by two different institutions (National Institute for Education and

² Processes of territorial dimension implementation include particularly involvement of relevant partners in preparation of calls in terms of applying territorial dimension, taking territorial dimension of calls into consideration, advantages and disadvantages of individual territorial dimension instruments etc.



National Institute for Further Education) and this methodological guidance is not binding for promoters of LAP and RAP projects (serves more as a recommendation).

Evaluation of the Individual SO

The evaluation of the OP RDE SO concerns the fulfilment status of the objectives in particular, alternatively a potential to fulfil the individual SO. This evaluation is based on analyses of financial and factual progress in the individual SO as well as announced calls and their activities including the status of calls and projects, systemic projects in particular. There is information about the connection and possible contribution to meeting the expected PAg results stated in the individual SO. Evaluation of the individual SO is up to 31 December 2016.

PA1 IP1 SO1 – Improving International Quality of Research and Its Results


In this SO, five calls have been announced so far (02_15_003 – Support of Excellent Research Teams, 02_15_006 – Teaming, 02_15_008 – Staged Projects, 02_16_013 – Research Infrastructures and 02_16_019 – Excellent Research). All these calls are closed now while projects in calls Support of Excellent Research Teams and Staged Projects have issued the legal act and are being implemented now. Applications in call Research Infrastructures and Teaming are at the stage before issuing the legal act. Excellent Research is a two-round call and the applications submitted in the first round are being evaluated now. The first and the last call in this SO have a high excess of required funding over allocation which is why high-quality projects are expected to be chosen. This will ensure both the full exhaustion of the allocation and fulfilment of the SO defined by output and result indicators.

Financial progress showed by a ratio of the number of approved applications to the SO allocation is the second highest within all the SO in OP RDE when the ratio is almost 40%. The progress measured by a ratio of volume of total eligible expenditures (hereafter 'TEE') showed by recipients in demands for payments to SO allocation is almost 1%, which puts this SO at the first place from all the SO in OP RDE.

In this SO, most indicators show a relatively high degree of fulfilment of target values in terms of obligations of projects with the issued legal act. From output indicators in general, the highest degree of fulfilment can be found in indicators regarding the number of research workers (in two out of four indicators, the target value in terms of recipients' obligations is exceeded). Significantly greater progress is shown by result indicators where the target value of the indicator is exceeded in all the project indicators. An indicator of the milestone for year 2018 is also a part of this SO. It is indicator 24000 – Number of Newly Built, Expanded or Modernised Research Infrastructures and Centres of Excellence and fulfilment of the milestone for year 2018 can be seen as probable.

Activities in this SO focus on building, reconstruction, modernisation or upgrade of research infrastructure in general, while call Support of Excellent Research Teams puts more emphasis on purchase of new technical, laboratory and information equipment. Implementation of these supported activities is a necessary precondition for research on excellent level and reaching high-quality research results with emphasis on their international aspect. Another important precondition is a completion and setting up of research infrastructures supported by Operational Programme Research and Development for Innovation (hereafter 'OP RDI') as well as progress in motivation of research organisations and researchers from production of a high number of low-quality results to a lower number of high-quality results. Focus on international cooperation in this area in terms of





production of professional publications and cooperation on shared international projects is especially important.

In this way, the objective to increase the number of research teams that will reach international quality in originality and practical effects of their research can be fulfilled. This SO is connected to the following expected results of Partnership Agreement (hereafter 'PAg'):

- Increased number of professional publication outputs (with higher citation count), granted patents and number of international Patent Cooperation Treaties (PCT).
- Increase of result production in research focusing on solution of socio-economic needs.
- Completion and modernisation of infrastructure necessary for development of capacities of research teams striving for excellence.
- Increase of internalisation of the Czech academic sector – higher participation in international research teams, higher number of foreign researchers, researchers with greater international experience and principal researchers with experience from abroad.

Probability of the fulfilment of this objective can be seen as very high in general which is based particularly on covering supported activities by calls and projects being implemented and following a current degree of fulfilment of indicators from first two calls with projects being implemented, particularly in the case of result indicators concerning number and structure of professional publications (with significant emphasis on professional publications with international co-authorship) and other results (international Patent Cooperation Treaties, participation in international cooperation programmes).

PA1 IP1 SO2 – Building Capacities and Strengthening Long-Term Cooperation of Research Organisations with the Application Sphere

For this SO, no call had been announced by 31 December 2016 so no current factual or financial progress of the SO can be evaluated. Fulfilment of the objective will be a principal objective of calls Pre-Application Research, Pre-Application Research for ITI announced in February 2017 and call Long-Term Cross-Section Cooperation planned for April 2017. Activities in this SO will focus on support for forming and development of long-term partnerships in public and private sector in general for implementation of frontier-oriented research with emphasis on the following fields:

- development of long-term cooperation between research organisations and companies and international partnerships using an already existing research infrastructure;
- building capacities and implementation of research projects in pre-commercial and pre-application phase;
- development of capacities of research teams including supply of high-quality technical staff;
- support of preparation of international research projects;
- co-financing of projects in Horizon 2020 programme.

As in PA1 IP1 SO1, important preconditions for fulfilment of this SO is a progress in motivation of important research organisations and researchers from production of a high number of low-quality results to a lower number of high-quality results. Focus on international cooperation is especially important in terms of production of professional publications and cooperation on shared international projects. Another precondition is improvement of qualification of workers responsible for concept and management of research, development and innovation policy (hereafter 'RDI') in the Czech Republic. This SO is connected to the same expected results of the PAg as PA1 IP1 SA1.



PA1 IP1 SO3 – Improving the Infrastructure for Research and Development

For this SO, call 02_16_017 – Research Infrastructures for Educational Purposes – Construction or Modernisation was announced. Projects are currently being evaluated in the call as well as other three calls included in so called four-call³. One of the precondition for fulfilment of the SO is the fact that in this call, a high excess of required funding over allocation of the calls was showed which is why high-quality projects are expected to be chosen. This will ensure both the SO allocation execution and fulfilment of the SO defined by output and result indicators. Activities from this SO overall focus on development of educational infrastructure connected to research in these areas in particular:

- improvement of infrastructure at universities and institutions of Academy of Science of the Czech Republic (further AS CR) that cooperate on research-oriented study programmes relevant for RIS3 – investments in completion, modernisation and upgrade of infrastructure for education connected to research and investments in research equipment for educational purposes which means instruments, laboratory equipment, computer equipment etc.),
- construction of new infrastructure for development of research-oriented study programmes in the case of establishment of new study programmes.

The main precondition for fulfilment of the objective is identification and development of study programmes that are in accordance with needs of research organisations and other segments of the labour market in knowledge-intensive fields. Based on this fact, an important precondition is a successful implementation of interrelated projects in complementary call 02_16_018 – Development of Research-Oriented Study Programmes in PA2 IP1 SO5. Projects supported in this call will create and modernise research-oriented study programmes. This SO is connected to expected results of the PAG ‘Improving the Conditions for Preparation of New Generation of Researchers by Ensuring and Development of Infrastructure for Research and Educational Purposes’.

Probability of future fulfilment of this objective can be seen as very high in general, particularly through covering all the supported activities by call 02_16_017 – Research Infrastructures for Educational Purposes – Construction or Modernisation that covers also target values of relevant indicators at the same time.

PA1 IP1 SO4 – Improving Strategic Management of Research at National Level

This SO focuses on improving quality of strategic management of research at national level and establishment of motivational system of evaluation and funding of research organisations. One call was announced for this SO by 31 December 2016, that is call 02_16_040 Strategic Management of RDI at National Level I. Systemic project ‘Czech National Centre for Electronic Resources – CzechELib’ was implemented in this call. Its objective is a systemic change of securing access to RDI information sources. Activities from this SO will focus especially on these fields:

- development of strategic management of RDI policy at national level;

³ It consists of the following calls: 02_16_015 – ESF Call for Universities, 02_16_016 – ERDF Call for Universities, 02_16_017 – Research Infrastructures for Educational Purposes – Construction or Modernisation and 02_16_018 – Development of Study Programmes Focusing on Research.



- implementation of a new motivational system of evaluation and institutional funding of research organisations according to their quality;
- creation and implementation of mechanisms for coordination of support for international research and innovation activities;
- RIS3 management at national level and ensuring its effective implementation contributing to the improvement of quality of research and development strategic management (hereafter 'R&D');
- creation/development and implementation of a system for centralised access to information sources for R&D.

Financial progress of a ratio of the number of approved applications to SO allocation is the highest from all the SO in OP RDE when the ratio is 117%. In terms of factual progress in this SO, most indicators show a high degree of fulfilment of target values of the systemic project obligations mentioned above. Regarding the specific characteristics of this SO, output indicators in this SO show mostly zero obligation value (4 indicators out of 6 in total which implies unsatisfactory performance of activities regarding management of National RIS3 Strategy and activities connected to it in a form of meetings of platforms, RIS3 Management Committee, courses and workshops about management of RIS3 strategy). However, in the case of creation of RDI strategic management products, degree of fulfilment of obligations is 33% while the estimated number of involved organisations is significantly lower. The result indicator measuring the number of implemented products of RDI strategic management shows gradual progress in this activity (fulfilment degree is 16.7%).

This SO is connected to the expected results of the PAg 'Improving Quality of Research Management at National and Institutional Level Connected to Excellence and Practical Application of the Results in Practice'. Probability of fulfilment of this objective can be seen as high in general, particularly through covering supported activities by the systemic project mentioned above. At the same time, this SO shows an adequate current degree of fulfilment of indicators.

PA2 IP1 SO1 – Improving the Quality of Education at Universities and Its Relevance for the Needs of the Labour Market

Call 02_16_015 – ESF Call for Universities was announced in this SO and it covers also PA2 IP1 SO2 and PA2 IP1 SO4 at the same time. Projects are currently being evaluated in the call as well as other three calls included in so called four-call. One of the preconditions for fulfilment of the SO is the fact that there was a high excess of required funding over allocation of the calls in this call which is why high-quality projects are expected to be chosen. This will ensure both the allocation and meeting the SO defined by output and result indicators. This SO focuses on improving quality of education at universities and its relevance for the needs of the labour market and the society, using a set of activities covered by call 02_16_015 – ESF Call for Universities to the full extent:

- support of high-quality teaching of key subjects in bachelor's and master's programmes carried out by qualified academic workers with advanced soft skills, language and teaching skills;
- innovation of study programmes and teaching including interactive teaching, teaching in foreign languages, involvement of foreign experts and support activities;
- support of improvement of quality and increase of the study programmes in accordance with the needs of the society and the labour market;
- support of improvement of quality and increase of fully-fledged and comprehensive bachelor's study programmes;
- support of cooperation between universities, companies and institutions;



- development of international cooperation at universities including development of strategic partnerships with foreign institutions;
- support activities for improvement of quality of teaching at universities;
- support of improvement of qualification and acquisition of competences of academic workers.

The main precondition for the fulfilment of the objective is increase of effectiveness of management and funding of universities as well as sufficient interest of subjects from the application sphere in collaboration with universities. Because of the connection of future projects from call 02_16_015 – ESF Call for Universities, another precondition is a successful implementation of interrelated projects from complementary call 02_16_016 – ERDF Call for Universities in PA2 IP2 SO1. This SO is connected to the expected results of the PAg “Increase of Collaboration Between Universities and Employees Including the Implementation of Practical Experience into Studies”.

Probability of fulfilment of this objective can be seen as relatively high, particularly through covering all the supported activities by call 02_16_015 – ESF Call for Universities that covers also target values of relevant indicators at the same time.

PA2 IP1 SO2 – Increasing the Participation of Students with Specific Needs, From Socio-Economically Disadvantaged Groups and From Ethnic Minorities in Higher Education, And Decreasing the Drop-Out Rate of Students

Call 02_16_015 – ESF Call for Universities was announced in this SO. One of the preconditions for the fulfilment of the SO is the fact that there is a high excess of required funding over the call’s allocation in this call which is why high-quality projects are expected to be chosen. This will ensure both execution of the allocation and fulfilment of the SO defined by output and result indicators. Activities in this call focus on increasing the participation of students with specific needs, from socio-economically disadvantaged groups and from ethnic minorities in higher education, and decreasing the drop-out rate of students:

- activities for disadvantaged students (better availability of advisory and assistance services – establishment and development of advisory centres, enhancing competencies of employees in advisory centres, enhancing competencies of academic workers and techno-economic workers in teaching students with specific needs;
- sharing experience with other universities;
- facilitate students’ transition from secondary schools/higher professional schools to universities;
- support of motivation to study and career counselling;
- adaptation of study environment – creation of motivation programmes;
- measures to decrease the drop-out rate of students in institutions or their parts;
- revision of admission systems,
- analyses of barriers to access to education,
- creation and implementation of compensatory classes,
- improvement of accessibility and quality of study materials.

Main preconditions for the fulfilment of the objective is maintenance and, alternatively, increase of students’ motivation to study at universities, prioritization of perception of the drop-out rate by universities and also increase of university management and funding efficiency. Because of the connection of future projects in call 02_16_015 – ESF Call for Universities, another precondition is a successful implementation of interrelated projects in complementary call 02_16_016 – ERDF Call for Universities in PA2 IP2 SO1. This SO is connected to the following expected results of the PAg:



- Improvement of participation of disadvantaged students at universities;
- Decrease of the drop-out rate at universities.

Probability of the fulfilment of this objective can be seen as relatively high, particularly through covering all the supported activities by call 02_16_015 – ESF Call for Universities that covers also target values of relevant indicators.

PA2 IP1 SO3 – Improving the Conditions for Lifelong Learning at Universities

No call had been announced in this SO by 31 December 2016 so current factual and financial progress of this SO cannot be evaluated, not even in the calls. This SO is connected to the expected results of the PAg “Implementation of Specialisation at Universities According to Their Strong Points”. Activities from this SO will aim at improving the conditions for lifelong learning (further LL) at universities with emphasis on the following fields:

- improvement of qualification and motivation of workers who take part in realisation of LL courses including improvement of qualification for attractiveness, innovation and interactivity of teaching, and pilot verification of the acquired qualification;
- improvement of qualification of university workers for support and services for LL participants including participants with special needs;
- support of the environment and creation of conditions making the creation of LL courses focusing on the application sphere’s requirements possible.

An important precondition for the fulfilment of this SO is increase of public motivation to participate in lifelong learning at universities and also increase of university management and funding efficiency.


PA2 IP1 SO4 – Setting Up and Developing an Evaluation System and Ensuring the Quality and Strategic Management of Universities

This SO is connected to the expected result of the PAg “Implementation of Quality Assessment and Implementation of Individual Standards of Internal and External Assessment of Quality of Universities”. Call 02_16_015 – ESF Call for Universities was announced in this SO. SO activities at systemic level focus on setting up and developing an evaluation system and ensuring the quality and strategic management of universities and include the following activities at university level:

- support of implementation of systems of internal assessment and ensuring the quality at universities;
- support of implementation of effective principles of university management;
- support of universities in external assessment for the quality improvement;
- implementation of a complex evaluation and pay system for academic workers.

Main preconditions for the fulfilment of the objective is increased university management and funding efficiency and particularly shift in universities’ perception of internal and external quality assessment as an important factor for the improvement of quality of universities and increase of universities’ accountability for the quality assurance. As in PA2 IP1 SO1 and PA2 IP1 SO2, another precondition is a successful implementation of connected projects from complementary call 02_16_016 – ERDF Call for Universities because of the connection of future projects from call 02_16_015 – ESF Call for Universities.





Probability of the fulfilment of this objective can be seen as relatively high, particularly through covering all the supported activities by call 02_16_015 – ESF Call for Universities that covers also target values of relevant indicators.

PA2 IP1 SO5 – Improving the Conditions for Education Related to Research and For the Development of Human Resources in Research and Development

Four calls have been announced in this SO (02_15_004 – Smart Accelerator, 02_16_014 – Building Expert Capacities – Transfer of Technologies, 02_16_018 – Development of Study Programmes Focusing on Research and 02_16_028 – Development of Capacities for Research and Development). First three calls had been closed by 31 December 2016, call Development of Capacities for Research and Development is still open. Projects from call Smart Accelerator are being implemented. Applications from call Building Expert Capacities – Transfer of Technologies are about to issue the legal act. In call Development of Study Programmes Focusing on Research, applications are being assessed. There was a high excess of required funding over allocation of the calls in this call which is why high-quality projects are expected to be chosen. This will ensure both exhaustion of a significant part of the SO allocation and fulfilment of the SO at the level of output and result indicators.

Financial progress of a ratio of the number of approved applications and SO allocation is the ninth highest within all the SO in OP RDE when the ratio exceeds 2%. Factual progress of this SO is reflected particularly in the implementation of projects from call Smart Accelerator and its activities, preparation of project plans supported by Smart Accelerator in particular (fulfilment degree 54.3%). Even bigger progress is visible in the involvement of participants in management and implementation of RDI policy, their interest is almost five times higher than expected (target value of relevant indicator). In terms of new RDI support instruments at regional level, exceeding the expectations three times is expected.


This SO is connected to the further expected result of the PAg 'Increased Range of Skills, Knowledge and Abilities of Human Resources for Research, Development and Innovation Including the Area of Research, Development and Innovation Management'. Activities in this SO are focused broadly on these fields in general:

- improvement of qualification of research and other RDI workers;
- ensuring a sufficient amount of highly-qualified university graduates with practical experience in research;
- increase of influx of great professionals from abroad and private sector to research organisations;
- improvement of qualification of workers for more effective RIS3 implementation;
- support of establishment and development of strategic partnerships of public and private sector at regional and international level;
- support of female researchers;
- increase of pupils', students' and public interest in research and its results.

Probability of the fulfilment of this objective can be seen as very high, particularly through covering supported activities by four calls where Smart Accelerator already plays an important role in fulfilling the SO in connection to current indicator fulfilment degree. Projects from other three calls can be also expected to contribute significantly to the fulfilment of the SO.

PA2 IP2 SO1 – Improving the Education Infrastructure at Universities in Order to Ensure a High Quality of Education, Improving Access for Disadvantaged Groups and Increasing the Openness of Universities





Call 02_16_015 – ESF Call for Universities was announced in this SO. One of the preconditions for fulfilment of this SO is the fact that there was a high excess of required funding over allocation of the calls in this call which is why high-quality projects are expected to be chosen. This will ensure both the execution of the SO allocation and fulfilment of the SO objectives defined by output and result indicators. This SO is connected to the following expected results of the PAg:

- Increased range of skills, knowledge and abilities of human resources for research, development and innovation including the area of research, development and innovation management.
- Adaptations and equipping of educational institutions that will make greater involvement of pupils and students with SN possible.
- Ensuring equal access to a high-quality educational infrastructure.

Activities in this SO are focused broadly on these fields in general:

- development and modernisation of classrooms and laboratories for the purpose of educational activities including purchase of relevant instruments and material equipment;
- fitting-out of premises and purchase of necessary equipment so that it would meet the needs of students with specific needs;
- development of the premises for practical training at universities;
- reconstruction and restoration of substandard objects serving for teaching at universities;
- reconstruction and acquisition of new information sources, software modernisation;
- reconstruction and acquisition of new internal information systems.

Because of the connection of future projects from the call mentioned above, an important precondition is a successful implementation of projects interrelated in the complementary call 02_16_015 – ESF Call for Universities. Probability of the fulfilment of this objective can be seen as relatively high, particularly through covering supported activities by call 02_16_016 - ERDF Call for Universities covers also target values of relevant indicators.


PA3 IP1 SO1 – Improving the Quality of Pre-School Education, Including Facilitating the Transition of Children to Primary School

So far five calls have been announced in this SO (02_16_010 – Building Capacities for Development of Schools I, 02_16_011 – Development of Key Competencies in Subjects Didactics, 02_16_022 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Preschools and Primary Schools I (territory outside Prague), 02_16_023 - Support of Schools in the Form of Projects of Simplified Reporting – Templates for Preschools and Primary Schools I (Prague) and 02_16_036 – Implementation of Digital Education Strategy).

First two calls had been closed by 31 December 2016, calls for templates for preschools and primary schools were open as continuous and the last call, Implementation of Digital Education Strategy, was opened by 31 December 2016 with several rounds. Projects in calls Building Capacities for Development of Schools I and Development of Key Competencies in Subjects Didactics were being approved and issuing legal acts at the time as well as a part of projects from calls for templates for preschools and primary schools, evaluation of the projects is continuous.

Activities in this SO focus in general on improving the quality of pre-school education including facilitating the transition of children to primary school, improvement or extension of qualification of pre-school teachers and teaching staff and improvement of competencies of other people involved in





pre-school education. Portfolio of supported activities is fairly broad and includes the following activities in particular:

- individual support of pre-school teachers;
- further education of teaching staff and education of people taking care of children at pre-school age for preparation of children according to the Framework Educational Programmes for Pre-School Education;
- development of key competencies in pre-school education;
- development of cooperation of pedagogues in pre-schools and primary schools – facilitation of transition of children to primary school, thematic meetings;
- implementation of measures to prevent school failure of children with special needs (hereafter ‘SN’), support of alternative forms of pre-school learning of socially disadvantaged children;
- development of cooperation between pedagogical services (including advisory), social services and families in education including cooperation with non-governmental organisations (hereafter ‘NGO’) working in the education field.

This SO is connected to the following expected results of the PAg:

- Improving skills of children, pupils and students in terms of key competencies reflecting in international comparisons with an impact on better employability and success in life.
- Implemented complex approach to support socially disadvantaged families with an objective to integrate their children into the educational mainstream.
- Improvement of quality and sufficient openness of pre-school institutions.


Financial progress of a ratio of the number of approved applications to the SO allocation is the sixth highest within all the SO in OP RDE when the ratio exceeds 7%. Factual progress in this SO is rather significant in both output and result indicators and it reflects the implementation of a project in call 02_16_010 – Building Capacities for Development of Schools I., and implementation of templates for pre-schools and primary schools in and outside of Prague. The highest fulfilment degree is in the creation of educational modules (obligations fulfilment degree is 145%). Significant progress is made in supportive staff measures in schools and the creation of platforms for professional thematic meetings. The most significant progress in general is reflected by the number of organisations affected by the system intervention within this objective.

Probability of the fulfilment of this objective can be seen as very high, particularly through covering all the supported activities by calls and implemented projects. Also through a connection to current fulfilment degree of indicators from four first calls with implemented projects in terms of both output and result indicators.

PA3 IP1 SO2 – Improving the Quality of Education and Achievement of Students in Key Competencies

So far eight calls have been announced in this SO (02_15_001 – Individual Systemic Projects, 02_16_010 – Building Capacities for Development of Schools I, 02_16_011 – Development of Key Competencies in Subjects Didactics, 02_16_022 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Preschools and Primary Schools I (territory outside Prague), 02_16_023 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Preschools and Primary Schools I (Prague), 02_16_035 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Secondary Schools I (MRD), 02_16_036 – Implementation of Digital Education Strategy and 02_16_042 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Secondary Schools I (Prague).





Call Individual Systemic Projects was continuously open by 31 December 2016, other two calls (02_16_010 – Building Capacities for Development of Schools I, 02_16_011 – Development of Key Competencies in Subjects Didactics) were already closed by 31 December 2016. Calls for templates for preschools and primary schools were continuously open, last four mentioned calls were open with several rounds by 31 December 2016. Systemic project ‘Complex Evaluation System’ is being implemented now, supported by call Individual Systemic Projects I. This systemic project is followed by activities in a call that is being prepared, that is Building Capacities for Development of Schools II, in a form of implementation of formative assessment in schools in order to create and pilot formative assessment instruments that will expand comprehensively to schools through calls for support of schools using simplified reporting (templates). Projects from call Building Capacities for Development of Schools I and Development of Key Competencies in Subjects Didactics were being approved and issuing legal acts at the time as well as some of the projects from calls for templates for preschools and primary schools, project assessment is carried out continuously in these two calls.

Focus of this call is fairly broad in terms of supported activities and focuses primarily on the following fields:

- improving quality of education and achievements of primary school pupils in key competencies and basic literacies;
- improving competencies of teachers in relevant fields;
- creation of missing instruments for identification of talented pupils and instruments for improvement of psycho-pedagogical counselling;
- effective use of digital technologies in teaching and education;
- more intensive cooperation between schools and school institutions with organisations providing leisure and non-formal education.

Main preconditions for the fulfilment of this SO are:


- continuous modernisation of the Czech educational system and educational methods to strengthen autonomy of schools;
- teachers’ interest in further education of pedagogical staff in the field of the creation of school educational programmes and new forms and methods of teaching;
- high-quality information sources for support of the implementation of framework educational programmes into school educational programmes;
- high-quality offer of further education for pedagogical staff;
- successful motivation of school managers and teachers.

This SO is connected to the following expected results of the PAg:

- Improving skills of children, pupils and students in terms of key competencies reflecting in international comparisons with an impact on better employability and success in life.
- Higher quality and sufficient openness of preschool education institutions.

Financial progress of a ratio of the number of approved applications and SO allocation is the seventh highest within all the SO in OP RDE when the ratio is nearing 17%. Factual progress in this SO is highly significant in the obligation of both output and result indicators, which is caused by extended coverage of this SO by calls including the implementation of systemic projects. There are very significant exceedances in two output indicators. In indicator 50801 – Number of Products in Systemic Projects, it is caused by conservative target value, indicator 51212 – Number of Extra-Curricular Activities Leading to Development of Competencies reflects recipients’ great focus on these activities. All the





other supported activities observed by output indicators have at least minimal progress which reflects all the activities being covered by calls and projects with issued legal acts. Three out of four result indicators have a non-zero fulfilment degree, a fulfilment degree of indicator 50501 slightly exceeds 100%. The most significant progress in general is expressed by the number of organisations influenced by systemic intervention within this objective.

Probability of fulfilment of this objective can be seen as very high, particularly through covering all the supported activities by calls and implemented projects and with a connection to the current degree of implementation of a systemic project and projects from other calls as well as through the fulfilment of indicators from first four calls with implemented projects in terms of both output and result indicators.

PA3 IP1 SO3 – Developing a System of Strategic Management and Quality Assessment in Education

This SO focuses on strengthening capacities for assessment and management at systemic level, strengthening competencies of headmasters and teachers in terms of assessment, strengthening the role of interim (formative) evaluation and in this way improving the culture of education assessment. So far three calls have been announced in this SO (02_15_001 – Individual Systemic Projects, 02_15_002 – Regional Action Plans (RAP) and 02_15_005 – Local Action Plans (LAP)).

Call Individual Systemic Projects was continuously open by 31 December 2016, other two calls were closed. Systemic project “Strategic Management and Action Planning in Schools and Territories” is being implemented through establishment of strategic management into headmasters’ work. 80 schools will get highly intensive support in the project and education of 2000 headmasters in strategic management of 32 hours’ duration is planned. Projects from other two calls focusing on the creation of LAP and RAP are in different implementation phases. This SO is connected to the expected results of the PAg ‘Improving Quality of School Leaders’. Main preconditions and conditions for the fulfilment of this SO are:

- successful motivation of regions, municipalities, teachers and parent to help realize and implement the systemic changes mentioned above;
- creation of a strategic plan or a framework document that will contain a concept of a complete assessment system and specify how its individual parts will be connected;
- appreciation of formative assessment, skill to give it and work with its results.

Financial progress of a ratio of the number of approved applications and SO allocation is the fourth highest within all the SO in OP RDE when the ratio is nearing 35%. The progress is measured by a ratio of the volume of LL stated by recipients in demands for payments to the SO allocation, and it is 0.02% which puts this SO at the third place of all the SO in OP RDE.

Most output indicators (seven out of nine) have a non-zero fulfilment degree of target value of the obligations and two of these indicators have a fulfilment degree higher than 100%. This reflects substantial progress of systemic projects, projects for the creation of LAP and RAP in particular. Indicator 51301 in particular – Number of Educational Modules with Methodology and Educational Programme, has a target value fulfilment degree of 200%. Even more extensive progress can be identified in result indicators where two out of three indicators have a fulfilment degree higher than 100%. The most significant progress in general is demonstrated by the number of organisations affected by the systemic intervention in this objective. Substantial progress is visible also in cooperation which is an essential part of particularly projects for the creation of RAP and LAP.

Probability of the fulfilment of this objective can be seen as very high, particularly through covering all the supported activities by calls, great progress of projects implemented and also through the



connection to the current implementation degree of a systemic project and projects from other calls. Current fulfilment degree of indicators, both output and result indicators, is also significant.

PA3 IP1 SO4 – Improving the Quality of the Preparation of Future and Beginning Teaching Staff

This SO is connected to the expected result of the PAg 'Improving Quality of Pedagogical Staff using better Pre-Gradual Preparation, Methodological Support in Development of Pupils' Key Competencies and Creation and Implementation of a Motivational Career System'. So far two calls have been announced in this SO (02_16_011 – Development of Key Competencies in Subject Didactics and 02_16_038 Undergraduate Education). The first call had been closed by 31 December 2016, the call Undergraduate Education was continuously open by 31 December 2016. Projects from call Development of Key Competencies in Subject Didactics were being evaluated and issuing legal acts.

Activities in this SO focus on improving the quality of the preparation of teaching staff in undergraduate studies and unqualified teachers and teachers in the adaptation period in cooperation with schools as employers. Portfolio of supported activities is fairly broad and includes the following activities in particular:


- implementation of long-term reflected pedagogy practice in schools, leisure and non-formal education or in social services when working with vulnerable or talented children and youth in the Czech Republic or abroad;
- education of academic workers and workers from educational organisations in cooperation with school practice, organisations providing in-service training for educational staff (hereafter 'IST') and abroad, creation of networks of faculty teachers in service and research activity and guided practice in established faculty schools;
- cooperation of professional and pedagogic faculties in pedagogical transformation of professional topics and support for students of preschools/primary schools/secondary schools who are interested in technology and science;
- establishment of working arrangements for graduates in cooperation with employers/schools (adaptation phase);
- development of studies of unqualified teachers based on the needs of school practice and relevant region, blended-learning to improve qualification of preschool teachers;
- development of assessment systems and quality management of universities educating teachers.

Probability of the fulfilment of this objective can be assessed as relatively high, particularly through covering all the supported activities by prepared and implemented projects and also through covering a substantial part of the indicators by calls.

PA3 IP1 SO5 – Improving Quality of Education and Vocational Training and Enhancing Their Labour Market Relevance

So far six calls have been announced in this SO (02_15_001 – Individual Systemic Projects, 02_15_002 – Regional Action Plans (RAP), 02_16_010 – Building Capacities for Development of Schools I, 02_16_020 – Individual Systemic Projects II, 02_16_035 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Secondary Schools I (MRD) and 02_16_042 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Secondary Schools I (Prague))., Systemic project 'Modernisation of Vocational Training' will be implemented in this SO whose objective is to improve the quality of vocational training through strengthening the general part of vocational training and connecting the system of initial and further education.





This SO is connected to the expected result of the PAg “Improving Relevance of Programmes in Secondary Schools and Higher Professional Schools to Employers’ Needs”. Its focus is fairly broad and it focuses mainly on the following areas:

- improving the quality of graduates in their professional and business competencies and their employability through increased cooperation between school institutions and employers;
- increased cooperation and exchange of good practice between schools and school institutions;
- increased quality of educational staff in vocational training;
- increased capacities for career counselling in schools and increased capacities of schools and school institutions for adult learning.

Main preconditions for the fulfilment of this SO are:

- young people’s increased interest in vocational programmes and employability in the labour market with such qualification;
- change of opinion on vocational education as unattractive, not perspective enough and with a low status;
- increased participation of schools, teachers and headmasters in improving quality and attractiveness of vocational programmes;
- ensuring cooperation and motivation of key partners to participate in connecting systems of initial and further education to employers’ needs.


Financial progress of a ratio of the number of approved applications to the SO allocation is the fifth highest within all the SO in OP RDE when the ratio is nearing 23.5%. Progress measured by a ratio of LL stated by recipients in demands for payments to the SO allocation is 0.6% which puts this SO at the second place of all the SO in OP RDE.

Factual progress in this SO is reflected by this SO being covered by six calls in total combining a wide range of activities of systemic projects and creation and implementation RAP for secondary schools. Output indicators in this SO significantly exceed target value in hundreds of percent, however, most output indicators measure the number of provided services and created products. On the other hand, most indicators have zero obligation value by 31 December 2016 (nine indicators out of fifteen in total), particularly indicators connected to the created products, school educational plans and services provided for schools and school staff. From result indicators, only indicator 50810 – Number of Organisations Influenced by Systemic Intervention made a significant progress, one indicator has a low degree of fulfilment and other two have a zero degree of fulfilment.

Probability of fulfilment of this objective can be assessed as very high in general, particularly through covering all the supported activities by calls and implemented projects and also through a connection to the current implementation degree of a systemic project and projects in other calls as well as through fulfilment of indicators from first four calls with implemented projects in terms of both output and result indicators.

PA3 IP2 SO1 – High-Quality Conditions for Inclusive Education





Two calls had been announced in this SO by 31 December 2016 (02_15_001 – Individual Systemic Projects and 02_16_037 – Support for Pupils with Disabilities I (APIE⁴ Implementation)). This SO is connected to the following expected results of the PAG:

- Improving openness of the educational system at all levels for children, pupils and students with disabilities and for those who come from socio-economically disadvantaged environment including Romani children and students.
- Increased ability of the educational system to develop individual potential of every child, pupil and student.
- Increased implementation of inclusive education for development of personal potential of children and pupils with special needs.

The SO focuses on the development of equal opportunities and conditions for the involvement of children and pupils with SN in common schools of educational mainstream with emphasis on equal approach in preschool and primary school. Main preconditions for the fulfilment of this SO are:

- successful motivation of regions, municipalities, teachers and parents to help realize and put the systemic changes mentioned above into practice;
- high-quality service for institutions providing IST and for authors of methodological materials;
- sufficient number and quality of external speech therapists.

Financial progress of a ratio of the number of approved applications to the SO allocation is the fifth highest within all the SO in OP RDE when the ratio is 19.4%. Assessment of factual progress in this SO takes into consideration the fact that the target value is exceeded significantly in indicators connected to the implementation of systemic projects. This occurs also in other SO in terms of the creation of products in systemic projects and educational modules with methodology and educational programme. Regarding output indicators, the process of systemic projects implementation reflects on the number of organisations that will be influenced by the systemic intervention.

Probability of the fulfilment of this objective can be assessed as relatively high in general, particularly through covering supported activities by calls and an implementation degree of a systemic project including the fulfilment of result and output indicators.

PA3 IP3 SO1 – Social Integration of Children and Pupils Including the Integration of Romani Children into Education

This SO is the one covered by calls on the widest scale from the whole OP RDE, including two calls for systemic projects. Ten calls in total had been announced in this SO by 31 December 2016:

- 02_15_001 – Individual Systemic Projects;
- 02_15_007 – Inclusive Education;
- 02_16_012 – Literacies;
- 02_16_020 – Individual Systemic Projects II;
- 02_16_021 – Inclusive Education for CASEL;

⁴ Action Plan for Inclusive Education for the period 2016 – 2018.



- 02_16_022 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for preschools and primary schools (territory outside Prague);
- 02_16_023 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for preschools and primary schools I (Prague);
- 02_16_035 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Secondary Schools I (MRD);
- 02_16_039 – Inclusive Education for CASEL (Coordinated Approach to Socially Excluded Localities) II;
- 02_16_042 – Support of Schools in the Form of Projects of Simplified Reporting – Templates for Secondary Schools I (Prague).

In the SO, systemic project QICD⁵ is being implemented, supported from call Individual Systemic Projects I, from call Individual Systemic Projects II there is a systemic project 'Joint Education and Support for Schools Step by Step – Implementation of Action Plan for Inclusive Education' and project 'Support of Joint Education in Teaching Practice'.


Main preconditions for the fulfilment of this SO are identical with PA3 IP2 SO1. The SO focuses on a wide range of activities and measures to ensure children's and pupils' social integration including integration of Romani children into education. These projects, as well as individual projects from calls Inclusive Education, Literacies and Inclusive Education for CASEL in particular, contribute to the following expected results of the PAg through the fulfilment of the objective:

- Increased application of inclusive education for the development of personal potential of children and pupils with special needs.
- Increased application of inclusive education for the development of personal potential of children and pupils in municipalities with excluded localities.
- Improvement of openness of the educational system at all levels regarding children, pupils and students with disabilities and also those coming from handicapping socio-economic environment including Romani children and students.
- Increased ability of the educational system to develop individual potential of every child, pupil and student.

Financial progress of a ratio of the number of approved applications to the SO allocation is the third highest within all the SO in OP RDE when the ratio is nearing 37%. Progress in terms of obligations in this SO reflects the fact that this SO is covered by 10 calls including systemic projects and the range of activities covered is clearly the highest compared to other SO in PA1. Most output and result indicators have a high fulfilment degree in this SO, especially when it comes to the number of products in systemic projects. An expected fulfilment degree is also relatively high regarding other activities, particularly in creation of educational modules, creation of platforms for professional thematic meetings and supportive personnel measures in schools. Regarding output indicators in general, most indicators have a fulfilment degree of target value higher than 100% and only one indicator has a zero obligation value so far. Significant factual progress is apparent also in result indicators where two indicators measuring the number of organisations affected by the systemic intervention and the number of organisations whose pro-inclusiveness will grow. The fulfilment degree of target value is higher than 100% and one indicator has a fulfilment degree almost 50% high.

⁵ Abbreviation for Quality, Inclusion, Consultancy and Development.





Probability of the fulfilment of this objective can be assessed as very high in general, particularly through covering supported activities by ten calls, a degree of implementation of systemic projects and projects on inclusive education including a high degree of fulfilment of result and output indicators.

The Link of OP RDE Interventions to Strategies and Strategic Documents

Potential of an entry can be assessed as high based on the announced calls and their links to individual strategies in research and development and in education. High potential of entries can be expected in calls in PA3. More calls have links to one strategic document in this PA and individual calls have also links to more strategic documents.

Strong links of calls to an overarching strategy and strategic documents at national level are apparent. Significantly lower intensity of links is apparent in specific and more narrowly focused strategic documents where most of the documents only have one link. Links of specific strategic documents are the most intense in Action Plan for Inclusive Education 2016-2018 (5 links) a Roma Integration Strategy Until 2020 (3 links) which corresponds to the objectives of relevant calls focusing on inclusive education. In terms of 'general' strategic documents, links are the most intense in the following strategic documents:

- Strategy for Education Policy of the Czech Republic Until 2020;
- National RIS3 Strategy;
- National Reform Programme;
- Long-Term Policy Objectives of Education and Development of the Education System of the Czech Republic for the Period 2015 -2020.

OP RDE calls are with regards to their focus and supported activities linked to all the strategic documents mentioned in Chapter 1 of OP RDE Programme Document. Most calls mention specific strategic documents linked to specific calls contributing to their fulfilment.

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