Evaluation of individual systemic projects supported by PA 3 OP RDE-II PART II: Evaluation Area B – Evaluation of MOV Project

1ST INTERIM REPORT

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1 Contents

2 Executive summary

Evaluation area B – Evaluation of "Modernisation of Vocational Education" (MOV project) is a part of the evaluation of systemic and conceptual projects supported by PO 3 OP RDE-II. Presented interim report of this evaluation is based on research carried out in the first half of 2019.

Project MOV is approximately in two thirds of its implementation. It started on 1st May 2017 and it is supposed to end on 30th April 2020. Total budget of MOV project amounts to 97 000 000 CZK.

Under this evaluation it is analysed **to what extent do the management and implementation of MOV project conform to the project application.** Evaluation focused in detail on several aspects: coherence of key activities implementation and output elaboration with planned schedule and current needs of the project implementation; rate of objectives achievement of the project and expected changes of current state; efficiency of experience sharing between schools and other parties; occurrence of risks jeopardising project implementation and objective achievement; existence of obstacles to successful implementation and advancement of evaluation activities of the project. Implementation of project key activities goes in line with the Project documentation and continuous monitoring of current needs of the project implementations is being carried out. The proceedings of implementation are adapted to these requirements. Good project management is also demonstrated by the small amount of changes conducted inside the project (related to the span of the project).

The project schedule does not set fulfilment dates for partial tasks under KA which means that the evaluator cannot follow their fulfilment. The only dates to be monitored are the main task deadlines of the specific key activity. Procedures of all key activities implementation are being conducted according to the project schedule. It is not clear at this stage of the project whether the setup of the key activity leads to its successful implementation and intended impacts. On the other hand, there are no signs implying that the objectives, outputs and intended changes are not going to be achieved.

For the analysis of **experience sharing efficiency between schools and other parties** several investigations have been applied: case studies, questionnaire research among employees of organisations active in education, research and consultancy and questionnaire research among education workers involved in the project. Questionnaire research shows that more than 84 % education workers (74 respondents) put the obtained knowledge into practice. Incorporating obtained knowledge into their lectures and verifying sets of complex tasks in practice were the most frequent form of application. Half of the respondents (i.e. 44 respondents) share their knowledge acquired in the course of the MOV project beyond its framework and on their own initiative pass their experience onto the colleagues of their or other schools involved in the project. The other half of the respondents does not share their experience. The reason for not doing so is total lack of opportunities to meet and share or a short involvement of the school in the project. Analysing answers of employees of organisations active in education, research and consultancy (5 respondents altogether) showed the information transfer is perceived to be satisfactory by all respondents, especially by means of expert panel attendance, which is found very beneficial as all involved parties

can meet there. Based on the case studies conducted on 8 involved schools it was also found that sharing of information between schools and other actors really takes place, most frequently between schools and employers (in form of the informal meetings or so-called roundtables). One of the school told the team they share information with regional authority school department and secondary school department of MEYS and National Institute for Education (NIE). Cooperation with NIE includes involvement in work groups that takes part in upcoming adjustment of Framework Education Programme (FEP). These results show the high rate of cooperation frequency and efficiency in information sharing between individual actors of the project.

Evaluator teams also looked for the risks jeopardising project implementation and obstacles preventing successful achievement of project objectives. It is also clear that from the point of view of the receiver there are no risks jeopardising project to be identified. This was also verified by various investigations within the project. Project teams however defined as one of the problems that may emerge the poor link of the project on the ongoing FEP revision (i.e. its update). In fact while schools develop and optimise their current SEPs they are still not sure of the true nature of the final versions of FEPs that are being currently modified and revised and are not yet completed and universally available. Teachers and education workers thus worry that their programmes will not conform to the curricular document revisions (i.e. superior documents that are prescribed by the government in order to set education requirements for individual grades and education fields that are obligatory for all schools within Czech education system). Individual curricular documents are processed by each school on their own, they must be based on the corresponding FEP, which is different for every education field. Project team informed that all project outputs are interconnected with FEP updates while some education fields still have no concept of the final design of their revision. Project team however also informed that in terms of SEP elaboration this is not the real problem, as the module-based character of SEP enables SHVE schools to respond flexibly to any potential changes.

This situation can however be seen to be completely different, e.g. to be grasped other way around – as MEYS representatives pointed out – preparation of FEP revision for the specific education field can be made easier with the help of already optimised set of SEPs of a selected sample of suitable schools. Based on the above mentioned facts evaluator does not find this risk significant for project implementation but rather a complication created by the different point of view of the target groups with regards to the FEP revision schedule.

Most of the risks identified during the investigations are of the medium or low impact nature. These risks are however easy to be dealt with by applying a suitable precaution to effectively eliminate the risk. **When discussing internal obstacles of the project**, the only one found is considered to be a barrier that emerged by project implementation procedures is excessive administration load of the project. External obstacles of the project were also identified, project teams found three of them – low rate of interest toward the SEP optimisation project as demonstrated by both school management and their EW staff, unwillingness of schools to join or take part in the project and low time capacities of teachers and education workers. Evaluator finds the firstly mentioned obstacle to be the greatest one. Despite these obstacles teams were able to draft the desirable number of schools to top up the required project capacities and also all project activities are carried out as

scheduled. This means none of the above mentioned obstacles is evaluated to be the danger to the project.

The last aspect evaluated under the project management and implementation was the **evaluation activities carried out within the project**. Evaluator finds the scope, level and quality of KA 9 Evaluation to comply with all mandatory conditions of the project. Evaluator also believes that receiver complies with the ethical codex of the evaluator and respects all formal evaluation standards.

Another topic covered was awareness of National Register of Qualifications (NRQ), its benefits and spread of its use with potential users, especially with regard to its application for conception of school curriculum. Teams were looking for NRQ awareness, the spread of its use, identified benefits and obstacles to its further expansion with the target groups, education workers involved in the project, employers and employees of organisations active in education, research and consultancy. Results showed that more than 66 per cent of respondents use NRQ and find it beneficial. The benefits stated by respondents were brief and comprehensible overview of education fields and job qualifications. One quarter (25 per cent) does not use NRQ (i.e. 22 respondents). Total of 12,5 % respondents (i.e. 11 respondents) stated they do not use NRQ but still find it beneficial. The main reasons why respondents do not use National Register of Qualifications is the lack of awareness of its existence, extra administrative load to schools, financial and also time-consuming character of respondents' other activities. The weak feature of NRQ is its poor promotion – neither general public, EWs or employers know much about the project. Respondents from group of employers were asked to share their opinions on the NRQ issue (total 5 of them[1]). The interviews showed that four out of five employers do not know National Register of Qualifications. One of the respondents knows NRQ, finds it beneficial and also makes use of it. This employer also assumes NRQ is widely used by potential users. Others employers stated they neither know NRQ or its purpose. They never use NRQ and have no idea whether it is widely used by potential users or what are its weak features. Truth be told, awareness of NRQ varies in individual groups. The highest awareness is to be seen with selected employees of organisations active in education, research and consultancy, next are education workers involved in the project. Group of employers showed minimal awareness of the Register.

The barriers to the broader use of NRQ is mainly low awareness of its existence, extra administrative load to schools (e.g. licence renewals), financial demands (especially for qualification applicants under NRQ requirements) and also time-consuming character of the process (e.g. time needed to acquire qualification). Low awareness of general public, education workers or employers and widely designed requirements and incompleteness of NRQ were other obstacles mentioned. Based on these results of field investigations evaluators advise to ensure more effective promotion of NRQ with the target groups and focus on uncovering its benefits and usefulness. Nevertheless NRQ promotion is not the objective of MOV project, it is only a recommendation that has no impact on project implementation.

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[1] Scheduled sample size was set to 5 respondents, which is the number that has quite an indicative character yet the research results show the size of the sample should be increased for the next interim report.

Under this evaluation the investigation on the benefits and applicability of the MOV project outputs and activities as seen by individual target groups has been carried out. The first type of investigation was a questionnaire research among education workers involved in the project. This evaluation will be carried on to the second interim report (end of 2019) and the third one (2020). This investigation was conducted as a pilot run in order to identify expectations of individual target groups of various project outputs/activities. Only 88 out of 464 interrogated respondents eventually took part in the research – this makes up to 18,9 % success rate. The results have to be taken as rather indicative, the real results will be analysed in the two upcoming interim reports when this project gets more grip and reputation. Considering education workers involved in the project it is approximately 45 % (i.e. 40 respondents) of them who attend expert panels regularly.

The highest degree of expectation is felt for complex tasks, information seminars for sharing information between schools and employers and expert panels. The least trusted outputs are proposals of template tools for student evaluation based on personal portfolios and extended information system UNIV 3. The greatest obstacle to successful integration of project outputs is low interest of the involved actors (education workers, employers and other relevant actors), other identified obstacles are: administration / financial / time demands of the project, insufficient time capacity of school representatives and unwillingness of both schools and employers to join the project and collaborate on its outputs. More than 84 % respondents (i.e. 74 respondents) from group of EWs involved in the project applicate acquired knowledge in their daily practice. Incorporating obtained knowledge into the teaching and verifying sets of complex tasks in practice is the most frequent form of application.

Project teams also conducted questionnaire research among employees of organisations active in education, research and consultancy (altogether 5 respondents[2] out of 9 to be asked). The greatest expectations are held against *SEP development method with application of NRQ qualifications* (incl. its application in final test contents), next *is Concept of vocational education and training – 3rd part vocational education component for integrating NRQ qualifications*. The least expected outputs are *Concept of vocational education and training – 1st part general education component* and *Target group information seminars*. Attendance of respondents on MOV expert panels is quite frequent.

The benefits and applicability of the MOV project outputs and activities have been analysed by means of case studies conducted on eight schools involved in the project. Analysis showed that schools involved in case studies under MOV project expect to get benefits in terms of networking with other schools and sharing the examples of best practice. These are considered the greatest benefits of the project. Further on, school representatives said they expect SEP modification to follow after FEP and to see SEP get updated with new trends in order to make it "modern" and "slim".   When dealing with the project outputs, the greatest expectations are held toward the sets of complex tasks, education projects and examples of best practice.

Last but not least came in the answers of employers cooperating with schools involved in the project and their opinions on project outputs and activities benefits. Investigations based on five employers showed that only one of them actually knows MOV project. Another employer informed the team that although he does not know the project himself, he is quite sure his colleagues are familiar with it. Others admitted they do not know MOV or that they are not quite sure about the

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[2] Scheduled sample size was set to 5 respondents, which is the number that has quite an indicative character yet the research results show the size of the sample should be increased for the next interim report.

outputs and activities that the project brings. This result might be caused by the fact that employer sample was chosen according to their cooperation with schools. This means employers themselves did not necessarily have to participate on project activities. This is also the reason why a different employer sample will be analysed for the second interim report (the sample will be based on the actual participation of employers on the project activities).

Cooperation with other relevant projects and results of such is evaluated as satisfactory. In the framework of current stage of the project implementation are the cooperation activities carried out in scheduled scope, which were even extended by sharing project outputs and recommendations with experts, project partner representatives, representatives of MEYS and CSI and others at regular expert panel sessions of the project. Cooperation takes form of individual meetings or expert panel sessions of various collaborating projects. The closest cooperation is to be found with P-KAP project where it is exercised by sharing of information and outputs and expert panels attendance. The approach of the receiver toward the cooperation with other relevant systemic projects beyond the obligatory requirements within the MOV project is also evaluated very positively.

The last topic that has been covered in this interim report is **unintended impacts of the project.** So far investigations conducted on this topic do not imply any evidence of unintended impacts of the MOV project. The project currently enters the last of the three years of its implementation. The impacts are more likely to emerge at the end of the project.

3 Summary of evaluating procedure since last report and description of future processes

3.1 Focus of evaluation activities

Evaluating procedure is based on the evaluation matrix as it is described in the Inception Report of MOV project. The Inception Report focused on a detailed planning of individual evaluation questions (EQ) activities for the 1st and 2nd Interim Report (further on referred to as „IR") - i.e. evaluation activities in 2019. Evaluators assume that evaluation activities for 2020 and other years will be planned in detail with regard to results and progress of evaluation questions of 1st and 2nd Interim Report.

Outcomes and conclusions included in this Interim Report are primarily based on analyses of opinions and attitudes of Key Activity Managers and target groups (listed in chapter 3.2 Field Research below).

3.2 Field research

The following field research has been conducted:

Tab 1: Summary of conducted research

Method	Respondent	Amount	Date
Group interview	Project Managers and KA Managers	1	18. 3. 2019
Individual interview	Internal evaluators (NIE)	1	18. 3. 2019
Individual interviews	Project administrator OP RDE[3] Project guarantor	1 1	12. 4. 2019 8. 4. 2019
Individual interviews	Employers	5[4]	15. 4. 2019
Case studies - involved schools (individual/group interviews, evaluation visits)	8 involved schools: Headmaster, school coordinator and EW	8	21.3. – 5.4.2019
Individual interview	Senior project manager of P-KAP	1	4. 4. 2019
Questionnaire survey	Representatives of institutions focusing on education, research and counselling	5[5]	24.3.-5.4. 2019
Questionnaire survey	Education workers involved in the project	88 (464 asked, 19 % respond rate[6])	25.3.-5.4.2019
Participating observation – Expert panels [7]	Expert panel participation	-	-

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[3] On request of the project holder the method of data collection was changed when instead of a directed interview the project manager was sent an e-mail with a set of questions to answer (due to low time availability of the manager).

[4] Scheduled sample size was set to 5 employer representatives. The size is based on the initial negotiations with the project holder with respect to significance of the target group, yet the research results show the size of the sample should be increased for the 2nd IR.

[5] Scheduled sample size was set to 5 representatives of institutions focusing on education, research and counselling. Evaluator asked 9 representatives of this target group in order to secure the intended number of respondents. The size is based on the initial negotiations with the project holder with respect to significance of the target group, yet the research results show the size of the sample should be increased for the 2nd IR.

[6] With respect to the return rate of the survey will be the investigation carried out again for 2nd Interim report and also according to the contract for 3rd Interim report.

[7] By the time of processing the 1st IR these panel sessions had not yet been launched.

4 EQ Identification

The main focus of EQ Identification is a regular monitoring of the project implementation and its evaluation, including the fulfilling of the objectives of the project and its correspondence to the project application. The 1st interim report dealt with the questions listed below:

> **EQ B.1 To what extent do the management and implementation of the MOV project conform to the project application?**
>
> B.1.1.   Do the execution of key activities and the processing of the output match the planned time schedule and current needs of the project implementation?
>
> B.1.2.   To what extent are the objectives of the MOV project and changes in the existing situation expected as a consequence being achieved?

This part of the evaluation aims at the verification of the coherence of project implementation plan with actual implementation of the individual key activities of the project so far. Next part of the evaluation will be dealing with fulfilment of KA's objectives - unfortunately this cannot be currently carried out as the early stage of the project does not yet enable evaluators to see the ongoing change. State of the implementation process of individual activities, outputs and objectives was learned from Implementation reports and their appendices. Evaluators had at their disposal RR (Realization Report) 1 up to 6. Actual state of key activities of the project was verified by directed interviews with KA managers and field investigations at schools.

State of the implementation process of individual key activities is summarized in a table form in the attachment no.I.1 of this IR. This summary is based on Product breakdown (which breaks the main KA outputs down to partial ones), project schedule and stage and indicator fulfilment. The project schedule however does not set fulfilment dates for partial tasks under KA which means that the evaluator cannot follow their fulfilment.

This evaluation task also needed an update of the *Theory of change* which is also to be found in the technical attachment no.I.4 of this Interim Report. As the project is approximately two thirds through its implementation, there are so far no long-term impacts detected (other than those identified in Inception Report). Also no modifications of the short-time impacts and results varying from the original set described in Inception Report have been made. Theory of change modifications dealt with implementation obstacles and impact achievement.

MOV Project

MOV Project is divided into 9 key activities under which the partial activities and their time schedule are identified.

KA 1 Project management

This activity includes project management and documenting of its processes. KA 1 generates management documents (*Quality management strategy, Project plan, Product breakdown, Project schedule, Risk management strateg*y etc.). The task of the KA manager is to coordinate and process implementation reports (RRs), to control mechanisms of variation procedures of the project and to fulfil the observation proceedings of the authorities. KA Manager is also responsible for public contracts and tenders. Under this KA the internal opposition panel was formed to give the regular feedback and evaluation of project products and their benefits to target groups (2-tier evaluation system is applied here).

Implementation reports are handed in according to the project schedule. There is only one general schedule which is verified by OP RDE authorities with all key activities being in compliance with this plan. MOV project team has the internal plan of various stages of project implementation that is not binding with regard to the project holder. The current state of the project proceeding corresponds to the planned schedule (maximal deviation is within the tolerance of 1 month). Project team informed these delays affect only a few work tasks which could be easily carried out in the next project stage according to finished tasks of previous project stage – this is a flexible way of process management and project planning. There are no other detailed data on this topic.

MOV project is divided into 6 stages of its implementation. October 31, 2018 was the day of finishing the third (i.e. creative) stage of the project. At present, the fourth (i.e. productive I.) stage is being implemented – this stage is focused on initiation of the second quality evaluation of MOV project outputs.

Risk control of MOV project is elaborated in *Risk management strategy.* Thanks to this strategy it is easy to foresee and effectively eliminate the risks that may occur by applying the appropriate measures. MEYS representatives said that so far all possible risks were identified on time by project teams and were accordingly dealt with. MEYS also informed that implementation of all planned activities and tasks included in RRs and other outputs comply with the requirements of the project application and Project charter. Most of the outputs are currently being processed. MEYS representatives describe the project management – based on the information from project documentation, RRs or evaluation reports – to be very effective and responsible.

Under the KA the network of cooperating schools was assembled. These schools were chosen if they fulfilled the pre-set criteria (i.e. covering 43 learning fields) and then asked one after other with the offer to join the project. The recruitment of schools got complicated due to a few issues that emerged on the way. Firstly, the recruitment had to face the high rate of school unwillingness to join the project (e.g. school overload with other projects or the insufficient capacities of school staff). Also several schools held different expectations toward the project – for instance they assumed they would be in charge of FEP revisions – and facing the reality made them leave the network. Project team had to ask three times the number of requested schools to put the network together. Signing up for the project was public, any school that teaches one of the 43 learning fields was free to join. Several enrolment rounds took place to finally assemble the school network which now amounts to 105 schools (more than the intended number of 88). All schools involved in KA 7 have elaborated *Cooperation plan between school and employer*. Each school under KA 5 designed their school plan and an education module for the specific learning field and company.

Currently MOV project implementation has a potential (in terms of fulfilment of its activities and outputs) to achieve its intended objectives. Also the complex support provided to schools has the potential to reach its goals at involved schools. Significant factor is especially motivation of school headmasters and education workers.

The benefits and applicability of the support and acquired knowledge by the target groups is being analysed in detail under EQ B.3 below, project management is being evaluated under EQ B.1.6.

Evaluation conclusions

Evaluator finds the scope, level and quality of the implementation of KA 1 Project management to be very good.

Implementation of the project activities goes in line with the project documentation and continuous monitoring of current needs and advancement of the project implementation is being carried out. Despite minor problems encountered, the intended amount of involved schools has been achieved (in reality the number of schools in the project is little bit higher). The risk precautions of implementation are adapted and risk themselves are dealt with in advance. Good project management is also demonstrated by the small amount of changes conducted inside the project (related to the span of the project). Evaluators believe that project team is on their way to successfully reach their goals and achieve all the objectives.

KA 2 Modernisation of general education component and integration of key competences in SEP (school education programmes)

The focus of this KA lies in elaborating general concept, 4 modules, 20 complex tasks (E, H, M, LO categories - language, social sciences, maths, IT, biology) and organisation of 3 information seminars.

A document called „*Procedures of education module creation – user's manual*" has been developed. Education modules for the E category have been completed (total number of 27) and have been through the first stage of quality evaluation. Next comes the second stage of their quality evaluation[8]. Working on modules for the H category is in progress - members of various work groups took active part in their creation. In the course of the upcoming year other modules are going to be processed and finalised and will be put through the second stage of their evaluation.

Project team of MOV defined as one of the problems of the ongoing FEP revision (i.e. its update) the curricular document revisions (these are the documents that prescribe obligatory education requirements for individual grades and education fields and that are biding for all schools in education system). Individual curricular documents are processed by each and every school on their own, they must be based on the corresponding FEP, which is different for every education field. Project team informed that all project outputs are interconnected with FEP updates while some education fields still have no concept of the final design of their revision (e.g. field of IT). Project team however also informed that in terms of SEP elaboration this is not the real problem, as the module-based character of SEP enables SHVE schools to respond flexibly to any potential changes.

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[8] Product quality evaluation is carried out as defined by a 2-tier quality evaluation system:. The first stage of the quality evaluation is internal – after the product is generated by professionals of the work group it is immediately evaluated by SHVE experts and KA methodologists. The second stage is covered by external evaluation groups made of involved parties based on an independent expert review of a product content. For details see MOV Quality management strategy.

All 35 complex tasks are just about to be completed and their testing at schools is under way (throughout all school year of 2018/2019). Elaboration and quality evaluation of complex tasks are being processed according to the plan.

Implementation of information seminars is planned for the end of 2019 or beginning of 2020 at the latest. As the seminars are implemented for KAs 2, 3 and 5, they are continuously being coordinated. Information seminars are intended to be used by schools both involved and not involved in the project. The aim of these seminars is promotion and verification of key outputs of this project and also integrating schools that are not involved in the project. Another objective is dissemination of project outputs created under KA2 (i.e. modules and complex tasks) including proposals on application possibilities in school practice. The presentations and their organisation will be carried out by KA2 methodologists, but also by members of work groups who took part in creation of these modules and complex tasks. Details on contents of these seminars will be known by the time of KA 2 implementation is finished.

Evaluation conclusions

Evaluator finds the scope, level and quality of the implementation of KA 2 Modernisation of general education component and integration of key competences in SEP very good.

Evaluator notes that involved schools generate planned outputs according to intended schedule with consequent evaluation of their quality. Implementation of the last part of KA 2 activity – information seminars – is planned for the final stage of the project. With regard to unceasing interest of target groups in these seminars, the only possibility of delays in their implementation might occur due to the technical reasons.

Evaluators believe that project team is on the right track to successfully complete all planned outputs of this KA and achieve their objectives.

KA 2 is analysed in detail under EQ B.3.

KA 3 Modernisation of fundamentals of vocational education in school education programmes

KA 3 is focused on generating Concept - vocational part, 12 modules, 25 complex tasks (categories: E for 4 fields of study, H for 13 fields of study, M for 4 fields of study, LO for 10 fields of study) and organisation of 3 information seminars.

In the first stage of quality evaluation there was the total number of 87 modules completed. These modules are being inserted into IS MOV.in and are about to proceed to the second stage of quality evaluation (to be implemented in the 4th and 5th stage of MOV project). Module development and 2-tier evaluation system processing are carried out in line with the schedule.

Besides school representatives and experts, also employers have been involved in work group activities – they collectively evaluated vocational fundamentals and took part in reviews of already prepared education modules and complex tasks.

Implementation of information seminars is planned for the end of 2019, max. beginning of 2020. The aim of these seminars is spreading the information on education modules and complex tasks and their use at other schools – incorporating modules to SEP, lectures, and possibilities of modification of the modules. This programme is not yet fully processed but it will in all cases include the general part – information on education modules and complex tasks and also a concrete part that is

promoting particular modules (presentations will be done by project representatives but also by representatives of individual schools). Seminars will be divided according to their focus on technical and non-technical fields. Aim of these seminars is dissemination of project results created under KA3 including the proposals on putting these results into action.

Evaluation conclusions

Evaluator finds the scope, level and process of the implementation of KA 2 Modernisation of fundamentals of vocational education in school education programmes to be of a very good quality.

Evaluator notes that involved schools generate planned outputs according to the scheduled plan with a consequent evaluation of their quality. Implementation of the last part of KA 3 activity – information seminars – is, same as the last part of KA 2 activity, planned for the final stage of the project. With regard to the strong interest of target groups in these seminars, the only possibility of a delay in their implementation might be due to the technical reasons.

Evaluators believe that project team is on the right track to successfully complete all planned outputs of this KA and achieve their objectives.

KA 3 is analysed in detail under EQ B.3.

KA 4 Integration of NRQ qualifications into the school education programmes

Activities carried out under the framework of KA 4 are focused on generating Concept - NRQ part including sets of vocational qualifications for fields of study according to the categories of completed education (categories: E (13), H (17), M a LO (25)). This concept is not only aimed at KA4, it will also include general part (KA2) and vocational one (KA3) and vocational linkage with NRQ (KA4) – see details in KA2 and KA3 sections above. This MOV Concept is planned to be processed in the 5th and the 6th stage of the MOV project. Further on, project teams also generate under KA 4 activity 12 modules and 25 complex tasks (categories E, H, M LO for 22 fields of study) and methodology for the planning and design of the SEP using NRQ qualifications.

Currently the elaboration of education modules and complex tasks by the work groups is being carried out. SHVE experts collaborated with product authors, methodologists and work group members according to their actual needs and the stage of the development of individual education modules and complex tasks. In the first stage of quality evaluation there was the total number of 12 modules completed. These modules are currently being inserted into IS MOV.in and are about to proceed to the second stage of quality evaluation.

Project teams also work on the methodology for the proposed SEP concept by applying the NRQ qualifications (PK – complete vocational qualifications / vocational qualifications) followed by the methodology of the SEP development based on the NRQ (National Register of Qualifications) its input and testing into iMetodika tool. Methodology has been created and verified through the objection and observation trial under NIE. It will be passed on to MEYS (section 22) in May 2019, consequently face the correction and observation procedures and finally its final version will be inserted into iMetodika tool.

Evaluation conclusion

Evaluator finds the scope, level and quality of the implementation of KA 4 to be satisfactory and of a very good quality.

Evaluator notes that involved schools generate planned outputs according to the scheduled plan with a consequent evaluation of their quality.

Evaluators believe that project team is on the right track to successfully complete all planned outputs of this KA and achieve their objectives.

KA 4 is analysed in detail under EQ B.3 and B.2.

KA 5 Expanding the possibilities of practical education implementation (vocational training and practice) and securing its quality in cooperation with employers

KA is focused on generating proposals of template tools for student evaluation based on personal portfolios, processing the plans of cooperation between schools and employers, setting the standard of quality evaluation regarding cooperation between schools and employers and developing theoretical and practical modules for practical training. Organisation of 5 information seminars is also a part of this key activity.

According to the information given by implementation team of MOV project the Key Activity KA 5 follows on the previous project IPn Pospolu (which was also dealing with cooperation of schools and companies). Without a cooperation scheme it is not possible to effectively plan lessons lectured in companies. That is the reason why MOV project adapts structural framework of preceding project.

So far theoretical and practical modules have been created (33 of them all together), which are used for vocational training at workplaces. Also a template for evaluation of cooperation between schools and employers had been elaborated and applied on evaluation of vocational training and practice of students at employer workplaces under SEP implementation.

Schools started with verification of selected outputs (cooperation plans, education modules and LOU - learning outcome unit) in school year 2018/2019. Among other things the first version of methodological tool has been created to promote student portfolios, which can be used for student evaluation. Schools involved in KA5 verify throughout school year 2018/19 possibilities of introducing student portfolios. Monitoring visits are held and implemented in order to verify learning outcome units.

Implementation of information seminars is planned for the end of 2019, max. beginning of 2020. The aim of these seminars is spreading the information on education planning possibilities at actual workplaces (plan, modules, learning outcome units) and presentations on conducting of student portfolios. This programme is not yet fully processed but it will in all cases include the general part - information on the project and also more concrete part that is promoting particular outputs (presentations will be done by project representatives but also by representatives of individual schools). Seminars will be divided according to their focus on technical and non-technical fields. Aim of these seminars is dissemination of project results created under KA5 including the suggestions on putting these results into action.

Evaluation conclusions

Evaluator finds the scope, level and quality of the implementation of KA 5 Expanding the possibilities of practical education implementation (vocational training and practice) and securing its quality in cooperation with employers to be satisfactory and of good quality.

Evaluator is pleased to note that output processing of this KA goes according to the intended schedule of the project and in line with specific recommendations on its outputs.

Evaluator believes that project team is on their way to successfully finalise outputs of this key activity and achieve its objectives.

KA 5 is analysed in detail under EQ B.3.

KA 6 Expanding current information system UNIV 3 with new components for creation of methodological and education materials, generating and innovative modification of SEP, their sharing and promotion

The output of this key activity is supposed to be an expanded information system for creation of methodological and education materials and SEP modification incl. publicly accessible platform. IS MOV is divided into two parts: 1) IS MOV.in – created by internal team of KA6 and 2) IS MOV.ex – supplied by a private contractor.

Based on the acquired feedback, IS MOV.in has been modified in terms of a better suitability for key activities (mainly KA 2, 3 and 4) – focusing on education modules and complex tasks for all above mentioned KAs. Modifications of IS MOV in favour of KA 7 needs also took place. Information system modifications included development of ELO (expected learning outcomes) generating environment, modifications of education activities, interlinks, term variations and IT solutions of authorised users, user comments, expert consultant and coordinator comments, data export, link inputs in word processing editor, setting accurate terminology and structure of education modules and complex tasks, code definitions of EPs, lists of education modules and complex tasks and their versions, verification of individual user roles, modifications of stages and conditions of education modules and complex tasks based on the acquired feedback, search and navigation functions, filter mode, sorting order of education modules and complex tasks and their collective export, logo and button design in exported PDF files and elsewhere, setting up public profile of IS MOV, private versus public types of education modules and complex tasks, membership issues and many others.

IS MOV.ex went through the process of finding the suitable contractor by means of official tender opening. The contract with the supplier was signed in March 2019. At the time of processing of this interim report the chosen supplier had already started with analytical investigations and certain preparatory work.

Evaluation conclusions

Evaluator finds the scope, level and quality of the implementation of KA 6 Expanding current information system UNIV 3 with new components for creation of methodological and education materials, generating and innovative modification of SEP, their sharing and promotion to be satisfactory and of good quality.

Evaluator informs that output processing of this KA goes according to the intended schedule of the project and the quality evaluation process that follows.

Evaluator is sure that project team is on their way to successfully finalise outputs of this key activity and achieve all of its objectives.

Evaluator believes it is essential to secure the long-term continuation of innovated IS UNIV 3. With regard to this issue evaluator suggests to apply recommendation no.2. As the information system **is** extended with tools for creating methodological and education materials and SEP transformation and modification including the publicly accessible platform, this platform should be preserved and serve as the storage of all available methodological and education materials and also as a space for education workers to discuss all potential issues. This way would guarantee continuation of the project outputs and their availability for other purposes.

KA 6 is analysed in detail under EQ B.3.

KA 7 Applicability of model sets of complex tasks, education projects and examples of best practice on SEP sample in all categories of secondary vocational schools (E, H, L0, M)
The objective of this KA is generating 65 optimised SEPs with the help of NRQ (category E (10), H (25), M and LO (30).

Under this KA there are 25 pilot schools cooperating in the network (these were really hard to get for the project – see KA 1). At this point all schools have their analyses processed (or are about to be finished – the schools that joined the project later), with the help by members of education staff of individual schools. These analyses are processed in order to consider the current state of SEP modifications with relation to possible changes by application of MOV features. Activities are implemented in two waves (based on the date when individual schools joined the project). Each vocational school has a team that consists of individual education field coordinator and guarantor.

Schools begin with SEP optimisation of individual education fields according to individual approach and conditions of selected education modules toward their incorporation to SEP. Plan of cooperation between schools and companies in individual education fields is about to be finished. Based on the information given by implementation team there will be a total sum of 71 SEPs optimised instead of 65.

Methodological document "Optimisation of SEP" has been elaborated in order to supply schools with principles and rules of SEP modification.

Evaluation conclusions

Evaluator finds the scope, level and quality of the implementation of KA 7 Applicability of model sets of complex tasks, education projects and examples of best practice on SEP sample in all categories of secondary vocational schools (E, H, L0, M) to be satisfactory and of good quality.

Evaluator is pleased to note that output processing of this KA goes according to intended schedule and ahead of the quality evaluation which is to follow.

Evaluator believes that project team is on their way to successfully finalise outputs of this key activity and achieve its objectives.

KA 7 is analysed in detail under EQ B.3.

KA 8 Cooperation

Implementation team of MOV described that primary task of KA Cooperation with other IPs lies within expert panel administration. Expert panels serve as meetings where partial outputs are presented and where the teams face opposition. MOV project implementers evaluate positively both contents and quality of expert panel discussions. They also attend selected expert panels that are related thematically with their project and activities. And vice versa, representatives of other IPs are being invited to cooperate on expert panel sessions of MOV project.

is evaluated as satisfactory. In the framework of current stage of the project implementation are the cooperation activities carried out in scheduled scope, which were even extended by sharing project outputs and recommendations with experts, project partner representatives, representatives of MEYS and CSI and others at regular expert panel sessions of the project. Cooperation takes form of individual meetings or expert panel sessions of various collaborating projects. The closest cooperation is to be found with P-KAP project where it is exercised by sharing of information and outputs and expert panels attendance. The approach of the receiver toward the cooperation with other relevant systemic projects beyond the obligatory requirements within the MOV project is also evaluated very positively.

Project managers attend operative meetings under KA Cooperation where new collaboration possibilities with other projects are searched for.

The closest cooperation is to be found with P-KAP project.

Evaluation conclusions

Evaluator finds the scope, level and quality of KA 8 Cooperation to be satisfactory and of good quality.

Implementation team of the project did not go beyond the mandatory framework of MOV and only extended their cooperation activities by sharing project outputs and recommendations with other project experts and representatives of institutions like MEYS, CSI and others on regular expert panel sessions. Evaluator does not have any objections against this form of cooperation and finds it satisfactory and of good quality.

KA 8 Cooperation is analysed in detail under EQ B.4.

KA 9 Evaluation

A document called *Quality management strategy* was elaborated for this key activity. The document defines a 2-tier quality evaluation system which is implemented by the teams under the auspices of NIE guarantors. The first stage of the quality evaluation is carried out by professionals working on specific activities/outputs. The second stage is covered by the evaluation of an independent expert who looks into the content quality of the specific output or activity. There is also the third stage (following the requirements given in Project Charter) in which 5 internal opponents (MEYS, CSI, academic circles, school representatives, employer representatives) evaluate if the project outputs

comply with requirements of Czech education system. All three interested parties (i.e. schools, employers, system authorities) thus take part in quality process[9].

All key activities are being continuously monitored and evaluated. Once in a year a self-evaluating report is processed. This report has a firmly designed form and structure designed by OP RDE methodologists. In course of its elaboration all members of MOV implementation team are asked for their opinions on satisfaction with the project. First self-evaluating report was processed for the period 5/2017 - 4/2018 and did not imply any need for making significant modifications in the project. One of the modification suggestions was a reduction of administrative reporting, this is however a conceptual issue and could not be dealt with inside the framework of the project. Internal evaluation thus did not result in changes of project implementation. The results of the first self-evaluating report was communicated to internal workers of the project by means of meetings, the external workers were informed by newsletters.

Representatives of MEYS perceive the self-evaluation report to be elaborated flawlessly by both implementation team members, internal SHVE experts and methodologists and school representatives. Representatives of MEYS evaluate the first report above the average. Second self-evaluating report will be processed for the period 5/2018 - 4/2019.

Internal evaluation satisfies KA needs and enables implementation teams get constructive feedback. Implementation team informed they are always able to get the resume on expert panels, which is the reason why they decided not to generate evaluation questionnaires. These are generated only for information seminars. Their results will be a part of the output for quality evaluation.

KA Evaluation proceeds according to pre-set parameters and its advancement is satisfactory.

Evaluation conclusions

Evaluator finds the scope, level and quality of the KA 9 Evaluation to comply with the requirements of the project application (and its recent version).

Considering some project activities, the implementation team went beyond the obligatory framework of the project evaluation by taking the initiative to carry out extra evaluation activities (e.g. generating resumes on expert panels, evaluation questionnaires on information seminars) to get better feedback, which is positively appreciated by the evaluator.

KA 9 is evaluated in detail in EQ B.1.4.

EQ B.1 To what extent do the management and implementation of the MOV project conform to the project application?
B.1.5.   To what extent is the experience effectively passed on to other stakeholders/schools?

Evaluation of this EQ was conducted based on the results of case studies, questionnaire research among employees of organisations active in education, research and consultancy and questionnaire research among education workers involved in the project.

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[9] Quality evaluation is a 2-tier process. The first stage of the process is granted by SHVE expert, who guarantees that all subjects involved in work group take part on elaboration of the output. The second stage of the project evaluation is guaranteed by independent subjects (not involved in work groups). Subjects that take part in the first and second stages of the project evaluation are members of system institutions (e.g. CSI - Czech School Inspectorate), school representatives and employers.

Case studies

This EQ was evaluated based on the data obtained from case studies that were carried out on the sample of 8 selected schools involved in the project. These case studies are supposed to provide a deep insight into the way schools implement project outputs i.e. general and vocational education models applied on secondary vocational schools to successfully integrate their graduates into the labour market. In this interim report only the expectations of school representatives considering project outputs were identified as the possible impacts of the project will to be perceived in later stages of project implementation. So far only entry parameters, profiles and output/activity expectations of schools involved in the case study investigations were processed into this interim report. Selected topics dealing with introducing basic literacies into the teaching practice will be processed under one of the upcoming Interim reports.

In the course of case study proceeding, school representatives were asked if they share/pass on the experience with adjustment and modifications of SEP or their experience regarding teaching according to modified SEP to other actors of the project. School representatives informed they cooperate with employers at committee meetings or informal meetings. One of the school told the team they continuously collaborate with regional authority school department, secondary school department of MEYS and National Institute for Education (NIE). Cooperation with NIE includes involvement in work groups that takes part in upcoming adjustment of Framework Education Programme (FEP). The school also took part in elaboration of sets of unified final tests. Another school informed they cooperate within MOV project work group – passing on the examples of best practice – and also with methodological school committee that helps to carry information at the school.

Questionnaire research among education workers

With regard to a small number of respondents and necessity to divide them to education field categories the questionnaire research will be carried out again for the second interim report and also the third one, all in accordance with conditions given by project documentation.

Evaluation of this EQ was conducted based on the results of questionnaire research among education workers involved in the project. The total number of 464 education workers had been asked to join the project, eventually 88 questionnaires were filled in, i.e. this questioning had 18,9 % possibility of success. Most of the respondents come from secondary vocational schools which are also pilot schools of the project.

More than 84 % respondents put the obtained knowledge into practice. Incorporating obtained knowledge into their lectures and verifying sets of complex tasks in practice were the most frequent form of application. Several respondents informed that they incorporate obtained knowledge into SEP. When asking for the reason why schools do not put the obtained knowledge into practice, the school representatives answered they did not get any new knowledge. The number of answers was however very low. The following question asked was whether schools change their SEPs after obtaining new knowledge under MOV project. Almost two thirds of the school representatives that have been asked said they indeed do so.

Half of the respondents share their acquired knowledge beyond the scope and obligatory framework of the MOV project with other schools and actors. Most frequent cooperation and information sharing takes place between colleagues of their school or the schools that are connected with

common requirements and needs. The sharing frequency is measured on quarterly, monthly and twice-a-year basis. The other half of the respondents does not share their experience. The reason for not doing so is total lack of opportunities to meet and share or a short involvement of the school in the project.

Based on the case studies conducted on 8 involved schools it was also found that sharing of information between schools and other actors really takes place, most frequently between schools and employers (in form of the informal meetings or so-called roundtables).

Respondents informed that the greatest obstacles of successful implementation of project outputs into practice are three external barriers that have to be dealt with – it is above all the low interest of school representatives and education workers, excessive time / administration / financial demands of the project and varying school facilities. Some respondents do not like the fact that at the time of SEP processing the corresponding FEPs are not yet in the form of final verified versions that could be worked with.

Questionnaire research among employees of organisations active in education, research and consultancy

Questionnaire investigations were carried out among employees of organisations active in education, research and consultancy. There was a total of 9 respondents asked with 5 of them successfully filling in their questionnaires. Three out of five respondents informed they are involved in MOV project in form of external roles (e.g. consultants/experts – project output reviews in various committees, mediating information transfer between schools and companies etc.). These respondents were also asked for the reason of their involvement in the project. Following answers were given: perception of crucial role of cooperation between schools and companies; innovation of the SEP according to the contemporary trends in practice; modernisation of secondary vocational education and sharing of the information.

Another positive result is the fact, that the respondent attendance on expert panels of the MOV project is very frequent. Only one out of five respondents admitted he never attends panel sessions. Others informed they got involved at least twice. Respondents evaluated expert panels to be beneficial, they also find every such meeting useful as it is yet another possibility of meeting their colleagues from other schools and sharing their knowledge. The only recommendation that was passed forward by one of the respondent in terms of possible changes of meeting organisation to make the information sharing more effective was to change form of the panels to resemble more to the workshops where the experts can play more active role and to include visits to innovative schools where participants can receive some valuable inspiration.

Due to the fact that most of the respondents are not directly involved in MOV project, their recommendations for possible change of MOV project to make it more effective were not put forward for implementation. Nevertheless recommendations given are as follow:

- focus on key fields of study and concentrate to modify the modules for their practical applicability.
- link the project with ECVET (European Credit Transfer and Accumulation System in vocational education and training)

Evaluation conclusions

Target group investigations showed that effective sharing of experience between schools and other actors does take place. Respondents share their knowledge with their colleagues under the roof of their school but also with EWs of other allied schools. Acquired knowledge is also shared with employers on both formal and informal levels. Expert panels of MOV project were also mentioned as a form of information transfer.

Reports and notes of above mentioned investigations are to be found in IR attachment no. II.4, II.3 and II.5.

EQ B.1 To what extent do the management and implementation of the MOV project conform to the project application?

B.1.3. Are there any risks that jeopardise the implementation of the project and the achievement of the objectives?

B.1.6 What does the implementation team consider to be the greatest obstacles to successful implementation of the project?

Evaluator considered the logical coherence and conclusions implied by the research and in consequence merged both questions (B.1.3 and B.1.6) under one. The thought that both questions can be dealt with at once comes from the logical consideration - risks of the project can also be perceived as potential obstacles.

Risks

Potential risks of the project have been defined in *Project charter.* Implementation teams also elaborated *Risk management strategy* in the initial stage of the project and *Catalogue of risks* (which is regularly updated on a monthly basis). All risks are identified here and analysed into detail to foresee and effectively eliminate their occurrence by the responsible person. Evaluator considers the work of project teams in terms of the risks and obstacles to be appropriate, sufficient and corresponds to all available research data. From the point of view of the receiver, there are no identified risks that would endanger or jeopardise the project implementation or achievement of its objectives.

Below there is a list of risks detected during interviews and field investigations (i.e. case studies or questionnaire research among education workers). In some cases are risks identical with obstacles, that have been already identified in Theory of change, which was based upon the Project Charter. This shows that receiver successfully identified project obstacles already in preparation stages of the project so that he was able to consider potential measures and precautions and put them in action when due.

Risks detected on interviews and fieldwork investigations:
Poor follow-up of the project to FEP revisions and modifications
Opinions of representatives of selected schools show that one of the recurring risk is a poor follow-up of the project to FEP revisions and modifications (which are at the time of SEP processing not yet in the form of final versions, that could be worked with). School representative respondents believe it is essential to first finalise FEP revisions and modifications before re-arranging SEP. This should

result in better interconnection between updated FEP and methodological materials for selected fields SEP with consequent integration of these into the newly designed SEP.

This opinion is also shared by education workers involved in the project who were inquired through questionnaire investigations.

Project team however informed that in terms of SEP elaboration this is not the real problem, as the module-based character of SEP enables SHVE schools to respond flexibly to any potential changes. Project team also added, that FEP elaboration is not the issue of this project.

Further on MEYS representative also mentioned a different scenario – this situation can be treated other way around – to prepare a FEP revision for the specific education field with the help of optimised SEP on a selected sample of suitable schools. Based on the above mentioned facts evaluator does not find this risk significant for project implementation but rather a complication created by the different point of view of the target groups regarding the FEP revision schedule.

Excessive workload of school representatives
A large amount of schools is currently involved in so many projects that they do not have any free capacity or interest in getting involved in any other project. This risk is external and cannot be influenced much by the receiver (the risk can be partially eliminated by suitable coordination of project activities).

Low interest of schools and education workers to get involved in SEP optimisation
Insufficient understanding of the project benefits as demonstrated by schools and companies coupled with a low interest of getting involved in SEP optimisation constitute another risk. When discussing this topic it is also important to mention EWs are also busy with other projects which might be the reason for their lack of interest in MOV project.

Insufficient number of external opponents for 2nd tier evaluation in selected fields
Insufficient number of external opponents for 2nd tier evaluation in selected fields can cause delays in presenting project outputs.

We distinguish between internal risks (caused by initial adjustment of the project or emerged in the course of the project implementation) and external risks (caused by external factors). There were found no internal risks during the evaluation procedure. Project risks are evaluated according to the significant parameters (probability of their occurrence, severity of the risk and suggested measures to foresee/eliminate the risk) in Tab 2.

Risks are evaluated according to their **impact severity** and **occurrence probability**. A risk with a high impact severity is such a risk that might endanger the progress of the project. With the right precaution chosen and the good-quality management applied we could however reach the requested project parameters in scheduled terms. Low impact severity risk might insignificantly influence the course of the project yet by applying the suitable operational management strategies the project could be put right back on its track. Impact severity is measured on scale low – medium - high, where „low" means the least significant impact and „high" implies the most significant impact.

Probability of risk occurrence is demonstrated on the scale 1 - 5 (1 = almost impossible, 5 = almost certain). The risk with the higher value of occurrence probability indicates more frequent occurrence of the risk or a permanent or expected possibility of the risk occurrence. The risk with the lower value of probability means that occurrence of this risk is improbable and the occurrence of such a risk is very exceptional.

Most of the risks fall into medium or low impact severity category and if the appropriate measures are applied then they could be easily eliminated. No risk that might be classified as a high impact severity category was identified.

Risk management team expects that all suggested measures to eliminate risk factors will be applied as planned and in requested scale – this is to be carried out by the project team that coordinates all project activities and in case it is needed the team also approves the decisions towards the elimination of all undesirable consequences.

Tab 2: Risk analysis

Risk	Probability of occurrence	Risk level	Risk prediction / elimination description
External risks			
Poor follow-up of the project to FEP revisions	5	medium	*The impacts could only be eliminated by correct adjustment of the project processes by the receiver.*
Excessive workload of school representatives	4	medium	*Impacts of this risk can be eliminated by appropriate coordination of project activities and focusing on avoidance of school representatives overloading.*
Low interest of schools and EWs to get involved in SEP optimisation	3	medium	*A lot of promotional events are held to motivate educational workers and school to get involved in SEP optimisation.*
Insufficient number of external opponents for 2nd tier evaluation	3	medium	*This risk is minimised by experienced project team and its cooperation with external experts.*
Internal risks			
No internal risks have been identified.			

Obstacles

Talking about this evaluation report of MOV project, obstacles take the form of the barriers that emerged while implementing the project. We distinguish internal obstacles (caused by initial adjustment or emerged on the run) and external obstacles (outer factors). MOV project team identified only one internal obstacle of the project implementation (excessive administrative load of the project), external obstacles were found none. Down below there are other minor obstacles that have been identified during interviews and fieldwork investigations. Some of these obstacles have been detected already in the Theory of change, which was based upon the Project Charter. This shows that receiver successfully identified project obstacles already in preparation stages of the

project so that he was able to consider potential measures and precautions and put them in action when due.

Obstacles detected during interviews and fieldwork investigations:

Internal obstacles:
Administrative load of the project
Excessive administration is a very frequent obstacle in all KAs. Implementation of the activities are slowed down by complicated processes like reporting travel expenses for reimbursement, reporting work time-sheets, closing of DPP and DPČ or document verification.

External obstacles:
Low interest of schools and education workers to get involved in SEP optimisation
Insufficient understanding of the project benefits as demonstrated by schools and low interest of schools and education workers to get involved in SEP optimisation are the main external obstacles. When discussing this topic it is also important to mention EWs are also busy with other projects which might be the reason for their lack of interest in MOV.

Excessive workload of school representatives
A large amount of schools is currently involved in so many projects that they do not have any free capacity or interest in getting involved in any other project.

Unwillingness of schools and companies to collaborate
The situation that happened repeatedly was the schools considered MOV to be a FEP revision orientated project. When they found out it is not the case, they simply lost their interest.

Evaluator conclusions

Based on the analysis of all available materials, the evaluator considers the work of project teams in terms of the risks and obstacles to be appropriate and sufficient. Evaluator also checked upon the risks and obstacles defined by the receiver through the field investigations. These investigations implied that the highest risk lies within insufficient follow-up of the project to FEP revisions and modifications, which should however be perceived as a complication, not a risk that endangers project implementation. **Evaluator believes this complication has no negative impact on project implementation or achievement of its objectives.**

Considering the obstacles, which in this project take the form of the barriers that emerged while implementing the project, the only internal obstacle identified is the administrative load of the project. There are however three external obstacles that have to be dealt with – it is the low interest of schools and education workers to get involved in SEP optimisation, excessive workload of school representatives and unwillingness of schools and companies to collaborate on the project. The essential obstacle is the one mentioned first. Nevertheless evaluation of project management and implementation showed that despite all problems the number of schools that had been planned to join the project had been reached (the number is actually little higher). The schools involved in the project fulfil the project activities and they do it on time. That is the reason why evaluator does not

consider any of the above mentioned obstacles to be significant.

Detailed information on obstacles detected during the field research are to be found in the separate attachments of this report (IR II.1, II.3 and II.4).

EQ B.1 To what extent do the management and implementation of the MOV project conform to the project application?

B.1.4. Is the progress of evaluation activities in the project in line with best evaluation practice?

For this EQ evaluation we applied the methods of desk research followed by directed interviews with implementation team of MOV Project and MEYS representatives.

In the initial stage of the project there has been a document called *Quality management strategy* processed for KA Evaluation activity. Internal evaluation of the project is processed in line with the methodology laid down by OP RDE authorities of this call. KA Evaluation generates internal self-evaluating reports each year - this is carried out by all members of the team. MOV Project does not have an internal evaluator of their own which does not mean any problem, as stated by project team representatives.

Under the implementation of the activities there are no progressive evaluation questionnaires elaborated as the project team does not want to put too much load on the target group. The only exception are the evaluation questionnaires, which are handed out at IT seminars.

The internal opposition panel has been assembled according to the project documentation to regularly evaluate project products and acquire feedback for project teams on generated products and benefits for target groups. Evaluator finds the approach of project team to evaluation activities to be appropriate, especially with regards to excessive workload prevention.

Evaluation conclusions

By analysing materials on evaluation progress, evaluation outputs and directed interviews with receiver evaluator verified the evaluation practice of the receiver. Based on these materials, evaluator finds the scope, level and quality of the evaluation implementation to comply with the requirements of OP RDE authorities and the project application (and its recent version). Evaluator also believes that receiver complies with the ethical codex of the evaluator and respects all formal evaluation standards.

EQ B.2 Do potential users know and use the National Register of Qualifications and find it useful?

B.2.1 Do potential users know NRQ?

B.2.2 Do potential users use the NRQ and know how useful it is for them?

B.2.3 What are the barriers to the broader use of the NRQ by potential users?

Evaluation of this EQ was conducted based on the results of case studies and questionnaire research among education workers or directed phone calls with the employers.

Questionnaire research among education workers

Evaluation of this EQ was conducted based on the results of questionnaire research among education workers involved in the project. The total number of 464 education workers had been asked to join the project, eventually 88 questionnaires were filled in, i.e. this survey had 18,9 % possibility of enrolment success. Most of the respondents come from secondary vocational schools which are also pilot schools of the project.

As demonstrated by the following figure, National Register of Qualifications is regarded to be beneficial or at least rather beneficial by 60 per cent of respondents (Fig 1). NRQ is not used by 25 per cent of respondents, yet 25 % of them still find it beneficial. The reason why NRQ is not used by respondents is mainly little knowledge of its existence, little time to use it as respondents are busy with other activities or the bureaucracy that is brought with its use. Only a few respondents stated that their education field is not included in NRQ.

Fig 1: Use and benefits of NRQ
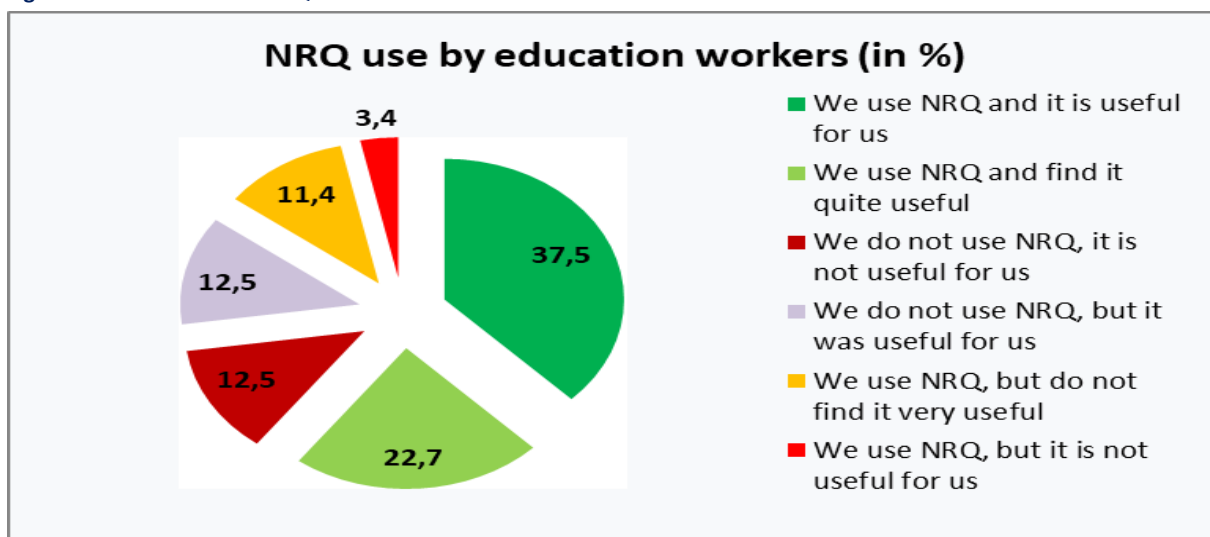
Source: project research 2019, N = 88

Weak features of NRQ that prevents its wider use is especially low awareness of its existence - by general public, education workers or employers (Fig 2). Another obstacle is widely designed requirements and incompleteness of NRQ. Other setbacks perceived are administrative difficulties for schools and financial demands for those who are interested in acquiring qualification.

Fig 2: Weak factors of NRQ
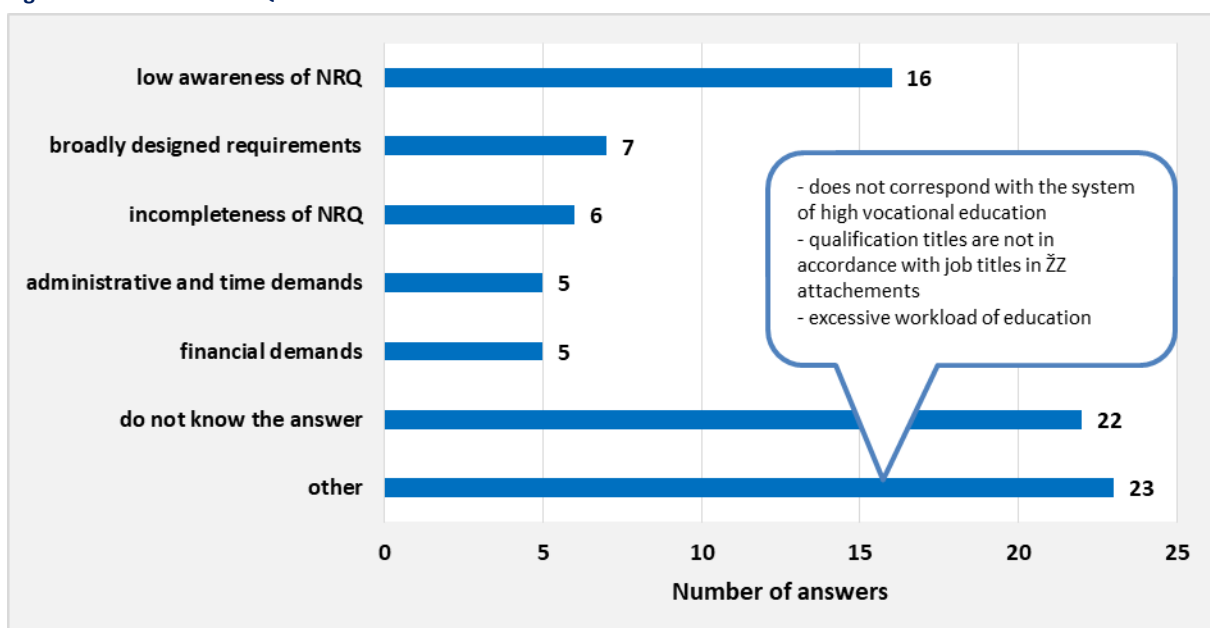
Questionnaire research among employees of organisations active in education, research and consultancy

Questionnaire investigations were carried out also among employees of organisations active in education, research and consultancy. There was a total of 9 respondents asked with 5 of them successfully filling in their questionnaires.

National Register of Qualifications is well known by all respondents. Four out of five respondents use NRQ and find it beneficial. One of the respondents stated he uses NRQ and finds it rather beneficial. The most frequent benefit of NRQ is perceived to be an alternative way of expert qualification verification or another opinion is it could also be used for the description of qualification part of vocational education.

Interviews with cooperating employers

Last but not least employers who collaborate with the project were asked. Evaluators were equipped with 6 phone numbers provided by case study schools. The total of 5 employers were willing to make an interview.

The interviews showed that four out of five employers do not know National Register of Qualifications. One of the respondents knows NRQ, finds it beneficial and also makes use of it. He/she also assumes NRQ is widely used by potential users. Others stated they neither know NRQ or its purpose. They never use NRQ and have no idea whether it is widely used by potential users or what are its weak features.

Case studies at schools

Evaluation of this EQ is also based on the results of case studies on the sample of 8 selected schools involved in the project. Some of school representatives said with regards to NRQ they collaborate with sector council to elaborate qualification structures and evaluation standards. In the meantime schools made the effort to make NRQ outputs compatible with vocational curriculum.

Reports and outputs of above mentioned investigations are to be found in IR attachments II.4, II.3, II.2 and II.5.

Conclusions and evaluations to individual EQs:

B.2.1. Do potential users know NRQ?

Awareness of NRQ varies in individual groups. The highest awareness is to be seen with selected employees of organisations active in education, research and consultancy, next are education workers involved in the project. Group of employers showed minimal awareness of the Register.

B.2.2 Do potential users use NRQ and do they find it beneficial?

NRQ is mostly used by selected employees of organisations active in education, research and consultancy, next are education workers involved in the project. These two groups also find NRQ useful. Group of employers showed minimal rate of NRQ use.

B.2.3 What are the barriers to the broader use of the NRQ by potential users?

The barriers to the broader use of NRQ is mainly low awareness of its existence, extra administrative load to schools (e.g. licence renewals), financial demands (especially for qualification applicants under NRQ requirements) and also time-consuming character of the process (e.g. time needed to acquire qualification). Low awareness of general public, education workers or employers and widely designed requirements and incompleteness of NRQ were other obstacles mentioned. Based on these results of field investigations evaluators advise to ensure more effective promotion of NRQ with the target groups and focus on uncovering its benefits and usefulness. Nevertheless NRQ promotion is not the objective of MOV project, it is only a recommendation that has no impact on project implementation.

EQ B.3 To what extent do the key stakeholders consider (significant) output/activities in the project to be beneficial/well applicable, and why?

Evaluation of this EQ was conducted based on the results of case studies, questionnaire research among education workers involved in the project, questionnaire research among employees of organisations active in education, research and consultancy and directed interviews with cooperating employers.

Case studies at schools

Case studies were carried out on the sample of 8 selected schools involved in the project. They are supposed to provide a deep insight into the way schools implement project outputs i.e. general and vocational education models applied on secondary vocational schools to successfully integrate their graduates into the labour market. In this interim report only the expectations of school representatives considering project outputs were identified as the possible impacts of the project will to be perceived in later stages of project implementation. So far only entry parameters, profiles and output/activity expectations of schools involved in the case study investigations were processed into this 1st interim report. Selected topics dealing with introducing basic literacies into the teaching will be processed under the 3rd Interim report.

All schools involved in case studies under MOV project expect to get benefits in terms of networking with other schools or passing on the examples of best practice. Further on, school representatives said they expect SEP modification to follow after FEP, see SEP get updated with new trends in order to make it "modern" and "slim". More or less all school representatives informed that their teachers have positive approach to upcoming adjustment and modifications of SEP and are also ready for the changes. However, it is always the individual character of each and every teacher and his interest in developing knowledge and abilities of his or her students. A possible risk can be the average age of education workers and the insufficient number of motivated young teachers.

The greatest identified limit of the project activity implementation is unwillingness of education workers to introduce new features into their lectures or obtain them in lifelong learning. Another limit is the time demanding character of such effort. Several school representatives told the team they find a little possibility of introducing new education field trends into SEP to be a serious drawback of the project (e.g. it is possible to add more classes yet on other hand in some fields the number of classes cannot be decreased – due to FEP restrictions). Universally speaking, schools are pushed into boosting their efforts in the area of general education.

The most frequent obstacle mentioned when dealing with upcoming adjustment and modifications of SEP was the excessive administrative load of the process.

Methodological support of adjustment and modifications of SEP and introducing new teaching models according to modified SEP is provided to education workers by SEP coordinators and school management and also by cooperating schools. In one case school representatives said they acquire important information from employers and universities.

Next comes the list of the most frequent opinions of school representatives (expectations, assumed benefits) that have been identified while implementing case studies on project outputs.

- o **education modules**
  - Opinions on education modules vary significantly with the schools. One of the schools does not implement module-based education, yet their representatives admit it is possible they find it beneficial after they test it by means of the pilot programme. Nowadays they consider it more of a burden than a benefit. Another school gave the opinion that without FEP adjustment the module-based education cannot be efficient.
  - Other two schools make use of modules in vocational education practice lessons and have high hopes towards its results – they consider it beneficial.
- o **complex tasks / education projects / examples of best practice - for general education component / for vocational education fundamental / for linking NRQ qualifications with SEP**
  - Above mentioned outputs are regarded to be beneficial, school representatives also hold increased expectations about this matter. The expected benefits are perceived to be in terms of teacher's time saving, enrichment of their lectures or unification of the approach to teaching.
- o **examples of best practice**
  - School representatives said they would appreciate some inspiration. Examples of best practice are perceived to be very beneficial.
- o **proposals of tools for student evaluation based on personal portfolios and conducted seminars**
  - Half of school representatives worry this would be an excessive overloading of their students.
  - The other half of school representatives find the output positive and beneficial – again in terms of easier work of education workers.
- o **information system**
  - Half of school representatives do not have an opinion on this. Two schools expect positive implications of this output.
- o **optimised SEP**
  - School representatives told the team they do not expect any significant transformation or benefits of this specific output as no radical change will take place. As stated by school representatives, in case FEPs are not modified, the project itself will have no significant impact on SEP adjustment. At present, there is no capacity for more systematic SEP optimisation which would highly influence the course of teacher lecturing.

- Seminars to demonstrate education modules/module configurations
  - Part of the sample of school representatives still has no significant expectations – if the outputs are not well-processed then there is no point in arranging seminars. Nevertheless, they also find every meeting beneficial as it is yet another possibility of meeting their colleagues from other schools and sharing their knowledge.
  - Several school representatives regard seminars to be necessary and purposeful.
- Seminars to share experience between schools and employers (and other actors)
  - School representatives are very interested in meeting employers and consider these meetings clearly beneficial.
- Expert panels
  - School representatives do not hold great expectations of expert panels. They presume panels will only have a standard function within the project.

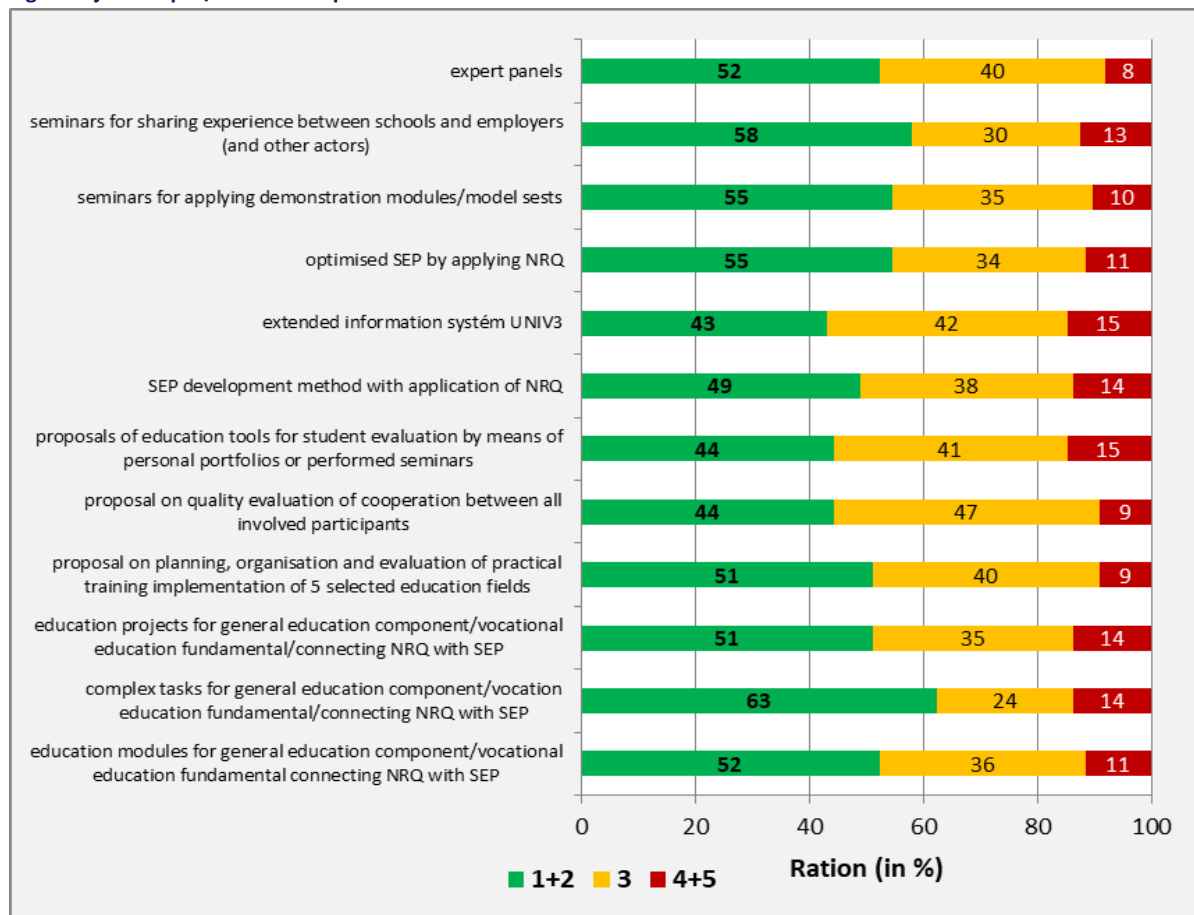## Questionnaire research among education workers

Evaluation of this EQ was conducted based on the results of questionnaire research among education workers involved in the project. The total number of 464 education workers were asked to cooperate on this investigation out of which 88 successfully filled in the questionnaires (which makes a ratio of 18,9 %). Most of the respondents come from secondary vocational schools which are also pilot schools of the project.

Respondents evaluate positively expert panels and have no serious comments or change suggestions regarding this issue. Almost half of them attend panels regularly, other 25 per cent show up at expert panels irregularly.

Out of other project outputs the best evaluated ones are complex tasks, seminars for sharing experience between schools and employers and expert panels. Evaluation of other outputs/activities is to be seen in the figure that follows.

Evaluation scale 1-5 (1 = most beneficial, 5 = least beneficial)

Source: project research 2019, N = 88

Questionnaire research among employees of organisations active in education, research and consultancy

Questionnaire investigations were carried out also among employees of organisations active in education, research and consultancy. The total number of 9 respondents were asked and 5 of them actually filled in their questionnaires.

Respondents evaluate expert panels positive and have no major change suggestions. Most of them attend the panels regularly. Respondents find expert panels beneficial and appreciate the fact they can meet various groups of involved actors and share information which is considered to sufficiently cover their needs. The only minor suggestions for a change that have been mentioned was the preference of workshop form of the panels where experts would take more active part during the sessions and the possibility of making inspection tours to innovative schools involved in the project.

Other project outputs that are expected to bring most, as seen by respondents, are SEP development method with application of NRQ qualifications (incl. its application in final test contents) and Concept of vocational education and training – 3rd part vocational education component for integrating NRQ qualifications. The worst score is to be seen with Concept of vocational education and training – 1st part general education component and Target group seminars.

Tab 3: Project output/activities expectations

Output/activity	Evaluation - average
Concept of vocational education and training – 1st part general education component	2,75
Concept of vocational education and training – 2nd part vocational education component	1,5
Concept of vocational education and training – 3rd part vocational education component for integrating NRQ qualifications	1,25
Model sets of complex tasks / assignments, education projects, examples of best practice	2,5
Model sets of complex tasks / assignments, education projects, examples of best practice for education component of broader vocational fundamental	2,5
Target group seminars	2,75
SEP development method with application of NRQ qualifications (incl. its application in final test contents)	1
Proposals on quality evaluation of cooperation between all involved participants	2
Proposals on planning, organisation and evaluation of practical training implementation of 5 selected education fields	1,75
Proposals of template tools for student evaluation based on personal portfolios	1,5
Extended information system for generating methodological and education materials and SEP modifications	2,5
Optimised school education programmes (SEP)	1,5

Evaluation scale 1-5 (1 = most beneficial, 5 = least beneficial)

Source: project research 2019

Interviews with cooperating employers

Last but not least, respondents recruited from the group of cooperating employers have been asked to sit for the interview. Contacts on employers were obtained as the case studies on selected schools were carried out – organisers of these studies picked 1-2 contacts on cooperating employers. Total number of five employers has been interviewed. Investigations showed that only one out of five employers actually knows MOV project. Another employer informed the investigating team that although he does not know the project himself, he is quite sure his colleagues are familiar with it. Others admitted they do not know MOV or that they are not quite sure about the outputs and activities that the project brings. The investigations also implied that almost none of the employers is aware of NRQ (National Register of Qualifications) existence. Nevertheless, these outcomes might be given by a simple fact that these employers are involved in the project only by means of attendance on some of the work group sessions or external opposition panels on specific outputs (practical modules and complex tasks). These employers participate on generating project outputs. Employers who have been chosen by means of recommendations of school representatives involved in case studies implementation do not necessarily have to directly participate on the project. Project teams assume it would be much more relevant if employers who are directly involved in the project (by any means) were asked to sit for the interview. This is also the reason why a different employer sample will be analysed for the second interim report (the sample will be based on the actual participation of employers on the project activities).

Reports and notes of above mentioned investigations are to be found in IR attachment no. II.4, II.3, II.2 and II.5.

Evaluation conclusions

Evaluator finds the scope, level and quality of conducted activities and outputs to be beneficial, practically applicable and according to target groups needs.

The highest degree of expectation is felt for complex tasks, information seminars for sharing information between schools and employers and expert panels to get benefits in terms of networking with other schools and sharing the examples of best practice. Considering the answers of respondents recruited from the group of employees of organisations active in education, research and consultancy, the greatest expectations are held against SEP development method with application of NRQ qualifications (incl. its application in final test contents), next is Concept of vocational education and training – 3rd part vocational education component for integrating NRQ qualifications. The least expected outputs are Concept of vocational education and training – 1st part general education component and Target group information seminars.

Groups of employers is more likely to show a rather lower knowledge of MOV project and its outputs and activities. This sample however consisted of only 5 respondents so these results should not be taken for granted - this number has quite an indicative character yet the research results show the size of the sample should be increased for the next interim report. Evaluator suggests that implementing teams should secure improvement of target groups awareness of project outputs and activities.

EQ B.4 How is cooperation proceeding with other relevant projects and what common results have been achieved?

The degree of cooperation with other relevant projects and collaboration on mutual outcomes of the project has been acquired by means of desk research analyses and content links between individual projects. The obtained data was consequently used as a framework for directed interview with P-KAP project representative.

The right degree of cooperation is essential in system projects and it is also obligatory by the nature of the project. When this condition is met no duplicate data emerge, the processes are optimised and the long-term objectives are achieved. MOV project also comes to terms with its requirements. For the sake of cooperation, other IPs representatives are being invited to take part at the MOV expert panels, yet as the information goes, their attendance is not regular. MOV project implementers also attend expert panels of cooperating projects, especially those that are thematically close to MOV project outputs and activities. MOV project implementers also share materials with other project teams. Also, the teams did not detect any obstacles to successful cooperation between project teams.

The closest cooperation is to be found with P-KAP project where it is exercised by sharing of information, outputs and expert panels attendance. Communication is made especially on manger level of individual key activities (content managers). Cooperation lies in information and output sharing, attendance on expert panels and many others. No common outputs are being generated, as the focus of the P-KAP project does not lie in generating outputs. It is a mutual cooperation based on putting MOV outputs into action that takes place here. Beneficial outcome is seen in gaining inspiration out of the expert panel experience. Also the P-KAP project output feedback is being obtained by their teams while MOV project teams acquire feedback on their SEPs. It is estimated that

P-KAP will promote various MOV project outputs, even after the end of MOV project. This will secure some kind of a long-term sustainability of MOV project.

Also the cooperation with Czech school inspectorate is under way – the project is connected with the information system of Czech school inspectorate (InspIS). Under this portal of CSI it will be possible to generate SEPs and browse through the MOV project outputs (I.e. schools will be able to create their own SEPs with the help of MOV project outputs).

MOV project does not generate any common outputs in cooperation with other IPs and IPo projects, as demonstrated on the answers given during the directed interviews with P-KAP and MEYS representatives .

Implementation teams of MOV project did not identify any obstacles to mutual cooperation between the project, nor did the representatives of P-KAP project. MEYS representatives believe that the most significant factor that influences the cooperation between individual IPs and IPo is willingness and motivation to cooperate.

Interconnection of individual system projects are to be found in a table attached to IR no. I.3.

Evaluation conclusions
Evaluator finds the scope, level and quality of the project cooperation to comply with the project documentation (and its recent version).

The approach of the receiver toward the cooperation with other relevant systemic projects beyond the obligatory requirements of the MOV project is also evaluated very positively. The most frequent forms of cooperation are personal meetings and information panels of individual cooperating projects. The closest cooperation is to be found with P-KAP project where the cooperation is exercised by means of sharing information and outputs or expert panels attendance. No obstacles to successful cooperation between the projects were identified.

EQ B.5 What are the unintended impacts of the MOV project?

The grounds for answering this evaluation question is theory of change that has been assembled based on the main project documents coupled with opinions shared by the project receiver and MEYS representatives. The theory of change was generated in the framework of the initial stage of the project evaluation (i.e. processing of the Inception report).

Evaluation of the unintended impacts of MOV project is based on the theory of change. Additional investigations were obtained by means of the data mining method. The method of so-called process-tracing was also used – this method aims at causal outcomes of the project implementation. Process-tracing method is a significant part of the case study methodology as it enables project teams to follow the progress of individual interventions. The aim of these analyses is not only the detection of unintended impacts of the project but also the description of the causal chain of all of its components.

Evaluator conducted various target group investigations – the special focus was put on possible positive outcomes of the project in form of unintended impacts that are created by MOV project implementation. The initial hypothesis that MOV project has no unintended impacts has been tested. All obtained outcomes were consequently compared with the outcomes identified in theory of change which are described in the Inception report of this project. The project currently enters the

last of the three years of its implementation. The impacts are more likely to emerge at the end of the project.

Implementation team of MOV project mentioned two unintended impacts of the project, one negative and one positive. The positive unintended impact deals with KA 4, or to be more concrete, with the use National Register of Qualifications (NRQ). The implementation of KA 4 means a better promotion of NRQ, a better awareness of its existence and consequently more frequent use of the Register. The other negative unintended impact of the project, as informed by one of the respondent target groups, is the fact there are already too many projects offered to schools which are in consequence fed up with this kind of cooperation and lack the desired degree of interest toward other similar projects. The related question is where to find a teacher or education worker who would be willing and able to work on the project outputs and develop mutual collaboration. Nevertheless, in terms of theory of change this is not considered an unintended impact of the project but rather an obstacle to the successful implementation of the project.

More information to be found in IR attachment – no. II.1.

Evaluation conclusions

So far evaluators did not detect any unintended impacts of MOV project in their analyses. That is also the reason why it was impossible to identify the causal chain of events resulting from unintended impacts or put these hypotheses under the test, describe activities and events and find the most probable explanation of their causes. Theory of change (which forms the basic grounds for evaluation of unintended impacts of the project) thus remains the same, with no modifications being applied.

5 Conclusions and recommendations

Main conclusions from the project management and implementation

‒ Implementation of project key activities goes in line with the project documentation and continuous monitoring of current needs of the project implementation is being carried out. The proceedings of implementation are adapted to these requirements. Good project management is demonstrated by the small amount of changes conducted inside the project (related to the scope and span of the project).

‒ The project schedule does not set fulfilment dates for partial tasks under KA which means that the evaluator cannot follow their fulfilment. The only dates to be monitored are the main task deadlines of the specific key activity. Procedures of all key activities implementation are being conducted according to the project schedule. It is not clear at this stage of the project whether the setup of the key activity leads to its successful implementation and intended impacts. On the other hand, there are no signs implying that the objectives, outputs and intended changes are not going to be achieved.

• **Efficiency of experience sharing between schools and other actors**
‒ More than 84 % respondents (i.e. 74 respondents) from group of education workers involved in the project applicate acquired knowledge in their daily practice. Incorporating obtained knowledge into the teaching and verifying sets of complex tasks in practice is the most frequent form of application. Half of the respondents share their acquired knowledge beyond the scope and obligatory framework of the MOV project with other schools and actors. Most frequent cooperation and information sharing takes place between colleagues of their school or the schools that are connected by means of similar requirements and needs. . Analysing answers of employees of organisations active in education, research and consultancy (5 respondents altogether) showed the information transfer is perceived to be satisfactory by all respondents, especially by means of expert panel attendance, which is found very beneficial as all involved parties can meet there. Based on the case studies conducted on 8 involved schools it was also found that sharing of information between schools and other actors really takes place, most frequently between schools and employers (in form of the informal meetings or so-called roundtables). Investigations proved that effective sharing of experience between schools and other actors within the project does take place.

• **Risks jeopardising project implementation and obstacles to successful achievement of project objectives**
‒ It is clear from the point of view of the receiver that there are no identified risks that would jeopardise the project or the obstacles to prevent successful achievement of project objectives.

- The most frequently mentioned risk that is most likely to give implementers hard times is a poor interconnection between FEP revisions[10] and SEP modifications (which are at the time of SEP processing not yet in the form of final versions). MEYS representatives however mentioned that this can be treated other way around – the help of optimised SEP on a selected sample of suitable schools will help to custom-arrange FEP revisions for the specific needs of individual education field. Project team informed that in terms of SEP elaboration this is not the real problem, as the module-based character of SEP enables SHVE schools to respond flexibly to any potential changes.

- Most of the risks fall into medium or low impact severity category and if the appropriate measures are applied then they could be easily eliminated. No risk that might be classified to fall into a high impact severity category was identified.

- When discussing internal obstacles of the project, the only one found is considered to be a barrier that emerged by project implementation procedures is excessive administration load of the project.

- Considering the external obstacles of the project, there were identified three of them – low rate of interest toward taking part in SEP optimisation project as demonstrated by both school management and their EW staff, unwillingness of schools to join or take part in the project and low time capacities of teachers and education workers. Evaluator finds the firstly mentioned obstacle to be the greatest one. Despite these obstacles teams were able to enrol the required number of schools for the project.

- **Evaluation activities of the project**

- Evaluator finds the scope, level and quality of KA 9 Evaluation to comply with all mandatory conditions of the project. Evaluator also believes that receiver complies with the ethical codex of the evaluator and respects all formal evaluation standards.

Main conclusions regarding awareness, benefits and use of National Register of Qualifications (NRQ) as seen by its potential users

- Questionnaire research conducted on the group of education workers implied more than one third of the respondents know NRQ, use it on a regular basis and find it beneficial. The benefits mentioned were for example a brief and comprehensible overview of education fields and job qualifications. Total of 12,5 % respondents stated they do not use NRQ but still find it beneficial. The main reasons why respondents do not use National Register of Qualifications is the lack of awareness of its existence, extra administrative load to schools, financial and also time-consuming character of respondents' other activities. The weak feature of NRQ is its poor promotion – neither general public, EWs nor employers know much about the project.

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[10] In fact while schools develop and optimise their current SEPs they are still not sure of the true nature of the final versions of FEPs that are being currently modified and revised and are not yet completed and universally available. Teachers and education workers thus worry that their programmes will not conform to the curricular document revisions (i.e. superior documents that are prescribed by the government in order to set education requirements for individual grades and education fields that are obligatory for all schools within Czech education system).

- Next target groups asked were the employer representatives (total number of 5 respondents). They showed no signs of NRQ influence or even the notion of its existence, let alone using it or commenting on its benefits.
- On the other hand, National Register of Qualifications is well known by respondents recruited from group of employees of organisations active in education, research and consultancy. Four out of five respondents use NRQ and find it beneficial. One of the respondents stated he uses NRQ and finds it rather beneficial. The most frequent benefit of NRQ is perceived to be an alternative way of expert qualification verification or another opinion is it could also be used for the description of qualification part of vocational education. These respondents were also asked if they think that NRQ is widely used by the potential users. Opinions on use of National Register of Qualifications vary. Most respondents are afraid potential users will rather not use NRQ and if so, they would use it only partially.

Main conclusions regarding benefits of project outputs/activities as seen by main actors

Conducted investigations were primarily aimed at expectations of individual target groups **regarding benefits of project outputs/activities.** The results are as follows:

- Respondents recruited from the group of education workers involved in the project:
  - Approximately 45 % of respondents regularly attend expert panels organised under the MOV project.
  - The highest degree of expectation is felt for complex tasks, information seminars for sharing information between schools and employers and expert panels. The least trusted outputs are proposals of template tools for student evaluation based on personal portfolios and extended information system UNIV 3.
  - The greatest obstacle to full enjoyment of the benefits of project outputs is low interest of the involved actors (education workers, teachers, school management representatives), administration / financial / time demands of the project and insufficient time capacity of school representatives.
  - Questionnaire research shows that more than 84 % education workers (74 respondents) put the obtained knowledge into practice. Incorporating obtained knowledge into their lectures and verifying sets of complex tasks in practice were the most frequent form of application.
- Respondents recruited from the group of employees of organisations active in education, research and consultancy :
  - The greatest expectations are held against SEP development method with application of NRQ qualifications (incl. its application in final test contents), next is Concept of vocational education and training – 3rd part vocational education component for integrating NRQ qualifications. The least expected outputs are Concept of vocational education and training – 1st part general education component and Target group information seminars.
  - Attendance of respondents on MOV expert panels is quite frequent.

- Respondents recruited from the group of school representatives chosen to conduct case studies on eight selected schools involved in the project:
  - It goes to show that schools involved in case studies under MOV project expect to get benefits in terms of networking with other schools and sharing the examples of best practice. These are considered the greatest benefits of the project. Further on, school representatives said they expect SEP modification to follow after FEP and to see SEP get updated with new trends in order to make it "modern" and "slim".
  - The highest degree of expectation is felt for complex tasks, education projects and examples of best practice.
- Respondents recruited from the group of employers:
  - Only one respondent of the employer group actually knows MOV project. Another employer informed the team that although he does not know the project himself, he is quite sure his colleagues are familiar with it. Others admitted they do not know MOV or that they are not quite sure about the outputs and activities that the project brings.
  - This result might be caused by the fact that sample of employers was chosen according to their cooperation with schools. This means the employers chosen for this investigation did not necessarily have to participate on any of project activities. This is also the reason why a different employer sample will be analysed for the second interim report (the sample will be based on the actual participation of employers on the project activities).

Conclusions resulting from analyses of cooperation with other relevant project and its outcomes

- Implementation team of the project successfully fulfil the mandatory framework of MOV regarding the cooperation and also extend their cooperation activities by sharing project outputs and recommendations with other project experts, social partners and representatives of institutions like MEYS, CSI and others on regular expert panel sessions.
- The closest cooperation is to be found with P-KAP project where it is exercised by sharing of information and outputs and expert panels attendance. The approach of the receiver toward the cooperation with other relevant systemic projects beyond the obligatory requirements within the MOV project is also evaluated very positively.
- The approach of receiver is also to be evaluated positively as there are no obstructions made to further extension of project cooperation with other relevant projects when needed.

Conclusions resulting from analyses of unintended impacts of MOV project

- Investigations that were carried out on this topic do not imply any evidence of unintended impacts of the MOV project. The project currently enters the last of the three years of its implementation. The impacts are more likely to emerge at the end of the project.

Based on the results and conclusions of investigations summarised above, the list of recommendations was put together to help receiver and project implementer get better command of the project in next stages of its implementation (see Tab.4).

Tab 3: Recommendations

No.	Name of recommendation	Description of recommendation	Context of recommendation (related to research results and conclusions)
1)	**Stronger promotion of project benefits**	Considering stronger promotion of project benefits to pilot schools and employers. This promotion should affect all target groups. MOV project team should take care of the promotion.	The field investigations showed that several respondents have no knowledge of project benefits i.e. what is the purpose of some outputs/activities and how are target groups going to benefit from them. See EQ B.2
2)	**Stronger promotion of National Register of Qualifications**	Considering stronger promotion of NRQ. MEYS should take care of the promotion as Ministry of Education, Youth and Sports is responsible for the NRQ development.	The results of field investigations implied that several respondents do not know or understand the National Register of Qualifications potential. Considering the close ties of the project with NRQ (which is however not the part of MOV project or its objectives) it would be beneficial to spread the knowledge of NRQ among all target groups. See EQ B.2
3)	**Securing the continuation of IS MOV.ex information system**	Securing the continuation of IS MOV.ex information system should be guaranteed by the corresponding department of MEYS, the action itself should be performed by NIE.	Project has no obligatory output sustainability, yet it is advisable to keep some of its features going – at least the information system, which is extended by the tools for generating methodological and education materials and SEP modifications incl. publicly accessible platform. The existence of this platform seems to be crucial as it might serve as the storage of all available methodological and education materials and also as a space for education workers to discuss all potential issues. This way would guarantee continuation of the project output (that is promoted by other projects like P-KAP) and its availability for other purposes. See attachment no. II.1 IR.

6 List of sources and literature

Application for a grant – MOV Project and the appendices thereto
Project charter
Schedule of key activities
Overview of key output for the fulfilment of indicators
Reports on the implementation of the project and the appendices
Application for change
Project data and information in MS2014+
Information on project activities on web and other presentations (NIE)
Output from internal evaluation – Implementation Reports
Additional documents from implementer (NIE) – MOV Project hand-out
Call in OP RDE System Projects II
The rules for applicants and beneficiaries – specific part

LIST OF ABBREVIATIONS

CATI	Method of data collection – Computer Assisted Telephone Interviewing
CAWI	Method of data collection – Computer Assisted Web Interviewing
CSI	Czech School Inspectorate
ECVET	European Credit system for Vocational Education and Training
EQ	Evaluation question
ELO	Expected Learning Outcome
FEP	Framework Education Programme
GDI	Group Depth Interview
IDI	Individual Depth Interview
INR	Inception Report
IPs	Individual System Projects
IPc	Individual Conceptual Projects
IR	Interim Report
KA	Key Activity in Project
LOU	Learning Outcome Unit
MOV	Modernisation of Vocational Education
MEYS	Ministry of Education, Youth and Sports
N	Number
NRQ	National Register of Qualifications
NIE	National Institute for Education
OP RDE	Operational Programme Research, Development and Education
RR	Realization Report
SEP	School Educational Programme
SHVE	System of high vocational education
ToCH	Theory of change

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Attachment I.1 Technical Report – Current state of project implementation

Attachment I.2 Technical Report – Summary of indicators and state of their fulfilment

Attachment I.3 Technical Report – Cooperation matrix of IPs

Attachment I.4 Technical Report – Updated theory of change

Attachment II.1 Scenarios and records of directed interviews with project managers and MEYS representatives

Attachment II.2 Scenarios and records of interviews with employer representatives

Attachment II.3 Case studies on schools (investigation plan, scenario, records)

Attachment II.4 Questionnaire research among education workers

Attachment II.5 Questionnaire research among organisations representatives

Attachment III. Dashboard