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Evaluation of individual system projects supported by PO 3 OP RDE-II

Part II: Evaluation area B

– Evaluation of the MOV project

3RD INTERIM REPORT

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1 Contents

2 Executive summary

Evaluation area B – Evaluation of the individual system project "Modernization of Vocational Education" (MOV project) is part of the evaluation of systemic and conceptual projects supported by PO 3 OP RDE. The presented interim report of this evaluation is based on research carried out in the second half of 2020. This interim report links to the prior two completed interim reports:

- 1st IR (Interim Report) – evaluates the period from the start of the project until March 2019,
- 2nd IR – from April to September 2019. The current IR was drawn up for the period from October 2019 to November 2020.

The implementation of the MOV project (reg. number: CZ.02.3.68/0.0/0.0/16_020/0004176) started on 1 May 2017 and finished on 30 April 2020. The total project budget amounted to approx. 97 million CZK.

The evaluation report presents the findings summarised in the following areas.

Conformity of the MOV project management and implementation with the project application

The evaluation of the specified evaluation period described in this interim report (see above) focused on several aspects in greater detail: oherence between the implementation of key activities and elaboration of outputs with the planned timetable and current needs of the project implementation; the rate of achievement of the MOV project objectives and expected changes to the current state; effectiveness of the exchange of experience among schools and other stakeholders; the existence of risks jeopardizing the project implementation and achievement of the objectives; the existence of barriers to successful implementation; the progress of the project evaluation.

The implementation of project key activities continued over the whole monitored period (up to the end of the project) in line with the developed project documentation and identified timetable. In the 1st IR, the identified internal timetable was delayed by approx. one month, however, the delay was completely made up for during the project implementation to allow the activities to be completed according to the internal timetable. Monitoring of the project implementation and current needs was carried out on a regular basis, and the progress of the project was adjusted to the current needs where necessary. The project was terminated on 30 April 2020 by the recipient. After that, the project was examined and administrative measures were taken by the MŠMT (Ministry of Education, Youth and Sport).

The 3rd IR can evaluate the performance of the identified objectives since the project has been completed. All the key activity (KA) outputs identified in the project application were successfully completed and all indicators were fully met (or even exceeded). The MOV project was specified as a systemic project, nonetheless, the optimization of the School Educational Programme (ŠVP) was carried out only in a smaller number of vocational schools compared to the total number of vocational schools in the Czech Republic, for example. Accordingly, the MOV project outputs should be perceived as a concept developed to ensure

ŠVP flexibility at individual vocational schools, mainly by using education modules and developed methodological support created within the project. The MOV project involved the collection of suggestions for reviewing the Framework Education Programme (RVP) in vocational education. The complex modernization of vocational education and extensive ŠVP optimization is part of the 2030 Strategy. The key task for the years to come will be to use and incorporate the individual MOV project outputs in the RVP reviews by the MŠMT departments working together with the National Pedagogical Institute of the Czech Republic (NPI ČR). The objectives set out in the project application (DC1 – DC6)[1] could be perceived as ambitious but achievable in the form stipulated above.

Effectiveness of transfer of expertise among schools and other stakeholders

Research was conducted to find out the effectiveness, i.e., a case study at the participating schools and questionnaire research among pedagogical professionals involved or not involved in the project. The research shows that approximately one half of the respondents applies lessons learned in practice, most frequently by using the obtained knowledge in teaching and verification of complex tasks in practice.

More than a third of the respondents share the findings obtained within the MOV project cooperation with other schools and stakeholders beyond the scope of the project obligations. They very often mutually share the knowledge on a peer-to-peer basis at their school as well as with other schools. The frequency of the information transfer runs in quarterly, but also on a monthly and half-yearly basis. On the other hand, the remaining persons interviewed, approx. 70 %, fail to share any findings, the reason reported by them being mostly time/work load and lack of interest of teachers. The rate of information sharing has decreased compared to the research conducted in2019. However, the cause might be addressing of respondents from uninvolved schools and the existing epidemiological situation, where all education workers have been obliged to change the form of teaching and have not had enough time to do other things. The findings obtained from the foregoing research show that respondents who share the knowledge effectively participate in sharing the experience with schools and other stakeholders.

Respondents also identified the greatest barrier which can affect the successful introduction of the project outputs in practice, i.e., a lack of stakeholders´ interest (teachers, school directors and other school representatives). Another barrier reported by them is low awareness of the project and its outputs or different school equipment. The identified barriers are more or less identical to those established in the research conducted in 2019.

[1]DC 1 To modernize the vocational education curriculum in the area of general education at school levels, i.e., school education programmes (ŠVP), in order to promote students' key competences necessary for their successful integration into the labour market and for lifelong learning
DC 2 To modernize the secondary vocational education and training education curriculum through reinforcing the fundamentals of vocational education and training at school levels, i.e., the ŠVP, in order to enhance vocational competences for continuing professional development and labour market success.
DC3 To link the qualification structure of the National system of qualifications (NSK) with initial vocational education and training, and/or interconnection with the NSK (ÚPK- Complete Vocational Qualifications/PK - Vocational Qualifications) required by the labour market with the specific (qualification) part of school educational programmes.
DC4 To extend and streamline the implementation of practical training and work experience of secondary vocational school students in cooperation with employers with the emphasis on quality assurance and building students´ personal portfolios.
DC5 To develop new UNIV 3 information system components for the elaboration and innovation of the SEP, preparation of related methodological and teaching materials, their sharing and publication.
DC6 To use model sets of complex tasks / assignments, educational projects, examples of good practice in a selected sample of the ŠVPs in specified categories of secondary vocational education (E, H, L0, M).

Further findings from case study processing at eight participating schools show that schools and other stakeholders share the experience.The exchange of experience most frequently takes place between a specific school and its partner schools and/or employers (among others, round-table exchanges, informal meetings). An example is a school which reported that even after the end of the project, they cooperate with the Education Department of the Regional Office and Secondary school department of the MŠMT on a regular basis.

Accordingly, the findings of the above-stated survey show that schools and other stakeholders effectively exchange the experience, i.e., the knowledge is shared even after the end of the MOV project, which is very positive. Nevertheless, this is not happening at all vocational schools in the Czech Republic.

A relatively large number of schools fail to share their experience with other schools, or the sharing occurs between departments of the same school (where schools have detached departments) or at the same centre (where schools are joined).

Risks and barriers

The evaluation also assessed the risks posing a threat to the project implementation, achievement of the objectives and barriers to implementing the project. The implemented research showed that no risks were identified that jeopardise the project implementation and achievement of the objectives. There were still complications perceived (as already shown in the 1st and 2nd IR) concerning the poor link-up to the RVP reviews and amendments. The reason is that no final version of the RVP is available for the process of the ŠVP development by individual schools at the moment, since the RVP Framework Education programme is being revised. Hence, education workers involved in the project are concerned that the ŠVP optimized by them will not correspond to the superior curricular documents which identify generally binding requirements for education at individual levels and fields of study applicable for all schools. The research conducted at schools (questionnaire research, case studies) showed the following risk: low interest of stakeholders (teachers, school directors and other school representatives) in using the project outputs.

Similarly as in the 1st and 2nd IR, the recipient identified 2 barriers in this evaluation report, which were perceived during the project implementation. The 1st barrier was the administrative burden of the project, the 2nd one the merger of the NIDV (National Institute for Further Education) and NÚV (National Institute for Education). These barriers influenced the continuity of the MOV project implementation rather than significantly jeopardizing the project implementation and achievement of its objectives. The research conducted at schools (questionnaire research, case studies) established the following barriers: low rate of awareness of the project and its outputs; different school equipment.

Project evaluation activities

The last aspect evaluated concerning the project management and implementation was the evaluation implemented within the project. We looked into whether the recipient fulfils the conditions of the Call in the area of evaluation. Evaluation activities for the specific KA were carried out in the same way as shown in the 1st and 2nd IR. The whole project internal evaluation was organised and implemented in accordance with the conditions specified in the Call. The project outputs were evaluated by way of the quality assessment system based on the developed Quality Management Strategy. Evaluation activities also involved

completion of a self-assessment report. Apart from others, an aggregate evaluation was developed based on 11 informative workshops held within the project. The evaluation results were incorporated in the "Evaluation of workshop questionnaires". The evaluator evaluates the scope, level and quality of the KA 9 Evaluation as sufficient and good.The evaluator also concluded that the recipient worked in line with the evaluator´s Code of Ethics as well as formal evaluation standards while implementing the evaluation activities.

National Register of Qualifications (NSK)

Knowledge, usefulness and use of the National system of qualifications (NSK) of potential users was also evaluated within the evaluation, primarily in relation to the use of the NSK for the concept of the school curriculum. Knowledge of the NSK, its use and usefulness was looked into as well as identification of the barriers which prevent its use, both in the target group of education workers involved or not involved in the project, and in employers involved in the project, educational, research and consulting organisations involved in the project and representatives of the Labour Office of the Czech Republic, personnel agencies and job seekers.

The survey conducted among educationalists showed that more than a quarter of them use the National Register of Qualifications (NSK) and find it useful. Approximately 24 % of respondents use the NSK and find it quite useful. They use the NSK especially in further training (adult education) / retraining courses as well as in ŠVP modifications and implementation of teaching. Some of the respondents stated they use the NSK in establishing competences in graduates of specific fields of study/ to compare qualification competences of the NSK with fields of education; and for the creation of modules. Respondents also consider the NSK useful because it provides clear information on fields of study and qualifications. The NSK is not used by approximately 38 % of those interviewed, of whom approx. 18 % find it useful. The reason why respondents do not use the NSK is primarily a lack of acquaintance with the NSK alone (i.e., they do not know about its existence), so there is no need to use it. The research results for all respondents in 2020 more or less match those in 2019. Respondents identified a weakness of the NSK which prevents the system from being used more widely - i.e., primarily low awareness in the general public, teachers and employers. They also identified another barrier, i.e., inappropriately designed requirements and incompleteness of the NSK. Another drawback of the NSK is found in the great administrative burden for schools such as obtaining accreditation for education in accordance with the NSK, followed by the high financial costs of the NSK for those interested in obtaining qualifications, i.e., the price of courses.

The research also focused on the NSK aspects appreciated by employers and research, educational and consultancy organisations involved in the project. Less than two-thirds of the interviewed employers and less than 40 % of the representatives of research, educational and consultancy organisations know about the NSK 15 %, resp. 13 % of the interviewed employers, resp. representatives of research, educational and consultancy organisations admitted not being aware of the NSK. Nearly two-thirds of the interviewed employers use the NSK and find it useful or quite useful, whereas representatives of research, educational and consultancy organisations represent less than 48 %. The NSK is primarily used in lifelong learning, as a source of information and for finding requirements for individual qualifications and recruitment of new employees. About one-third of both target groups believe that the NSK is not widely used by potential users. 30 % of employers

believe that the NSK is only partly used. The "Yes" answer (i.e., strongly agree and agree) was selected by only 25 % of employers and 12.5 % of REC organisations. They believe that the weak point of the NSK preventing its wider use is low awareness of the NSK, i.e., unacquaintance of potential users. A barrier identified by these respondents was the low interest of employers who do not require qualifications from job seekers. Some respondents see a barrier in the financial cost of qualifications or low link to the secondary vocational education provided by schools.

NSK aspects were also surveyed in representatives of the Czech Labour Office and personnel agencies[2]. Respondents from personnel agencies showed the highest knowledge of the NSK - 100 % (7 respondents). The Labour office respondents (ÚP ČR) showed a similar result, with only 4 % of those interviewed (7 respondents) unaware of the NSK. The ÚP ČR representatives use the NSK most and they also find it useful. Such a trend was noted in more than half of the respondents. On the other hand, the NSK is less used by personnel agencies and they find the NSK less useful than the ÚP ČR. Approximately 14 % of personnel agencies respondents use the NSK and find it useful.The NSK is used by them mainly for career counselling and searching for/obtaining information, retraining and searching for authorised persons. Finally, the NSK is also used for discussions with students and the creation of presentations.

The question Why is the NSK useful for respondents was answered similarly by them. Most of these respondents see the NSK's usefulness in its overview, description and parameters of qualifications as well as further education. It also provides one-stop-shop information and contacts to authorised persons/facilities. Several respondents stated that the NSK is used by them as a basic source for consulting work with career clients. The questionnaire research in personnel agencies and ÚP ČR shows a prevailing opinion that the NSK is not widely used by potential users. Only a smaller number of respondents believe that it is widely used. The weakness of the NSK, as reported by the respondents from the ÚP ČR, is primarily low awareness in the general public. A barrier of the NSK is seen in its complexity, since it is difficult to navigate through it. A weakness is also the specified number of authorised persons, which is low or even missing for some qualifications[3]. Some respondents mentioned another barrier - too detailed segmentation into partial qualifications. The results of the research conducted in 2019 and 2020 in this target group are more or less the same.

Benefits and use of the project outputs and activities

There were several surveys within this evaluation to identify the benefits and usability of the MOV project output/activities from the perspective of the individual target groups. The first of them was a **questionnaire research among education workers** both involved and not involved in the project. 156 respondents took part in the questionnaire research. Less than a third of them took part in expert panels held during the project on a regular basis while a quarter participated from time to time. The vast majority of respondents proposed no changes to the implemented expert panels to provide greater effectiveness of the information transfer. In 2019, respondents were asked about their expectations from the outputs/activities in the project. Respondents reported that their greatest expectations were

[2] The target group of job seekers was not provided, i.e., no respondents were obtained.

[3] There are "natural or legal persons who were granted the right to organise and carry out tests in respective vocational qualifications by an authority (usually the competent ministry) and issue certificates specified by law." (Source: https://www.narodnikvalifikace.cz/, 2021)

from workshops to exchange experience among schools and employers, and to obtain examples of good practice and from expert panels. Drawing on the specified expectations, the questionnaire research conducted in 2020 looked into the benefits of the outputs/activities in the project. The comparison of the expectations and actual benefits shows that the expectations were higher in all categories and most of the outputs than the consequently evaluated benefits of the outputs. This applied to the outputs/activities which were marked as the highest expectations in 2019.

The respondents from this target group were also asked whether they know about education modules created in the MOV project. More than half reported they knew the modules. Those who declared they knew about the modules were asked whether they incorporated the modules into teaching. More than half of them admitted they did not. More than quarter incorporated the modules and approx. 11 % incorporated the modules in part.

The benefits and usability of the MOV project outputs/activities were further identified **by means of the implementation of case studies at eight schools involved in the project**. The results showed that the main benefits of the project were seen in the modification of the ŠVP and the linked teaching in line with these modified ŠVPs. Although schools have introduced or are in the process of introducing modular training exclusively in vocational education so far, they mostly positively view the modified ŠVPs. They mainly positively view better teaching or the possibility to share modules in similar subjects, which is considered the greatest benefit of the project. Representatives of some schools stated they managed to eliminate mistakes in the development of the ŠVP thanks to being part of the project. Some schools positively view the fact that the project outputs (complex tasks/assignments/ educational projects) allowed them to better organise and implement distant teaching in the state of emergency due to COVID-19.

Finally, employers and representatives of research, educational and consultancy organisations involved in the project were asked the question. The research linked to the questionnaire research implemented in 2019, where expectations from the project outputs of these two target groups were ascertained. The greatest expectations were reported by the representatives of research, educational and consultancy organisations, mainly from model sets of complex tasks / assignments, representatives of employers from vocational training concepts and preparation and from propositions for planning, organization and evaluation of the implementation of practical training in cooperation with employers. After that, benefits of individual project outputs were looked into in 2020. Benefits, as much as in the expectations, were positively viewed in most project outputs/activities. When it comes to participation in expert panels, employers showed a greater level of participation (50 %) in 2019, as opposed to approx. 88 % of representatives of REC organisations in 2020. However, it should be noted that there were fewer respondents in this target group. This translates into the assessment of usefulness of the expert panels. Employers – similarly as in 2019 – find the expert panels more beneficial than the REC organisation representatives. In spite of that, the expert panels can be considered beneficial/useful, which is also confirmed by the fact that those who take part in them, do not propose any changes to their organization.

Cooperation

The evaluator finds the activities carried out by the recipient sufficient as to the cooperation with other relevant projects (in this case, with the P-KAP project) and the results of this cooperation. As opposed to the information stated in the 1st and 2nd IR, no new findings were established concerning cooperation between projects.The cooperation continued in a similar way and extent. The most intensive cooperation was with the P-KAP project, mostly in the form of sharing the information and outputs, by participating in expert panels (except for the last one – due to the epidemiological situation related to COVID-19).

Unintended impacts of the MOV project

The last topic dealt with in the Interim Report was unintended impacts of the project. The evaluator identified the following unintended impacts based on the implemented survey: unplanned promotion of the NSK and raised awareness of the NSK, better awareness of the possibilities to use the project outputs by involving all project target groups, new information exchange about school work by participating in information workshops.

3 Introduction and context of the report

3.1 Purpose of the report

The objective of this evaluation report is the regular monitoring and evaluation of the project implementation progress, achievement of the identified objectives and compliance of the implementation progress with the setting specified in the application for grant. The evaluation period of this IR covers the period from October 2019 to November 2020.

3.2 Objectives and focus of the MOV project

The objective of the "Modernization of Vocational Education“ (MOV) project is to enhance the quality of vocational training and support labour market success for school leavers. The project focuses on general education and the professional part of education at secondary vocational schools. The project objectives should be achieved mainly through the modernization of school education programmes (ŠVPs). Secondary vocational schools will obtain methodological support for the planning, concept and modification of the ŠVP and for the implementation of teaching according to their needs within the project, which will help improve the quality of the ŠVP and bring it closer to the needs of the labour market. The project also deals with the interconnection of the initial vocational education with vocational qualifications listed in the National System of Qualifications (NSK) as well as support of the implementation of practical training in cooperation with employers.

The project is implemented through nine key activities. KA 2 to 7 focus on changing the conditions at vocational school. KA 8 draws on the other KA and its objective is to interconnect the observations from the project implementation with other IPs. KA 1 deals with project managementand KA 9 with its evaluation.

4 Summary of evaluator´s procedure since the previous report and description of the procedure for the subsequent period

4.1 Focus of evaluation activities

The evaluator proceeds in line with the evaluation matrix developed in the Inception Report. The Inception Report focused on a detailed specification of planned activities in individual evaluation questions, primarily for the 1st and 2nd interim report (hereinafter the "IR"), i.e., evaluation activities in 2019. Evaluation activities for the year 2020 were planned in connection with the resolution of evaluation questions in the 1st and 2nd IR.

Findings and conclusions presented in the report are primarily based on the outputs from the research in the opinions and attitudes of key activity managers, and target groups set out below in subchapter 4.2 Fieldwork.

4.2 Fieldwork

The extent of the research follows from the requirements of the tender documents and the offered solutions, it draws on the plan of activities identified in the Inception report while respecting the current situation in the progress of the project implementation. The scope and methods of the conducted research were continuously consulted and agreed with the Contracting authority.

In the 1st IR, where it was impossible to focus the evaluation on the benefits and impacts of the project, the evaluation was focused on procedural questions in relation to the progress of the project implementation, its direction to achievement of the objectives and the expectations of key stakeholders. The 2nd IR identified how the established expectations were met, just like the 3rd IR, and changes in expectations between these surveys were compared. The objective of the fieldwork was to address relevant stakeholders involved in the implementation of project activities and stakeholders who have competencies and information for formulating their expectations and their fulfilment in relation to the project activities.

The following survey was carried out in the monitored period (Table 1).

Table 1 Overview of conducted research

Method	Respondent	Number	Deadline
Group depth interview (GDI)	Project managers and KA managers	1 GDI	9. 3. 2020
Individual depth interview (IDI)	Internal evaluator (NÚV)[4]	1 IDI	9. 3. 2020
Individual depth interviews (IDI)	OP RDE project administrator[5] Competent guarantor	1 IDI 1 IDI	10 / 2020 4. 11. 2020
Individual interview	P-KAP project manager	1 IDI	10 / 2020
Case studies – involved schools (individual/group interviews, evaluation visits)	8 involved schools: school director, school coordinator, education worker (workers)	8 case studies	1. 9. – 30. 11. 2020
Questionnaire research	Education workers involved in the project and representatives of all secondary vocational schools in the Czech Republic	156 respondents (399 educationalists involved in the project were addressed, representatives of all Czech secondary vocational schools were contacted)	30. 7. – 12. 10. 2020
Questionnaire research	Czech Labour offices – employees of consultancy departments and further education	162 respondents (consultancy workers and staff of the Department for further education of the ÚP ČR[6] were contacted, the size of the addressed sample is impossible to identify)	29. 6. – 14. 8. 2020
	Personnel agencies	7 respondents (44 personnel agencies in total were contacted, 15.9 % return rate)	
	Job seekers	0 respondents (impossible to identify the size of the addressed sample)	
Census	Employers involved in the project	20 respondents (63 persons contacted, 31.7 % return rate)	7. 7. – 12. 10. 2020
Census	Research, educational and consultancy organisations (REC) involved in the project	8 respondents (143 persons contacted, 5.6 % return rate)	7. 7. – 12. 10. 2020
Participant observation – expert panel	Participation in expert panel[7]	1 expert panel	22. 4. 2020

[4] The 1st IR established that the MOV project has no identified own internal evaluator, so the sets of questions were ascertained in the interviews with project managers and KA managers.

[5] The Contracting authority requested to change the methodology of the interview with the project administrator (due to the work load of project managers at the time interviews were held) – instead of a structured interview, the information was ascertained via email correspondence upon a sent scenario with questions defined.

[6] By way of methodologists of consultancy and retraining of regional subsidiaries of the ÚP ČR.

[7] The expert panel was not held in person due to extraordinary circumstances caused by the spread of the pandemic (COVID-19). Since external participants could not be asked to commute to the webinar or dispose of technology for the videoconference, the form of electronic creation of outputs was preferred. After that, the outputs from the MOV expert panel were sent by electronic mail.

Results, benefits and impacts of the project were evaluated in the Final Report using the 3E principles (Effectiveness, Efficiency and Economics). It will also present a statement on how complex solutions are fulfilled. The Final Report will contain an overview of key project outputs and results linked to the identified project objectives as well as a description of evaluation results according to the 3E principles.

Fieldwork will be carried out for the final evaluation (i.e., questionnaire research among educationalists) so that the visibility of the project benefits for involved / not involved schools is clear.

Change of deadline for submitting the 3rd Interim Report

Fieldwork was impossible to fully implement, mainly school visits, due to the significant spread of the coronavirus epidemic during September and October 2020, which in many ways negatively affected both the respondents and the project team, and the declared state of emergency in the Czech Republic.

Hence, the Contracting authority and Contractor agreed to present this Interim Report no later than by 31.12.2020.

5 Identification of addressed EOs

The objective of the evaluation is to continuously monitor and evaluate project implementation progress, achievement of the identified objectives and conformity of the implementation progress with the setting specified in the grant application. For the first interim report, the below-mentioned evaluation questions were ascertained.

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

B.1.1. Does the KA implementation and output processing conform to the planned timetable and current needs of the project implementation?

B.1.2. To what extent are the MOV project objectives and changes to the existing situation achieved, which were expected as a result of the project?

This part of evaluation focuses on verification how the progress of individual KA implementation conform to the project implementation plan and whether current needs are ensured to implement the project properly. This evaluation sub-question looks into the procedural part of the project implementation, whereas the qualitative assessment of the content (achievement of the objectives and benefits for the target groups) is covered in other EOs, i.e., the second part of the evaluation focuses on how KA objectives were achieved. It should be noted, however, that the current phase of the project does not allow changes to the existing situation to be monitored.

The verification of individual activities, outputs and KA objectives was carried out primarily upon the information presented in the implementation reports and their appendices (RoI 1 to 12 were available for this IR) and in-depth interviews with stakeholders engaged in the project implementation (MOV project team, MŠMT representatives).

A detailed evaluation of the progress and fulfilment of planned activities in individual KAs is shown in Appendix 1 – Technical Report. The project timetable specifies no deadlines for specific subtasks within KAs though, which is why the evaluator can monitor only the fulfilling of deadlines for main outputs, not partial outputs.

The process tracing method was also carried out within this evaluation task (see EO B.5).

Evaluator´s conclusions and evaluation

As shown in the detailed analysis of the project activity implementation progress and qualitative research (individual/group interviews) with the recipient´s representatives and MŠMT representatives, project activities took place in the anticipated extent and in line with the timetable.

The analysis (interim and final) of the outputs and progress of the implemented project activities shows that the project implementation progress conformed to the timetable. As shown in the analysis of information contained in the Project Implementation Reports, especially the outputs of qualitative research in stakeholders involved in the implementation, the setting for the progress of the implementation and the outputs

(especially the optimised ŠVPs, methodologies generated, education modules and complex tasks generated, examples of good practice, workshops held, etc.) conformed to the current needs to ensure successful project implementation and achievement of the objectives. For a detailed evaluation of individual project outputs and activities, see EO B.2 below.

The project implementation team managed to detect potential risks jeopardising the project early on and introduced appropriate measures. The available information about project activities and statements from the involved stakeholders show that the project implementation was successful.

EO 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 exchanged with other stakeholders and schools?

This EO was evaluated upon the questionnaire research among educationalists involved in the project.

Questionnaire research among educationalists

This EO was also evaluated upon the questionnaire research among the educationalists involved in the project and those not involved. 399 educationalists took part in the project. Representatives of all secondary vocational schools in the Czech Republic not involved in the project were also contacted. 156 questionnaires were filled in, of which one-third reported their school was involved in the project.Nonetheless, the analysis of individual responses showed that even teachers who were involved in the project (according to the evaluator´s records) stated in the questionnaire they were not. Presumably, this is due to the lack of knowledge of the teachers. Accordingly, this finding makes it impossible to divide the questionnaire research results into involved /not involved educationalists.

Approximately one-half of respondents apply the obtained knowledge in practice (i.e., information and materials obtained within the MOV project, e.g., education modules, complex tasks/assignments, examples of good practice, information from workshops). They mostly apply the obtained knowledge by including it in teaching and verifying complex tasks in practice. Some respondents stated they incorporated the knowledge in the ŠVP (School Education Programme). The established forms of application corresponded to the findings from 2019.

More than a third of respondents shared the findings obtained within the MOV project cooperation with other schools and stakeholders beyond the scope of the project obligations. Compared to 2019, the rate of sharing fell, which might have resulted from addressing respondents from schools not involved or the current epidemiological situation, where all education workers were forced to cope with changed forms of teaching and had no time left to do other things. Those who shared knowledge did so mainly with their school peers or those from other schools. The intervals in which sharing took place was on a quarterly, monthly or half-yearly basis.The reason why the knowledge was not shared was a lack of interest of teachers in sharing, and missing contact details of other teachers (no networking). Some respondents reported a lack of time / workload as a reason.

Respondents found the greatest barrier which might affect successful introduction of the project outputs in practice to be the low interest of stakeholders (teachers, …), similarly as indicated in the report from 2019. Another barrier is poor awareness of the project and its outputs, or different school equipment. A newly reported barrier which emerged was the unsafe school environment due to the epidemiological situation.

Evaluator´s conclusions and evaluation

The quantitative research among educationalists confirmed that the obtained knowledge is put into practice just like sharing of knowledge obtained within the cooperation on the MOV project with other schools and stakeholders. Taking into account that knowledge sharing is not obligatory in the project, it is very good to see it occurring spontaneously. New barriers emerged during the evaluation period influencing the implementation of the project outputs and knowledge sharing caused by the current epidemiological situation (COVID-19). This barrier put extra pressure on teachers, who had to adjust to distant teaching at school. It had no influence on the project implementation though, inasmuch as the project activities were properly completed in April 2020. In any case, it might reduce the rate of use of the project outputs by the individual target groups. The individual target groups might be overloaded by consequences related to the measures adopted by the government.

Records and evaluation of the above-stated research are shown in Appendix to IR No. 2.

EO 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 objectives?

B.1.6 What does the implementation team consider to be the greatest barriers to successful implementation during the project?

Questions B.1.3 and B.1.6. were joined by the evaluator due to their logical links and in order to minimize redundant steps. The joint resolution of both individual questions draws on the idea that the risks and barriers of the project can be approached in a similar way.

In the 2nd IR, risks and barriers were ascertained from the recipient, project administrator and guarantor of the Call. In the 3rd IR, they were also ascertained from the research conducted among educationalists involved in the project and newly also among Czech secondary vocational school teachers not involved in the project. Findings from these interviews and surevy are shown below.

Risks

As the obtained information shows, project management also involved continuous monitoring of risks, registering and resolving them within the so-called Risk Register. Risks were continuously considered and worked with in accordance with the project management standards.

Apart from the originally established risks in the 1st and 2nd IR, no other risks were defined by the recipient or MŠMT representatives. The critical risk as seen by the recipient was in continuous complications caused by no interconnection between the ŠVP (School Education Programme) and reviews of the RVP (Framework Education Programme), modifications to the ŠVP taking place prior to the modifications to the RVPs, i.e., they do not reflect the

superior strategic document. However, this risk was eliminated by incorporating the MOV project outputs into the Education Policy Strategy of the Czech Republic until 2030+.

Most respondents from the educationalist group (involved and not involved) answered they did not see any risks or barriers when asked about successful application of the knowledge obtained in the MOV project. Those who thought there were some reported the lack of interest/unwillingness of teachers and employers or insufficient awareness of the outputs and possibilities for their use. Some respondents reported current distant teaching at secondary schools as a barrier, which translates into an excessive "workload“ placed upon teachers, among others.

Barriers

Similarly as in the 1st and 2nd IR, the MOV project team identified the administrative burden of the project and merger of the National Institute for Education and the National Institute for Further Education (now the National Pedagogical Institute of the Czech Republic) as a barrier to implementing the project. The project team stated that the ongoing transformation of the above-stated organisations was affected primarily by human resources (reduced working hours to 1.0; fewer people due to their working hours) and its psychological impacts (total atmosphere) as well. Nonetheless, considering the phase of the project or its completion at the time this evaluation was being carried out, the above-stated transformation did not affect the implementation of project activities or achievement of its objectives, only its continuity.

The recipient also identified another barrier - insufficiently organised implementation of the MOV project outputs (dealing with the implementation of the MOV project outputs was planned during the extended period of the project of 9 months). The recipient proposed that the NPI ČR and MŠMT be in charge of the implementation.

The survey conducted among educationalists (involved and not involved) showed another barrier - low interest/unwillingness of stakeholders (particularly teachers) and rate of awareness of the project and its outputs, or different equipment at schools.

Evaluator´s conclusions and evaluation

The evaluator states that the established risks did not jeopardize the project implementation or achievement of its objectives. Neither did he identify any serious barriers to the project implementation. As may be observed from the available qualitative survey findings and information recorded about the progress of the project implementation, the recipient carried out adequate measures to overcome the barriers, eliminate risks and made sure to successfully deliver the processing of the identified outputs and achievement of project objectives. Generally, suggestions for the RVP review were collected within the MOV project in the field of vocational education. This means that complex modernization of vocational education and extensive optimization of the ŠVP was incorporated into the Strategy 2030.

For more detailed information, see the Appendices to Fieldwork in the 2nd IR.

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

B.1.4. Does the progress of evaluation conform to good evaluation practice?

To evaluate this EO, desk research was used (mainly the outputs from the evaluation activity presented in RoI), followed by structured interviews with the implementation team of the MOV project and MŠMT representatives.

For the KA evaluation, the Quality Management Strategy was developed in the initial phase of the project. The internal evaluation of the project was conducted upon the duties and methodology identified by the OF THE MA OP RDE for the specific Call. Internal self-evaluation reports were created within the KA Evaluation, with the annual frequency according to the methodology identified by the MŠMT, i.e., 3 reports in total, and a final internal evaluation report. The whole project team worked on the self-evaluation reports, i.e., both the project management and the whole implementation team, involving the internal team (experts in secondary vocational education, methodologists, other positions) and external team (school representatives). An overall evaluation was completed within the organised 11 information workshops in the document Workshop Questionnaire Evaluation. No internal evaluator was appointed for the MOV project. This posed no problem for the project team representatives

The MOV project team stated that the evaluation activities were similar in the monitored period as in the 1st and 2nd IR.

MŠMT representatives found the evaluation MOV project activities sufficient and conforming to the needs of the MOV project.

Evaluator´s conclusions and evaluation

The evaluator verified the evaluation practice of the recipient by reviewing the documents on the evaluation progress, evaluation outputs and implemented structured interviews with the receiver´s representatives. The evaluator evaluates the internal evaluation as conforming and appropriately interconnected with the implemented project activities upon the reviewed documentation. The internal evaluation was appropriately integrated into the project activities and its outputs were used and reflected in the follow-up project implementation.

Synthesis of EO B.1 findings

As a result of the research conducted within EO B.1, to what extent do the management and implementation of the MOV project conform to the project application? (i.e., B.1.1 – B.1.6), a synthesis of the findings was carried out, as shown below.

Individual evaluation questions:

- **B.1.1. Do the execution of key activities and the processing of outputs match the planned time schedule and current needs of project implementation? / B.1.2. To what extent are the objectives of the MOV project being achieved and changes in the existing situation expected as a consequence?**
  - Project activities went to the anticipated extent and according to the planned time schedule.
  - Setting of the implementation process and outputs corresponded to current needs to ensure successful implementation of the project and achievement of its objectives.
  - The project implementation team managed to detect potential risks jeopardising the project early and introduced appropriate measures.
- **B.1.3. Are there any risks that jeopardise the implementation of the project and the achievement of objectives? / B.1.6 What does the implementation team consider to be the greatest barriers to successful implementation during the project?**
  - Apart from the originally established risks within the 1st and 2nd IR, no other risks were defined by the recipient or MŠMT representatives.
  - The critical risk was seen by the recipient in remaining complications consisting in no linkup between the ŠVP and the RVP reviews, modifications to the ŠVP taking place prior to the modifications to RVP, i.e., they do not reflect the superior strategic document. However, this risk was eliminated by incorporating the MOV project outputs into the Education Policy Strategy of the Czech Republic until 2030+.
  - Most respondents from the educationalist group (involved and not involved) reported they did not see any risks or barriers when asked about successful application of the knowledge obtained in the MOV project. Those who thought there were some reported a lack of interest/unwillingness of teachers and employers or insufficient awareness of the outputs and possibilities for their use. Some respondents saw current distant teaching at secondary schools as a barrier, which translates into excessive "workload“ placed upon teachers, among others.
  - Similarly as in the 1st and 2nd IR, the MOV project team identified the administrative burden of the project and merger of the National Institute for Education and

National Institute for Further Education (now the National Pedagogical Institute of the Czech Republic) as a barrier to implementing the project. The project team stated that the ongoing merger of the organisations particularly affected human resources and had psychological impacts. The transformation had no influence on the implementation of the project activities and achievement of its objectives in this phase of the project though, it only affected the continuity of the implementation.

- The barrier of insufficiently organised implementation of the MOV project outputs was added by the recipient. The recipient proposed that the NPI ČR and MŠMT be in charge of the implementation.
- The research conducted among educationalists (involved and not involved) showed another barrier - low interest/unwillingness of stakeholders (particularly teachers), size of awareness of the project and its outputs, or different equipment at schools

- **B.1.4. Does the progress of the evaluation activity correspond to good evaluation practice?**
  - According to the evaluator, the evaluation process conformed to good evaluation practice and conditions specified in the respective Call.
- **B.1.5. To what extent is experience being passed on to other stakeholders /schools effectively?**
  - The quantitative research among educationalists confirmed that the obtained knowledge is being transferred in practice, just like sharing of the knowledge obtained within the cooperation on the MOV project with other schools and stakeholders.

Knowledge sharing is not an obligatory project activity though, so spontaneous exchange is definitely highly appreciated.

New barriers emerged during the evaluation period which influenced the implementation of project outputs and sharing of knowledge as a result of the current epidemiological situation (COVID-19). This barrier had no influence on the project implementation though, inasmuch as its activities were properly completed in April 2020, but it could reduce the rate of use of the project outputs by the individual target groups.

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

B.2.1. Do potential users know about the NSK (National Register of Qualifications?)

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

B.2.3 What are the barriers to wider use of the NSK by potential users?

Evaluation of this EO was carried out upon the questionnaire research among involved and uninvolved educationalists in the project.

Questionnaire research among educationalists

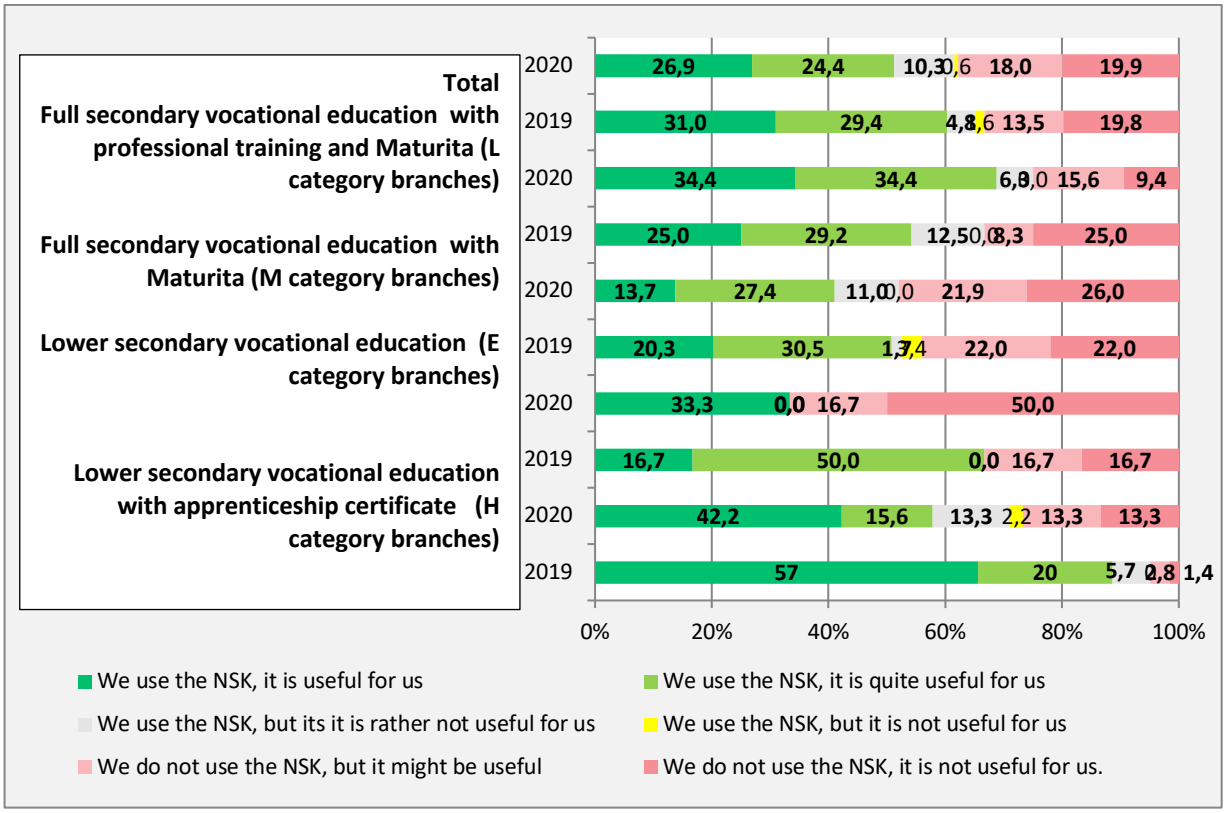
This EO was also evaluated upon the questionnaire research among educationalists engaged and not engaged in the project. 399 teachers involved in the project were addressed, whereas there were more teachers involved in the project at individual schools.

There were also representatives of all secondary vocational schools in the Czech Republic not involved in the project who were addressed. 156 questionnaires were filled in, of which one-third stated that their school was involved in the project. The analysis of individual answers showed that even teachers involved in the project (according to the evaluator´s records) stated in the questionnaire they were not involved in the project. Presumably, this is due to a lack of knowledge on the side of the teachers.Accordingly, it is not possible to divide the teachers from the questionnaire research results into involved and not involved educationalists.

More than a quarter of respondents stated they use the National Register of Qualifications (NSK) and find it useful (Chart 1). Approximately 24 % of respondents use the NSK and find it quite useful.They use the NSK especially in further training (adult education) / retraining courses as well as in the ŠVP modifications and implementation of teaching. Some respondents stated they use the NSK in establishing the competences of field-of-study students/ comparing qualification competences between the NSK and fields of study, and for the creation of modules, too. Respondents also consider the NSK useful because they can obtain clear information on qualifications and fields of study.

The NSK is not used by approximately 38 % of those interviewed, of whom approx. 18 % find it useful. The reason why respondents do not use the NSK is primarily unawareness of the NSK itself (i.e., they do not know about its existence), so there is no need to use it. The research results for all respondents in 2020 more or less match the results in 2019, except for E and H categories of fields of study. As for the categories of fields of study, a greater variability of knowledge is obvious, but generally, the number of those who know about the NSK is lower. The lower use of the NSK in 2020 as opposed to 2019 is presumably due to the fact that the questionnaire research in 2020 also contained representatives of uninvolved schools. It It can be assumed that these schools do not have such broad knowledge of the NSK as those involved in the MOV project.

Chart 1 How useful is the NSK and is it used? (response rate in %)

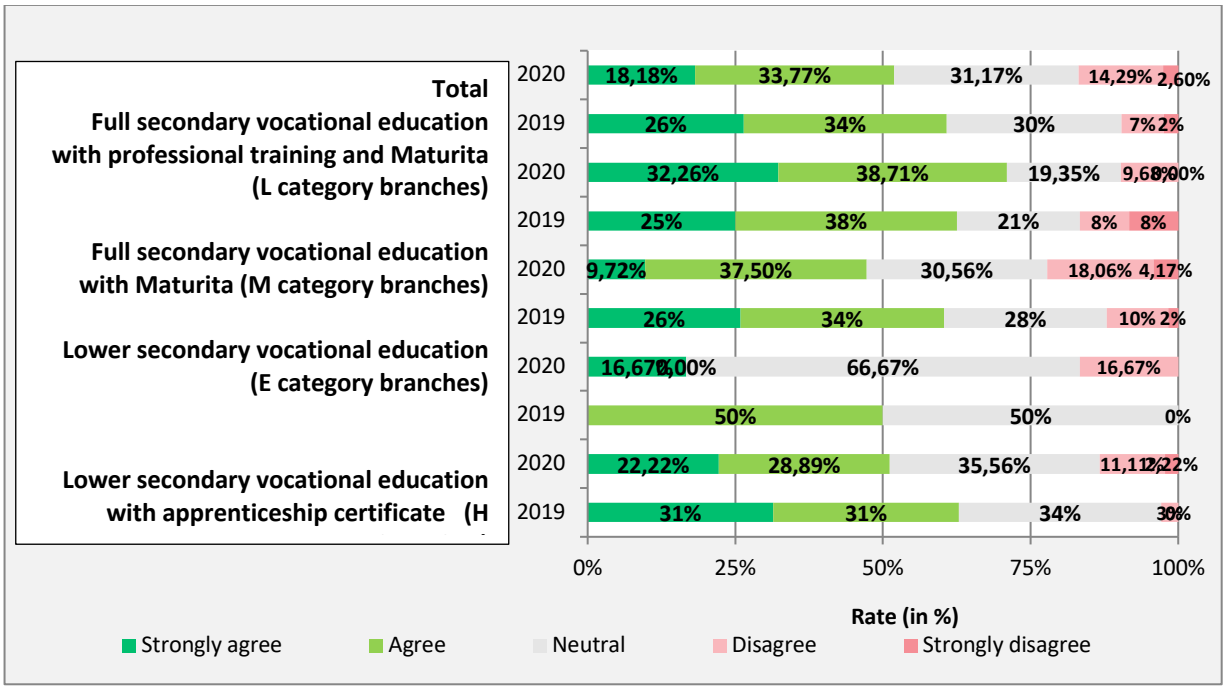


Note. Question: Do you use the National Register of Qualifications (NSK) and is it useful for you? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Total = 127, L category branches = 24, M category branches = 59, E category branches = 6, H category branches = 35. Number of respondents in 2020 Total = 156. L category branches = 32, M category branches = 73, E category branches = 6, H category branches = 45.

Respondents were also asked to evaluate whether the NSK can be used in the ŠVP concept. More than a third of them responded - agree. Strongly agree was chosen by 26 % (Chart 2). Approximately a third of the respondents chose neutral response. Strongly agree and disagree responses were provided by 17 % of respondents. The NSK can be used for the ŠVP concept primarily as a source of inspiration for generating the ŠVP, and it is also used as underlying documentation for their content (specification of students' competences). Respondents stated that use of the NSK can help harmonize the ŠVP and NSK as well as theory and practice. They use the NSK as a source of information and inspiration. The established findings match those from 2019.

Chart 2 How is the NSK used for the ŠVP concept (response rate in %)

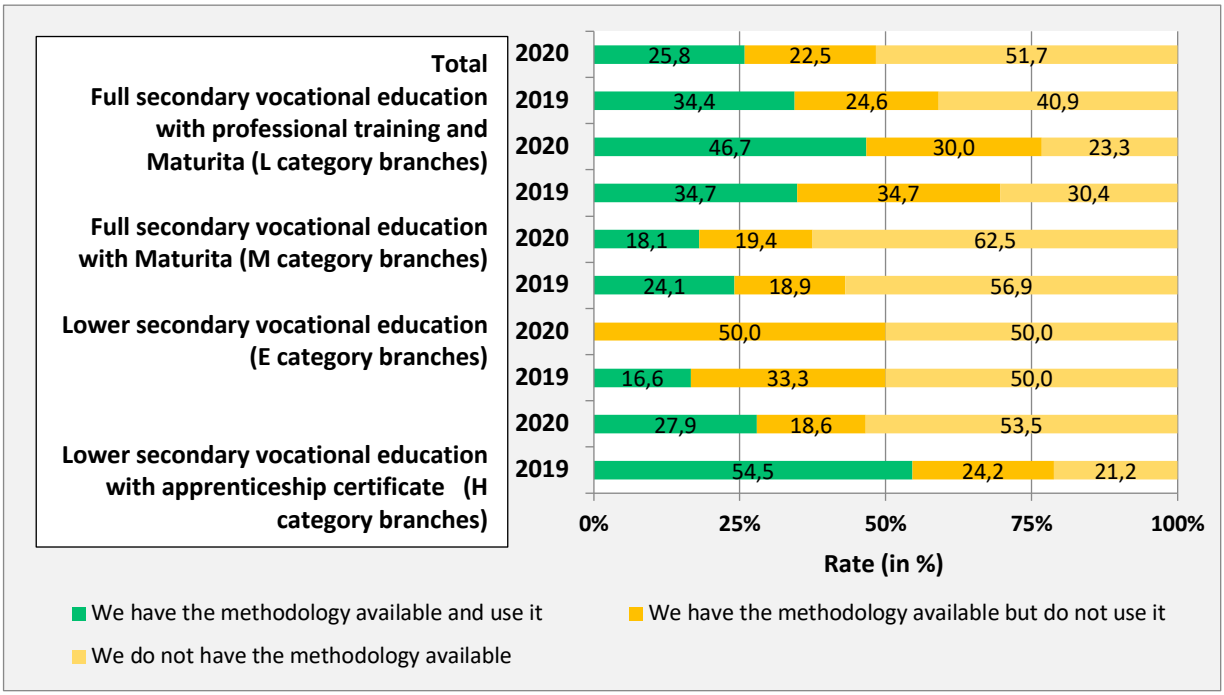


Note. Question: Do you think the NSK can be used for the ŠVP concept? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Total = 127, L category branches = 24, M category branches = 59, E category branches = 6, H category branches = 35. Number of respondents in 2020 Total = 156. L category branches = 32, M category branches = 73, E category branches = 6, H category branches = 45.

The methodology of the ŠVP concept using the NSK qualifications is available and used by fewer than 26 % of respondents, which is 8 % less than in 2019 (Chart 3). It is available to 22.5 % of respondents, who reported that they do not use it, though. The methodology is not available to less than 52 % of respondents. As to the individual categories, H category stated the largest use, followed by L category.

Chart 3 Methodology of the ŠVP concept using the NSK qualifications – its availability and use (response rate in %)

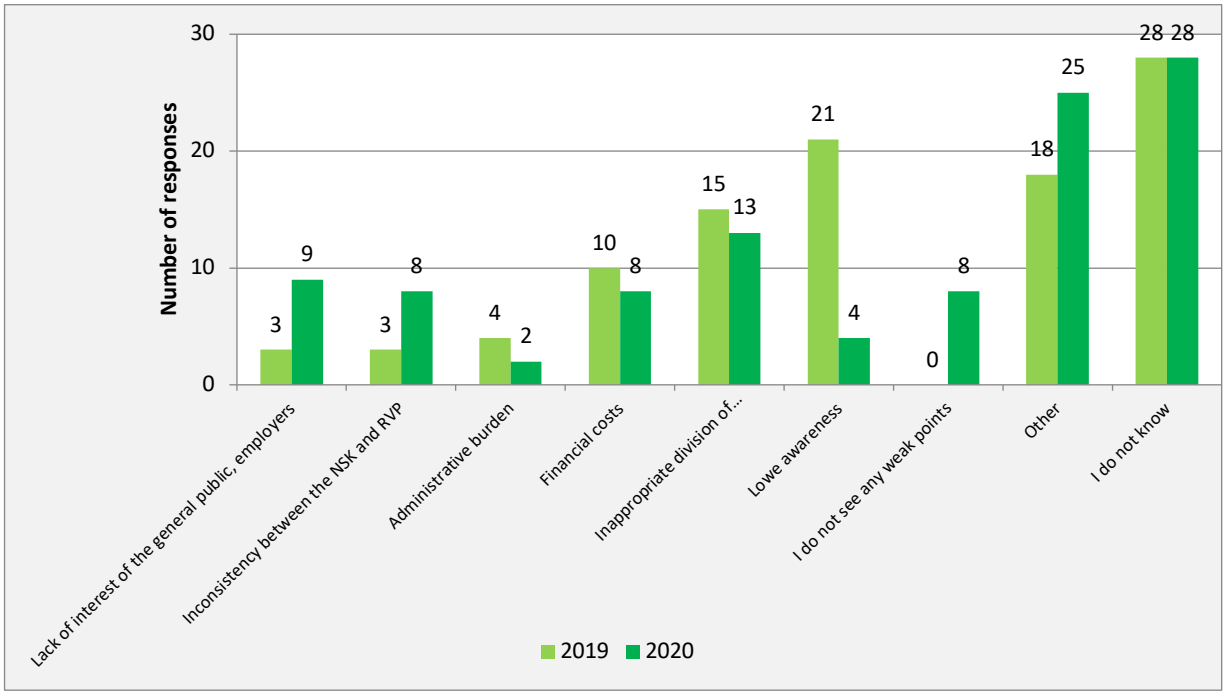


Note. Question: Is the Methodology for the ŠVP concept using the NSK qualifications available to you and do use it? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Total = 127, L category branches = 24, M category branches = 59, E category branches = 6, H category branches = 35. Number of respondents in 2020 Total = 156. L category branches = 32, M category branches = 73, E category branches = 6, H category branches = 45.

Respondents identified a weak point of the NSK preventing its wider use - primarily low awareness of the general public, teachers, employers (Chart 4). They identified another barrier, i.e., inappropriately designed requirements and incompleteness of the NSK. The drawback reported by the respondents is large administrative burden for schools and high financial costs for those interested in obtaining qualifications. The findings from the research conducted in 2020 match those from 2019.

Chart 4 Weaknesses of the NSK (number of responses to the question)



Note. Question: What in your opinion are the weaknesses of the NSK in your opinion, or barriers to its wider use? Please specify.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Total = 127. Number of respondents in 2020 Total = 156.

Records and outputs of the above-stated research are shown in Appendix to IR No. 2.

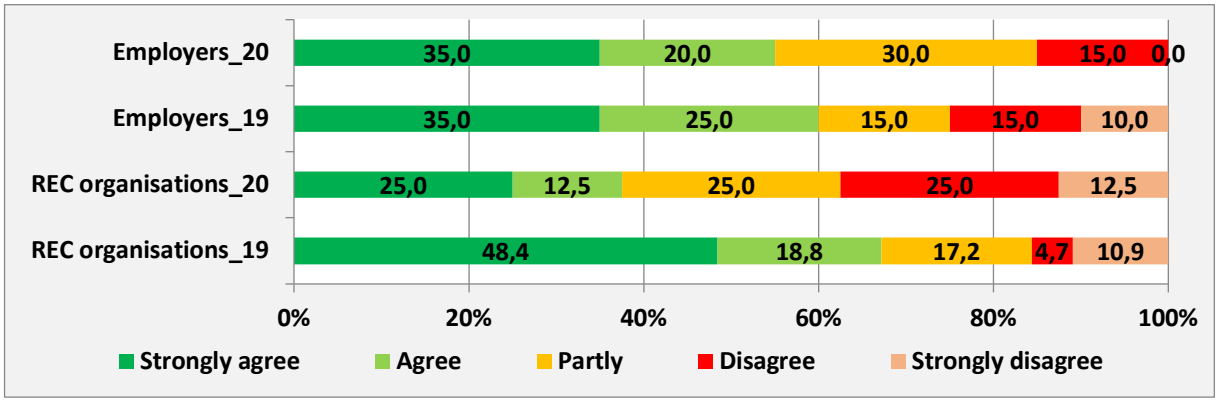
Questionnaire research among cooperating employers and representatives of REC (research, educational and consultancy) organisations involved in the project

Evaluation of this EO was carried out upon the questionnaire research among employers involved in the MOV project, particularly in KA 5 and work groups. 63 persons were addressed. The return rate was 31.7 % (20 respondents). At the same time, representatives of REC organisations involved in the MOV project were contacted - 143 persons in total. The return rate was 5.6 % (i.e., 8 respondents). When interpreting the research results for this target group, the low return rate should be taken into consideration. Persons from both target groups were invited three times by e-mail to fill in the on-line questionnaire.

Less than two-thirds of the interviewed employers and fewer than 40 % of the representatives of REC organisations are familiar with the NSK (Chart 5). Unacquaintance with the NSK was indicated by 15 %, or 13 % of the interviewed employers, resp. representatives of REC organisations. The group of employers indicated more or less the same familiarity with the the NSK as in 2019.

On the other hand, the REC group recorded a change. In 2019, nearly 50% of the interviewed representatives of REC organisations responded strongly agree to whether they know about the NSK. In 2020, the number dropped to a quarter, though. There was a significant increase in the number of respondents who responded disagree to whether they know about the NSK. Unacquaintance with the NSK was indicated by 12.5 % of respondents in this target group.

Chart 5 Knowledge of the NSK (response rate in %)

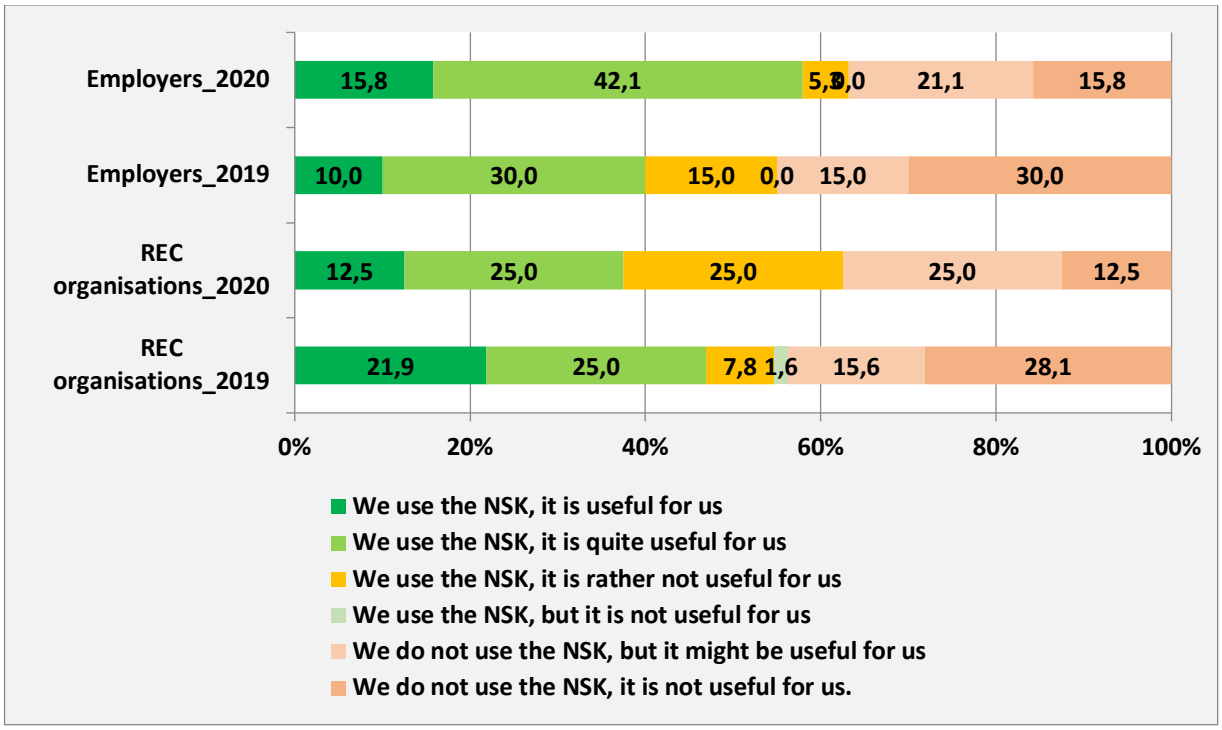


Note. Question: Do you know about the National Register of Qualifications (NSK)? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: REC organisations = 64, Employers = 23. Number of respondents in 2020: REC organisations = 8, Employers = 20.

There was a decrease in the number of those who do not use the NSK or for whom it is not useful (Chart 6) in both interviewed target groups. On the other hand, there was an increase in the number of those who do not use the NSK, but think it would be useful for them. Nearly two-thirds of the interviewed employers use the NSK and find it useful or quite useful, while it was less than 48% of the representatives of REC organisations. Accordingly, employers reported an increase in the use of the NSK, unlike representatives of REC organisations, who reported a decrease compared to the findings from2019. The NSK is primarily used in lifelong learning (creation of retraining courses), as a source of information and for finding requirements for individual qualifications and recruitment of new employees.

Chart 6 How is the NSK used and is it useful (response rate in %)

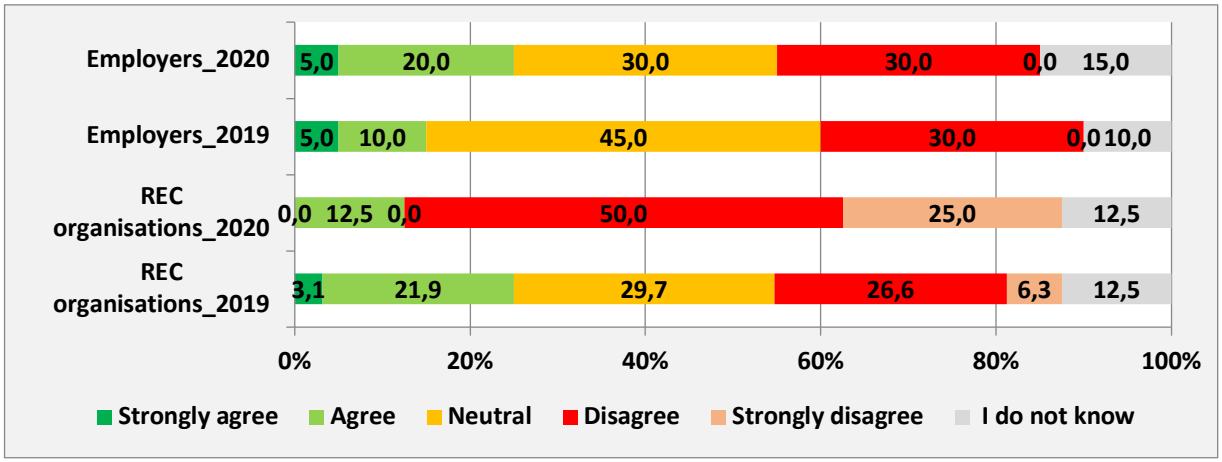


Note. Question: Do you use the NSK and is it useful for you? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: REC organisations = 64, Employers = 23. Number of respondents in 2020: REC organisations = 8, Employers = 20.

As Chart 7 shows, about one-third of both target groups believe that the NSK is not widely used by potential users. 30 % of employers believe that it is used only partially. Only 25 % of employers and 12.5 % of REC organisations stated that the NSK is widely used among potential users. They believe that the weakness of the NSK which hinders its extensive use is low awareness of it, i.e., unacquaintance of potential users (Chart 7). A barrier reported by these respondents was low interest of employers who do not require qualifications from job seekers. Some respondents see a barrier in the financial cost of qualifications or low interconnection with secondary vocational education provided by schools.

Chart 7 How is the NSK used by potential users (response rate in %)



Note. Question: Do you think the NSK is widely used by potential users? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: REC organisations = 64, Employers = 23. Number of respondents in 2020: REC organisations = 8, Employers = 20.

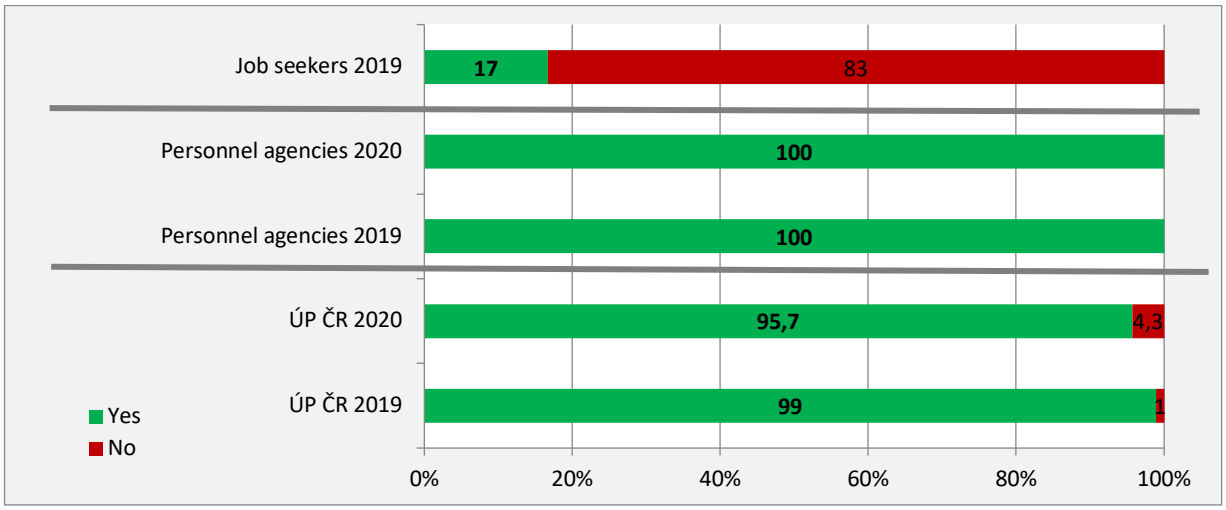
Just like the target group of education workers, both the interviewed target groups report low awareness, i.e., unacquaintance with the NSK in potential users, as a weak point of the NSK. A barrier reported by these respondents was low interest of employers who do not require qualifications from job seekers. Some respondents see a barrier in the financial cost of qualifications or low interconnection with secondary vocational education provided by schools.

Questionnaire research among – labour offices, personnel agencies and job seekers

Evaluation of this EO was carried out upon the questionnaire research among employees of the Labour Office of the Czech Republic (ÚP ČR), personnel agencies and job seekers. The questionnaire for the ÚP ČR and job seekers was sent in cooperation with the General Headquarters of the Labour Office. The Labour Office sent out the questionnaire to all its subsidiaries in all regions of the Czech Republic. 162 filled-in questionnaires were obtained. As to personnel agencies, the return rate was 16 % (i.e., 7 of the addressed 44 personnel agencies filled in the questionnaire).The return rate of job seekers was zero, i.e., no respondents filled in the questionnaire. Instruments to ensure the return rate in this target group were identified in cooperation with the Labour Office, but none of them was applied. One of the reasons were the restrictions related to GDPR. Hence, the information below is missing the evaluation for job seekers. The findings from the conducted research are given below, further compared with the results of research implemented within the 2nd IR.

Similarly as in 2019, greatest knowledge of the NSK, i.e., 100 %, was indicated by respondents from personnel agencies (Chart 8). The same result was seen in respondents from the ÚP ČR, while only approx. 4 % of those interviewed stated unfamiliarity with the NSK (which is a minor increase against 2019).

Chart 8 Knowledge of the NSK (response rate in %)

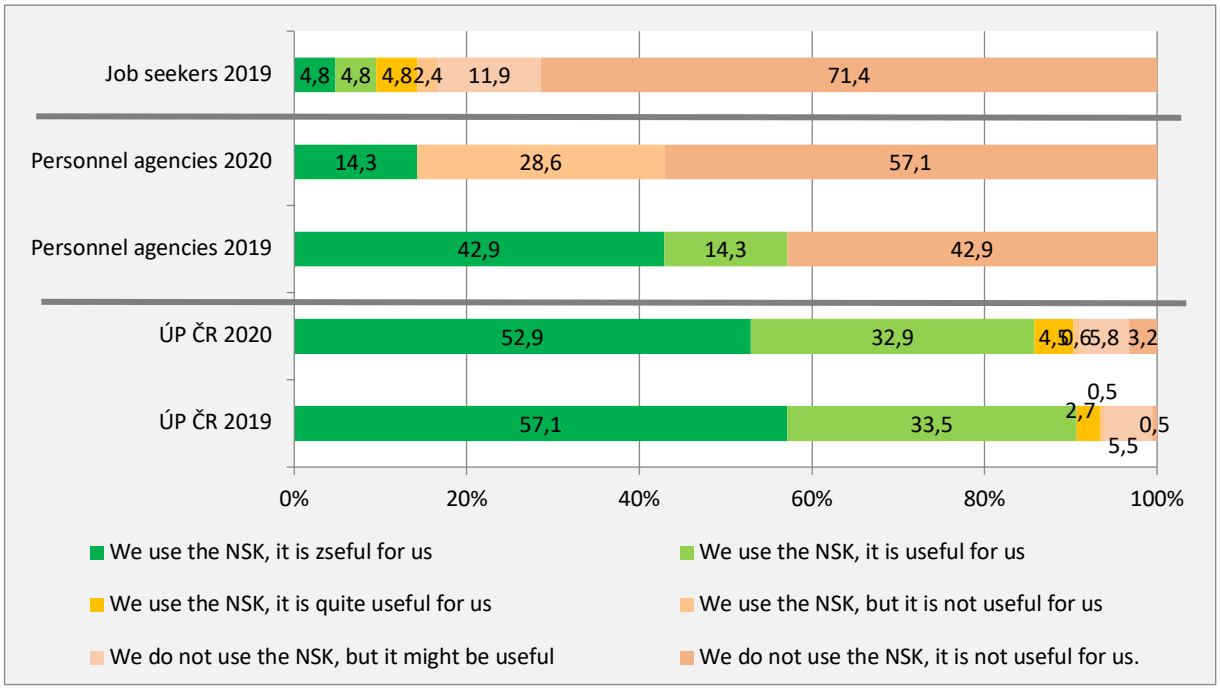


Note. ÚP ČR = Labour Office. Question: Do you know about the National Register of Qualifications (NSK)? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Labour Office of the CR = 182, Personnel agencies = 7. Number of respondents in 2020: Labour Office of the CR = 155, Personnel agencies = 7.

Respondents were asked whether they use the NSK and find it useful. Responses are shown in Chart 9. The NSK is used mostly by representatives of the ÚP ČR, who find it useful, too. Such a response was provided by approximately 50 % of the respondents, which is a minor decline against 2019. More than a third of these respondents find it quite useful. Personnel agencies use the NSK much less, which is reflected in the result concerning its usefulness for them compared to respondents from the ÚP ČR. Less than 15 % of respondents from personnel agencies stated they use the NSK and find it very useful. On the other hand, nearly two-thirds of them do not use the NSK at all, i.e., it is not useful for them.

Chart 9 How useful is the NSK and do you use it (response rate in %)



Note. Question: Do you use the NSK and is it useful for you? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Labour Office of the CR = 182, Personnel agencies = 7. Number of respondents in 2020: Labour Office of the CR = 155, Personnel agencies = 7.

Those who participated in the questionnaire research were asked how they use the NSK and how useful it is for them specifically. The comparison of the research results from 2019 and 2020 suggests that the labour office representatives reported the same way of using the NSK and its specific usefulness. When it comes to the personnel agencies, it should be noted that the result is not representative due to the small number of respondents. The responses of these respondents indicate a prevailing "we do not use the NSK, it is not useful for us“ – stated by 4 respondents. Two respondents do not use the NSK, but find it useful. One respondent uses the NSK and finds it useful.

The respondents use the NSK primarily in providing career counselling and searching for /providing information. The ÚP ČR employees reported they use the NSK in retraining and searching for authorised persons. Finally, the NSK is used in discussions held with students and the creation of presentations.

When asked about the specific usefulness of the NSK, the ÚP ČR respondents reported similarly. Most of these respondents see the usefulness of the NSK in its overview, description and parameters of qualifications and further education. It also provides one-stop-shop information and contacts to authorized persons/facilities. Several respondents stated that the NSK is used by them for advisory work with career clients.

ÚP ČR respondents indicated a prevailing opinion that the NSK is not or is rather not widely used by potential users. Only a smaller number of respondents believe that it is widely used. The results of the research conducted in 2019 and 2020 are more or less the same in this target group.

At the end of the research, weak points of the NSK were looked into. With regards to the low number of responses, only the responses from the ÚP ČR were analysed. Respondents from the ÚP ČR reported mostly low awareness in the general public as a weak point of the NSK. A barrier identified by them is also the complexity of the NSK, i.e., it is difficult to navigate through it. A weakness is also the presented number of authorized persons, which is low or even missing for some qualifications. Some respondents mentioned another barrier - too detailed segmentation into partial qualifications. The results of the research conducted in 2019 and 2020 are more or less the same in this target group.

Conclusions and evaluation by the evaluator concerning individual EOs:

B.2.1. Do potential users know about the NSK (National Register of Qualifications?)

Awareness of the NSK differed a lot in the individual target groups. The greatest familiarity was reported by representatives of personnel agencies and the Labour Office, followed by employers involved in the project and selected staff of REC organisations.

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

Respondents positively evaluated the use of the NSK and its usefulness (as much as in the previous research in 2019), primarily the representatives from the Labour Office and representatives of REC organisations. A low rate of use and awareness was indicated by the representatives of employers.

B.2.3 What are the barriers to wider use of the NSK by potential users?

Barriers to wider use of the NSK were more or less the same as in 2019. The identified barriers were mainly the low rate of awareness of the NSK and also its financial cost for those interested in obtaining qualifications (i.e., the price of the course). The evaluator recommends promoting the NSK more among the target groups and emphasising the benefits of its use.

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

This EO was evaluated upon the questionnaire research among educationalists involved and uninvolved involved in the project.

Questionnaire research among educationalists

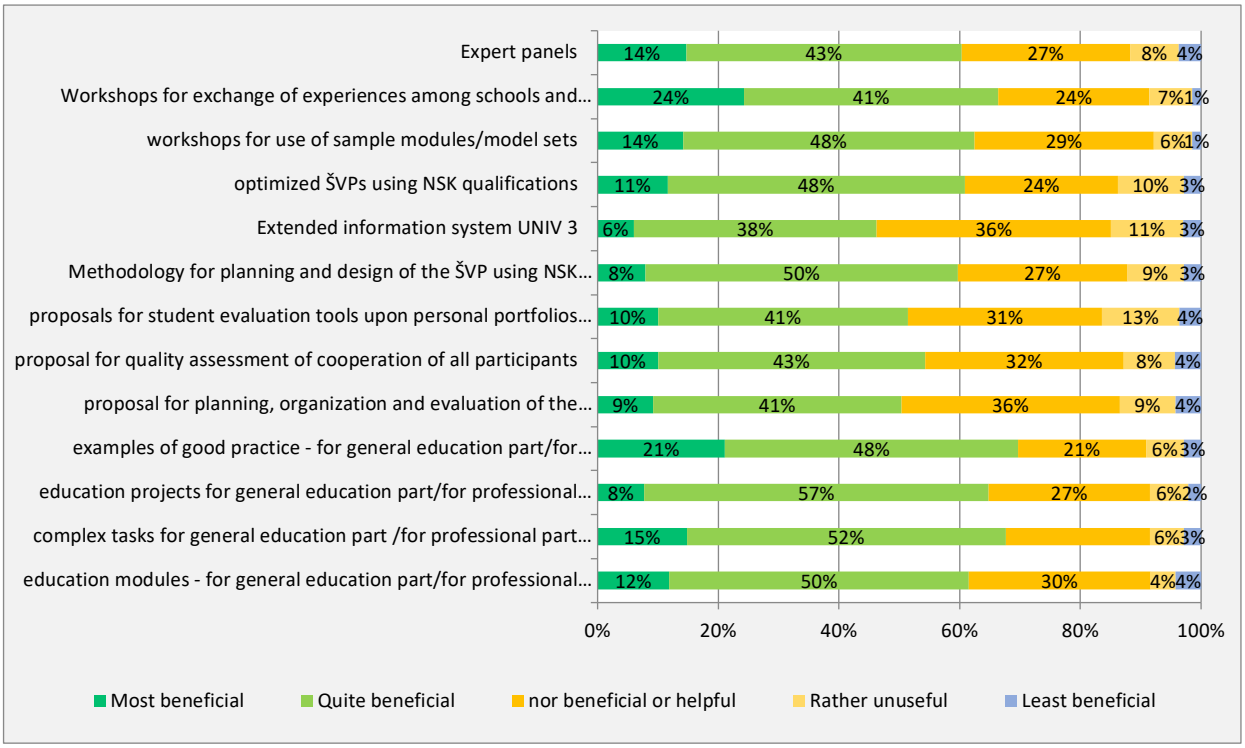
This EO was also evaluated upon the questionnaire research among educationalists involved in the project and those uninvolved. 399 teachers took part in the project. Representatives of all secondary vocational schools in the Czech Republic not involved in the project were also contacted. 156 questionnaires were filled in, of which one-third reported their school was involved in the project. The analysis of individual answers showed that even teachers involved in the project (according to the evaluator´s records) stated in the questionnaire they were not involved in the project.Presumably, this is due to a lack of knowledge on the side of the teachers. Accordingly, it is not possible to divide the teachers from the questionnaire research results into involved and uninvolved educationalists.

Less than a third of respondents take part or took part in expert panels held within the project on a regular basis. About 23 % took part occasionally. More than 38 % of respondents did not take part in the expert panels. As may be observed, approximately 50–60 % of respondents took part in expert panels in 2019 and 2020 on a regular basis or from time to time. Most respondents did not propose any changes at the implemented expert panels in order to increase the effectiveness of the exchange of information. Should a change be suggested, it related to greater awareness of the programme and outputs of an expert panel.

In 2019, respondents were asked about their expectations from outputs/activities in the project (evaluation on scale of 1 - 5 with 1 = the most beneficial, 5 = the least beneficial). Respondents reported that their greatest expectations were from workshops to exchange experience among schools and employers, and to obtain examples of good practice, as well as from expert panels. The expectations from other outputs/activities in the project are shown in the table below. For E Category, i.e., lower vocational education, the rather low number of respondents (6) should be taken in consideration when interpreting the results.

Drawing on the specified expectations, the questionnaire research conducted in 2020 looked into the benefits of outputs/activities in the project (evaluation on a scale of 1 - 5, with 1 = the most beneficial, 5 = the least beneficial). The comparison of the expectations and actual benefits shows that the expectations were higher in all categories and most of the outputs than the consequently evaluated benefits of the outputs. This applied to the outputs/activities which were marked as the highest expectations in 2019. The evaluation of individual outputs/activities in the project rather differ in individual categories – as shown in detail in Appendix to IR II. The benefit of individual outputs/activities for all respondents generally is shown in Chart 10.

Chart 10 Evaluation of the benefits of individual outputs/activities in the project, in total (response rate in %)



Note. Question: How beneficial are the individual outputs/activities in the project? Please evaluate on a scale of 1-5, where 1 = the output was very beneficial for me, 5 = the output was not beneficial for me at all.

Source: Calculation upon the questionnaire research conducted in 2020. Number of respondents in 2020 total = 156.

Table 2 Expectations from outputs/activities in the project and evaluation of their benefits (with the evaluation of the most beneficial and quite beneficial outputs indicated), branch category (response rate in %)

Output/Activity	The most beneficial + Quite beneficial (rate in %)									
	secondary vocational education with apprenticeship certificate (H Category branches)		Lower vocational education (E Category branches)		Full secondary vocational education with Maturita (M Category branches)		Full secondary vocational education with professional training and Maturita (L Category branches)		Total	
	expectations	benefit	expectations	benefit	expectations	benefit	expectations	benefit	expectations	benefit
education modules - for general education part/for professional part of education/for interconnection of NSK and ŠVP qualifications	74.3	52.5	100	40.0	71.9	60.0	75	82.2	74.4	61.5
complex tasks/ assignments for general education part /for professional part of education/for interconnection of NSK and ŠVP qualifications	71.4	62.5	100	40.0	72.4	63.8	75	89.3	76.9	67.1
education projects for general education part/for professional part of education/interconnection of NSK and ŠVP qualifications	54.3	57.5	66.7	40.0	68.4	60.9	79.2	89.3	67.8	64.3
examples of good practice - for general education part/for professional part of education/interconnection of NSK and ŠVP qualifications	80	62.5	100	60.0	78.9	66.7	83.3	89.3	83.5	69.2
proposal for planning, organization and evaluation of the implementation of practical training for 5 selected fields of education	52.9	53.8	83.3	20.0	65.5	43.5	62.5	67.9	62.8	49.7
proposal for quality assessment of cooperation of all participants	65.7	48.7	83.3	60.0	52.7	45.6	75	82.2	63.6	53.2
proposals for student evaluation tools upon personal portfolios or implemented workshops	60	51.3	83.3	20.0	52.7	45.6	70.8	71.4	61.2	50.4
methodology for planning and design of the ŠVP using NSK qualifications	68.6	53.8	66.7	20.0	63.2	61.2	52.2	71.4	64.5	58.0
extended information system UNIV 3	59.4	55.3	66.7	20.0	44.6	41.3	50	50.0	49.6	43.4

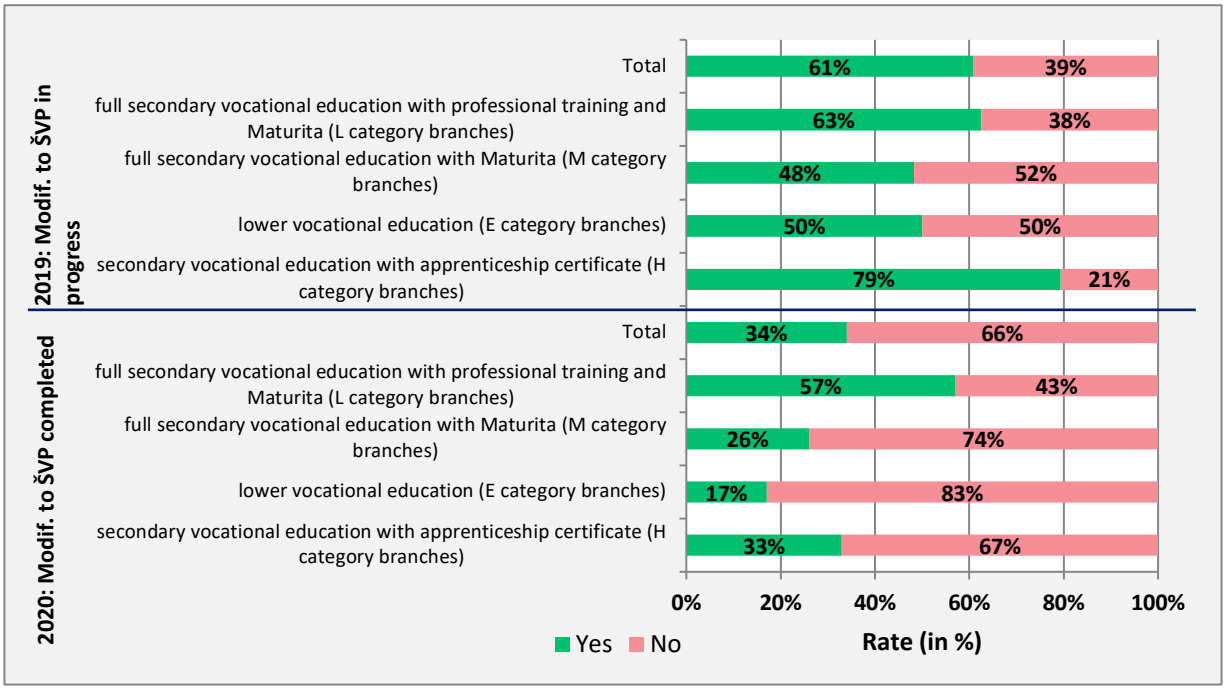
optimized ŠVPs using NSK qualifications	**67.6**	**55.3**	**66.7**	**40.0**	**67.9**	**56.7**	**69.6**	**82.2**	**67.8**	**58.7**
workshops for use of sample modules/model sets	**60**	**59.0**	**83.3**	**60.0**	**67.9**	**55.1**	**75**	**85.7**	**69.4**	**61.5**
workshops for exchange of experience among schools and employers (and other stakeholders)	**74.3**	**65.8**	**100**	**60.0**	**69.6**	**58.0**	**79.2**	**89.3**	**75.2**	**65.0**
expert panels	**70.6**	**66.7**	**83.3**	**40.0**	**69.1**	**53.7**	**75**	**71.4**	**71.9**	**57.4**

Note. Question: How beneficial are the individual outputs/activities in the project? Please evaluate on a scale of 1-5, where 1 = the output was very beneficial for me, 5 = the output was not beneficial for me at all. The Table shows the sum of rates: The rate of those who reported level 1 for the specific activity/output (the most beneficial), and the rate of those who stated grade 2 for the specific activity/output (quite beneficial). Each line shows the two (or possibly three) highest grades typed in bold for the specific category (both for expectations and benefit).

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: total = 122, Number of respondents in 2020: total = 156.

In 2019, more than two-thirds of those interviewed stated that their school is modifying the ŠVP in connection with the lessons learned within the MOV project (Chart 11). In the follow-up survey in 2020, respondents were asked whether the ŠVP had changed in connection with the lessons learned in the MOV project.More than a third of respondents stated the ŠVP had been modified.Looking at the individual categories, the highest rate was seen in L category, where more than 57 % of respondents declared modifications to the ŠVP had been implemented. On the other hand, the lowest number of respondents who declared modifications were those in E Category (17 %).

Chart 11 Modifications to the ŠVP in connection with the lessons learned within the MOV project (response rate in %)

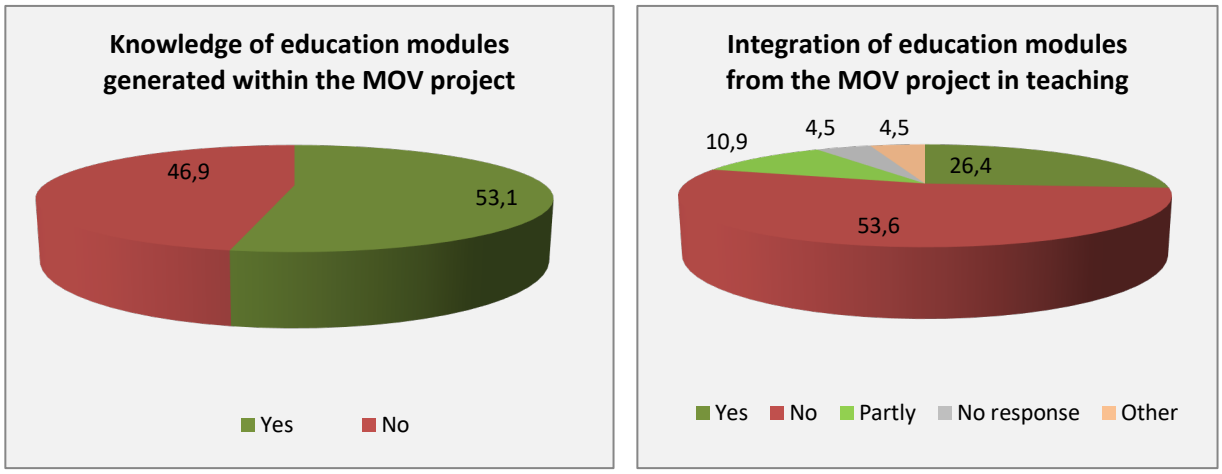


Note. The information shown in the chart comprises responses from teachers from involved and uninvolved schools. Question: Was the ŠVP at your school modified in connection with the lessons learned within the MOV project? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: total = 127, Number of respondents in 2020: total = 156.

Respondents were also asked whether they know about the education modules generated within the MOV project. More than a half reported they knew about the modules (Chart 12). Those who stated they knew about the modules were asked whether they incorporated the modules in teaching. More than half of them admitted they did not do this (Chart 12). More than a quarter incorporated the modules and approx. 11 % incorporated the modules in part.

Chart 12 Knowledge of education modules from the MOV project and their incorporation in teaching (response rate in %)



Note. The information shown in the chart comprises responses from teachers from involved and uninvolved schools. Question: Do you know about education modules generated within the MOV project? Choose one option.

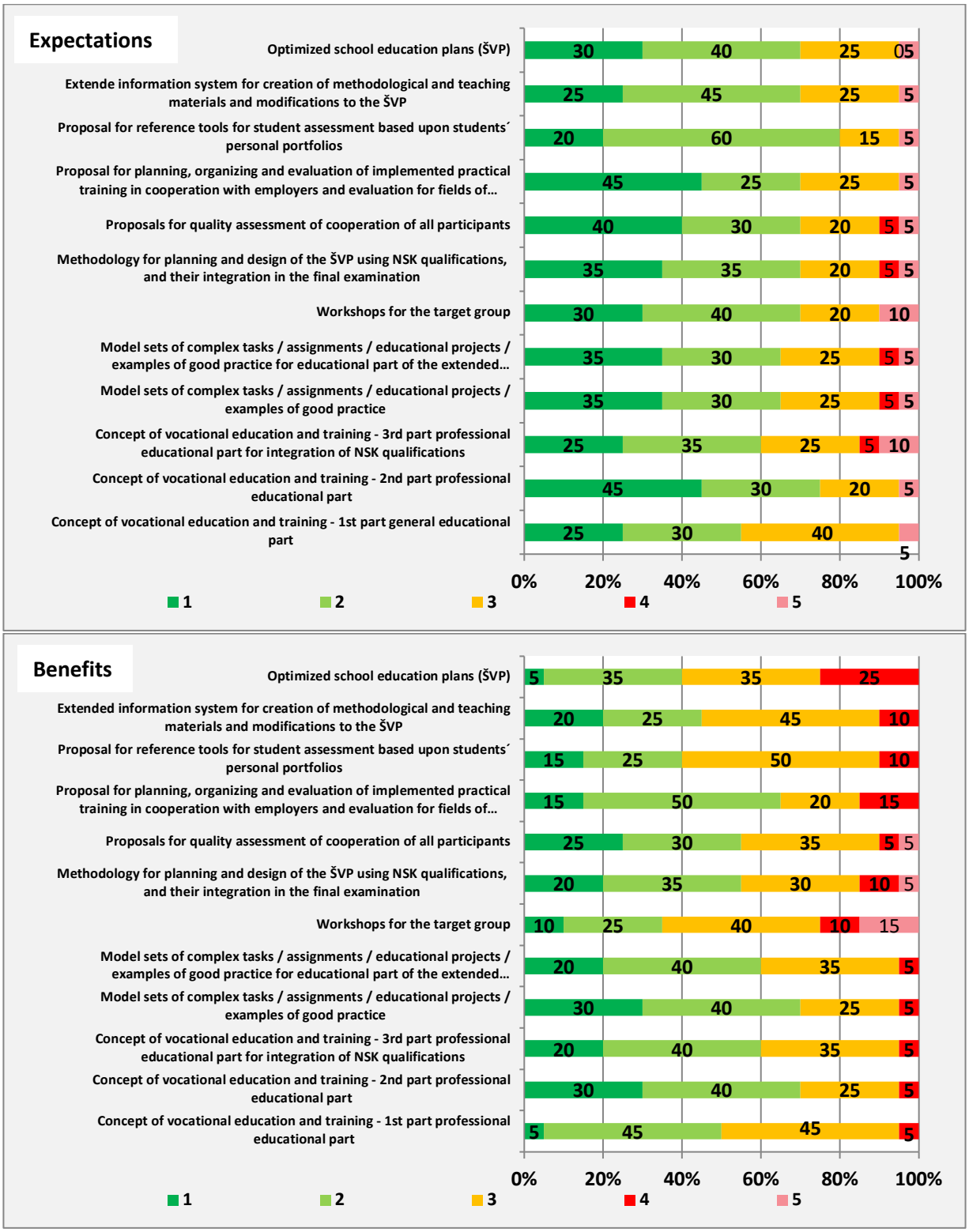
Source: Calculation upon the questionnaire research conducted in 2020. Number of respondents in 2020: Total = 127.

Questionnaire research among employers involved in the project and representatives of REC organisations (research, education and consultancy) involved in the project

A questionnaire research was conducted as part of the evaluation among employers involved in the MOV project, especially KA 5 and within work groups. 63 persons were addressed. The return rate was 31.7 % (i.e., 20 respondents). At the same time, representatives of REC organisations involved in the MOV project were contacted, 143 persons in total. The return rate was 5.6 % (i.e., 8 respondents). When interpreting the research results for this target group, the low return rate should be taken into consideration.

Expectations from the project outputs by representatives of REC organisations and employers looked into in 2019, are very positive (Chart 13, 14). The highest expectations were reported by representatives of employers in 2019, mainly from model sets of complex tasks / assignments. Representatives of REC organisations expected the most from concepts of vocational training and training as well as from the proposal for planning, organizing and evaluating the implementation of practical training in cooperation with employers. After that, benefits of individual project outputs were looked into in 2020. Benefits, as much as in the expectations, were positively viewed in most project outputs/activities, as documented in the charts below.

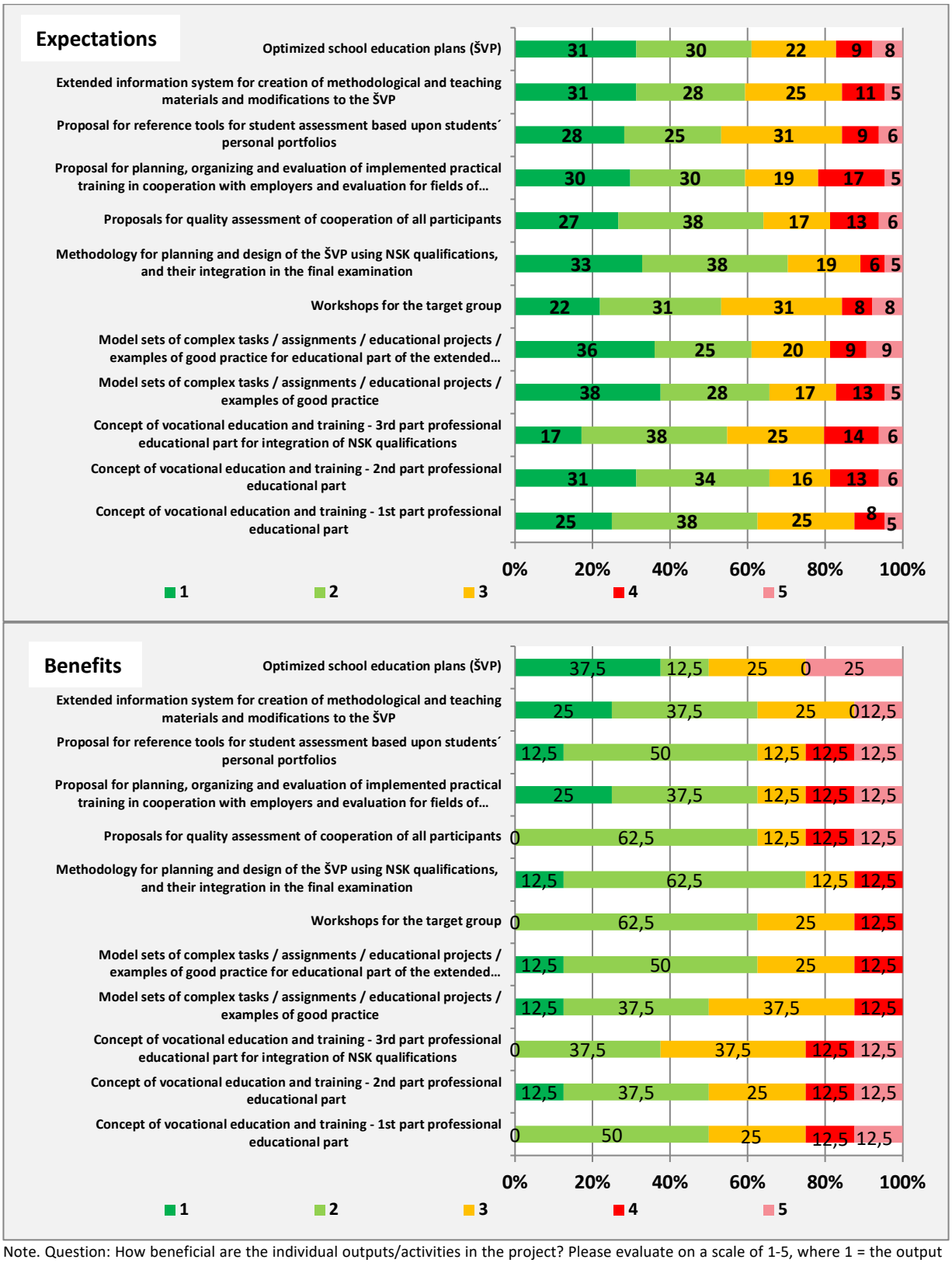
Chart 13 Expectations from project outputs and actual benefit of project outputs – REC organisations (response rate in %)



Note. 1 = the most beneficial, 5 = the leaset beneficial. Question: How beneficial are the individual outputs/activities in the project? Please evaluate on a scale of 1-5, where 1 = the output was very beneficial for me, 5 = the output was not beneficial for me at all.

Source: Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: REC organisations = 64, Number of respondents in 2020: REC organisations = 8.

Chart 14 Expectations from project outputs and real benefit of project outputs – employers (response rate in %)



Note. Question: How beneficial are the individual outputs/activities in the project? Please evaluate on a scale of 1-5, where 1 = the output was very beneficial for me, 5 = the output was not beneficial for me at all.

Source:Calculation upon the questionnaire research conducted in 2019 and 2020. Number of respondents in 2019: Employers = 23. Number of respondents in 2020: Employers = 20.

As to the participation in expert panels, employers participated more in expert panels in 2019, (with one half of them participating), as opposed to 2020, with higher participation from representatives of REC organisations (approximately 88 %). However, it should be noted that there were fewer respondents in this target group. This translates into the evaluation of usefulness of the expert panels. Employers – similarly as in 2019 – find expert panels more beneficial than representatives of REC organisations.In spite of that, expert panels can be considered beneficial, which is also confirmed by the fact that those who take part in them do not propose any changes to their organization.

Records and outputs from the above-stated research are shown in Appendices to IR No. 2.

Evaluator´s conclusions and evaluation

The extent, level and quality of the current activities and outputs of the project are evaluated by the evaluator as good, beneficial, usable in practice and conforming to the needs of the target groups.

Evaluation of the benefits of the individual project activities/outputs differed in individual target groups. Education workers evaluated more or less all outputs as beneficial. They found examples of good practice and complex tasks the most beneficial. On the other hand, they found the wider information system UNIV3 the least beneficial. Evaluation of the project outputs by representatives of REC organisations and employers is also very positive. Representatives of employers found methodology for planning and design of the ŠVP using NSK qualifications, and incorporating these into the teaching content, the most beneficial. Representatives of REC organisations found the most beneficial model sets of complex tasks / assignments / educational projects / examples of good practice, vocational training concept, final tests and model sets of complex tasks / assignments/ educational projects / examples of good practice for the educational part of the wider professional education.

EO B.4 How is the cooperation with other relevant projects proceeding and what joint results have been achieved?

The level of cooperation with other relevant projects and the achievement of joint outputs were identified upon the desk research analysis of the links between individual projects. The collected information was used as a framework in which structured interviews with a delegated representative of the P-KAP project was held.

Since cooperation is obligatory within systemic projects, the MOV project satisfied this obligation via KA cooperation, running separately under each project.

The implemented survey established the following:

- Cooperation between projects proceeds in a similar extent and frequency as shown in the 1st and 2nd IR.
- The main aspect of the cooperation was participation in expert panels, sharing of materials and outputs from individual projects.
- The most intensive cooperation was with the P-KAP project, since the MOV project was clearly specified and identified - i.e., development of the quality of secondary vocational education (or development of methodological support for schools). The P-KAP project is targeted at support of education at secondary schools and tertiary technical schools in accordance with the education strategy of the MŠMT. Accordingly, the exchange of information and outputs between these two projects is therefore effective and efficient.

Cooperation between these projects was in the form of sharing of information and outputs and actual participation in expert panels. Representatives of P-KAP also regularly commented on some project outputs (e.g., learning outcome units, Cooperation plan, etc.) and participated in introducing the IS MOV in order to find out the options for its promotion. Cooperation also covered information workshops for the MOV project.

- No barriers to cooperation were identified in any of the projects. The only obstacles were occasional time collisions of some project events.
- Cooperation was influenced by properly defined mutual exchange of information on a regular basis, promoting project outputs on appropriate occasions and commenting on selected materials, especially at the beginning.
- The MOV project did not create any joint outputs with other IPs and IPo projects, as confirmed in structured interviews with representatives of the P-KAP project and MŠMT. The projects provided mutual feedback to developed outputs, though.

The interconnection of individual system projects is shown in the Table in the Appendix to IR 2.

Evaluator´s conclusions and evaluation

The scope, level and quality of the current cooperation with other relevant projects is evaluated by the evaluator as conforming to the project application (and its later wording) which enables effective transfer of the obtained knowledge and project outputs. The most intensive cooperation was with the P-KAP project, mostly in sharing of information and outputs and participation in expert panels.

EO B.5 What were the unintended impacts of the MOV project?

General approach to solutions

This question focuses on identifying positive and negative unintended impacts in the evaluated projects based on the evaluation principle - mapping of the whole intervention (using intervention logic) and a description of the causal chains which led to the unplanned impacts.

The solution to the evaluation question is based on combining desk research and surveys. The Process tracing method will be used for the evaluation.

Resolution procedure:

The procedure for evaluation of the evaluation question is described in the following steps:

1) **Identification of unintended impacts of the MOV project**

A list of unintended impacts identified upon so far implemented research is given below.

Unintended impacts of the MOV project:

- Promotion of the NSK, increase in awareness of the NSK,
- increase in awareness of possibilities to use project outputs by involving a wide range of persons,
- obtaining new knowledge about work carried out by schools by way of their participation in information workshops.

2) Use of basic concepts of the process tracing method

In the next step, fundamental concepts of the process tracing method are used: the concept of the causal mechanism and its testing upon empirical evidence. As to the use of the causal mechanism concept, it is a form of causal chain mapping for individual unintended impacts.

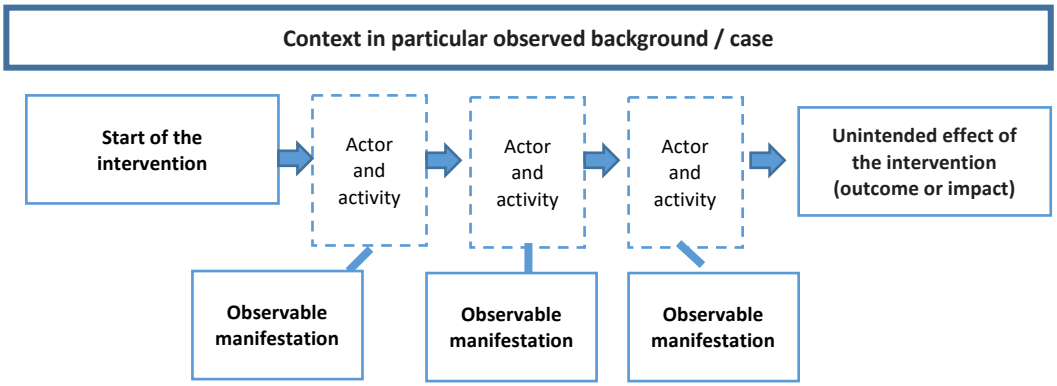
a. map of causal events for unintended impacts

The causal chain in process tracing fundamentally differs from causal chains commonly used for models of the theory of change. In the theory of change, the main perspective is the axis "inputs - activities - outputs - results - impacts". In process tracing, the main presumption is that a change is always caused by stakeholders and their activities, so the consequential chain must monitor how the activities of various stakeholders influence other stakeholders who respond, by which they affect other stakeholders, etc. The causal chain ends at the point where a change happens (effect/impact), and the ambition of process tracing is to explain it. Below, you can find how a map (scheme) of causal chains for identified unintended impacts will be developed.

General scheme of a causal mechanism (example):

We will define the following general schemes of causal mechanism (chain) based on the above stated, which is only an illustrative example at this moment (scheme 1).

Scheme 1 Basic scheme – Template



b. empirical evidence

Clarification of the cause behind the occurrence of the specific unintended impact will be supported with evidence from fieldwork and will be further verified in the following surveys (hypothesis testing).

Data collection for providing empirical evidence is based on continuous collection of information from the implemented and planned fieldwork.

c. causal tests (testing causal mechanisms/chains)

Methodological procedure:

The following phases can be distinguished for testing of evidence within the process tracing method:

1) Brainstorming for possible empirical evidence to support individual intermediate steps in a causal chain.
2) Selection of the most appropriate evidence to be collected and tested (according to already implemented and planned surveys and attainable data).
3) Testing comes in the last step. We pose two questions for each tested piece of evidence:
   a. Is the presence of a specific empirical trace necessary for confirming the specific causal chain link? (If so, and we manage to provide evidence that such evidence does not exist, we will seriously undermine or completely invalidate the specific link of the causal chain).
   b. Is the presence of a specific empirical trace sufficient to confirm the specific causal chain link? (If so, and we manage to substantiate the empirical trace, we will strongly support or definitively confirm the specific link of the causal chain).

Practical testing of evidence is governed by this logic, however, within the application it is not usually desirable to use expert terms such as theoretical certainty or sufficient condition. The main objective is to provide convincing arguments, whether the found evidence (and final effect) might arise through a different mechanism, or whether it really very probably arose through the tested mechanism.

Assumptions and limits to the process tracing method

The process tracing method presumes the possibility to respond flexibly to the need to collect various types of evidence, particularly if the objective is to evaluate not only causal chains following from the theory of change, but also unintended impacts of the intervention.

The main limit to the process tracing method is the time necessary for the processing. This follows from the necessity to frequently combine various sources of data and carefully assess their quality and importance for the tested causal chain. This means in practice that it is usually impossible to test a large number of causal chains, but it is appropriate to use process tracing only for several selected effects (impacts).

Evaluation in individual target groups

Unintended impacts will be monitored and evaluated in the following target groups.

Target group	Data source	Anticipated date/deadline of survey
Representatives of the MOV project team	Interviews with representatives of the MOV project team (Project manager and KA managers)	Continuously (Interim reports, Final report)
Subsidy provider (project administrator, material guarantor for the Call)	Interviews with project administrator and material guarantor for the Call	Continuously (Interim reports, Final report)
Other relevant interested groups	Survey among: - educationalists involved in the project, - REC organisations, - employers involved in the project, Case studies at selected schools involved in the project.	Continuously (Interim reports, Final report)

Further procedure for dealing with the evaluation question (ZZ)

The final report will be developed within the external evaluation in 2022, and will contain an overall synthesis of the findings.

Synthesis of EO B.5 findings

The following unintended impacts of the MOV project were identified by the evaluator:

- Promotion of the NSK, increase in awareness of the NSK,
- Increase in awareness of possibilities to use project outputs by involving a wide range of persons,
- Obtaining new knowledge about work carried out by schools by way of their participation in information workshops.

6 Conclusions

Main conclusions following from the evaluation of the project management and implementation

- **Conformity of the project management and implementation with the project application**
  - Implementation of key project activities proceeded according to the developed project documentation and, at the same time, the progress of the project implementation and current needs to which the project's progress was adjusted where necessary, was regularly monitored.
  - The project timetable specified no deadlines for specific subtasks within KAs, which is why the evaluator could only monitor the meeting of deadlines for main outputs, not partial outputs. The overall timetable of the project was complied with. The progress of KAs went in line with the identified time schedule.
- **Effectiveness of expertise transfer among schools and other actors**
  - Approximately half of educationalists apply lessons learned in practice, most frequently by using the obtained knowledge in teaching and verifying complex tasks in practice. More than a third of the respondents share the findings obtained within the MOV project cooperation with other schools and stakeholders beyond the scope of the project obligations. Most frequently, they share the knowledge on a peer-to-peer basis at their school as well as with other schools. The frequency of the information transfer runs on a quarterly, monthly and half-yearly basis. The remaining persons interviewed, approx. 70 %, fail to share any findings, the reason reported by them being mostly time/work load and lack of interest of teachers. The rate of information sharing has decreased compared to the research conducted in 2019. However, the cause might be the addressing of respondents from uninvolved schools and the existing epidemiological situation, where all education workers were obliged to change the form of teaching and had not enough time to do other things. The findings obtained from the foregoing research show that respondents who share the knowledge effectively participate in sharing the experience with schools and other stakeholders.
  - Respondents also identified the greatest barrier which can affect the successful introduction of the project outputs in practice, i.e., a lack of stakeholders´ interest (teachers, school directors and other school representatives). Another barrier reported by them is low awareness of the project and its outputs, and different school equipment. The identified barriers are more or less identical to those established in the research conducted in 2019.
- **Risks and barriers posing a threat to the project implementation, achievement of the objectives and barriers to implementing the project**
  - No risks jeopardizing project implementation or achievement of the objectives were identified.
  - The recipient continues noting one barrier - the merger of the NIDV (National Institute for Further Education) and NÚV (National Institute for Education) (affecting mainly the continuity of the project implementation) and the administrative burden of the project.
  - The recipient also identified another barrier - insufficiently organised implementation of the MOV project outputs (dealing with the implementation of the MOV project outputs was planned during the extended period of the project of 9 months). The recipient suggested that the NPI ČR and MŠMT be in charge of the implementation.

- Education workers thought there was a risk of low awareness of the NSK and low interest of stakeholders.

- **Project evaluation activities**

- The evaluator evaluates the scope, level and quality of the KA 9 Evaluation as sufficient and good. The evaluator also concluded that the recipient worked in line with the evaluator´s Code of Ethics as well as formal evaluation standards while implementing the evaluation activities.

Main conclusions about knowledge, usefulness and use of the National system of qualifications by potential users

- More than a quarter of educationalists use the National Register of Qualifications (NSK) and find it useful. Approximately 24 % of respondents use the NSK and find it quite useful. Respondents use the NSK especially in further training (adult education / retraining courses and in ŠVP modifications and implementation of teaching. Some respondents stated they use the NSK in establishing competences of field-of-study students/ comparing qualification competences between the NSK and fields of study, and for the creation of modules, too. Respondents also consider the NSK useful because they can obtain clear information on qualifications and fields of study there.
- The NSK is not used by approximately 38 % of those interviewed, of which approx. 18 % find it useful. The reason why respondents do not use the NSK is primarily unfamiliarity with the NSK itself (i.e., they do not know about its existence), so there is no need to use it. The research results for all respondents in 2020 more or less match those in 2019. Respondents identified a weak point of the NSK which prevents the system from being used more widely - i.e., primarily low awareness in the general public, teachers and employers. They identified another barrier, i.e., inappropriately designed requirements and incompleteness of the NSK. A drawback of the NSK lies in the great administrative burden for schools, such as obtaining accreditation for education in accordance with the NSK, followed by the high financial costs of the NSK for those interested in obtaining qualifications, i.e., the price of courses.
- Less than two-thirds of the interviewed employers and less than 40 % of the representatives of research, educational and consultancy organisations know about the NSK. Unfamiliarity with the NSK is reported by 15%, resp. 13 % of the interviewed employers, resp. representatives of REC organisations. Nearly two-thirds of the interviewed employers use the NSK and find it useful or quite useful, while it is less than 48 % of the representatives of REC organisations. The NSK is primarily used in lifelong learning, as a source of information and for finding requirements for individual qualifications and recruitment of new employees. About one-third of both target groups believe that the NSK is not widely used by potential users. 30 % of employers believe that it is used only partially. Only 25 % of employers and 12.5 % of REC organisations stated that they are completely sure or quite sure that the NSK is widely used by potential users. They believe that the weak point of the NSK preventing its wider use is low awareness of the NSK, i.e., unfamiliarity of potential users. A barrier reported by these respondents was low interest of employers who do not require qualifications from job seekers. Some respondents see a barrier in the financial costs of qualifications or low interconnection with secondary vocational education provided by schools.

- The greatest knowledge of the NSK, i.e., 100 %, was reported by personnel agencies (7 respondents). A similar result was indicated by the Labour office, where only 4 % of those interviewed reported unfamiliarity with the NSK. More than a half of respondents from the ÚP ČR use the NSK the most and find it useful. The NSK is used less by personnel agencies, and they find the NSK less useful than the ÚP ČR.
- Approximately 14 % of personnel agencies use the NSK and find it useful. The NSK is used by them mainly for career counselling and searching for/obtaining information, retraining and searching for authorized persons. Finally, the NSK is used in discussions held with students and the creation of presentations. Respondents gave similar answers when asked about specific usefulness of the NSK. Most of them see the NSK's usefulness in its overview, description and parameters of qualifications as well as further education. It also provides one-stop-shop information and contacts to authorized persons/facilities.
- The questionnaire research in personnel agencies and ÚP ČR shows the prevailing opinion that the NSK is not or is rather not widely used by potential users. Only a smaller number of respondents believe that it is widely used. The results of the research conducted in2019 and 2020 are more or less the same in this target group. Respondents from the ÚP ČR reported mostly low awareness in the general public as a weak point of the NSK. A barrier identified by them is also the complexity of the NSK, i.e., it is difficult to navigate through it. A weakness is also the presented number of authorized persons, which is low or even missing for some qualifications. Some respondents mentioned another barrier - too detailed segmentation into partial qualifications.
- Representatives of personnel agencies reported the greatest knowledge of the NSK (100 %). A similar result was indicated by the Labour office, where only 4.3 % of those interviewed reported unfamiliarity with the NSK. Representatives of the ÚP ČR showed the highest rating in the use of the NSK and its usefulness, i.e., approximately half of the respondents. Personnel agencies show a lower rate of use of the NSK, which is reflected in their rating of the usefulness of the NSK compared to the ÚP ČR. Respondents from the ÚP ČR use the NSK mainly for career counselling and searching for/obtaining information, retraining and searching for authorized persons. Finally, the NSK is used in discussions held with students and the creation of presentations. The above-stated aspects of use of the NSK by representatives from the Labour Office do not vary from those established in 2019 (within the 2nd IR. When asked about the specific usefulness of the NSK, respondents answered similarly. Most of them see the usefulness of the NSK lying in its overview, description and parameters of qualifications as well as further education. It also provides one-stop-shop information and contacts to authorized persons/facilities. Several respondents stated that the NSK is used by them for consulting work with career clients.
- As much as in 2019. ÚP ČR respondents indicated the prevailing opinion that the NSK is not or is rather not widely used by potential users. Respondents from the ÚP ČR reported mostly low awareness in the general public as a weak point of the NSK. A barrier identified by them is also the complexity of the NSK, i.e., it is difficult to navigate through it. A weakness is also the presented number of authorized persons, which is low or even missing for some qualifications.

Main conclusions on the benefits of outputs/activities in the project perceived by key stakeholders

The research was primarily targeted at learning about the expectations of individual target groups from outputs/activities in the project. The following key findings were established:

- Less than a third of educationalists regularly take part in expert panels held within the project while a quarter participate from time to time. The vast majority of respondents proposed no changes to the implemented expert panels to provide greater effectiveness of the information transfer.
- In 2019, respondents were asked about their expectations from the outputs/activities in the project. Respondents reported the greatest expectations from workshops to exchange experience among schools and employers, examples of good practice and expert panels. Drawing on the specified expectations, the questionnaire research conducted in 2020 looked into the benefits of the outputs/activities in the project. The comparison of the expectations and actual benefits shows that the expectations were higher in all categories and most of the outputs than the consequently evaluated benefits of the outputs. This applied to the outputs/activities which were marked as the highest expectations in 2019.
- More than a quarter of education workers have the Methodology for planning and design of the ŠVP available and use it. It is available to 22.5 % of respondents, who reported that they do not use it, though. The methodology is not available[8] to less than 52 % of respondents.
- Evaluation of project outputs by representatives of REC organisations and employers involved in the project is also very positive. Representatives of REC organisations found the most beneficial model sets of complex tasks / assignments / educational projects / examples of good practice, vocational training concept, final tests and model sets of complex tasks / examples of good practice for the educational part of the wider professional education.
- Representatives of the schools selected for the implementation of case studies at eight schools involved in the project reported modification to the ŠVP and follow-up teaching according to these modified ŠVPs as the most beneficial project result. Representatives of some schools stated they managed to eliminate mistakes in the development of the ŠVP thanks to being part of the project. Some schools positively appreciate that some outputs helped them better introduce and implement distant teaching in the state of emergency in the context of COVID-19. A significant positive benefit of the project is also the exchange of experience among schools and partner schools and/or employers.

Main conclusions following from the evaluation of cooperation with other relevant projects and results of this cooperation

- The recipient´s activities as to cooperation with other relevant projects is evaluated by the evaluator as sufficient and similar as in the 1st and 2nd IR.
- Cooperation was in the form of face-to-face meetings or meetings at expert panels within individual cooperating projects. The most intensive cooperation was with the P-KAP project, mostly in sharing information and outputs and participation in expert panels.

[8] The Methodology for planning and design of the ŠVP is, as much as the other methodologies created in the project and other outputs, publicly accessible by means of the IS MOV. In this evaluation we mean that the specified methodology was not downloaded by respondents and not used by them.

Main conclusions following from the evaluation of unintended impacts of the MOV project

- There were a minimum of unintended impacts of the project within the implemented research. These were:
  - Promotion of the NSK, increase in awareness of the NSK;
  - Increase in awareness of possibilities to use project outputs by involving a wide range of persons;
  - Obtaining new knowledge about work carried out by schools by way of their participation in information workshops.

7 Evaluation of incorporated recommendations from the previous report and new recommendations

Table 3 shows the evaluation of incorporated recommendations from the 2nd Interim Report. One recommendation was made for the recipient for further phases of the project implementation upon the results and findings from the research carried out in the 2nd IR, i.e., to focus on more extensive promotion of the project benefits for schools and employers and improve the distribution of the project outputs. This was apparent from the fieldwork which showed, among others, that some respondents are not familiar with the project benefits and its outputs. The recipient was willing to implement the recommendation, and now the MŠMT is in charge of this activity. The recipient provided the following reflection on the recommendation: New outputs were created at the end of the project in order to promote the benefits of the project outputs (outside the scope of the originally defined outputs in the Grant application). This concerns the information brochure about the outputs of the MOV project and also 2 information videos – one about the applicability of the IS MOV for secondary vocational education and one about the benefits of creating modules for secondary vocational education and employers.

Table 3 Evaluation of incorporated recommendations from the 2nd IR

Number	Recommendation	Description	Evaluation of the incorporated recommendation
	More extensive promotion of the project benefits and distribution of its outputs	It is necessary to focus on more extensive promotion of the project benefits for schools and employers and improve the distribution of the project outputs.	The fieldwork also showed that some respondents are not familiar with the project benefits and its outputs. The recipient provided the following reflection on the recommendation: New outputs were created at the end of the project in order to promote the benefits of the project outputs (outside the scope of the originally defined outputs in the Grant application). Namely, this concerns the information brochure about the outputs of the MOV project, and also 2 information videos – one about the applicability of the IS MOV for secondary vocational education and one about the benefits of creating modules for secondary vocational education and employers. See EO B.2

The foregoing recommendations were summariezd into one complex recommendation for the MŠMT, i.e., use of MOV outputs for Modernization of Vocational Education in accordance with Strategy 2030 (Table 4).

Table 4 Recommendations

Number	Recommendation	Description	Context of the recommendation (link to findings and conclusions)
1)	**Use of MOV outputs in Modernization of Vocational Education in accordance with Strategy 2030**	There are the following steps: – to review the RVP followed up by a review of the ŠVP at vocational schools, – awareness of vocational schools of the above-stated and arranging for availability of the relevant outputs from the MOV for that (education modules, methodology, complex tasks, …).	The fieldwork also showed that some respondents are not familiar with the project benefits and its outputs. The evaluator believes, following the findings from implemented surveys, that the recommendation should now be in the control of the MŠMT. See EO B.1, B.2

Ing. Radim Gill

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8 List of sources and literature

Application for grant for the MOV project with all the appendices
Project Charter
Key activity schedule
Overview of key output to meet indicators
Reports on the implementation of the project
Applications for change
Data and information about MS2014+ project
Information about project activities on the website and in other presentations by the implementer (NÚV)
Outputs from internal evaluation of the project – interim internal evaluation reports
Supplemental documentation from the implementer (NÚV) – a brochure on the MOV project
Call in OP RDE System projects II
Rules for applicants and beneficiaries – specific part

LIST OF ABBREVIATIONS

CATI	Metoda sběru dat – Computer Assisted Telephone Interviewing
CAWI	Method of data collection – Computer Assisted Web Interviewing
ČŠI	Czech School Inspectorate
ECVET	European Credit System for Vocational Education
EO	Evaluation Question
GDI	Group Depth Interview
IDI	Individual Depth Interview
IPs	Individual systemic project
IPk	Individual project aimed at concept
LOU	Learning outcome unit
KA	Key Activity in Project
MOV	Modernization of Vocational Education
MŠMT	Ministry of Education, Youth and Sport
N	Number
Novvp	Number of educational, research and consulting organisations involved in the questionnaire research
NPA	Number of personnel agencies involved in the questionnaire research
NPI ČR	National Institute for Education of the Czech Republic (institute for further teacher training)
NU	Number of job seekers involved in the questionnaire research
NÚP	Number of representatives of the Labour Office of the Czech Republic involved in the questionnaire research
NZ	Number of employers involved in the questionnaire research
NSK	National Register of Qualifications
NÚV	National Institute for Education
OP RDE	Operational Programme Research, Development and Education
EO	Expected output
IR	Interim Report
RVP	Framework Education Programme
MA	Managing Authority
ŠVP	School Educational Programme
ToCH	The theory of change

ÚP ČR	Labour Office of the Czech Republic
VVP	Education, research and consultancy
VZ	Public contract
RoI	Report on implementation

LIST OF TABLES

LIST OF CHARTS

LIST OF SCHEMES

LIST OF APPENDICES