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Evaluation of individual systemic projects supported by PA 3 OP RDE-II

Part II: Evaluation Area B

– Evaluation of MOV project



Evaluation Advisory
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2ND INTERIM REPORT

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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 second half of 2019.

Project MOV is in the last third 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 MOV 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 planned schedule. In the first Interim Report the implementation of some of the project activities was delayed by a month, currently the project runs according to the schedule and shows no evidence of delays. Also, the continuous monitoring of current needs of the project implementations is being carried out. The proceedings of implementation are adapted to these requirements. On the 1st of May 2019 the project entered the fifth stage of its implementation (Production Stage II). Under this stage all individual outputs are being continuously prepared for evaluation system of external and internal opposition.

The current stage of the project does not allow observing changes of actual state of the project or achievement of its objectives (most of the outputs are to be processed in April 2020). On the other hand, there are no signs implying that the key activities objectives, outputs and intended changes are not going to be achieved.

For the sake of a better promotion and outreach of the project outputs among education workers and in order to secure higher applicability of the outputs for school practice in the future (i.e. securing higher applicability of the outputs created under MOV project in a daily practice of secondary vocational schools) the MOV project receiver considers extending the actual implementation period by 3 monitoring stages. As for now, it is a matter of negotiation with the executive authorities of OP RDE project.

For the analysis of experience sharing efficiency between schools and other parties the investigation in form of questionnaire research among education workers involved in the project took place. Questionnaire research shows that almost 81 % education workers (102 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. Two thirds of the respondents (i.e. 77 respondents) share their knowledge acquired in the course of the MOV project beyond its framework and on their own initiative passes their experience onto the colleagues of their or other schools involved in the project. The most frequent rate of the share is approximately 4 times a year, then once a month and twice a year. Less than 40 % education workers (49 respondents) do not share their experience. The reason for not doing so is a lack of opportunities to meet with other colleagues and share the knowledge or the missing contacts to education workers on other schools. Several respondents informed they do not share knowledge due to time demands and excessive

workload. Based on the analyses of mentioned investigations it is safe to say that those respondents who really share their knowledge do share it effectively with other schools and involved actors. Respondent also informed the research teams that the greatest obstacle that can influence successful implementation of project outputs into practice is low interest of the actors. Other obstacles are low awareness of the project and its outputs and varying school facilities.

Evaluator teams also looked for the risks jeopardising project implementation and obstacles preventing successful achievement of project objectives. Based on the conducted research the project team did not identify any risks that would jeopardise implementation of the project or achievement of its objectives. Similar to conclusions made in the 1st Interim Report the greatest problem that complicates the progress of the project is the poor linking of the project on the ongoing FEP revision. Talking **about the obstacles** of MOV project, obstacles take the form of the barriers that emerged while implementing the project. The receiver identifies two of these obstacles. The first deals with the administrative demands of the project which is the obstacle that had been already mentioned in the first Interim Report. The other, newly identified obstacle deals with the fusion of NIFE and NIE. Receiver informed that MOV project is in the stage where such an inconvenience as ongoing transformation of the supportive organisations does not represent a crucial risk to the project implementation or reaching its goals. Nevertheless this situation creates severe obstacles to smooth implementation based on insecurities and worries toward the newly established organisation and its newly adjusted processes.

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 of education workers involved in the project, employers and employees involved, the organisations active in education, research and consultancy, representatives of Labour Office ČR, personal agencies and target group of job seekers.

Results showed that more than one third of respondents of education workers, i.e. 39 respondents use NRQ and find it beneficial. Approximately 29 %, i.e. 37 respondents use NRQ and find it beneficial. NRQ is used mainly for further education (adult education) / conducting further training courses, SEP development and curriculum organisation. Several respondents informed they use NRQ for determination of graduates competencies / comparison of qualification competencies between NRQ and education field and for module development. Respondent also informed they use NRQ for creation of education or finding comprehensive summary of information on education fields and qualifications. NRQ is not used by more than one third of the questioned sample, i.e. 42 respondents), out of which 13 % (17 respondents) still find it beneficial. The reason why NRQ is not used by the respondent is mainly poor knowledge of NRQ existence or the fact it is simply not necessary to use it. Weak features of NRQ that prevent its wider use is especially low awareness of its existence - by general public, education workers or employers. Another obstacle is inappropriately designed requirements and incompleteness of NRQ. Other setbacks perceived are administrative

difficulties for those who are interested in acquiring qualification according to NRQ and its financial demands (price of the courses).

The aspects of NRQ were also investigated among employees of organisations active in education, research and consultancy involved in the project. Two thirds of questioned employers (12 respondents) and 67 % representatives of organisations active in education, research and consultancy (43 organisations) know NRQ. Approximately one third of the respondents of both target groups (i.e. 6 respondents of employers and 18 respondents of organisations) does not use NRQ and also does not find it beneficial. Also, approximately 15 %, i.e. 10 organisations do not use NRQ, although they assume National Register might be beneficial for them. Less than a half of the organisations active in education, research and consultancy, i.e. 30 organisations use NRQ and perceive it to be beneficial or rather beneficial. Considering the target group of employers it is 40 % (8 respondents). NRQ is frequently used for further education of adults and as a source of information when finding out about the requirements for individual qualifications. Approximately one third of the respondents out of both target groups assume NRQ is not widely used by its potential users. Several respondents informed they use NRQ for determination of graduates competencies / comparison of qualification competencies between NRQ and education field and for module development. The weak feature of NRQ that prevents its wider use is especially low awareness of its existence among potential users. Another obstacle is a low interest of employers – they do not require NRQ qualifications from their job applicants.

The aspects of NRQ were also investigated among representatives of Labour Office ČR, personal agencies and job seekers. The highest knowledge of NRQ – 100 % was recorded among respondents of personal agencies (7 respondents). Similar situation is to be found with Labour Office (LO ČR) respondents where NRQ was unheard of with only 1 % of questioned representatives (i.e. 2 respondents). The knowledge of NRQ with job seekers is significantly lower – it is only 17 % (7 respondents). The most frequent use of NRQ (which is also found beneficial) is with Labour Office (LO ČR) respondents – the number is almost two thirds of the respondents. Personal agencies show lower rate of NRQ use and also lower rate of usefulness than Labour Office respondents. The lowest use and applicability of NRQ is evident with job seekers target group, i.e. more than 70 %, which is 30 respondents, do not use NRQ or find it beneficial, which is connected with a low awareness of the Register among the respondents in this group. Respondents of LO ČR target group use NRQ mainly in providing career consultancy and seeking and providing information, also for retraining and searching for certified individuals. Last but not least, NRQ is also used when conducting meetings with pupils/students and creating presentations. When asked for their individual benefits of NRQ, respondents answered similar way. Most of them see the benefits in summarisation, description and parameters of qualifications and further education. Simultaneously NRQ also provides important information that can be found on one spot, including the information on certified individuals and facilities. Several respondents informed that they use NRQ as a basic source for their consultancy work with clients in the area of choosing suitable profession. Respondents of questionnaire research recruited from target groups of personal agencies and Labour Office employees believe NRQ is not or rather not widely used by its potential users. Job seeking respondents were unable to answer this question. The weak feature of NRQ is according to respondents of LO ČR the low awareness of the Register with the wide public. Other obstacles are the complexity of NRQ, i.e. the difficulties of its use or the low number of certified individuals appointed to some of the qualifications.

The benefits and applicability of the MOV project outputs and activities as seen by individual target groups have been also analysed in this report. The first analysis has been conducted by means of questionnaire research among education workers involved in the project. The total number of 399 education workers were asked, 127 answers were collected. The data shows it is approximately one third of the education workers involved in the project that attend expert panels meetings at the regular basis, other third attends only occasionally. 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. The majority of respondents did not suggest any significant change in expert panel structure to make it more effective in terms of sharing of information. Out of all other project outputs the highest degree of expectation is felt for information seminars for sharing information between schools and employers, examples of best practice and expert panels.

Last but not least come the answers on project outputs and activities benefits of employers cooperating with schools and representatives of organisations active in education, research and consultancy that are involved in the project. Evaluation of project outputs by employers and organisation representatives within the MOV project is evaluated very positively. Considering the representatives of organisations active in education, research and consultancy that are involved in the project, the most expectations are held toward model sets of complex tasks. Representatives of employers on the other hand value most the concepts of vocational education and training and proposals on planning, organisation and evaluation of practical training implementation in cooperation with employers. Considering the expert panel attendance, it is the target group of employers that shows a higher rate of attendance – almost one half of the employers involved in the MOV project take part (i.e. 10 respondents). However, it is equally apparent from the available data that almost two thirds of the respondents of organisations active in education, research and consultancy that are involved in the project never attend expert panel meetings. This corresponds to evaluation of expert panel benefits by this target group – employers find them much more beneficial than representatives of organisations active in education, research and consultancy. According to the collected data the expert panels are to be considered beneficial which is also confirmed by the fact that target groups do not suggest any change of their organisation.

Cooperation with other relevant projects and results of such remains to be evaluated by the activity receiver as satisfactory. There was no new information found beyond the data already mentioned in the first Interim Report - the closest cooperation is still 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 except one – raising awareness of NRQ. 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 Introduction and report context

3.1 Report purpose

The main purpose of the report is sharing the results of continuous monitoring of the project implementation and its evaluation, including the fulfilling of the objectives of the project and its correspondence to the project application.

3.2 Objectives and focus of MOV project

The objective of MOV project “Modernisation of Vocational Education” is to improve the quality of vocational education and to successfully integrate their graduates into the labour market. The project is focused on both general and vocational education models applied on secondary vocational schools. The objectives of the project are to be achieved particularly by means of modernisation of school education programmes (SEP). The project enables secondary vocational schools to make use of methodological support for adjustment and modifications of school education programmes and introduce the new teaching models according to these modified SEPs which can improve the quality of the programmes and making them come closer to the actual needs of the labour market. The project also deals with linking initial vocational education with job qualifications of National Register of Qualifications (NRQ) and supporting the practical education implementation in cooperation with actual employers.

The project is implemented by means of nine key activities, where the relevant activities focused on changing situations at schools are KA 2–7, which are followed by KA 8 that aims at connecting project findings with other IPs. KA 1 deals with project management and KA 9 with its evaluation.

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

4.1 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 4.2 Field Research below).

4.2 Field research

The scope of the research respects requirements as stated in tender documentation. The provided solution itself is based on the plan of activities as defined in Inception Report while at the same time taking into account current state of the project implementation. The scope and the methods of the research implementation has been regularly consulted and agreed on by the contractor.

Under the 1st Interim Report, when it was still not possible to break evaluation into benefits and impacts of the project, the teams instead focused on evaluation of process questions in relation to progress of project implementation, its direction toward objectives fulfilment and expectations of the key actors. Under the 2nd Interim Report teams analyse the fulfilments of the recorded expectations. The objective of the field research was interviews with relevant actors involved in implementation of project activities and actors with competences and knowledge to form expectations and their fulfilment in relation to project activities.

The following field research has been conducted (tab no. 1).

Tab 1 Summary of conducted research

Method	Respondent	Amount	Date
Group interview	Senior project managers and KA managers	1	26. 9. 2019
Individual interview	Internal evaluator (NIE) ¹	1	26. 9. 2019
Individual interviews	Project administrator OP RDE ²	1	2. 10. 2019
	Project guarantor	1	11. 10. 2019
Individual interview	Project manager of P-KAP project	1	15. 9. 2019
Questionnaire survey	Education workers involved in the project	127 (399 workers asked, 32 % respond rate)	27.8.-27.9.2019
Questionnaire survey	Labour Office of ČR – employees of advisory department and further education	182 (Labour Office employees of advisory department and further education asked ³ , unable to determine the size of the respondent sample)	12. 8. 2019 – 15. 9. 2019
	Personal agencies	7 (44 personal agencies asked, 15,9 % return rate)	19. 8. 2019 – 19. 9.2019
	Job applicants	42 (unable to determine the size of the respondent sample)	12. 8. 2019 – 12. 9. 2019
Census	Employers involved in the project	23 (63 employers asked, 36,5 % return rate)	9. 9. 2019 – 6. 10. 2019
Census	Organisations active in education, research and consultancy involved in the project	64 (143 organisations asked, 44,8 % return rate)	9. 9. 2019 – 6. 10. 2019
Participating observation – Expert panels	Expert panel participation	1	24. 4. 2019

¹ Under the 1st Interim Report it has been found out that the MOV project has not assigned their own internal evaluator, sets of questions have been answered while interviewing project managers and KA managers.

² 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).

³ By means of advisory and requalification methodologists of branch offices of Labour Office of CR.

5 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 first 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 implementation plan with actual implementation of the individual key activities of the project so far and finding out if current requirements for successful implementation of the project are secured. This evaluation question is focused on the process character of the project while the actual qualitative evaluation (objective fulfilment and benefits for target groups) is to be carried out in other EQs, i.e. the other part of the evaluation will be dealing with fulfilment of KA's objectives - unfortunately this cannot be currently achieved 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 the Implementation reports and their appendices. For this Interim Report evaluators had at their disposal RRs (Realization Reports) 1 up to 8. Actual state of key activities of the project was verified by interviews with actors involved in project implementation (MOV project team, MEYS representatives).

The details of the implementation process of scheduled key activities are summarized in the technical attachment no.1 of this Report. The project schedule however does not set fulfilment dates for partial tasks under KA which means that the evaluator cannot follow their fulfilment.

Under this evaluation task the method of process tracing was also carried out (see EQ B.5).

Evaluation conclusions

Based on the detailed analysis of implementation process of project activities (as seen in RRs – Implementation Reports) and qualitative research data with actors involved in the project the evaluator finds the scope, level and quality of the evaluation implementation to comply with the scheduled plan. Also, implementation team of the project detects all possible risks on time and deals with them accordingly by applying the appropriate measures.

Available information on project activities and the statements of individual actors involved in the project does not imply that the requirements for successful implementation of the project are not met.

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 questionnaire research among education workers involved in 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 399 education workers had been asked to join the project research, eventually 127 questionnaires were filled in, i.e. this questioning had 32 % rate of success.

Approximately 81 % respondents put the obtained knowledge into practice (i.e. information and materials that were obtained thanks to joining MOV project, e.g. education modules, examples of best practice and information learned at seminars). Incorporating acquired knowledge into their lectures and verifying sets of complex tasks in practice were the most frequent forms of application. Several respondents informed that they incorporate obtained knowledge into SEP. The number of respondents who do not put the knowledge into practice was really low. The reason was unwillingness of several education workers to introduce new features into their lectures.

Two thirds of the respondents share their acquired knowledge beyond the scope and obligatory framework of the MOV project with other schools and actors. The 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. Less than 40 per cent of the respondents do not share their experience. The reason for not doing so is the low interest of education workers to share the knowledge or a lack of contacts to other teachers outside their usual network. Several respondents also declared they do not share the knowledge due to the excessive load and time demands of their daily work routine.

As stated by respondents, the greatest obstacle to successful integration of project outputs seems to be the low interest of the involved actors (education workers, teachers, employers and other relevant actors). Other obstacles are low awareness of the project and its outputs or varying school facilities.

Evaluation conclusion

Quantitative research among education workers involved in the project proved that putting of obtained knowledge into practice does take place (which also counts with sharing information and knowledge acquired by means of cooperation with other schools and actors under MOV project. Sharing of knowledge is however not the obligatory activity of the project yet if it occurs spontaneously it needs to be evaluated very positively.

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

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) into one. The thought that both questions can be dealt with at once comes from the logical consideration - risks of the project can be tackled similar way that teams deal with potential obstacles.

Under the 2nd Interim Report the risks and obstacles were identified from the point of view of the receiver, project administrator and project guarantor. The identification of the risks and obstacles was also obtained through the research conducted among education workers involved in the project. Below the outputs of these interviews and research are to be found.

Risks

Part of the project management is also a continuous monitoring of the risks, their identification and recording under Catalogue of risks (which is regularly updated on a monthly basis). The potential risks are thus regularly worked on according to the project standards.

Outside the original risks identified under the first Interim Report there were no other risks found by either the receiver or MEYS representatives. The poor follow-up of the project SEPs to FEP revisions and modifications still remains to be perceived as the main risk of the project.

Education workers mentioned two risks: low interest of schools and education workers to get involved in SEP optimisation and other following activities and unwillingness demonstrated by employers. Both of the mentioned risks were declared by a negligible number of respondents (2 respondents mentioned employer unwillingness, 10 respondents mentioned unwillingness of education workers). Altogether 69 respondents taken from education worker poll do not register any possible risks or the obstacles to successful incorporation of the knowledge obtained under the MOV project.

Obstacles

Project team of MOV continues to identify the excessive administrative load of the project to be the main obstacle to successful implementation. The team also defined the new obstacle threat surfaced – merging of NIE with NIFE. Project team informed that the ongoing transformation of the organisations have the biggest impact on NIE employee morale and performance. The other areas to be tackled are gradually identified, while there are at the moment no obvious solutions for the smooth implementation of future processes of the project. MOV project is in the stage where such an inconvenience as ongoing transformation of the supportive organisations does not represent a crucial risk to the project implementation or reaching its goals. Nevertheless this situation creates severe obstacles to smooth implementation based on insecurities and worries toward the newly established organisation and its newly adjusted processes.

Representatives of MEYS are well aware of the negative impact of NIE and NIFE fusion on the project implementation, which has been recorded in the Project committee meetings and bilateral negotiations with OP RDE authorities. Representatives of MEYS informed that despite the initial problems caused by the fusion it is expected that fusion will on other hand contribute to more effective delivery of the project outputs, i.e. the positive benefits of the fusion will become apparent in the long run.

Other weak features that might be considered obstacles of the project implementation is the low awareness of NRQ existence and also the low interest of employers – this is however issue of NRQ and its promotion, which is not the activity of MOV project. These obstacles emerged in researches among education workers, employers and representatives of Labour Office.

Evaluation conclusion

Evaluator finds the identified risks to have no negative impact on project implementation or achievement of its objectives. Also, there were no serious obstacles to successful implementation of the project detected in the course of the research. Based on the analysis of available data of qualitative research and reports on project implementation progress, the evaluator considers the work of project teams in terms of the risks and obstacles to be appropriate and sufficient. The steps taken by the implementation teams to tackle the obstacles and risks result in situation where the identified risks and obstacles have no negative impact on the progress of implementation and securing scheduled outputs and goals of the project.

Detailed information are to be found in the separate attachment of this report IR II.

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 (particularly evaluation outputs presented in RRs – Realization Reports) followed by directed interviews with implementation team of MOV Project and MEYS representatives.

A document called Quality management strategy was elaborated for the 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.

Project team MOV also informed that evaluation activities are similar to those carried out under the 1st Interim Report.

MEYS representatives find the evaluation activities of MOV project to be sufficient and fully responding to the actual needs of the project.

Evaluation conclusion

The analysis of materials on evaluation progress, evaluation outputs and directed interviews with receiver representatives verified the evaluation practice of the receiver. Based on these materials,

evaluator finds the evaluation implementation to comply with the given requirements and to follow appropriately on performed project activities. Internal evaluation has been suitably incorporated into project activities and its outputs are used and reflected in upcoming stages of the project implementation.

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 NRQ and do they find it beneficial?

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 questionnaire research among education workers.

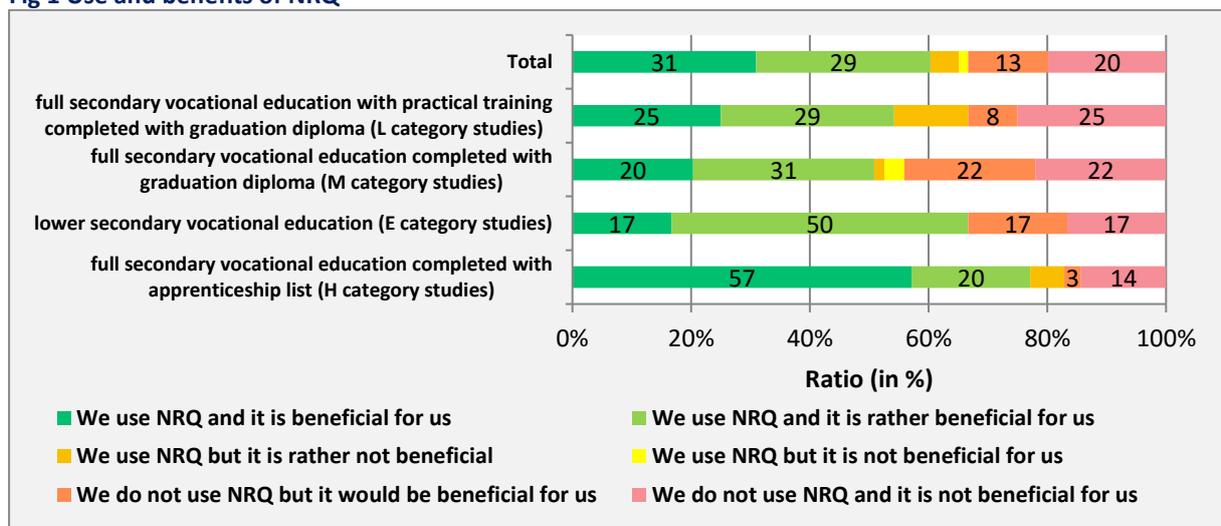
Questionnaire research among education workers

Evaluation of this EQ was conducted based on the results of questionnaire research among education workers involved in the project. The total number of 399 education workers had been asked to join the project, eventually 127 questionnaires were filled in, i.e. this survey had 32 % return rate.

More than one third of the respondents asked informed teams they use National Register of Qualifications (NRQ) and find it beneficial (Fig 1). Approximately 29 % use NRQ and find it rather beneficial. NRQ is used mainly for further education (adult education) / conducting further training courses, SEP development and curriculum organisation. Several respondents informed they use NRQ for determination of graduates competencies / comparison of qualification competencies between NRQ and education field and they also use NRQ for creation of education or finding comprehensive summary of information on education fields and qualifications.

NRQ is not used by one third of the respondents, yet 13 % of them still find it beneficial. The reason why NRQ is not used by respondents is mainly little knowledge of NRQ existence or that there is no need for them to use it (e.g. the respondents made full use of FEP and SEP instead).

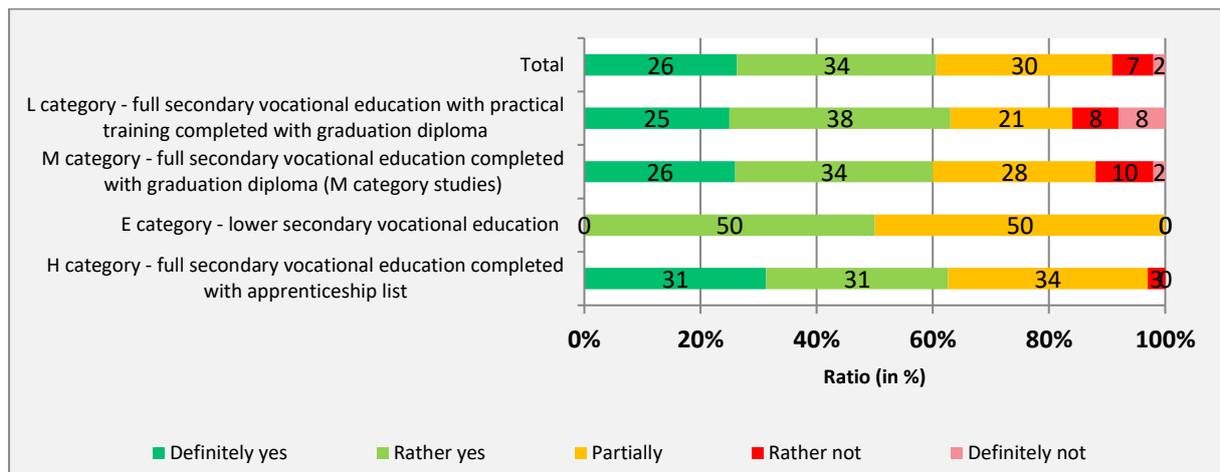
Fig 1 Use and benefits of NRQ



Source: project research 2019, N = 126

Respondents were also asked to evaluate if NRQ is applicable for SEP development. More than one third of the respondents answered NRQ is rather applicable, 26 % of the respondents are sure about NRQ applicability for development of education programmes, partial applicability of NRQ was expressed by one third of the respondents while 9 per cent assumes NRQ is not or rather not applicable (fig 2). NRQ is applicable for SEP development mainly as a source of inspiration or the background for education programme contents (student competence specification). Respondents declared, that when NRQ is applied, SEP will become harmonised with NRQ so the theory will match the practice. NRQ is also used as a source of information and inspiration.

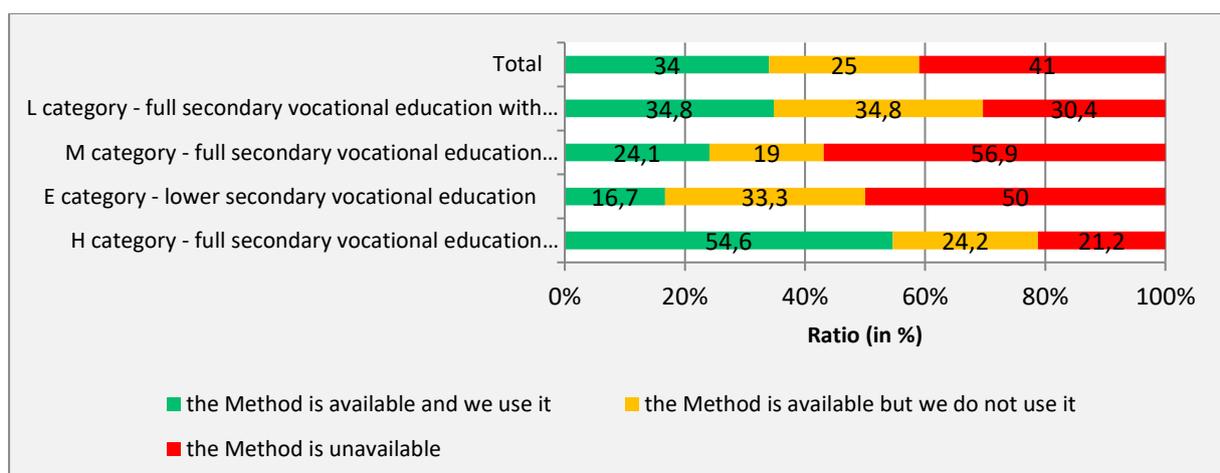
Fig 2 Applicability of NRQ for SEP modification



Source: project research 2019, N = 125

Method of SEP development by means of application of NRQ qualifications is both available and used by 34 % of respondents (fig 3). Other 25 % respondents admit that although this method is available to them they still do not use it. On the other hand, almost 41 % respondents do not have this method at their disposal.

Fig 3 Method of SEP development by application of NRQ qualifications – its availability and use

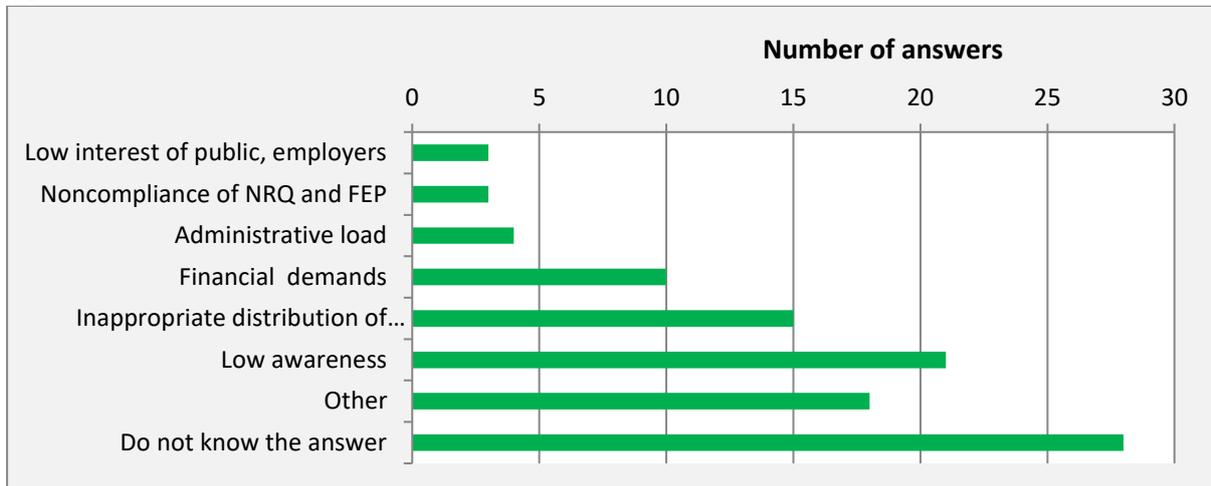


Source: project research 2019, N = 122

The weak feature of NRQ that prevents its wider use is according to the respondents the low awareness of NRQ among public, education workers or employers (fig 4). The obstacle to NRQ use is inadequately designed requirements (e.g. individual competences are diffused into too many stages,

number of job qualifications obligatory to achieve full qualification, configuration of number of retraining lectures that does not take into account the actual needs of participants of retraining lectures and NRQ incompleteness (in some cases it does not cover the whole course, for example it does not include all requirements or topics that are needed to successfully pass the final exam etc.). The administrative load for schools or financial demands to those who are interested in achieving qualification are also perceived to be severe setbacks of NRQ.

Fig 4 Weak features of NRQ



Source: project research 2019, N = 127

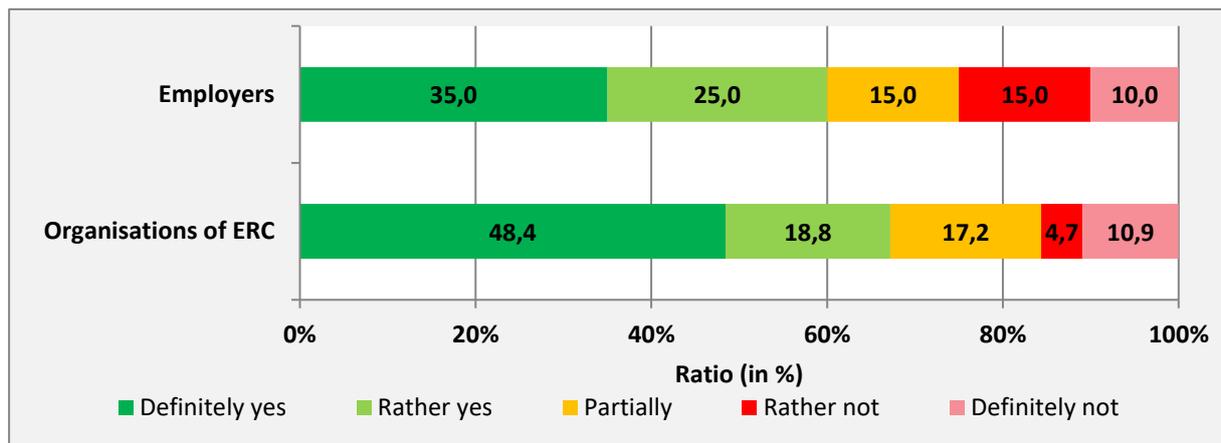
Reports and outputs of conducted researches are included in attachment IR II.

Questionnaire research among cooperating employers and representatives of organisations active in education, research and consultancy that are involved in the project

Evaluation of this EQ was conducted based on the results of questionnaire research among cooperating employers involved in the MOV project, mainly in KA 5 activity and work groups. The total number of 63 respondents were questioned with a return rate of 36,5 %. Also, representatives of organisations active in education, research and consultancy that are involved in the project were being asked. The number of 143 respondents were questioned, the return rate was 44,8 %.

Two thirds of questioned employers and 67 % of organisations representatives in education, research and consultancy know NRQ (fig 5). Considering the questioned employers, it was 10 %, considering the representatives of organisations in education, research and consultancy it is 11 % who are totally unaware of NRQ existence.

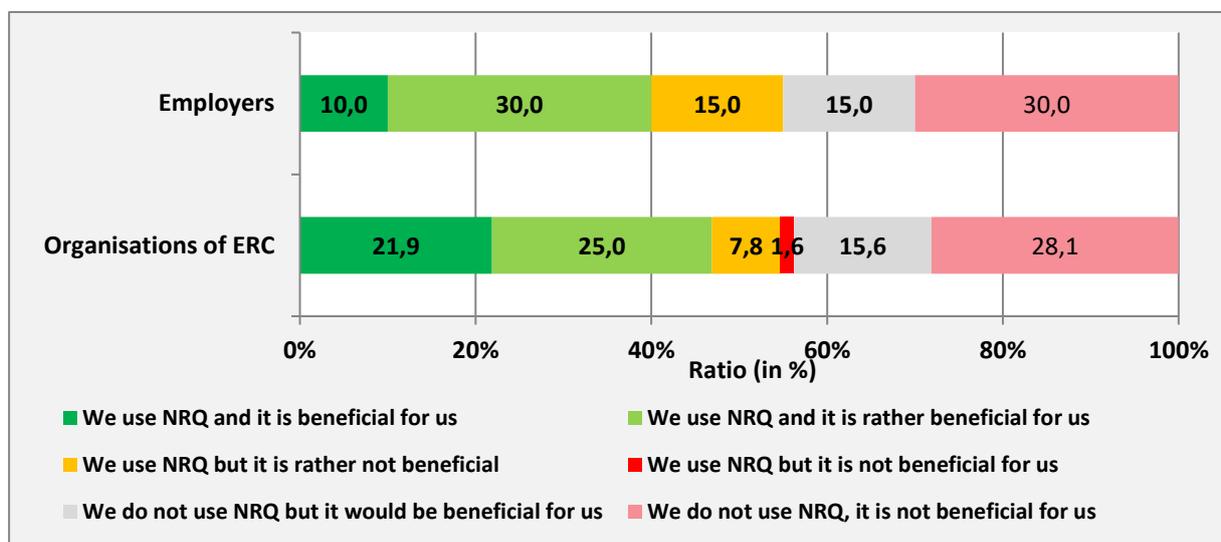
Fig 5 NRQ Awareness



Source: project research 2019, Noerc = 64, NE = 23

Approximately one third of the respondents of both target groups does not use NRQ and does not find it beneficial. On the other hand it is 15 % of respondents who declare they do not use NRQ, but still think it might be beneficial to them (see fig 6). Less than the half of respondents of organisations active in education, research and consultancy use NRQ and perceive it to be beneficial or rather beneficial, considering employers it is 40 %. NRQ is used mainly for implementation of life-long education and as a source of information and for getting to know the requirements for individual qualifications.

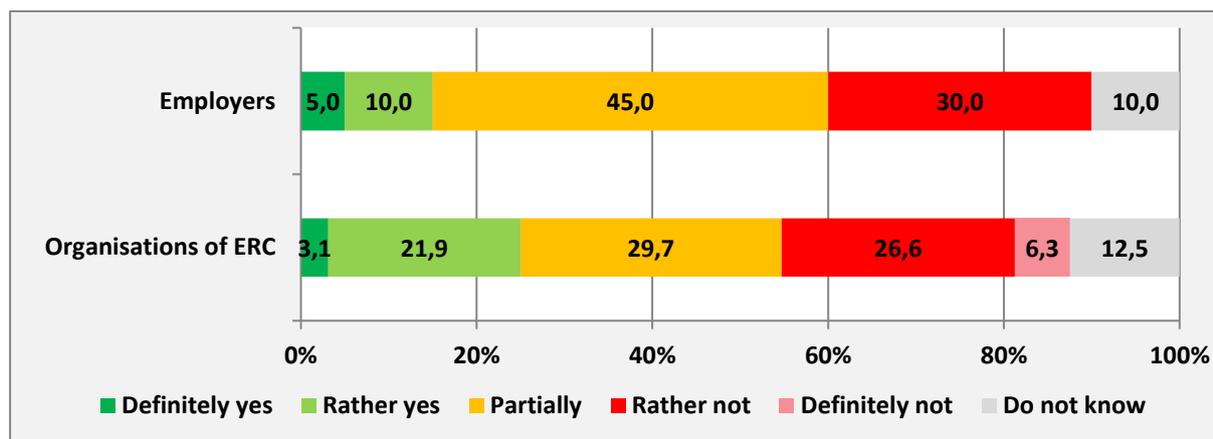
Fig 6 Use and benefits of NRQ



Source: project research 2019, Noerc = 64, NE = 23

Figure 7 evidently shows that approximately one third of both target groups assume that NRQ is not widely used by its potential users. Also 45 % employers and 30 % representatives of organisations active in education, research and consultancy believe that NRQ is used only partially. Ratio of the employers who are sure or rather sure that potential users make use of NRQ is 15 %, when taking into account organisations active in education, research and consultancy, it is 25 %.

Fig 7 Use of NRQ by its potential users



Source: project research 2019, Noerc = 64, NE = 23

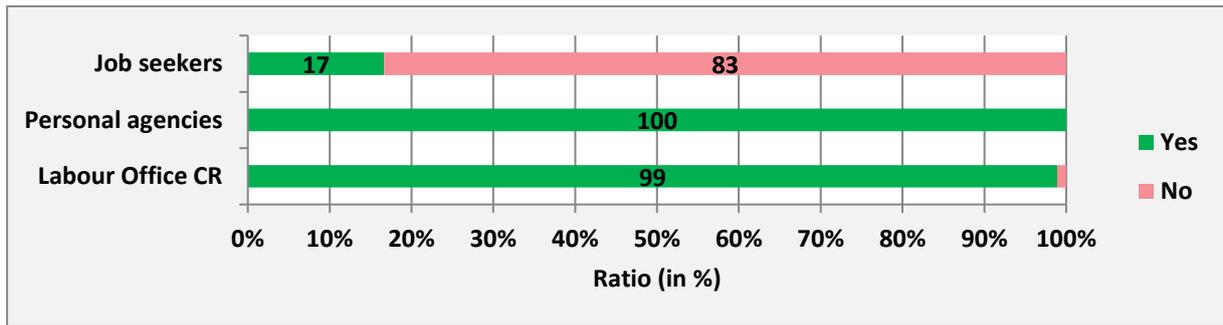
Similar to answers of target group of education workers, both employers and representatives of organisations active in education, research and consultancy believe that the weak feature of NRQ is low awareness of its existence (here it is low awareness among its potential users). Another obstacle identified is a low interest of employers who simply do not request their potential employees to present their abilities through the NRQ qualifications. Several respondents also informed that they believe financial demands of the project or the interconnection of the project with actual vocational education performed by schools seem to be other obstacles to wider use of National Register of Qualifications.

Questionnaire research – Labour Office ČR, personal agencies, job applicants

Evaluation of this EQ was conducted based on the results of questionnaire research among employees of Labour Office ČR (LO CR), personal agencies and job seekers. Questionnaires directed on Labour Office employees and job seekers were sent out in cooperation with managing director office of LO CR. Labour Office sent out questionnaires to all of its branches in every region of Czech Republic. The total of 231 filled in questionnaires were returned. The total return rate of two target groups could not be determined (LO CR and job seekers), as the number of questioned respondents is unknown. In case of personal agencies the return rate is 16 % (i.e. 7 out of 44 personal agencies filled in the form).

The highest awareness of NRQ (100 %) has been recorded with respondents of personal agencies (fig 8). Similar situation is to be found with Labour Office employees (LO CR), where it is only 1 % of questioned persons who answered they do not know NRQ. The job seeker target group shows the lowest awareness of NRQ – only 17 %.

Fig 8 NRQ Awareness

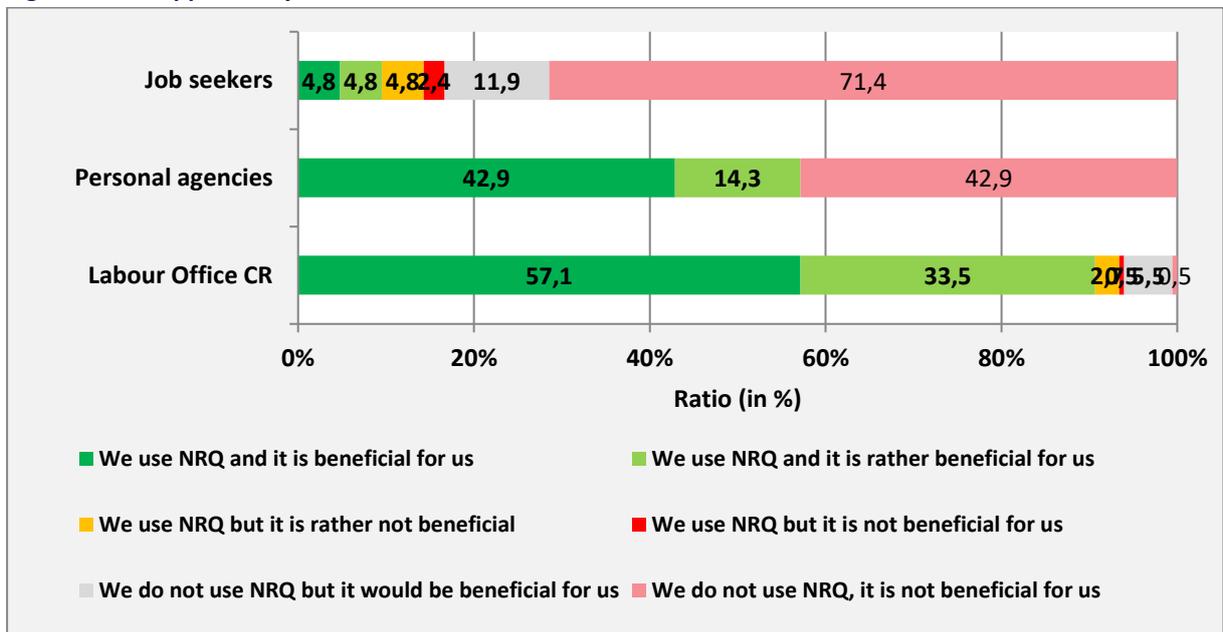


Note. ÚP = Labour Office ČR, PA = personal agencies, U = job seekers

Source: project research 2019, NLO = 182, NPA = 7, NU = 42

Respondents had been asked if they use NRQ and find it beneficial. Answers are summarised in figure number 9. NRQ is mostly used and found beneficial by Labour Office (LO CR) employees – the number is almost two thirds of the respondents. More than one third of the respondents find NRQ rather beneficial. Personal agencies show lower rate of NRQ use and also find it less beneficial than Labour Office employees. Less than two thirds of personal agencies respondents stated they use NRQ and find it beneficial or rather beneficial. On the other hand, more than 40 % of them do not use NRQ at all and does not find it beneficial. The lowest rate of NRQ use and belief in its benefits is evident with job seeker target group – more than 70 % do not use it and does not find it beneficial. The use and applicability of NRQ with questioned job seekers amount to 16 %.

Fig 9 Use and applicability of NRQ



Source: project research 2019, NLO = 182, NPA = 7, NU = 42

Participants of questionnaire research were asked for their own way which they use NRQ and its applicability. Due to the low number of received answers of target group⁴ of personal agencies and

⁴ Representatives of personal agencies mentioned following ways of NRQ use: when filling in information reports, finding out the qualification codes for obligatory official forms and for simpler orientation across the

job seekers, the project team rather analysed only answers of Labour Office CR representatives (LO CR). It is clear that respondents make use of NRQ particularly for providing career consultancy and seeking and providing related information. LO CZ representatives also informed they use NRQ for retraining and searching for certified individuals. Last but not least, NRQ is also used by Labour Office representatives when conducting meetings with pupils/students and creating presentations (e.g. for potential job seekers).

When asked for their individual benefits of NRQ, respondents answered similar way. Most of them see the benefits in summarisation, description and parameters of qualifications and further education. Simultaneously NRQ also provides important information that can be found on one spot, including the information and contacts on certified individuals and facilities. Several respondents informed that they use NRQ as a basic source for their consultancy work with clients in the area of picking up a suitable job profession.

Respondents of questionnaire research recruited from target groups of personal agencies and Labour Office employees mostly believe NRQ is actually not too widely used by its potential users. Only a few respondents of these target groups think that NRQ is widely used. Job seeking respondents did not answer the question or did not know the answer.

The weak feature of NRQ is according to respondents of LO CR the low awareness of the Register with the wide public. Other obstacles are the complexity of NRQ, i.e. the difficulties of its use or the low number of certified individuals appointed to some of the qualifications.

The last part of the research was devoted to weak features of NRQ. Due to the low number of received answers⁵ only the answers of Labour Office (LO CR) representatives were analysed. The weak feature of NRQ is according to respondents of LO CR the low awareness of the Register with the wide public. Other obstacles are the complexity of NRQ, i.e. the difficulties of its use or the low number of certified individuals appointed to some of the qualifications. Several respondents also mentioned the layout which is segmented into too detailed partial qualifications might be seen as a possible obstacle to smooth NRQ use.

Conclusions and evaluations to individual EQs:

B.2.1. Do potential users know NRQ?

Awareness of NRQ varies across the individual groups. The highest awareness is to be found with target groups of personal agencies and Labour Office employees. Second highest rate of awareness is seen with selected employees of organisations active in education, research and consultancy, next are the employers involved in the project. The target group of job seekers shows minimal awareness of the Register.

fields of business and information on salaries and job descriptions. The target group of job seekers mentioned only one way of using NRQ – searching for information.

⁵ Out of the target group of personal agencies only one respondent mentioned a weak feature of NRQ – their clients do not use the Register. The target group of job seekers did not mention any information of this kind.

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

NRQ is mostly used and benefited from by Labour Office employees, next are representatives of organisations active in education, research and consultancy. Groups of employers and job seekers showed minimal rate of NRQ use.

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

The main barrier to the broader use of the NRQ is especially low awareness of its existence - by general public, education workers or employers. Another barrier perceived is the financial demands for those who are interested in acquiring qualification (price of the courses). Evaluator believes it is necessary to focus on better promotion of NRQ among target groups and simultaneously point out the benefits of its use.

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 questionnaire research among education workers involved in the project.

Questionnaire research among education workers

In the course of this questionnaire research, the total number of 399 education workers had been asked to join, eventually 127 questionnaires were filled in, i.e. this questioning had 32 % return rate.

Less than one third of the respondents regularly attend expert panels organised under the MOV project. Occasional attendance is recorded with 28 % of respondents. Almost 15 % of respondents do not attend expert panels at all. Around 9 % of respondents informed they although they do not attend the panels, they plan to start to do so. The majority of respondents did not suggest any significant change in expert panel structure to make it more effective in terms of sharing of information. If there was a suggestion mentioned it dealt with a better promotion of the programme or the outputs of expert panels.

The highest degree of expectation is felt for examples of best practice, complex tasks (for general education component/for vocational education fundamental/for linking NRQ qualifications with SEP) and seminars for sharing experience between schools and employers (table 2). Expectations from other outputs/project activities is to be found in the table below. Evaluation of individual outputs/activities of the MOV projects vary significantly across various categories – this can be studied in detail in attachment number 2. For the E category (lower secondary vocational education) it is necessary to take into account the small number of its respondents (i.e. 6 of them). Other categories are represented with more respondents – the L category has 24 respondents, for H it is 35 respondents and category M amounts to 59 respondents.

Table 2 Project output/activities expectations (most and rather beneficial), categories

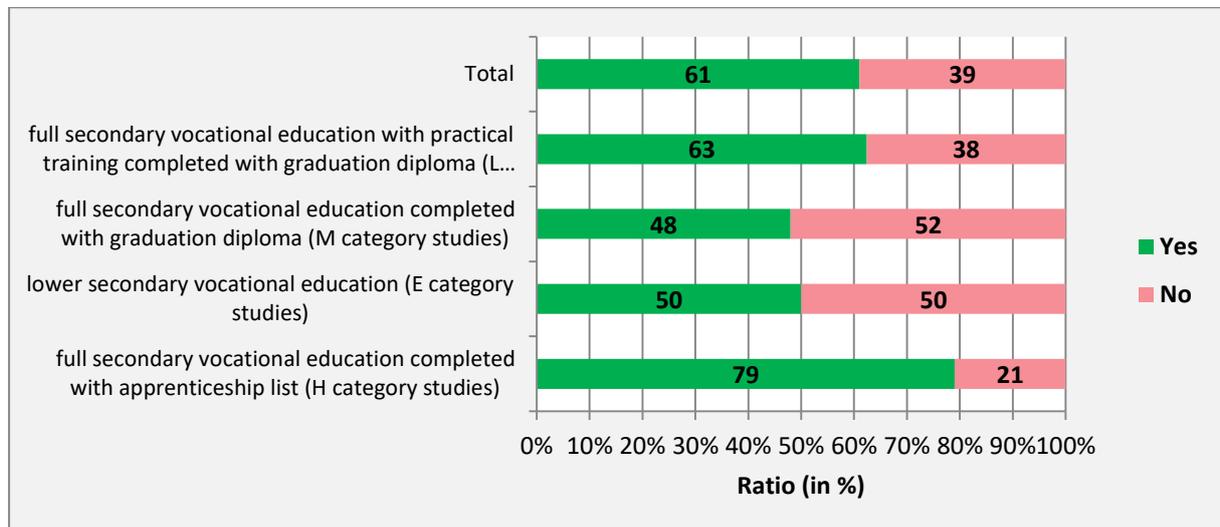
	Most beneficial + rather beneficial (ratio in %)				
	full secondary vocational education completed with apprenticeship list (H category studies)	lower secondary vocational education (E category studies)	full secondary vocational education completed with graduation diploma (M category studies)	full secondary vocational education with practical training completed with graduation diploma (L category studies)	Total
education modules - for general education component/for vocational education fundamental/for linking NRQ qualifications with SEP	74,3	100,0	71,9	75,0	74,4
complex tasks - for general education component/for vocational education fundamental/for linking NRQ qualifications with SEP	71,4	100,0	72,4	75,0	76,9
education projects - for general education component/for vocational education fundamental/for linking NRQ qualifications with SEP	54,3	66,7	68,4	79,2	67,8
examples of best practice - for general education component/for vocational education fundamental/for linking NRQ qualifications with SEP	80,0	100,0	78,9	83,3	83,5
proposals on planning, organisation and evaluation of practical training implementation of 5 selected education fields	52,9	83,3	65,5	62,5	62,8
proposals on quality evaluation of cooperation between all involved participants	65,7	83,3	52,7	75,0	63,6
proposals of education tools for student evaluation by means of personal portfolios or performed seminars	60,0	83,3	52,7	70,8	61,2
SEP development method with application of NRQ qualifications	68,6	66,7	63,2	52,2	64,5
extended information system UNIV 3	59,4	66,7	44,6	50,0	49,6
optimised SEP by applying NRQ qualifications	67,6	66,7	67,9	69,6	67,8
seminars applying demonstration modules/model sets	60,0	83,3	67,9	75,0	69,4
seminars for sharing experience between schools and employers (and other actors)	74,3	100,0	69,6	79,2	75,2
expert panels	70,6	83,3	69,1	75,0	71,9

Evaluation scale 1-5, (1 = most beneficial, 5 = least beneficial) Table sums the respondents, whose answer to particular activity/output was 1 or 2 = most beneficial or rather beneficial. Numbers in bold show the highest value of particular category. Intensity of green background demonstrates the participation of respondents.

Source: project research 2019, N = 125

Other positive fact is that two thirds of interviewed respondents claim their school modifies SEP based on the knowledge acquired under the MOV project (figure 10).

Fig.10 SEP modification resulting from applying data acquired under MOV project



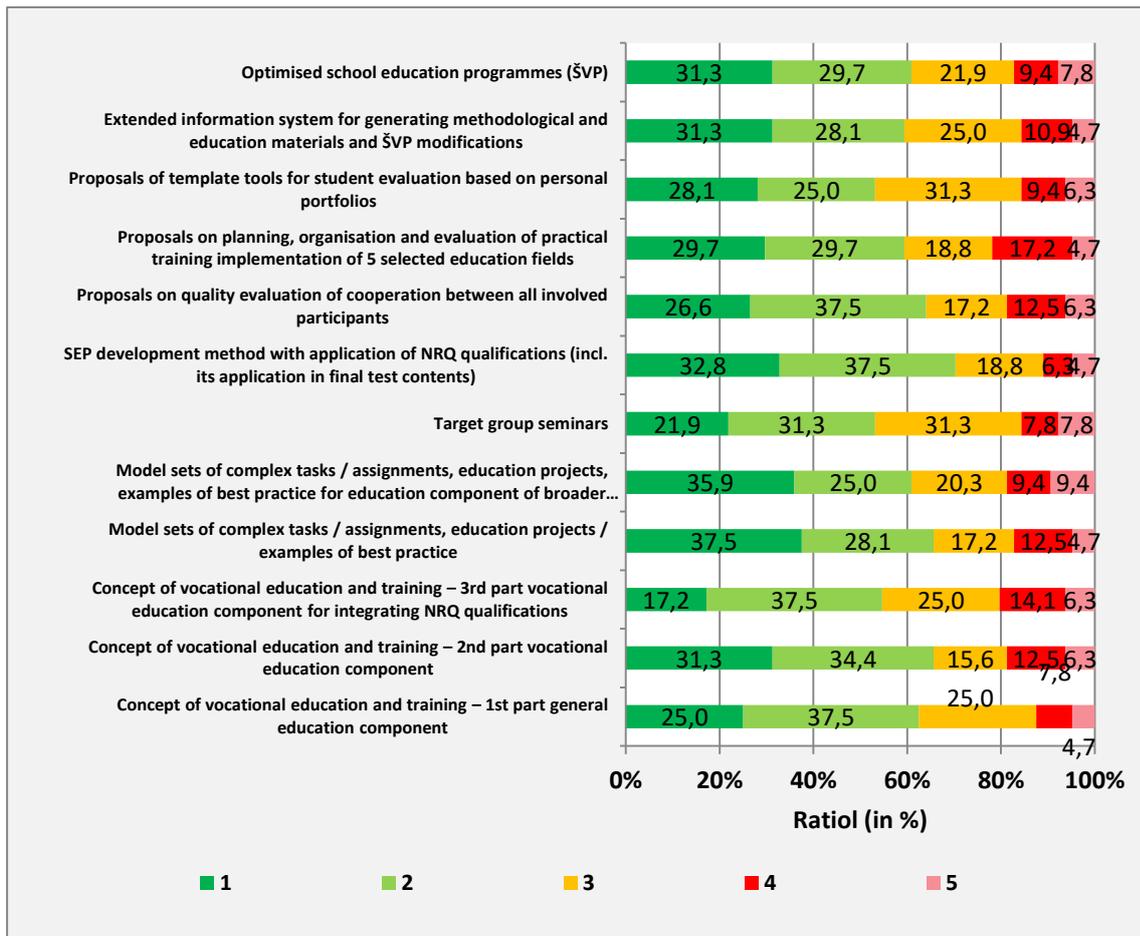
Source: project research 2019, N = 125

Questionnaire research among cooperating employers and representatives of organisations active in education, research and consultancy that are involved in the project

The evaluation includes questionnaire research among employers involved in MOV project, particularly into KA 5 under work groups. Altogether 63 possible respondents were asked. Return rate was 36,5 %. Also the representatives of organisations active in education, research and consultancy that are involved in the MOV project were being asked. The total number of 143 persons was asked, with return rate of 44,8 %.

Evaluation of the project outputs by the representatives of organisations active in education, research and consultancy is considered very positive (figure 11, 12). Respondents drafted from organisations active in education, research and consultancy hold the most expectations toward model sets of complex tasks. Representatives of employers on the other hand value most the concepts of vocational education and training and proposals on planning, organisation and evaluation of practical training implementation in cooperation with employers.

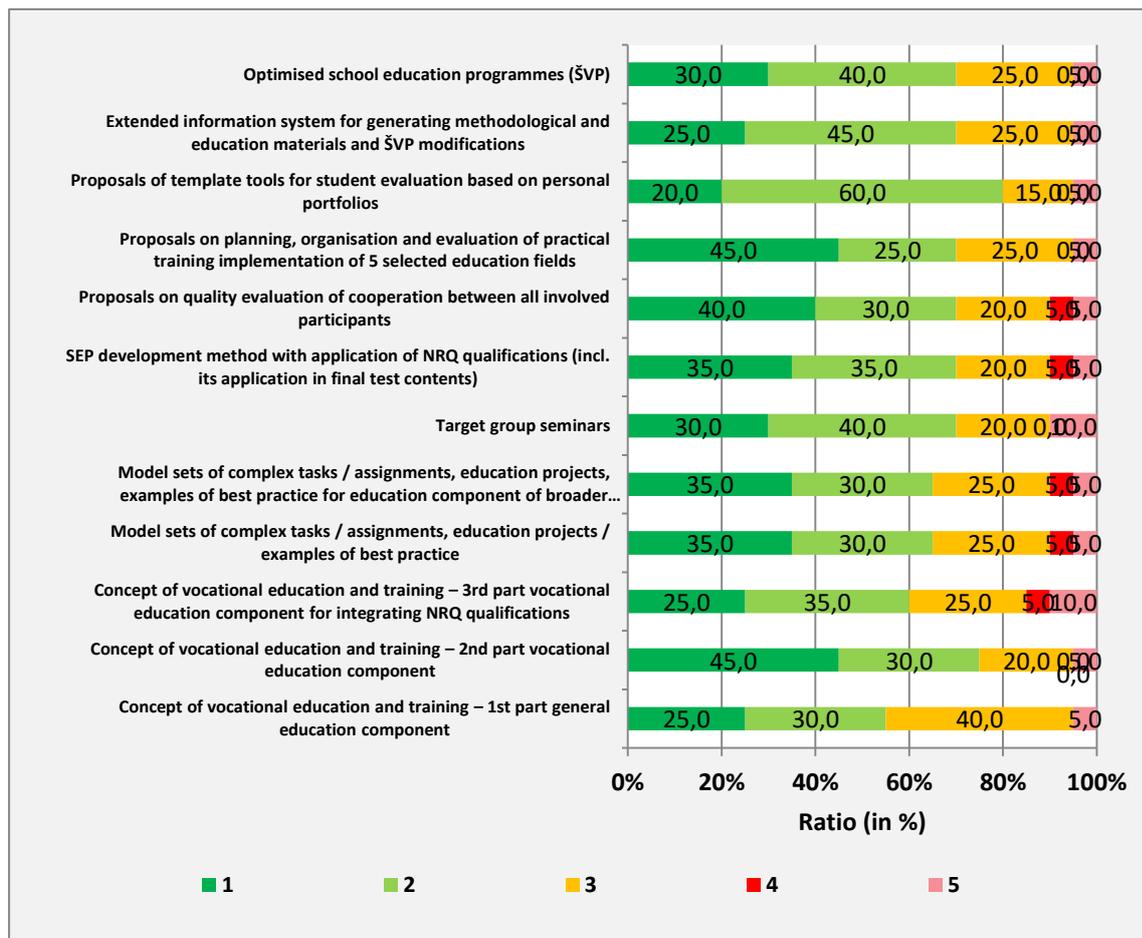
Fig.11 Expectations from project outputs – ERC organisations



Note: 1 = most beneficial, 5 = least beneficial

Source: project research 2019, N = 64

Fig. 12 Expectations from project outputs – employers



Note: 1 = most beneficial, 5 = least beneficial

Source: project research 2019, N = 23

Considering the expert panel attendance, it is the target group of employers that shows the highest rate of attendance – almost one half of the employers involved in the MOV project take part. On the other hand, it is equally evident that almost two thirds of the respondents of organisations active in education, research and consultancy that are involved in the project never attend expert panel meetings. Results of expert panel benefits evaluation corresponds with these findings. The employers find expert panels much more beneficial than representatives of organisations active in education, research and consultancy. According to the collected data the expert panels are to be considered beneficial which is also confirmed by the fact that target groups do not suggest any change of expert panel structure or their organisation.

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

Evaluation conclusions

Evaluator finds the scope, level and quality of implemented activities and their outputs to be satisfactory, beneficial, applicable and corresponding to actual needs of the target groups.

Expectations of individual target groups vary. Education workers have the greatest expectations for seminars for sharing experience between schools and employers, examples of best practice and expert panels. Project output evaluation by employers and representatives of organisations active in education, research and consultancy can also be considered very positive. Respondents drafted from

organisations active in education, research and consultancy hold the most expectations toward model sets of complex tasks. Representatives of employers on the other hand value most the concepts of vocational education and training and proposals on planning, organisation and evaluation of practical training implementation in cooperation with employers.

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 all system projects, in MOV project it is also obligatory by its nature and is carried out by means of KA Cooperation under each of the projects.

The implemented researches showed the following outcomes:

- Cooperation between the projects takes similar form, scope and frequency as demonstrated under the 1st Interim Report (1. IR).
- The main feature of cooperation is expert panel attendance, sharing materials and outputs of individual projects.
- The closest cooperation is always to be found with P-KAP project which is given by the nature and scope of MOV project that deals with the development of secondary vocational education (i.e. development of methodological support for schools). Both MOV and P-KAP projects focus on supporting education at secondary vocational schools in full concordance with education strategy of MEYS. This is the reason why information and outcome sharing between these projects is so effective and purposeful. The cooperation between the projects takes form of information and outcome sharing and mutual attendance at expert panels.
- There were no obstacles to mutual cooperation identified in any projects in question.
- The cooperation is affected particularly in the initial stages by correctly adjusted information sharing and promotion of the project outputs on appropriate occasions.
- 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. Projects however provide each other mutual feedback on presented outputs.

Interconnection of individual system projects are to be found in the table no. II attached to this IR.

Evaluation conclusions

Evaluator finds the scope, level and quality of the existing project cooperation to comply with the project documentation (and its recent version). The form of the cooperation enables effective transfer of obtained knowledge and project outputs. 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 panel attendance. No obstacles to successful cooperation between the projects were identified.

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

Resolution framework plan

Resolution of the evaluation question lies in the identification of both positive and negative unintended impacts in evaluated projects, where the core of the evaluation is in mapping of the whole intervention (by means of intervention logic) and description of causal chains that resulted in unintended impacts.

Resolution of this evaluation question is based on the combined results of desk research and field investigation. The method of Process tracing will also be applied for the evaluation.

Resolution process:

Process of evaluating this EQ is described in following steps:

1) Identification of unintended impacts of MOV project

Below you can find the list of unintended impacts identified by already implemented field research.

The unintended impacts of MOV project:

- NRQ promotion, higher awareness of NRQ

2) Application of basic concepts of process tracing method

In the next step of the process the basic concepts of process tracing method are being applied: causal mechanism concept and its testing based on the empirical evidence are put into action. When applying causal mechanism concept the teams deal with the map of the causal chains of individual unintended impacts.

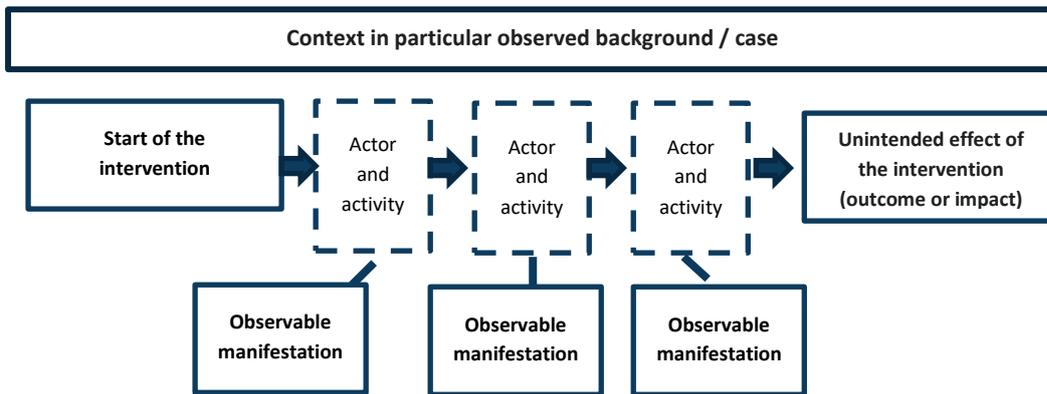
a. map of the causal chains of unintended impacts

Causal chain of process tracing is completely different from causal chains that are usually used in theory of change models. In theory of change the basic perspective is described by axis „inputs - activities - outputs - results - impacts“. Main assumption in process tracing is that the change is always caused by the actors and their activities so the causal change must follow the way activities of various actors influence other actors, their interaction with other actors etc. Causal chain ends in the point where the change (effect / impact) that is supposed to be explained by process tracing is achieved. Below there is the description of processing map of causal chains (scheme) for identified unintended impacts.)

Framework scheme of the causal mechanism (model):

Based on the above mentioned findings it is possible to define following scheme of causal mechanism (chain). This scheme can be used as an illustrative model of the situation (see Diagram no.1).

Diagram 1: Model diagram – scheme



b. empirical evidence

Explaining the cause of the emergence of a particular unintended impact will be proven by the field research that will be verified in researches that are to follow (testing the hypotheses).

Data collection for demonstration of empirical evidence is based on the continuous information processing of implemented and planned field researches.

c. causal tests (testing causal mechanisms/chains)

Methodological approach:

When testing evidence under process tracing method we distinguish following stages:

- 1) Brainstorming of possible empirical evidence to support individual intermediate steps in causal chain.
- 2) Picking the most suitable evidence to collect and test (according to already implemented and planned field researches and acquired data).
- 3) The last step includes the testing itself. For every tested evidence we ask two questions:
 - a. Is the presence of a particular empirical trace essential for confirmation of the link in the causal chain? (If it is so and we can confirm that this evidence does not exist, we are seriously undermining or even invalidating the particular link of the causal chain).
 - b. Is the presence of a particular empirical trace sufficient for confirmation of the link in the causal mechanism? (If it is so and we can confirm this empirical trace, we are seriously supporting or even confirming the particular link of the causal chain).

Practical testing of evidence is lead by this logic but when it comes to practical applications it is not quite desirable to start using technical terms like theoretical certainty or sufficient condition. The objective is to give a credible proof that the obtained evidence (and the resulting effect) can be caused accidentally by operation of other mechanism or if it was the tested mechanism that made it happen.

Expectations and limits of process tracing method

The process tracing method assumes the possibility to flexibly reflect the needs of collecting various types of evidence. This is particularly valid when the objective is to evaluate more than just casual chains resulting from theory of change but also the unintended impacts of the intervention itself.

The major limit of process tracing method is the time demanding character of its processing. This is due to the fact it is necessary to combine various data sources and carefully examine their quality and significance for a particular causal chain. This practically means it is impossible to test greater amount of causal chains, but it is appropriate to use process tracing only for a few selected effects (impacts).

Evaluation of individual target groups

Unintended impacts will be monitored and evaluated in following target groups:

Target group	Data source	Expected research date
MOV project team representatives	Interviews with MOV project team representatives (project manager and KA managers)	Continuous (Interim Reports, Final Report)
Subsidy provider (project administrator, project guarantor)	Interviews with project administrator and project guarantor	Continuous (Interim Reports, Final Report)
Other relevant involved groups	Research among: - education workers involved in the project, - organisations active in education, research and consultancy, - employers involved in the project. Case studies on selected schools involved in the project.	Continuous (Interim Reports, Final Report)

Next steps of evaluation progress (IR 3, IR 4, FR)

The following activities will be progressively carried out in the upcoming stages of project evaluation:

- Completing and updating the list of identified unintended impacts based on the results of various field researches.
- Elaboration of causal chains of identified unintended impacts.
- Testing individual causal mechanisms (chains) based on empirical evidence (results of conducted field researches).

6 Conclusions and recommendations

Main conclusions from the project management and its implementation

- **Coherence of project management and its implementation with the project documentation**
 - 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.
 - 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**
 - Approximately 81 % respondents (i.e. 102 respondents) from group of education workers involved in the project applicative 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. Two thirds of the respondents (i.e. 77 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. The most frequent rate of the share is approximately 4 times a year, then once a month and twice a year. Less than 40 % education workers (49 respondents) do not share their experience. The reason for not doing so is a lack of opportunities to meet with other colleagues and share the knowledge or the missing contacts to education workers on other schools (weak networking). Several respondents informed they do not share knowledge due to time demands and excessive workload. Based on the analyses of mentioned investigations it had been proved that sharing of information from MOV project with other schools and involved actors really takes place. Respondent also informed they do put the acquired knowledge into practice regularly. Sharing of knowledge is however not the obligatory activity of the project yet if it occurs spontaneously it needs to be evaluated very positively.
 - Respondents also informed the research teams that the greatest obstacle that can influence successful implementation of project outputs into practice is low interest of the actors. Other obstacles are low awareness of the project and its outputs and varying school facilities.
- **Risks jeopardising project implementation and obstacles to successful achievement of project objectives**
 - There are no identified risks that would jeopardise the project or the successful achievement of project objectives.
 - The only obstacle identified by the receiver of the project is fusion of NIFE and NIE, which is however considered by MEYS representatives to be positive and of no danger to project implementation.

- Education workers believe that the low awareness of NRQ and low interest of the project actors are the greatest obstacles of the MOV 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 (i.e. 38 of them) know National Register of Qualifications (NRQ), use it on a regular basis and find it beneficial. NRQ is used by education workers mainly for further education (adult education) / conducting further retraining courses, SEP development and curriculum organisation. Several respondents informed they use NRQ for determination of graduates competencies / comparison of qualification competencies between NRQ and education field and for module development. Respondent also informed they use NRQ for creation of education or finding comprehensive summary of information on education fields and qualifications.
- NRQ is not used by more than one third of the questioned sample, out of which 13 % (17 respondents) still find it beneficial. The reason why NRQ is not used by the respondent is mainly poor knowledge of NRQ existence or the fact it is simply not necessary to use it. Weak features of NRQ that prevent its wider use is especially low awareness of its existence - by general public, education workers or employers. Another obstacle is inappropriately designed requirements and incompleteness of NRQ. Other setbacks perceived are administrative difficulties for those who are interested in acquiring qualification according to NRQ and its financial demands (price of the courses).
- For more than two thirds of the education worker respondents the method of SEP development is not available or despite being available they still do not use it.
- Two thirds of questioned employers (12 respondents) and 67 % representatives of organisations active in education, research and consultancy (43 organisations) know NRQ. Approximately one third of the respondents of both target groups (i.e. 6 respondents of employers and 18 respondents of ERC organisations) does not use NRQ and also does not find it beneficial. Also, approximately 15 % (i.e. 10 organisations) do not use NRQ, although they assume National Register might be beneficial for them. Less than a half of the organisations active in education, research and consultancy, i.e. 30 organisations use NRQ and perceive it to be beneficial or rather beneficial. Considering the target group of employers it is 40 % (8 respondents). NRQ is frequently used for further education of adults and as a source of information when finding out about the requirements for individual qualifications. Approximately one third of the respondents out of both target groups assume NRQ is not widely used by its potential users. They also believe that the weak feature of NRQ that prevents its wider use is especially low awareness of its existence among potential users. Another obstacle is a low interest of employers – they do not require NRQ qualifications from their job applicants.

- The highest knowledge of NRQ – 100 % was recorded among respondents of personal agencies (7 respondents). Similar situation is to be found with Labour Office (LO CR) respondents where NRQ was unheard of by only 1 % of questioned representatives (i.e. 2 respondents). The knowledge of NRQ with job seekers is very lower – it is only 17 %. The most frequent use of NRQ (which is also found beneficial) is with Labour Office (LO CR) respondents – the number is almost two thirds of the respondents. Personal agencies show lower rate of NRQ use and also lower rate of usefulness than Labour Office respondents. The lowest use and applicability of NRQ is evident with job seekers target group, i.e. more than 70 %, which is 30 respondents, do not use NRQ or find it beneficial, which is connected with a low awareness of the Register among the respondents in this group. Respondents of LO CR target group use NRQ mainly in providing career consultancy and seeking and providing information, also for retraining and searching for certified individuals. Last but not least, NRQ is also used when conducting meetings with pupils/students and creating presentations. When asked for their individual benefits of NRQ, respondents answered similar way. Most of them see the benefits in summarisation, description and parameters of qualifications and further education. Simultaneously NRQ also provides important information that can be found on one spot, including the information on certified individuals and facilities. Several respondents informed that they use NRQ as a basic source for their consultancy work with clients in the area of choosing suitable profession. Respondents of questionnaire research recruited from target groups of personal agencies and Labour Office employees believe NRQ is not really widely used by its potential users. Job seeking respondents were unable to answer this question. The weak feature of NRQ is according to respondents of LO CR the low awareness of the Register with the wide public. Other obstacles are the complexity of NRQ, i.e. the difficulties of its use or the low number of certified individuals appointed to some of the qualifications.

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:

- Regarding the target group of education workers involved in the project it is almost one third of them who regularly attend expert panels organised under the MOV project, other third attends only occasionally. The majority of respondents did not suggest any change in expert panel structure to make it more effective in terms of sharing of information. Out of all other project outputs the highest degree of expectation is felt for information seminars for sharing information between schools and employers, examples of best practice and expert panels.
- Evaluation of project outputs by employers and ERC organisation representatives within the MOV project is evaluated very positively. Considering the representatives of organisations active in education, research and consultancy that are involved in the project, the most expectations are held toward model sets of complex tasks. Representatives of employers on the other hand value most the concepts of vocational education and training and proposals on planning, organisation and evaluation of practical training implementation in cooperation with employers. Considering the expert panel attendance, it is the target group of employers that shows a higher rate of attendance – almost one half of the employers involved in the

MOV project take part. However, it is equally apparent from the available data that almost two thirds of the respondents of organisations active in education, research and consultancy that are involved in the project never attend expert panel meetings. This corresponds to evaluation of expert panel benefits by this target group – employers find them much more beneficial than representatives of organisations active in education, research and consultancy. According to the collected data the expert panels are to be considered beneficial which is also confirmed by the fact that target groups do not suggest any change of their organisation.

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

- Implementation team of the project evaluates the activities conducted by the receiver of the project with other relevant projects to be satisfactory and similar to the 1st Interim Report. Cooperation takes form of the personal meetings or by means of seeing each other on expert panel sessions of individual cooperating projects. The closest cooperation is to be found with P-KAP project where it is exercised by sharing of information and outputs and expert panel attendance.

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.3).

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	It is necessary to focus on stronger promotion of project benefits for schools and employers and improve the distribution of project outputs.	The field investigations showed that several respondents have no knowledge of benefits that the project and its outputs can bring. Based on the conducted research and expert panel attendance the evaluation teams assume that the promotion should be carried out by MOV project team and should involve all target groups. See EQ B.2

7 Evaluation of processing recommendations of the last report

Table number 4 shows the evaluation of recommendations processing of the previous Interim Report.

Tab.4 Evaluation of recommendation processing of the 1st Interim Report

No.	Name of recommendation	Description of recommendation	Context of recommendation (related to research results and conclusions)
1)	Stronger promotion of National Register of Qualifications	Considering stronger promotion of NRQ and project benefits for pilot schools and employers. Promotion should involve all target groups and should be carried out by MOV project team.	Project team MOV considers extending the actual implementation period by 9 months in order to improve the promotion of the MOV project and its outputs and distribution of such to schools.
2)	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 NÚV.	Based on these facts it is believed that NRQ promotion improvement recommendation of previous Interim Report had been taken into account and so is the recommendation on securing the continuation of IS MOV.ex information system.

8 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
ECVET	European Credit system for Vocational Education and Training
EQ	Evaluation Question
ERC	Education, Research and Consultancy
FR	Final Report
IDI	Individual Depth Interview
IPs	Individual System Project
IPk	Individual Conceptual Project
KA	Key Activity in Project
MOV	Modernisation of Vocational Education
MEYS	Ministry of Education, Youth and Sports
N	Number
NoERC	Number of organisations active in education, research and consultancy involved in questionnaire research
NPA	Number of personal agencies involved in questionnaire research
NU	Number of job seekers involved in questionnaire research
NLO	Number of Labour Office employees involved in questionnaire research
NE	Number of employers involved in questionnaire
NRQ	National Register of Qualifications
NIFE	National Institute for Further Education
NIE	National Institute for Education
OP RDE	Operational Programme Research, Development and Education
IR	Interim Report
FEP	Framework Education Programme
MA	Managing authority
SEP	School Educational Programme
TOCH	Theory of change
LO CR	Labour Office CR

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LIST OF ATTACHMENTS

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- Attachment II Technical materials for conducted research
- Attachment III Dashboard