



# Ongoing evaluation of Implementation of the Operational Programme Research, Development and Education

Ministry of Education, Youth and  
Sports

## Progress Report 08

August 2020  
Final version



EUROPEAN UNION  
European Structural and Investing Funds  
Operational Programme Research,  
Development and Education



## Executive Summary

This report represents the eighth Interim Report, which monitors the factual progress and financial performance of the OP RDE as at 31 December 2019. In accordance with the Methodological Guidelines for Monitoring and Implementation of ESIF in the Czech Republic in the 2014-2020 programming period, data including commitments and achieved values were valid as at 31. 12. Generated as of 28. 2. 2020.

In the period from 30 June 2019 to 31 December 2020, 132 of the 156 result and output indicators across the priority axes to which the projects directly commit showed a non-zero achieved value. For 16 pairs of indicators (LDR and MDR together) the risk of non-fulfilment was identified and it is necessary to revise the target values (reduce them). The list of these indicators is in the following table:

**Table 1 Executive Summary – Risk of Non-fulfilment of the Target Values of Indicators – The Need to Revise the Target Values**

PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk Region	by Risk without Breaking into Regions
PA1	Output	21501	Number of newly created products of strategic management of RDI	MDR – Over-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA1	Output	20000	Number of enterprises cooperating with research institutions	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Output	54601	Number of students of research-oriented study programmes and Ph.D. students who took part in the fellowship	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Output	53101	Number of new practice-oriented study programmes	MDR – Non-fulfilment LDR – No risk	Non-fulfilment
PA2	Output	52103	Number of supported products of LL	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Output	53103	Number of new practice-oriented Bachelor study programmes	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Output	52701	Number of newly built, expanded or modernised infrastructures for research-oriented study programmes	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Output	54501	Number of students who use the newly built, expanded or modernised infrastructure research-oriented study programmes	MDR - Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Result	53113	Number of first-year graduates of new Bachelor practice-oriented study programmes	MDR - Non-fulfilment	Non-fulfilment



PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk Region	by Risk without Breaking into Regions
				LDR – No risk	
PA2	Result	52113	Number of newly created courses of LL	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Result	52810	Number of first-year graduates in new or modernised research programmes accredited for teaching in foreign language	MDR – Non-fulfilment LDR – Non-fulfilment	Non-fulfilment
PA2	Result	50810	Number of organisations influenced by a systemic intervention	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA2	Result	51710	Number of Roma children, pupils and students in supported organisations	MDR – Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA3 IP2	Result	51010	Number of organisations in which the quality of education and training and pro-inclusiveness have increased	MDR - Non-fulfilment LDR - Non-fulfilment	Non-fulfilment
PA4	Output	82000	Number of implemented trainings, seminars, workshops, conferences	Non-fulfilment	
PA4	Output	80103	Number of communication tools created	Non-fulfilment	

For 47 pairs of indicators (LDR and MDR together) the risk of over-fulfilment was identified and it is necessary to revise the target values (increase them). The list of these indicators is in the following table:

**Table 2 Executive Summary – Risk of Over-fulfilment of the Target Values of Indicators - The Need to Revise the Target Values**

PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
PA1	Output	20400	Number of new researchers in supported entities	MDR – Over-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA1	Output	20500	Number of researchers working in modernised research infrastructures	MDR – Over-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA1	Output	24000	Number of newly built, expanded or modernised research infrastructures and centres of excellence	MDR - Over-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA1	Output	52701	Number of newly built, expanded or modernised infrastructures for research-oriented study programmes	MDR – Over-fulfilment LDR – Over-fulfilment	Over-fulfilment

PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
PA1	Output	24101	Number of expanded or modernised research institutes	MDR – No risk	Over-fulfilment
				LDR – Over-fulfilment	
PA1	Output	54501	Number of students who use the newly built, expanded or modernised infrastructure research-oriented study programmes	MDR – No risk	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	60000	Total number of participants	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	20800	Number of supported researchers and academics	MDR – No risk	Over-fulfilment
				LDR – Over-fulfilment	
PA2	Output	20803	Number of supported administrative and technical staff in RD	MDR – Non-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	20806	Number of supported persons involved in the management and implementation of RDI policy	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	52100	Number of supported products	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	52901	Number of newly created accredited study programmes in the Czech language	MDR – Non-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	52902	Number of study programmes with at least one subject newly taught in a foreign language	MDR - Non-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	52104	Number of counselling and assistance support products	MDR – Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	53501	Number of products created to improve the strategic management and evaluation system of universities	MDR – Over-fulfilment	Over-fulfilment
				LDR – Over-fulfilment	
PA2	Output	52801	Number of new or modernised research-oriented study programmes accredited for teaching in a foreign language	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA2	Output	21502	Number of new products modernising strategic management systems in research organisations	MDR – Over-fulfilment	Over-fulfilment



PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
				LDR – Over-fulfilment	
PA2	Output	54301	Number of new project plans prepared with the support of Smart Accelerator	MDR – Non-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA2	Output	54303	Number of new RDI support instruments at regional level	MDR – Over-fulfilment LDR – Over-fulfilment	Over-fulfilment
PA2	Output	30600	Acquired information sources	MDR – Over-fulfilment LDR – Over-fulfilment	Over-fulfilment
PA2	Output	30500	Number of acquired information systems	MDR – No risk LDR – Over-fulfilment	Over-fulfilment
PA2	Output	52705	Number of students using newly built, expanded or modernised infrastructure, excluding research-related teaching infrastructure	MDR – No risk LDR – Over-fulfilment	Over-fulfilment
PA2	Result	52114	Number of students with SP using counselling and assistance support products	MDR – Non-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA2	Result	53510	Number of universities with established transparent quality evaluation systems	MDR – Non-fulfilment LDR – Over-fulfilment	Over-fulfilment
PA2	Result	20810	Number of organisations whose employees have increased their qualifications in RD, its management and related areas	MDR – Over-fulfilment LDR – Over-fulfilment	Over-fulfilment
PA2	Result	20415	Number of research organisations with new entrants from abroad or from the private sector	MDR – Over-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA2	Result	54310	Number of supported cooperation's	MDR - Over-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA3 IP1	Output	60000	Total number of participants	MDR - Over-fulfilment LDR - Over-fulfilment	Over-fulfilment
PA3 IP1	Output	52100	Number of supported products	MDR - Over-fulfilment LDR - Over-fulfilment	Over-fulfilment



PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
PA3 IP1	Output	50801	Number of products in system projects	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP2	Output	52100	Number of supported products	MDR – Non-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP2	Output	50801	Number of products in system projects	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP3	Output	52100	Number of supported products	MDR - Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP3	Output	50801	Number of products in system projects	MDR – Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP1	Result	51010	Number of organisations in which the quality of education and training and pro-inclusiveness have increased	MDR – Over-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP1	Result	52510	Number of employees in education who apply newly acquired knowledge and skills in practice	MDR – Over-fulfilment	Over-fulfilment
				LDR – Over-fulfilment	
PA3 IP1	Result	50810	Number of organisations influenced by a systemic intervention	MDR – Over-fulfilment	Over-fulfilment
				LDR – Over-fulfilment	
PA3 IP1	Result	51610	Number of children and pupils in need of support measures in supported organisations	MDR – No risk	Over-fulfilment
				LDR – Over-fulfilment	
PA3 IP1	Result	51710	Number of Roma children, pupils and students in supported organisations	MDR – Non-fulfilment	Over-fulfilment
				LDR - Over-fulfilment	
PA3 IP1	Result	54310	Number of supported cooperation's	MDR – Over-fulfilment	Over-fulfilment
				LDR – Over-fulfilment	
PA3 IP2	Result	52510	Number of employees in education who apply newly acquired knowledge and skills in practice	MDR – Over-fulfilment	Over-fulfilment
				LDR – Over-fulfilment	
PA3 IP2	Result	50810	Number of organisations influenced by a systemic intervention	MDR – Over-fulfilment	Over-fulfilment





PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
				LDR – Over-fulfilment	
PA3 IP3	Result	50810	Number of organisations influenced by a systemic intervention	MDR – Over-fulfilment LDR – Over-fulfilment	Over-fulfilment
PA3 IP3	Result	52510	Number of employees in education who apply the newly acquired in practice	MDR – No risk LDR - Over-fulfilment	Over-fulfilment
PA3 IP3	Result	51715	Number of Roma children and pupils included in education	MDR – Over-fulfilment LDR – Over-fulfilment	Over-fulfilment
PA4	Output	80600	Number of meetings of bodies, working or counselling groups	Over-fulfilment	
PA4	Output	80001	Number of organised information and promotional activities	Over-fulfilment	

For 4 pairs of indicators (LDR and MDR together), the need to redistribute target values between regions was identified. The list of these indicators is in the following table:

**Table 3 Executive Summary – The Need to Redistribute the Target Values between Regions**

PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
PA2	Output	53001	Number of newly created study programmes taught in cooperation with another university	MDR – Non-fulfilment LDR – Over-fulfilment	No risk
PA2	Result	53110	Number of graduates of the first years of new fields of study focused on practice	MDR – Non-fulfilment LDR – No risk	No risk
PA2	Result	20811	Number of research organisations with a modernised strategic management system	MDR – Non-fulfilment LDR – No risk	No risk
PA3	Output	60000	Total number of participants	MDR - Non-fulfilment LDR - Over-fulfilment	No risk

For 3 pairs of indicators (LDR and MDR together) no risk of non-fulfilment, over-fulfilment or the need for redistribution of target values between regions was identified. The list of these indicators is in the following table:

**Table 4 Executive Summary – No Need to Redistribute the Target Values between Regions**

PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
PA2	Result	52910	Proportion of study programmes taught in a foreign language	MDR – No risk	No risk



PA/IP	Output Indicator/Result Indicator	Code of Indicator	Name of Indicator	Risk by Region	Risk without Breaking into Regions
				LDR – No risk	
PA3 IP2	Output	60000	Total number of participants	MDR – No risk	No risk
				LDR – No risk	
PA4	Output	80500	Number of written and published analytical and strategic documents (incl. Evaluation)	No risk	

The factual progress of the implementation of the OP RDE can already be demonstrated by the results of individual projects. To this end, a field survey was conducted as part of this report.

### Evaluation of the fulfilment of SO2 PA2: Increasing the participation of students with special needs, from socio-economically disadvantaged groups and ethnic minorities in higher education, and reducing the study unsuccessful of students

Within the OP RDE, 3 calls are announced and 39 projects are implemented in them. Calls and projects are focused on the comprehensive support and development of universities and at the same time contribute to the fulfilment of SO2 PA2. As part of the field survey, a case study was prepared, which shows that the project implemented by the Jan Evangelista Purkyně University in Ústí nad Labem (UJEP) contributes to the fulfilment of both expected results of interventions in this specific objective.

The first expected result of the interventions is to expand the scope and improve the availability of university counselling and assistance services for students with SEN. Within this project, the establishment of the Counselling centre, the purpose of which is to provide support services primarily to students and those interested in studying with SP, but also to other students and staff of UJEP, mainly contributes to the result. The Counselling centre consists of four workplaces, which are the Psychological Counselling centre, Special Pedagogical Counselling, the University Support centre for Students with Special Needs and Career Counselling. The counselling centre was officially established, but so far the centre's activities and related activities have not been launched due to the longer-lasting construction work in the new premises where the centre is to be located. Following the opening of the centre, outputs will be created that will provide direct support to students with SP. The first of these outputs will be factual for students and those interested in studying, which will provide information about the activities of the Counselling centre, services offered, etc. and the web centre will also be converted into a new form, which will allow access to their content also to site visitors (e.g. students, those interested in studying, etc.) with disabilities. The actual provision of support (psychological, special-pedagogical and career counselling), which should be provided within the counselling centre, is currently taking place in separate workplaces, as well as before the start of the project. As part of project activities, there is also an increase in the professional competencies not only of academic staff involved in teaching students with SEN, but also other UJEP staff who come or may come into contact with students with SEN (e.g. study department staff, libraries, etc.). Courses implemented for this purpose are generally considered and useful and the experience gained in them is used by employees in practice. Courses for library staff are evaluated very positively. Students with SP often turn to library staff for support (e.g. obtaining information sources, help with searches, etc.) and thanks to these courses, staff know how to approach students and how to provide them with the necessary support.

The second of the expected results is the revision and adaptation of the study environment for those interested in studying and students with an emphasis on people with disabilities, from socio-economically disadvantaged groups and from ethnic minorities, which should ensure a reduction in





study failure. For this purpose, the project implements compensatory courses to contribute to the adaptation of the study environment with an emphasis on people with disabilities, from socio-economically disadvantaged groups and ethnic minorities, which should ensure a reduction in study failure. Two summer schools were implemented, the aim of which is to balance the differences between students, prepare them for the transition from high school to university and study at university. Both summer schools were evaluated positively by the participants and were considered beneficial. The main benefits include, especially at the Summer School of Humanities, that participants gained a better idea of studying at university and thus reduced their fear of starting university. The project also created teaching support for the subject Repetitorium in Mathematics, which in conjunction with the construction of a specialised classroom (the classroom is part of the Counselling centre and is therefore awaiting its opening) will allow students to adjust the pace of mathematics teaching. Students will use the created videos for teaching, which, in addition to the explanation of the factual, will also contain examples of examples and their solutions. Students will be able to return to the factual already covered and discuss specific problems and ambiguities with the teacher present in the classroom. It is expected that this course will contribute to increasing the competencies of students in the field of mathematics and thus contribute to increasing the success of university subjects related to mathematics.

### **Contribution of KPSVL to thematic objective 9 OP RDE**

Objectives and expected results of IP2 PA3, KPSVL projects are only partially fulfilled; Individual system projects (especially APIV A, APIV B and KIPR) mainly contribute to the fulfilment of these objectives and results. The projects mainly contribute to the support of pedagogical staff through the implementation of peer support centres, where they can share their experiences and good practice, which has a positive impact on working with children and pupils, and thus their development. The projects also contribute to supporting pupils at risk of dropping out of the labour market when entering the labour market. For this purpose, the projects implement activities leading to the acquisition of competencies for the labour market, interest groups, and internships with employers and inspections of various types of workplaces are also implemented. Through these activities, students will gain a greater overview of what they can expect / encounter in the work environment.

KPSVL projects contribute to the achievement of objectives and expected results (divided into municipalities with socially excluded localities (SEL) and the whole of the Czech Republic) IP3 PA3. The evaluation performed shows that the expected results are currently being fulfilled mainly in the territory of municipalities with SEL. The implementation of projects within the KPSVL and the activities taking place in them are evaluated positively by the implementers, the projects are in line with the expectations of the beneficiaries and the target groups are successfully involved in project activities.

The projects have an impact on increasing the number of children at risk of school failure to participate in quality pre-school education, mainly due to the active search for families of children who do not participate in pre-school education and subsequent work and communication with them. Children from socio-economically disadvantaged and culturally diverse backgrounds are involved in projects in informal pre-school centres, where they acquire basic habits of working in an environment other than family and come into contact with their peers, which contributes to children being better prepared for entry into kindergartens and other levels of education. In order to reduce the school failure of pupils from SEL, the projects support hobby and non-formal education (tutoring, leisure clubs and clubs, etc.).

The evaluated calls and projects contribute rather marginally to the support of nationwide measures, which are listed within IP3 PA3 in the text of the OP RDE, and in the same way, in other calls, this support has so far been addressed rather marginally. However, as social exclusion occurs, even outside socially excluded localities, it would be appropriate to continue to support schools and teachers in



working with children / pupils from disadvantaged backgrounds and at the same time it would be suitable to provide this support across the Czech Republic, not only in SEL.

The financial progress at the decisive date slightly exceeds the expectations stated in the OP RDE programming document. As of 31 December 2019, a total of CZK 83,292 million was contracted, which represents 95.3% of the total programme allocation (currently the end of the fifth year of programme implementation, when according to the plan support of approximately 85% of the total allocation is expected). The share of reimbursed funds in the total allocation of the OP RDE is almost 63% of this allocation. In PA1, PA2 and PA4, the share of reimbursed funds in relation to contracted funds is relatively low (around 60%), while in PA3 this share is at the level of 80%. The funds allocated by the calls exceed the allocation set out in the OP RDE programming document. This fact is due to the fact that in some already closed calls not all allocated funds were used up and subsequently they were reallocated in other announced calls, so these funds are counted twice.

**Table 5 Financial Performance according to the Funds**

Priority Axis	Funds	Share of Allocation Calls to the Allocation of OP RDE	Share of Contracted Financial Resources to Allocation of OP RDE	Share of Financial Resources paid to the Allocation of OP RDE
PA1	ERDF	126,70%	101,79%	60,59%
PA2	ERDF	154,43%	119,48%	73,74%
	ESF	138,15%	83,89%	49,82%
PA3	ESF	115,15%	82,35%	66,16%
PA4	ERDF	118,69%	90,14%	51,37%
<b>Total</b>	<b>ERDF</b>	<b>133,17%</b>	<b>105,51%</b>	<b>63,32%</b>
	<b>ESF</b>	<b>121,14%</b>	<b>82,75%</b>	<b>61,90%</b>
	<b>ERDF+ESF</b>	<b>127,79%</b>	<b>95,33%</b>	<b>62,69%</b>

Based on the analysis of the financial progress, the evaluator states that the N + 3 rule for 2019 has been met.

All specific objectives of the OP RDE are covered by at least one closed call. The absorption capacity of calls was correctly determined in most cases of closed calls in the period from 30 June 2019 to 31 December 2019. The analysis showed that in most cases, medium and high quality project applications were supported (according to the point evaluation).

The organisational changes made on 1 January 2019 satisfactorily fulfilled all set objectives. Other organizational changes required by the development and procedure of the OP RDE during 2019 were made on 1 January 2020. These changes were made in other departments than the ones related to the change in 2019. The real impacts of organizational changes will be evaluated responsibly at least six months after making these changes.

In the text of the OP RDE, the strategic documents are divided into two basic areas: **"Education"** and **"Research and Development"**.

## Area of Education

**The priorities of the National Reform Program of the Czech Republic 2014 (NRP) are fulfilled most strongly by the interventions of the OP RDE in the area of "Education" in terms of the number of links, (47 links to calls with a total call allocation of more than CZK 61.6 billion). The second most strongly fulfilled strategy is the Specific Recommendation of the Council 2014 (40 links to calls with**



a total call allocation of CZK 55.9 billion). **The third strongest strategy is the Strategic Framework for European Cooperation in Education and Training (ET 2020)**, (39 links to calls with a total call allocation of CZK 44.5 billion). The fourth strategy is in order with the same share of links, but a smaller amount allocated is **Strategy of educational policy of the Czech Republic until 2020** (39 links to calls with a total allocation of almost CZK 42.9 billion). The fifth strategy is **National strategy for the protection of children's rights** (32 links to calls with a total allocation of CZK 39.6 billion).

## Research and Development

The strongest is the interventions of the OP RDE in the area **"Research and Development"** fulfilled in terms of the number of links **National Research and Innovation Strategy for Intelligent Specialization of the Czech Republic (National RIS3 Strategy)** and its regional annexes (32 links to calls with a total call allocation of CZK 66.8 billion). It represents the second most strongly fulfilled strategy **National Innovation Strategy of the Czech Republic 2012-2020** (31 links to calls with a total call allocation of CZK 63.3 billion). The third strongest strategy is **Update of the National Policy of Research, Development and Innovation of the Czech Republic for the years 2009 - 2015 with a view to 2020 (Update of NP RDI)**, (24 links to calls with a total allocation of CZK 47.1 billion). The fourth strategy in order is **Regional Development Strategy of the Czech Republic 2014–2020 (SRR)**, (22 links to calls with a total allocation of CZK 30 billion). The fifth strategy is **International Competitiveness Strategy of the Czech Republic for the years 2012 to 2020 (SMK)**, (21 links to calls with a total allocation of CZK 45 billion).

The identified factors that currently negatively affect the progress of the implementation of the program are listed in the following table. The factors are divided into the most severe (red), moderate (orange) and least severe (green).

**Table 6 Factors Influencing the State of Implementation of the Programme**

Factor	Factor Specification	Impact of the factor	Probability of occurrence	Severity of the factor
<b>PA1 – risk of non-fulfilment of the output indicators</b>	<p>There is a risk of non-fulfilment of the following outcome indicators:</p> <ul style="list-style-type: none"> <li>Number of newly created products of strategic management of RDI (LDR)</li> <li>Number of enterprises cooperating with research institutions (LDR and MDR)</li> </ul>	2	2	4
<b>PA2 – risk of non-fulfilment of the output indicators</b>	<p>There is a risk of non-fulfilment of the following outcome indicators:</p> <ul style="list-style-type: none"> <li>IP1: Number of supported administrative and technical staff in RDI (MDR)</li> <li>IP1: Number of students of research-oriented study programmes and Ph.D. students who took part in the fellowship (MDR and LDR)</li> <li>IP1: Number of newly created accredited study programmes taught in the Czech language (MDR)</li> <li>IP1: Number of newly created study programmes taught in cooperation with another university (MDR)</li> <li>IP1: Number of new practice-oriented study programmes (MDR)</li> </ul>	3	2	6

Factor	Factor Specification	Impact of the factor	Probability of occurrence	Severity of the factor
	<ul style="list-style-type: none"> <li>IP1: Number of study programmes with at least one subject newly taught in a foreign language (MDR)</li> <li>IP1: Number of supported products of LL (MDR and LDR)</li> <li>IP1: Number of new project intentions supported by Smart Accelerator (MDR)</li> <li>IP1: Number of new practice-oriented Bachelor study programmes (MDR)</li> <li>IP2: Number of newly built, expanded or modernised infrastructures for research-oriented study programmes (MDR and LDR)</li> <li>IP2: Number of students who use the newly built, expanded or modernised infrastructure research-oriented study programmes (MDR and LDR)</li> </ul>			
<b>PA2 – risk of non-fulfilment of the result indicators</b>	<p>There is a risk of non-fulfilment of the following result indicators:</p> <ul style="list-style-type: none"> <li>IP1: Number of first-year graduates of practice-oriented study programmes (MDR)</li> <li>IP1: Number of first-year graduates of practice-oriented study programmes (MDR)</li> <li>IP1: Number of students with SEN using products of counselling and assistance support (MDR)</li> <li>IP1: Number of newly created courses of LL (MDR and LDR)</li> <li>IP1: Number of U with established transparent quality assessment systems (MDR)</li> <li>IP1: Number of first-year graduates in new or modernised research programmes accredited for teaching in foreign language (MDR and LDR)</li> <li>IP1: Number of research organisations with a modernised strategic management system (MDR)</li> <li>IP1: Number of organisations influenced by a systemic intervention (MDR and LDR)</li> <li>IP1: Number of Roma children, pupils and students in supported organisations (MDR and LDR)</li> </ul>	3	2	6
<b>PA3 – risk of non-fulfilment of the output indicators</b>	<ul style="list-style-type: none"> <li>There is a risk of non-fulfilment of the outcome indicator IP2 Number of supported products (MDR) and IP3: Total number of participants (MDR)</li> </ul>	2	2	4
<b>PA3 – risk of non-fulfilment of the result indicators</b>	<p>There is a risk of non-fulfilment of the following result indicators:</p> <ul style="list-style-type: none"> <li>IP1: Number of Roma children and pupils included in education (MDR)</li> <li>IP2: The number of organisations in which the quality of education and training and pro-exclusivity have increased (MDR and LDR)</li> </ul>	2	2	4
<b>PA4 – risk of non-fulfilment of the output indicators</b>	<p>There is a risk of non-fulfilment of the following outcome indicators:</p>	2	2	4

Factor	Factor Specification	Impact of the factor	Probability of occurrence	Severity of the factor
	<ul style="list-style-type: none"> <li>Number of training sessions, seminars, workshops, conferences</li> <li>Number of created communication tools</li> </ul>			

Based on the performed analyses, the following list of recommendations was created.

**Table 7 Recommendation Resulting from the Findings**

Name of Recommendation	Description of Recommendation	Prioritisation of Recommendation	Implementation Steps
<b>Revision of the OP settings of the indicator values in PA1 – PA4</b>	For all priority axes, indicators were identified where there is a risk of non-fulfilment of target values of the indicators and their over-fulfilment, even in the order of hundreds of percent. For this reason, it is recommended to revise the OP with the aim of increasing the target values of selected indicators.	4	<ol style="list-style-type: none"> <li>1) To complete a document containing the arguments behind proposals for changes in indicator values.</li> <li>2) To start a formal negotiation process with the European Commission.</li> </ol>

Disclaimer:

This document is English translation of original document in Czech. In case of discrepancy between the Czech original text and the English translation, the Czech text shall prevail. The contractor is responsible for the correctness of the English translation.

