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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

FINAL REPORT

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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 submitted Final Report of this evaluation draws on the investigation carried out between 2021 and 2022. This Final Report links to the prior three developed interim reports:

IR1 – evaluates the period from the start of the project until March 2019,

IR2 – from April to September 2019,

IR3 – 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 1.5.2017 and finished on 30.4.2020. 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 final evaluation report focused on several aspects in greater detail: coherence between the implementation of key activities and elaboration of outputs with the planned schedule 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 (KA) continued over the whole monitored period (up to the end of the project) in line with the developed project documentation and identified schedule. In IR1, the identified internal schedule 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 schedule. 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 30.4.2020 by the Beneficiary. After that, the project was examined and administrative measures were taken by the MŠMT (Ministry of Education, Youth and Sport).

As to the fulfilment of the identified objectives, the situation is as follows. All the key activity 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, 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). ¹The objectives set out in the project application (DC1 – DC6) could be perceived as ambitious but achievable in the form stipulated above.

Effectiveness of transfer of expertise among schools and other stakeholders

To ascertain the effectiveness, a questionnaire survey was carried out under the Final Report among educationalists involved and uninvolved in the project. The survey revealed that approximately half of respondents apply obtained knowledge in practice. Teachers involved in the project showed a high rate of application – more than 81 % of them apply the knowledge. Most frequently, teachers apply obtained knowledge in teaching, for modification/ adaptation of learning texts, workbooks, etc.

Nearly half of respondents share the knowledge obtained in the cooperation on the MOV project – outside the scope of the obligations under the project, they most often shared it with their school peers or those from other schools, and their employers as well. It can be stated that respondents who share the knowledge effectively exchange experience among schools and other stakeholders.

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. 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 is also a low rate of awareness about the project and its outputs. The established risks were more or less similar.

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 Beneficiary fulfils the conditions of the Call in the area of evaluation. Evaluation activities under this KA were carried out more or less in the same mode in the whole project. The whole internal evaluation of the project 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 into 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 Beneficiary worked in line with the evaluator's Code of Ethics as well as formal evaluation standards while implementing the evaluation activities.

¹DC 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 success on the labour market.

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, LO, M).

National Register of Qualifications (NSK)

Knowledge, usefulness and use of the National system of qualifications (NSK) of potential users was also looked at within the evaluation, primarily in relation to the use of the NSK for the concept of the school curriculum. Awareness of the NSK, its use and usefulness and barriers to its use, both in the target group of pedagogical workers involved and uninvolved in the project, was identified.

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 the ŠVP modifications and implementation of teaching. Some respondents stated that they use the NSK in monitoring competences of graduates of field of study / requirements for applicants for vocational qualifications. Respondents also consider the NSK useful because they can obtain clear information from the point of view of an authorised representative.

The category of involved teachers showed higher use of the NSK (61.6 % - useful or rather useful) unlike the other category - uninvolved teachers and respondents as a whole, who only used approximately 50% of the NSK. The NSK is not used by approximately 33 % of those interviewed, of whom approx. 15 % find it useful. The reason why respondents do not use the NSK is that no one from practice has requested it so far / or it has not been necessary yet. Another reason was the out-of-date NSK and lack of acquaintance of the NSK alone. Respondents identified a weak point of the NSK which prevents the system from being used more widely - i.e., primarily low awareness of its possibilities. Another obstacle is also time demands for processing / incorporation, and a NEK lack of interest of the public, employers and other stakeholders in its use is seen.

Benefits and use of the project outputs and activities

Benefits and usability of MOV project output/activities for teachers (both involved and uninvolved) who participated in the questionnaire research were identified in this evaluation. 348 respondents took part in the questionnaire research. Teachers involved in the project saw the greatest benefits in proposals for planning, organization and evaluation of implemented practical training for 5 selected fields of education, optimised ŠVP using NSK qualifications and examples of good practice - for the general education part/ professional part of education/ interconnection of NSK and ŠVP qualifications. Uninvolved teachers recognized the Methodology of ŠVP concept using NSK qualifications as the most beneficial, followed by examples of good practice - for the general education part/ professional part of education/ interconnection of NSK and ŠVP qualifications as well as seminars to exchange experience among schools and employers (and other stakeholders). Both categories of the interviewed respondents found the extension of the UNIV 3 information system the least beneficial.

The respondents from this target group were also asked whether they know education modules created in the MOV project. More than half reported they knew the modules. Involved teachers show substantially greater knowledge of more than 81 %, whereas those uninvolved approx. 40 %. This more or less reflects the incorporation of education modules into teaching – more than 30 % of respondents have incorporated them in general.

Cooperation

The evaluator finds the activities carried out by the Beneficiary sufficient during the implementation of the project to meet the needs of the project and conditions set out in the relevant call as to the cooperation with other relevant projects (in this case, with the P-KAP project) and the results of this cooperation.

Unintended impacts of the MOV project

The last topic dealt with in the Final Report was unintended impacts of the project. No unintended impacts of the MOV project were identified among educationalists in the questionnaire research.

3 Introduction, initial situation and context of the report

3.1 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 success on the labour market for school leavers. The project focused 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 dealt 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 was implemented through nine key activities. KA 2 to 7 focused on changing the conditions at vocational school. KA 8 drew on KA 2-7 and its objective was to interconnect the knowledge obtained from the project implementation with other IPs. KA 1 dealt with project management and KA 9 with its evaluation.

3.1 Purpose of the report

The objective of the evaluation was to provide to the contracting authority independent, continuous, relevant and useful feedback for management purposes in outputs (interim reports, final report) (usually at the level of target groups and project stakeholders) in relation to the rate of fulfilment, procedure and contribution of the project to meet the specified project objectives. Based on the outputs of the evaluator, the contracting authority was able to identify risky situations in the project management, and the quality of outputs, and had the opportunity to initiate preventative or corrective actions.

4 Methodology

4.1 Framework solution procedure

The approach to the evaluation is primarily based on the feedback of key stakeholders in the project and target groups. A mixed evaluation design incorporating both quantitative and qualitative methods of data collection and analysis was used to evaluate evaluation questions.

Individual evaluation reports (Inception Report, First Interim Report, Second Interim Report, Third Interim Report, Final Report) were always developed and implemented in the following steps:

1. **step:** Identification of key stakeholders and target groups
2. **step:** Desk research of project documentation and other sources of data
3. **step:** Creation or update of research apparatus
4. **step:** Data collection (questionnaire research, census, group / individual interviews, case studies, participant observation)
5. **step:** Synthesis of findings from carried out survey
6. **step:** Drawing conclusions from findings and formulation of any recommendations

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 IR1, IR2 and IR3 (hereinafter the "IR").

4.2 Overview of carried out surveys

The table below shows all surveys carried out in all interim reports as well as the survey implemented in the Final Report. A literature search and analysis of project documentation and current project outputs preceded the implementation of the survey.

The extent of the research follows from the requirements of the tender documents and the offered solutions, and 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.

Table 1 Overview of conducted research

Interim Report 1			
Method	Respondent	Number	Deadline
Group interview	Project managers and KA managers	1	18.3.2019
Individual interview	Internal evaluator (NÚV)	1	18.3.2019
Individual interviews	OP RDE project administrator ²	1	12.4.2019
	Competent guarantor	1	8.4.2019
Individual interviews	Employers	5 ³	15.4.2019
Case studies – involved schools (individual /group interviews, evaluation visits)	8 involved schools: school director, school coordinator, education worker (workers)	8	21.3. – 5.4.2019
Individual interview	P-KAP Senior Project Manager	1	4.4.2019
Questionnaire research	Representatives of educational, research and consulting organisations	5 ⁴	24.3.-5.4. 2019
Questionnaire research	Education workers involved in the project	88 (464 teachers addressed, 19 % return rate ⁵)	25.3.-5.4.2019
Participant observation – expert panel⁶	Participation in expert panel	-	-

Interim Report 2			
Method	Respondent	Number	Deadline
Group interview	Project managers and KA managers	1	26.9.2019
Individual interview	Internal evaluator (NÚV) ⁷	1	26. 9. 2019
Individual interviews	OP RDE project administrator ⁸	1	2.10.2019
	Competent guarantor	1	11.10.2019

² 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.

³ The identified size of the sample was 5 employers’ representatives. The sample was set forth upon the initial meeting with the Contracting Authority and with respect to the importance of the target group. However, the sample will be extended based on the results of the research and established conclusions for the future research to be carried out in IR2.

⁴ The identified size of the sample amounted to 5 representatives of educational, research and consulting organisations. The evaluator addressed a total of 9 representatives of this target group in order to secure a corresponding sample. The sample was set forth upon the initial meeting with the Contracting Authority and with respect to the importance of the target group. However, the sample will be extended based on the results of the survey and established conclusions for the future survey in IR2.

⁵ Considering the return rate, the survey will be repeated until IR1 and it will consequently be arranged according to the contractual terms under IR3.

⁶ The expert panel was not convened during the development of IR1.

⁷ It was established under IR1 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.

⁸ 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 scenario sent with questions defined.

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Individual interview	P-KAP project manager	1	15.9.2019
Questionnaire research	Teachers involved in the project	127 (399 teachers addressed, 32 % return rate)	27.8. – 27.9. 2019
Questionnaire research	Czech Labour offices – employees of consultancy departments and further education	182 (employees of the Consulting and further education department of the ÚP ČR were addressed ⁹ , it is impossible to establish the size of the addressed sample)	12.8.2019 – 15.9.2019
	Personnel agencies	7 (a total of 44 personnel agencies addressed, 15.9 % return rate)	19.8.2019 – 19.9.2019
	Job seekers	42 (the size of the addressed sample cannot be established)	12.8.2019 – 12.9.2019
Census	Employers involved in the project	23 (63 persons addressed, 36.5 % return rate)	9.9.2019 – 6.10.2019
Census	Research, educational and consulting organisations (REC) involved in the project	64 (143 persons addressed, 44.8 % return rate)	9.9.2019 – 6.10.2019
Participant observation – expert panel	Participation in expert panel	1	24.4.2019

3rd Interim Report			
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) ¹⁰	1 IDI	9.3.2020
Individual depth interviews (IDI)	OP RDE project administrator ¹¹	1 IDI	10 / 2020
	Competent guarantor	1 IDI	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	30.7. – 12.10. 2020

⁹ By way of methodologists of consultancy and retraining of regional subsidiaries of the ÚP ČR.

¹⁰ It was established in IR1 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.

¹¹ 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 scenario sent with questions defined.

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		vocational schools were contacted)	
Questionnaire research	Czech Labour offices – employees of Consultancy and further education departments	162 respondents (staff of the Consultancy and further education department of the ÚP ČR ¹² 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 ¹³	1 expert panel	22.4.2020

Final Report			
Method	Respondent	Number	Deadline
Census	Education workers involved in the project and representatives of all secondary vocational schools in the Czech Republic	348 respondents ¹⁴ (398 educationalists involved in the project were addressed as well as 863 representatives of all secondary vocational schools in the Czech Republic)	1.12.2021 – 21.1. 2022

¹² By way of methodologists of consultancy and retraining of regional subsidiaries of the ÚP ČR.

¹³ The expert panel was not held offline 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 did not dispose of videoconference technology, the form of electronic creation of outputs was preferred. After that, the outputs from the MOV expert panel were sent by electronic mail.

¹⁴ of which 92 respondents were teachers involved in the project and 256 respondents were school representatives uninvolved in the project

5 Findings and answers to evaluation questions

This section summarizes findings and answers to evaluation questions based on analysis of the project documentation and outputs from the investigation carried out. It is divided into individual subsections according to individual evaluation questions. Each subsection ends with a summary answer to the evaluation question.

5.1 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 schedule 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?

The objective of the evaluation question and its sub-questions:

The objective of the evaluation question is to verify how the progress of individual KA implementation conforms to the project implementation plan and whether current needs are ensured to implement the project properly. The evaluation question is divided into two evaluation sub-questions. The first evaluation sub-question focuses on procedural side of the project implementation. The second evaluation sub-question looks into the qualitative assessment (fulfilment of the objectives).

Individual activities, outputs and KA objectives were mostly verified upon the information from the implementation reports, their appendices as well as the investigation implemented in all IRs. The process tracing method was also carried out within this evaluation task (see EQ B.5).

Findings:

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

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 Beneficiary's representatives and MŠMT representatives, project activities took place in the anticipated extent and in line with the schedule.

As for the evaluation of how the identified objectives were met, all the 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, 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 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) could be perceived as ambitious but achievable in the form stipulated above.

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

B.1.5. To what extent is experience effectively exchanged with other schools and stakeholders?

The objective of the evaluation question and its sub-questions:

The objective of the evaluation question or its sub-questions is to find out to what extent experience is effectively being passed on to other schools and stakeholders.

This EQ was evaluated upon the processed census among educationalists involved in the project.

Findings:

Census among 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). Teachers involved in the project showed a high rate of application – more than 81 % of them apply the knowledge. On the contrary, only about 30% of uninvolved teachers apply the knowledge. Most frequently, teachers apply obtained knowledge in teaching, for modification/ adaptation of learning texts, workbooks, etc. Some respondents stated that they apply the knowledge in modifying the ŠVP/SEP and cooperating with employers.

Nearly one half of respondents shared the findings obtained within the MOV project cooperation with other schools and stakeholders beyond the scope of the project obligations. Those who shared knowledge did so mainly with their school peers or those from other schools and also with their employers. 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.

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

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

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

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

The objective of the evaluation question and its sub-questions:

Questions B.1.3 and B.1.6. were merged 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.

The objective of the two evaluation sub-questions is to identify existing risks and barriers.

In IR1, risks and barriers were identified by the Beneficiary, project administrator and guarantor of the call, by way of an implemented investigation among educationalists involved in the project and carrying out case studies. In IR2, risks and barriers were ascertained from the recipient, project administrator and guarantor of the Call. In IR3 and the Final Report, they were also identified by way of the implemented investigation among educationalists involved in the project and (newly under IR3) also uninvolved educationalists from secondary vocational schools in the Czech Republic.

Findings:

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.

The critical risk was seen by the Beneficiary in complications consisting in no linkup between the ŠVP and the RVP reviews - modifications to the ŠVP take 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 group of educationalists (involved and uninvolved) 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 a lack of interest/unwillingness of teachers and employers, considerable administrative burden or insufficient awareness of the outputs and possibilities for their use. In IR3, the covid-related situation was newly marked as a barrier, i.e., some respondents saw the current distant learning at secondary schools as a barrier, which also resulted in teachers being overloaded with other activities.

Barriers

The Beneficiary identified the administrative demandingness of the project and merger of NÚV and NIDV (newly NPI ČR) 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 Beneficiary 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 Beneficiary suggested that the NPI ČR and MŠMT be in charge of the implementation.

The survey conducted among educationalists (both involved and uninvolved) showed another barrier - low interest/unwillingness of stakeholders (particularly teachers) and rate of awareness of the project and its outputs, or the considerable administrative burden.

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 and 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.

5.4 EQ 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 the evaluation activity correspond to good evaluation practice?

The objective of the evaluation question and its sub-questions:

The objective of the evaluation sub-question is to evaluate the progress of the evaluation activity in the project.

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

Findings:

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 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.

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 Beneficiary by reviewing the documents on the evaluation progress, evaluation outputs and implemented structured interviews with the Beneficiary'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.

5.5 EQ 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?

The objective of the evaluation question and its sub-questions:

The evaluation question is divided into three evaluation sub-questions. The objective of the first evaluation sub-question is to evaluate awareness of the NSK by potential users. The second evaluation sub-question looks into how potential users use the National system of qualifications and find it useful. The third evaluation sub-question identifies obstacles which prevent potential users from wider use of the NSK.

This EQ was evaluated upon the processed census carried out among involved and uninvolved educationalists in the project.

Findings:

Census among educationalists

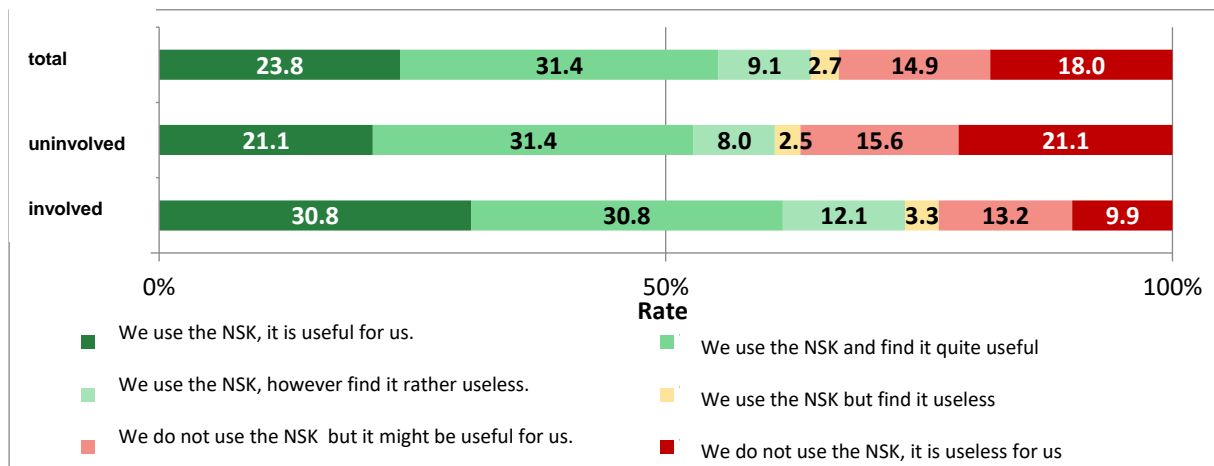
This EQ was also evaluated upon the census conducted among educationalists involved in the project and those uninvolved.

More than half of all respondents stated they use the National Register of Qualifications (NSK) and find it useful or quite useful (Chart 1). About 9 % of respondents use the NSK, they find it not very useful, though. The NSK is not used by approximately 33 % of those interviewed, of whom approx. 15 % find it useful.

The individual categories of respondents show apparent differences. Involved respondents showed a higher use of the NSK (61.6 % - useful or quite useful) unlike the second category and respondents as a whole, only approximately 50% of whom used the NSK.

They use the NSK especially in further training (adult education) / retraining courses as well as creating the ŠVP and as a source of information. Some respondents stated that they use the NSK in monitoring competences of graduates of fields of study / requirements for applicants for vocational qualifications of PK. Respondents also consider the NSK useful because they can obtain clear information from the authorised representative. All categories show a greater or smaller consensus on the knowledge obtained. The reason why respondents do not use the NSK is that no one from practice had ever requested them to do so / it had not yet been necessary for them. Another reason given by respondents was that they found the NSK out of date or they were not familiar with it. Chart 1 How is the NSK used and is it useful (response rate in %).

Chart 1 How is the NSK used and is it useful (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 2022. Ninvolved = 92, Nuninvolved = 256, Ntotal = 348.

Respondents were also asked to evaluate whether the NSK can be used in the ŠVP concept. Less than a fifth of them responded - strongly agree - and more than a third - agree. One third of respondents think - partly. A fifth of respondents answered - strongly agree and disagree. Respondents from uninvolved schools show a distinctly lower rate of declared usability unlike respondents from involved teachers. All categories showed the same rate in the answer "strongly disagree".

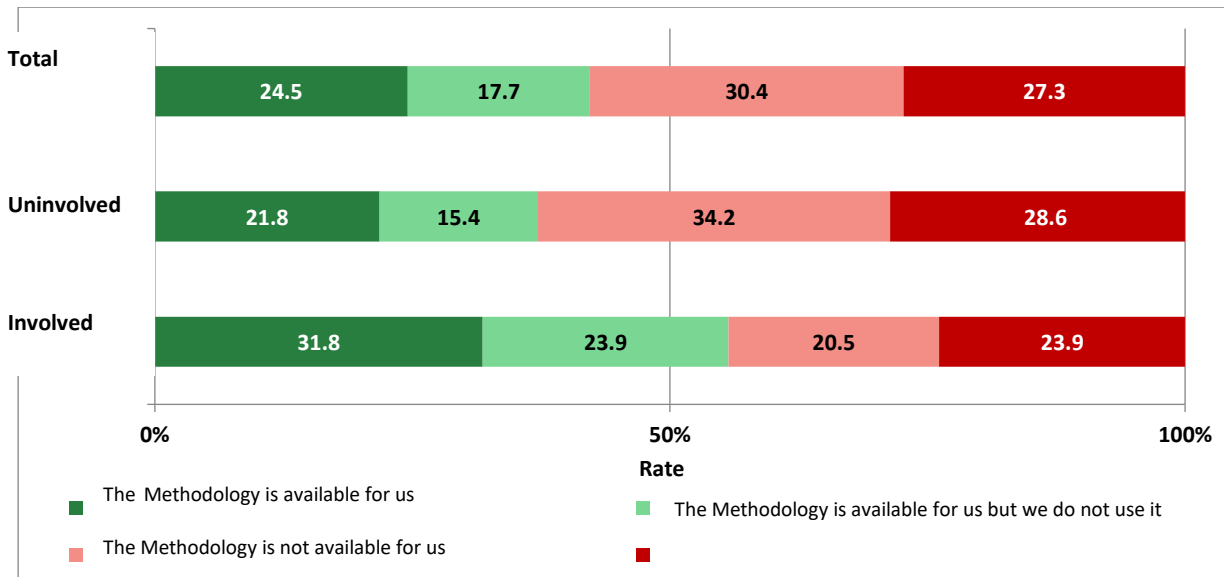
The NSK can be used for the ŠVP concept primarily as a source of inspiration for generating the ŠVP and developing individual qualifications within the ŠVP, and it is also used as underlying material for their content (specification of students'/graduates' competences). Respondents stated that using 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.

Following on from the question above, the research looked into how respondents find the NSK useful for the concept of the ŠVP of secondary vocational education. The resultant response rate was more or less balanced in all categories. Less than a fifth stated "strongly agree" and approximately a third "agree". "Strongly disagree" featured in about 2% of responses in all categories.

Less than a quarter of all respondents (Chart 2) stated the methodology of the ŠVP concept using the NSK qualifications is available to them and they use it. It is available to 18 % of respondents, who reported that they do not use it, though. Less than a third of respondents reported the methodology is not available¹⁵ to them, 27% of respondents do not know it. Of all categories, approx. 31% of involved teachers use it more frequently. They also more frequently stated than in the other categories the methodology is available to them but they do not use it. The response rate "I do not know the Methodology" was relatively balanced in all categories, involved teachers showed a slightly lower rate than the other categories.

¹⁵ Methodology of the ŠVP concept and all other project outputs are freely available in the MOV information system <https://mov.nuv.cz/> as well as the database of the OP RDE outputs. Accordingly, the interviewed respondents presumably do not know about the MOV project or they had not been interested in it so far.

Chart 2 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 you use it? Choose one option.

Source: Calculation upon the questionnaire research conducted in 2022. Ninvolved = 92, Nuninvolved = 256, Ntotal = 348.

Respondents were asked whether they know that complete vocational qualifications replace preceding education and enable the final or graduation exam to be taken without having to attend classes. Approximately half of all respondents knew about this option, involved teachers showed a higher rate of knowledge than other categories of respondents – approx. two-thirds knew about it. On the contrary, about 7% of respondents across all categories did not know about it.

Respondents think that NSK has a weak point - low awareness of its options and the time required for processing / incorporation. A shortage is seen in interest of the public, employers and other stakeholders in its use.

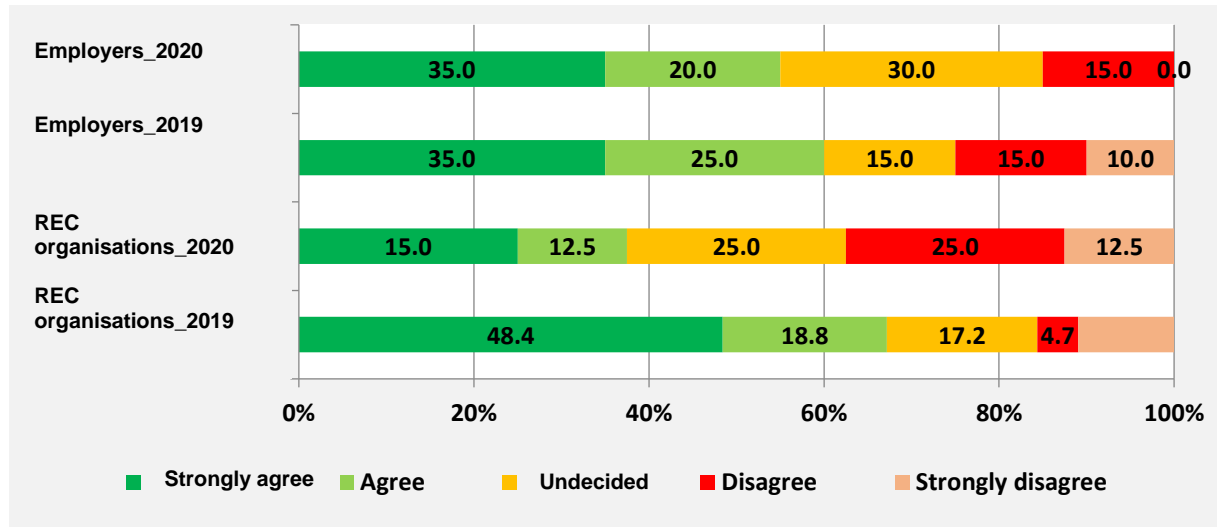
Questionnaire research among cooperating employers and representatives of REC (research, educational and consulting) organisations involved in the project

This EQ was evaluated upon the questionnaire research among employers involved in the MOV project carried out under IR1 and IR3 (especially in KA 5 and in work groups).

Less than two-thirds of the interviewed employers and fewer than 40 % of the representatives of REC organisations are familiar with the NSK (Chart 3). Unacquaintance with the NSK was indicated by 15 % or 13 % of the interviewed employers or representatives of REC organisations. The group of employers indicated more or less the same familiarity with 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.

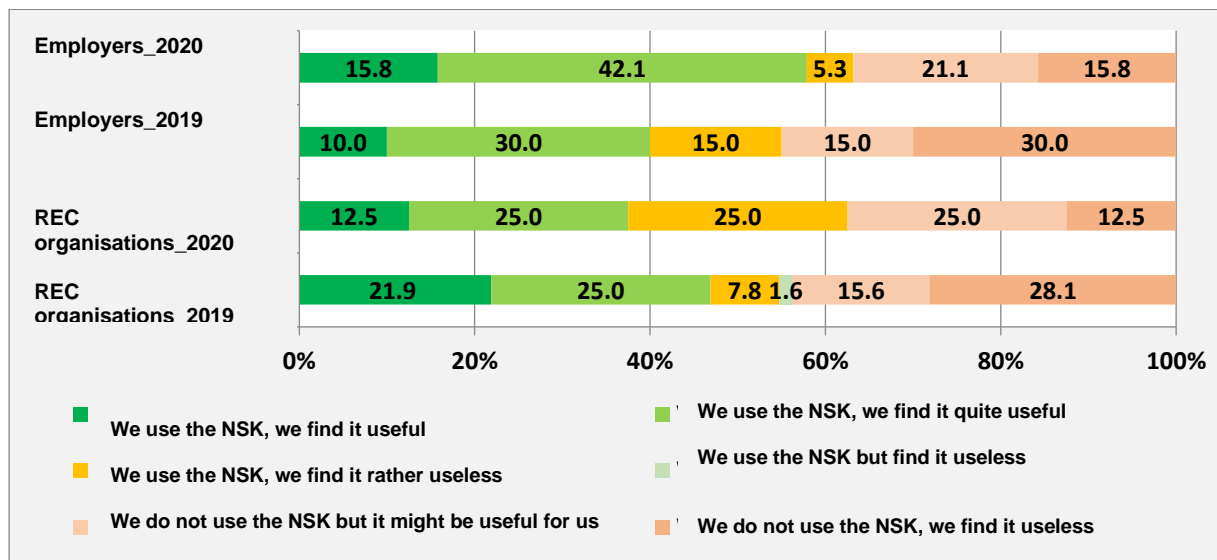
Chart 3 Knowledge of the NSK (response rate in %)



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 4) 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 might be useful for them. Nearly two-thirds of the interviewed employers use the NSK and find it useful or quite useful, whereas representatives of research, educational and consulting organisations represent less than 48 %. Accordingly, employers reported an increase in the use of the NSK, unlike representatives of REC organisations, who reported a decrease compared to the findings from 2019. 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.

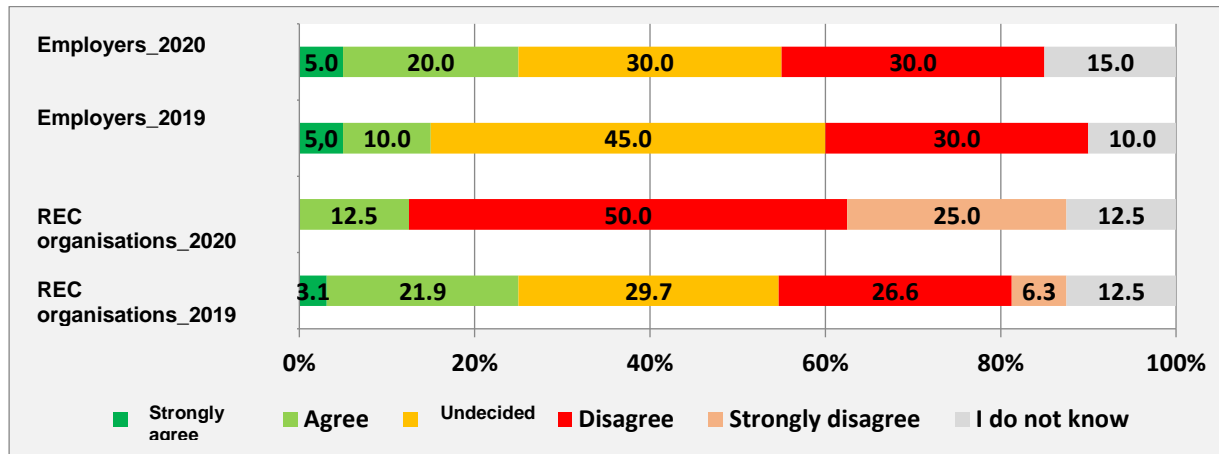
Chart 4 How is the NSK used and is it useful (response rate, in %)



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 5 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 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.

Chart 5 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.

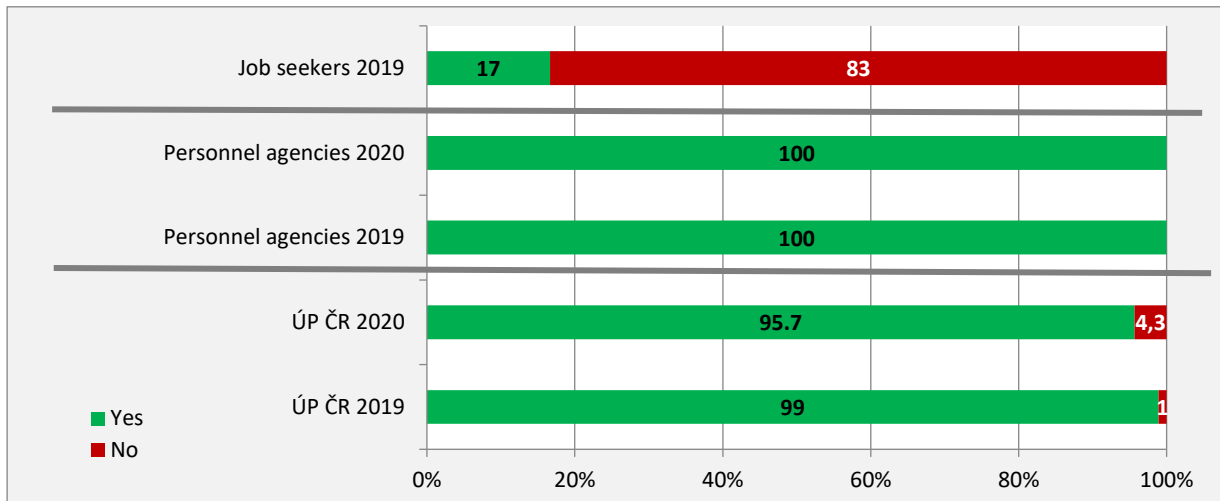
Just like the target group of educationalists, both the interviewed target groups report low awareness, i.e., unacquaintance with the NSK in potential users, as a weak point of the NSK.

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

This EQ was evaluated upon the questionnaire research conducted among employees of the Labour Office of the Czech Republic (ÚP ČR), personnel agencies and job seekers. Such research was conducted twice in total under IR2 and IR3. The return rate of job seekers was zero, i.e., no respondents filled in the questionnaire. Hence, the information below does not contain the evaluation from job seekers.

Similarly as in 2019, greatest knowledge of the NSK, i.e., 100%, was indicated by respondents from personnel agencies (Chart 6). 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 6 Knowledge of the NSK (response rate in %)

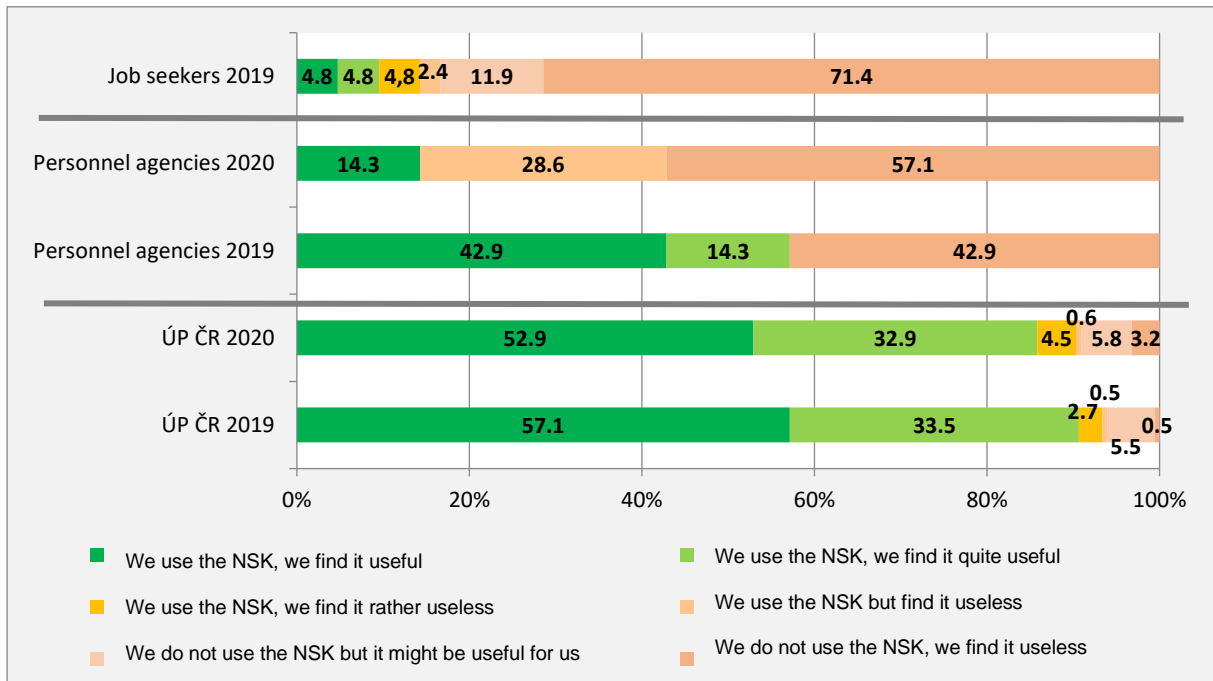


Note. ÚP ČR = Labour Office. Question: Do you know about the National Register of Qualifications (NSK)? Choose one option.

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. The answers are shown in Chart 7. The NSK is mostly used by representatives of the ÚP ČR, who find it useful, too. Such a response was given by approximately 50 % of respondents, which is a minor decline compared to 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., they find it useless.

Chart 7 How is the NSK used and is it useful /Use and usefulness of the NSK (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 representatives of labour offices reported the same way of using the NSK and its specific usefulness. When it comes to personnel agencies as another target group, the obtained result is not representative due to the small number of respondents. The prevailing answer given by 4 respondents is "we do not use the NSK, it is useless for us". 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, respondents from the ÚP ČR reported similarly. Most of them find the NSK useful because it provides an 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 they use the NSK as a basic source for consulting 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 explored. Given the low number of responses, only those obtained 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 seen in the presented number of authorized persons, which is low or even missing for some qualifications. Some respondents

mentioned another barrier - too detailed segmentation of 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 EQs:

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

Awareness of the NSK differed a lot between 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.

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

The objective of the evaluation question:

The objective of the evaluation question is to find out to what extent key stakeholders consider (significant) outputs / project activities beneficial / well applicable and why.

This EQ was evaluated upon the analysed census carried out among educationalists involved and uninvolved in the project, among employers involved in the project and representatives of organisations active in research, education and consulting involved in the project.

Findings:

Census among educationalists

This EQ was evaluated upon the census carried out among educationalists involved in the project and those uninvolved.

In 2019, respondents were asked about their expectations from outputs/activities in the project (evaluation on a scale of 1 - 5 with 1 = the most beneficial, 5 = the least beneficial). 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 2021/2022 looked into the benefits of outputs/activities of the project (evaluation on a scale of 1 - 5, with 1 = the most beneficial, 5 = the least beneficial). The comparison of the expectations and tangible benefits shows that all categories expected more from most of the outputs compared to the real benefits of the outputs consequently evaluated. This applied to the outputs/activities marked with the highest expectations in 2019.

The greatest and smallest benefits (including their response rate) according to individual categories are shown below. For more detailed answers, see below.

Involved teachers

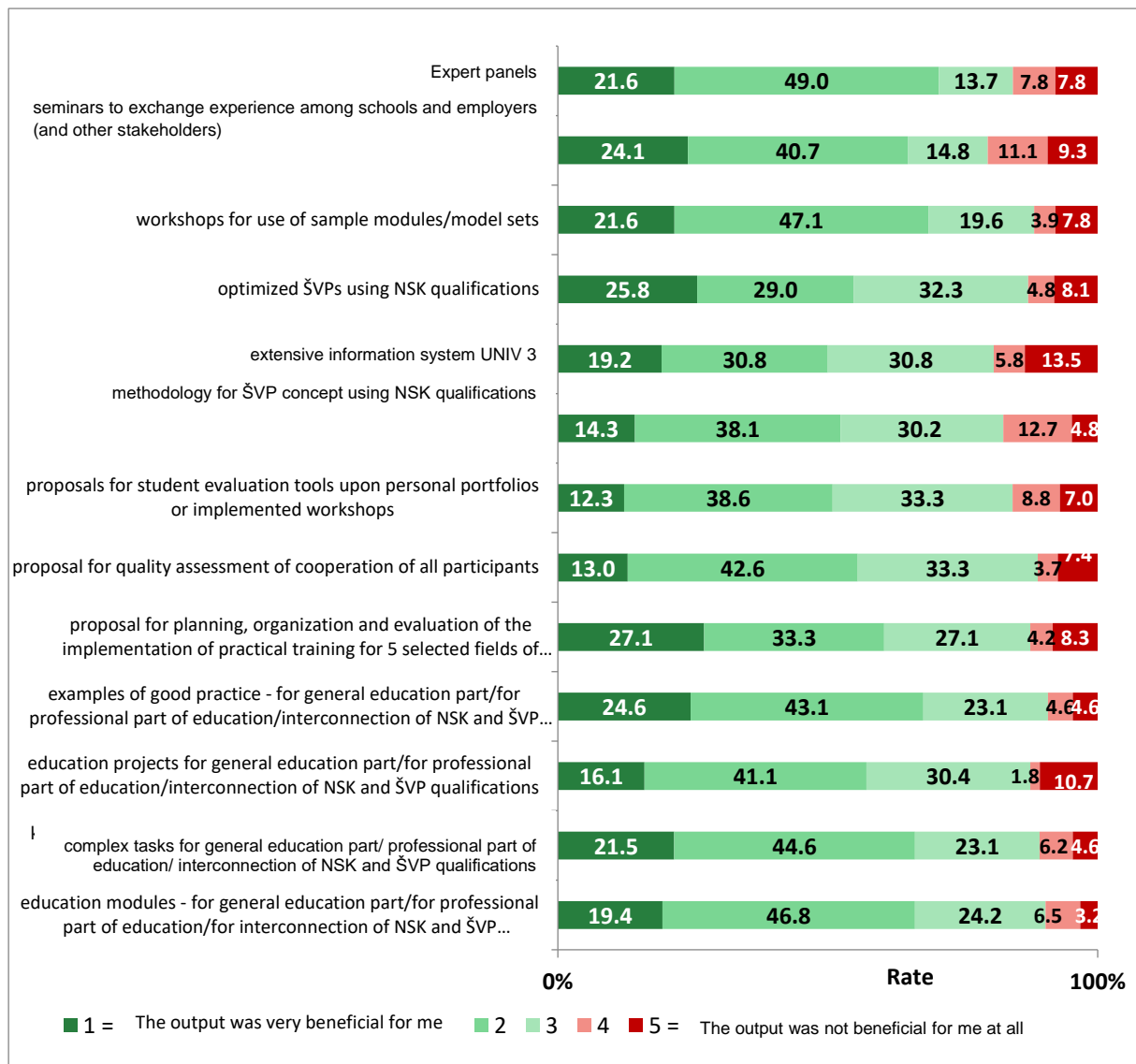
- The greatest benefit:
 1. proposal for planning, organization and evaluation of the implementation of practical training for 5 selected fields of education (27% of respondents)
 2. optimized ŠVPs using NSK qualifications
 3. examples of good practice - for general education part/ professional part of education/ interconnection of NSK and ŠVP qualifications
- The smallest benefit:
 1. extensive information system UNIV 3
 2. education projects for general education part/ professional part of education/ interconnection of NSK and ŠVP qualifications
 3. seminars to exchange experience among schools and employers (and other stakeholders)

Uninvolved teachers

- The greatest benefit:

1. methodology for ŠVP concept using NSK qualifications
 2. examples of good practice - for general education part/ professional part of education/ interconnection of NSK and ŠVP qualifications
 3. seminars to exchange experience among schools and employers (and other stakeholders)
- The smallest benefit:
 1. extensive information system UNIV 3
 2. expert panels
 3. optimized ŠVPs using NSK qualifications

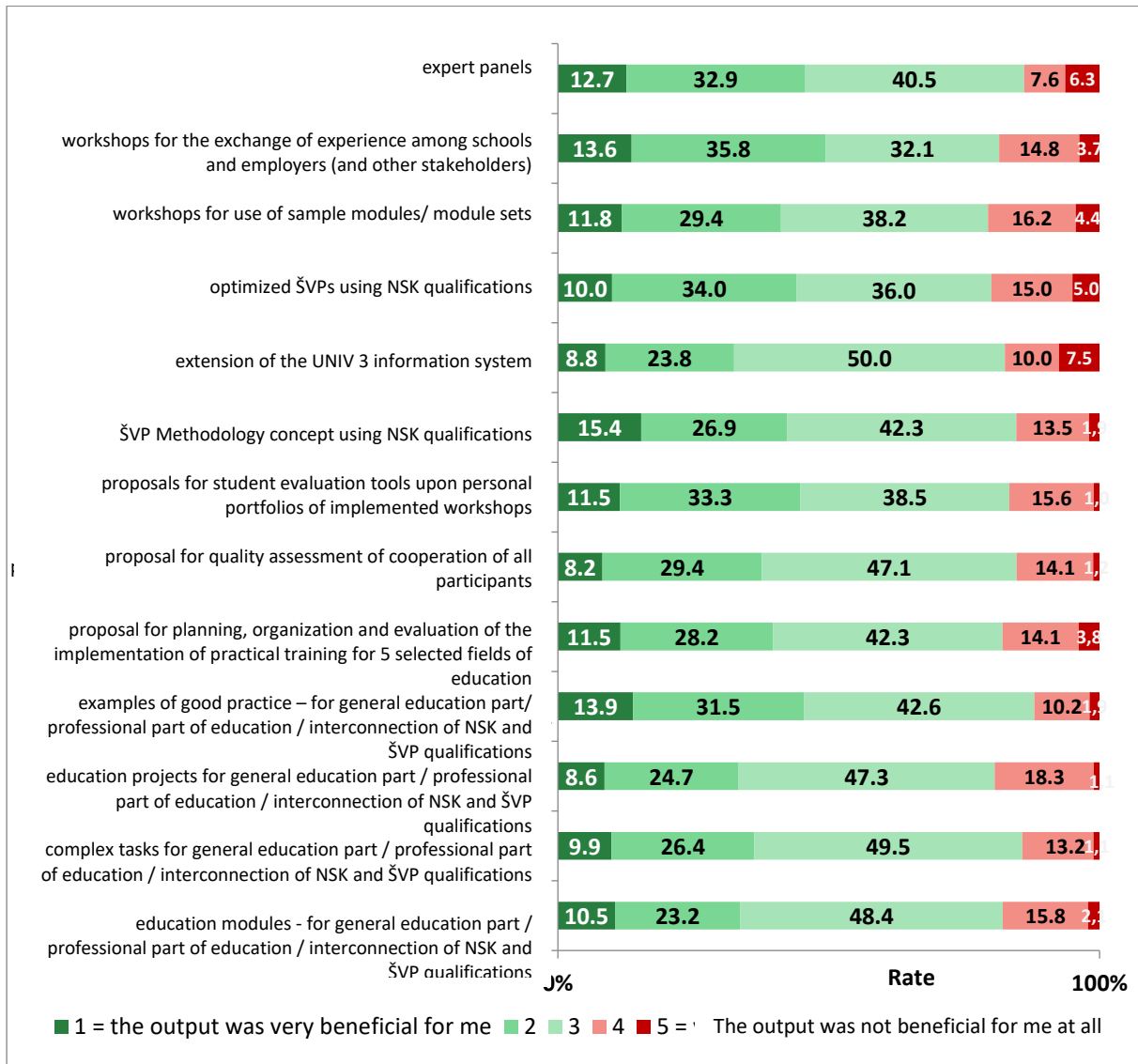
Chart 8 Evaluation of the benefits of individual outputs/activities in the project, in total (response rate in %)



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 2022. Ninvolved = 92

Chart 9 Evaluation of the benefits of individual outputs/activities in the project, uninvolved (response rate in %)

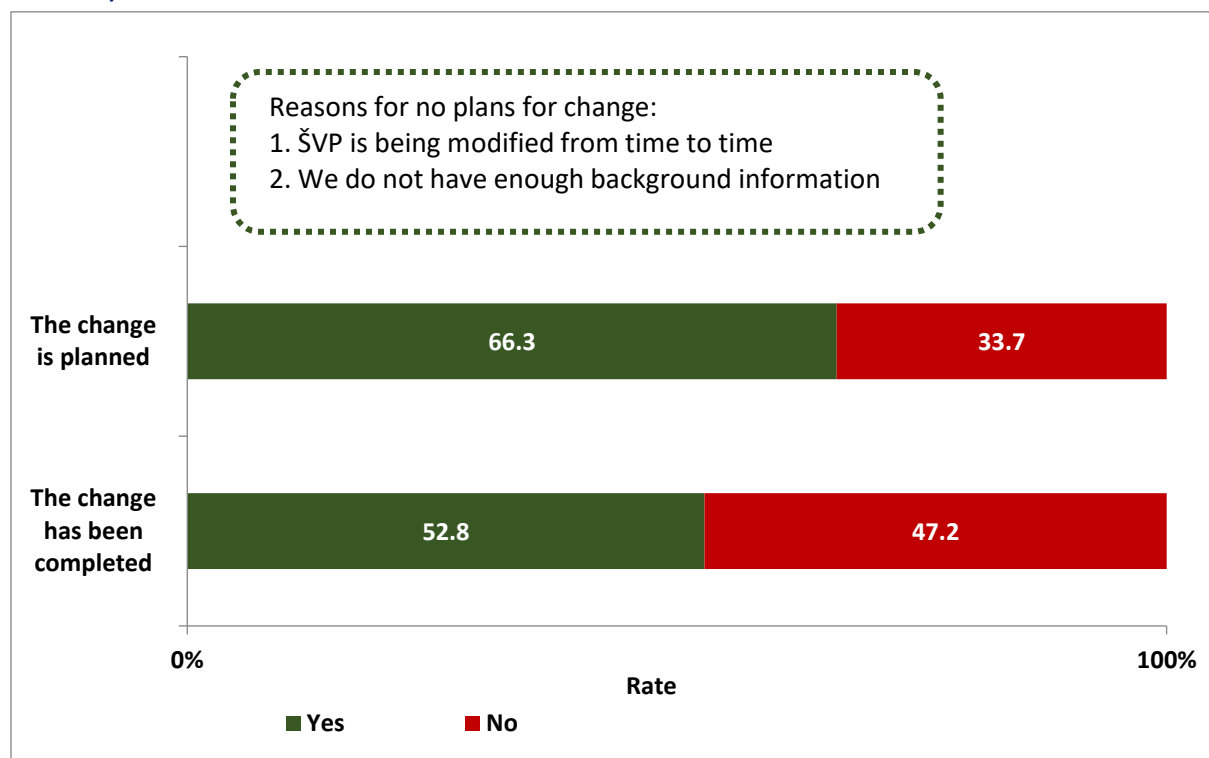


Note. Question: How beneficial are the individual outputs/activities in the project? Please evaluate on a scale of 1-5, where 1 = the output was very beneficial for me, 5 = the output was not beneficial for me at all.

Source: Calculation upon the questionnaire research conducted in 2022. Nuninvolved = 256

In 2019, more than two-thirds of those interviewed stated that their school is modifying the ŠVP in connection with the knowledge acquired from the MOV project (Chart 10). In the following survey in 2021/2022, respondents (involved teachers) were asked whether the ŠVP had changed in connection with the knowledge obtained from the MOV project. More than half of respondents stated the ŠVP had been modified. They were further asked whether they planned to change the ŠVP. More than two-thirds stated they did. The reason given by those who do not plan to change the ŠVP was they did not have enough background information or information, or ŠVP had been modified from time to time.

Chart 10 Modifications to the ŠVP in connection with the knowledge acquired from the MOV project (response rate in %)

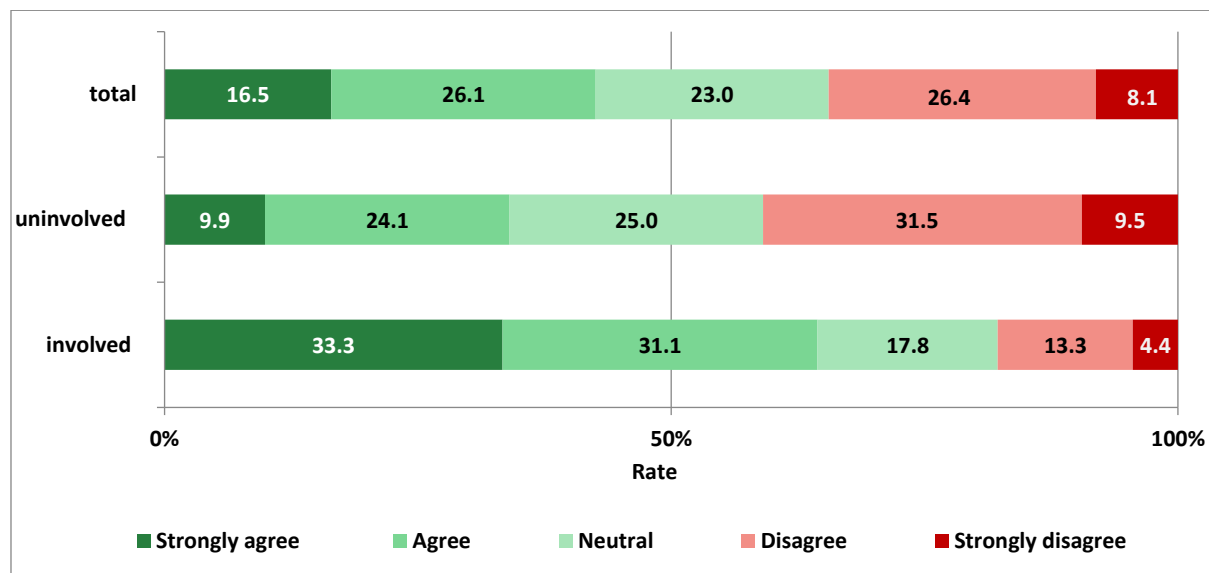


Note. Question: How beneficial are the individual outputs/activities in the project? Please evaluate on a scale of 1-5, where 1 = the output was very beneficial for me, 5 = the output was not beneficial for me at all.

Source: Calculation upon the questionnaire research conducted in 2022. Uninvolved = 92

Respondents were also asked whether they had enough available information required for using the MOV project outputs (e.g., the information system – mov.nuv.cz, information from their peers, ...). As to this question, answers differed according to individual categories of respondents (Chart 11). Involved teachers stated the highest availability of information: 33 % of them stated that they definitely had enough information, and 31 % had quite sufficient information. Uninvolved teachers were at the opposite end, they featured a higher rate of lack of information which followed particularly from their unacquaintance with the MOV project alone.

Chart 11 Information required for using the MOV project outputs (response rate in %)



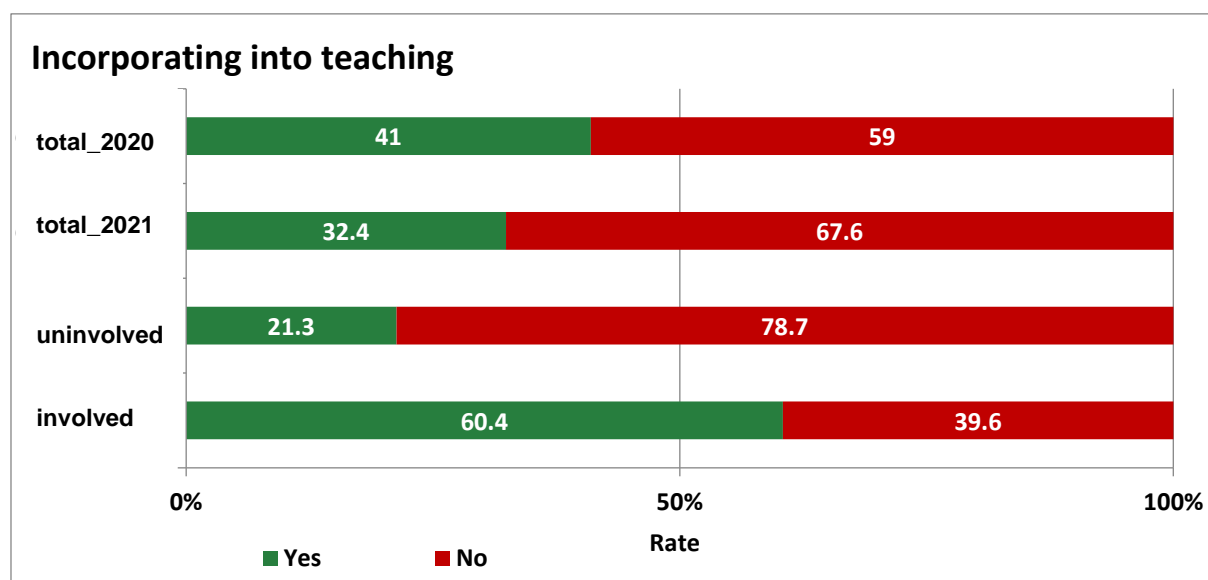
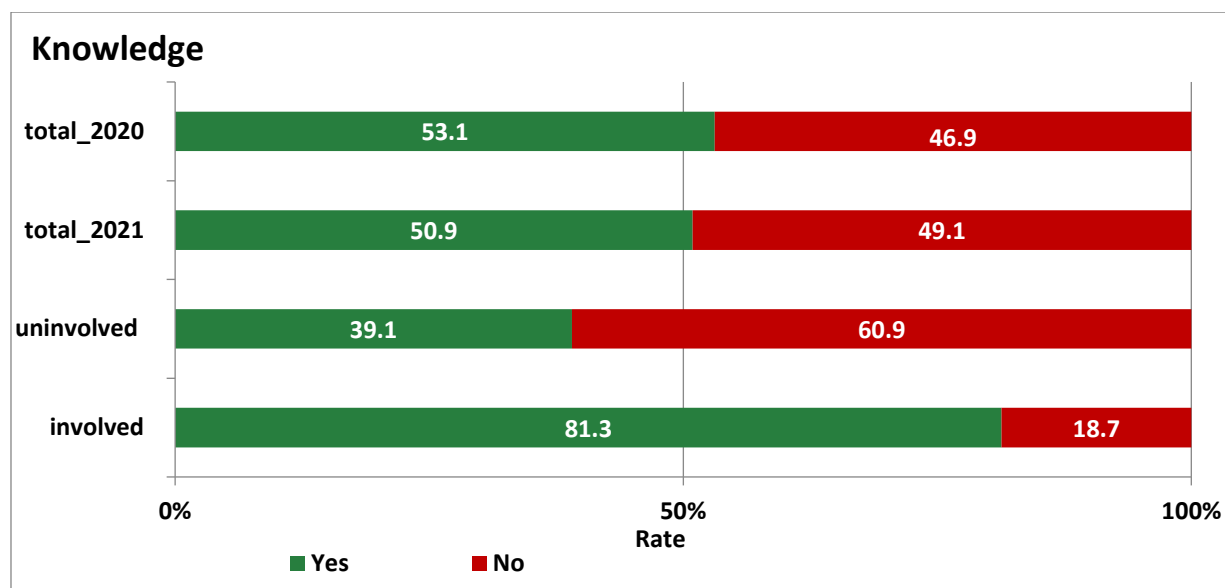
Note. Question: Do you have enough information necessary to use the MOV project outputs (e.g., the information system – mov.nuv.cz, information from peers, ...)?

Source: Calculation upon the questionnaire research conducted in 2022. Ninvolved = 92, Nuninvolved = 256, Ntotal = 348.

Half of all respondents (Chart 12) are familiar with the education modules generated under the MOV project. More than 81% of involved teachers feature substantially higher knowledge, whereas in those uninvolved it was approx. 40 %. This more or less reflects the incorporation of education modules into teaching – more than thirty percent of the interviewed respondents have incorporated them in general in 2022 and 50% of respondents interviewed in 2020 (however, it also contains the response rate “partly incorporated”). In 2022, they were incorporated by more than two-thirds of involved teachers and approximately a fifth of uninvolved teachers.

As follows from the comparison of responses from 2020, the knowledge of education modules was similar in general.

Chart 12 Knowledge of education modules and their incorporation into teaching (response rate in %), 2020 and 2022



Note. Question: Do you know about education modules generated within the MOV project? Have you incorporated them into teaching? The survey conducted in 2020 – the “yes” rate contains answers “yes” and “partly”.

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

Calculation upon the questionnaire research conducted in 2022. Ninvolved = 92, Nuninvolved = 256, Ntotal = 348.

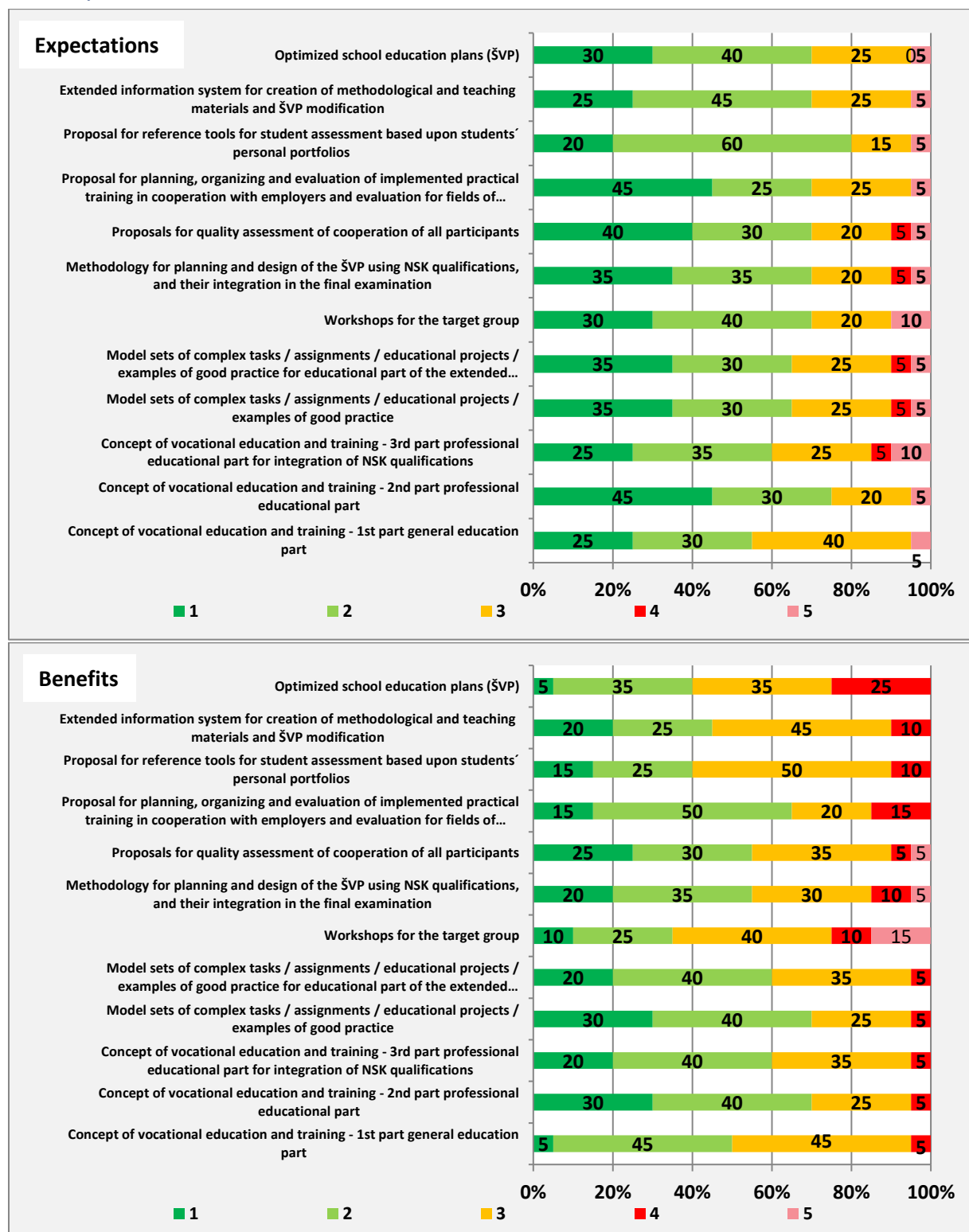
Questionnaire research among employers involved in the project and representatives of REC organisations (research, education and consulting) involved in the project

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). Representatives of REC organisations involved in the MOV project were also asked, 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. 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 the expectations, were viewed positively 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 %)



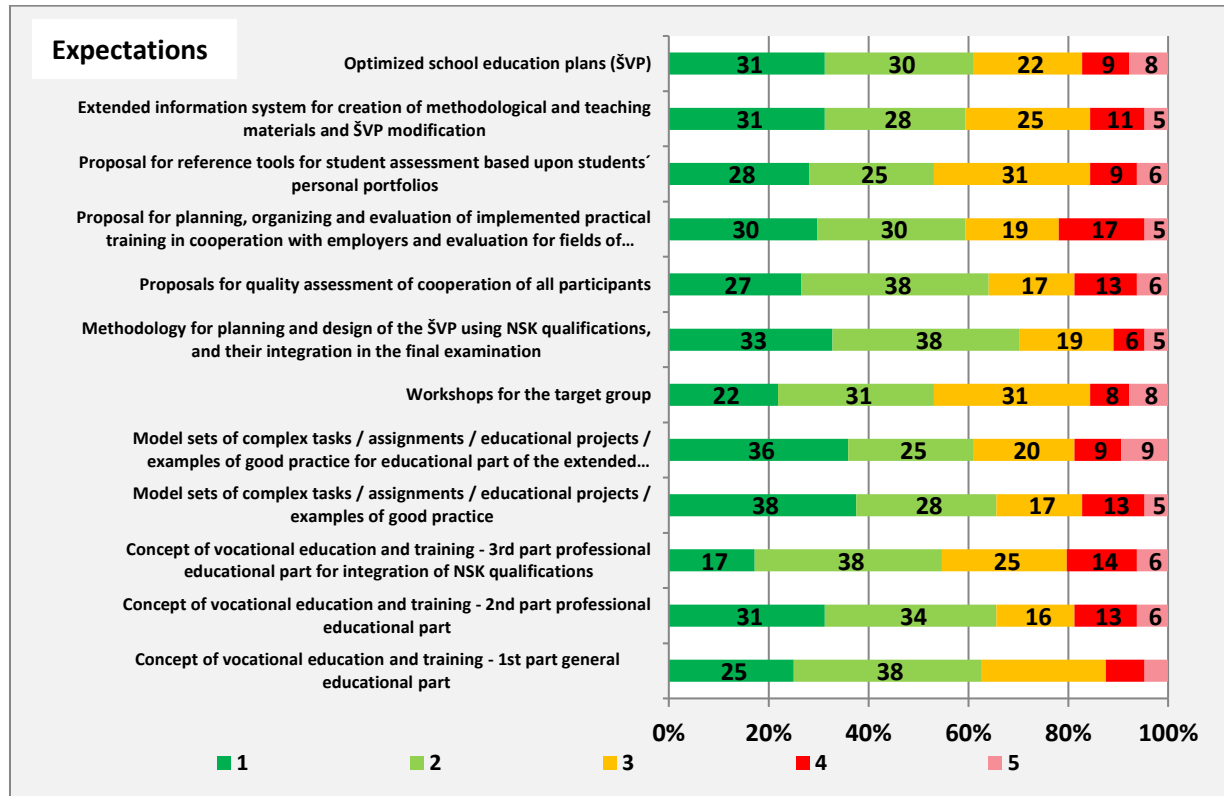
Note. 1 = the most beneficial, 5 = the least beneficial. Question: How beneficial are the individual outputs/activities in the

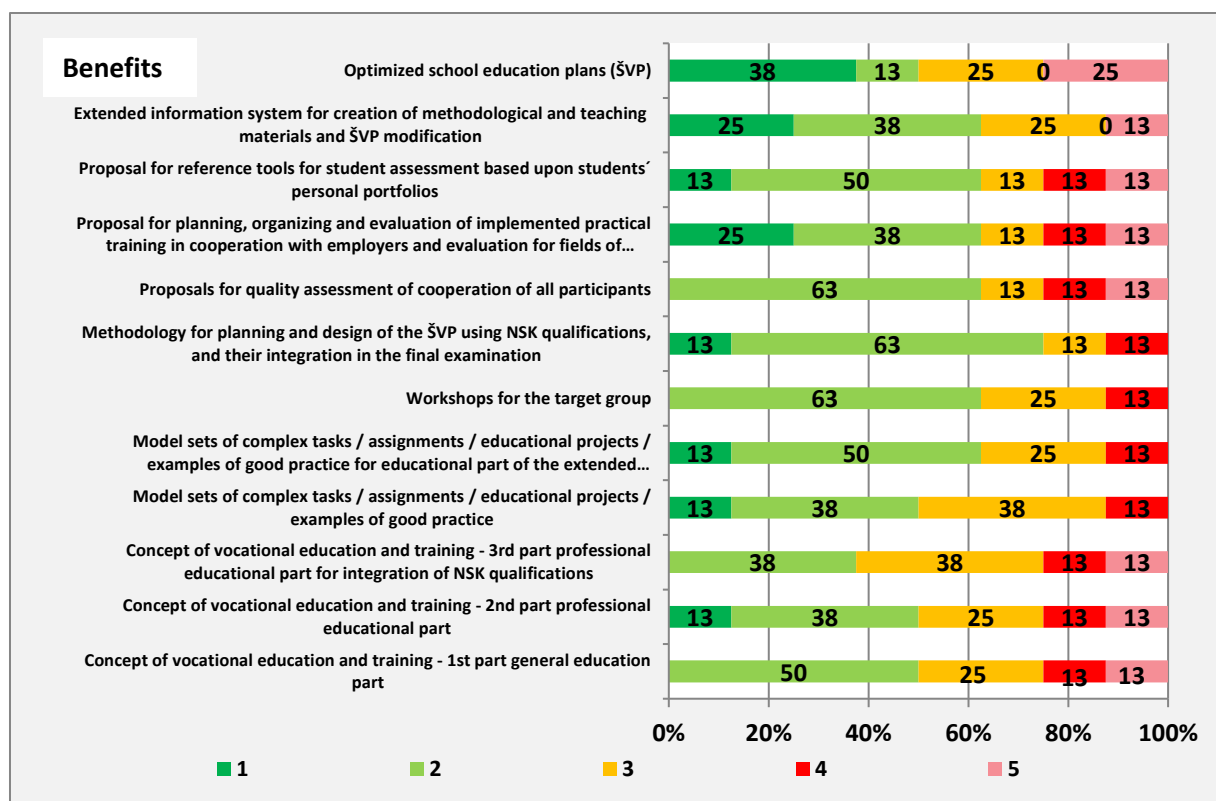
Evaluation of individual system projects supported by PO 3 OP RDE-II Part II:
Evaluation area B – Evaluation of the MOV project

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 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 also relates to the assessment of the benefits of expert panels. Employers – similarly as in 2019 – find them 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 IR2.

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, applicable 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 UNIV3 information system 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 found the model sets of complex tasks / education projects / examples of good practice the most beneficial, followed by the concept of vocational education and final exams and model sets of complex tasks / education projects / examples of good practice for the educational part of the wider vocational basis.

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

Objective of the evaluation question:

The objective of the evaluation question is to find out how cooperation with other relevant projects proceeds 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 were held.

Findings:

Cooperation is obligatory for system projects, and the MOV project has fulfilled this obligation by way of KA cooperation proceeding independently under each project.

The implemented survey established the following:

- Cooperation between projects was proceeding during the whole project implementation in a similar scope and frequency.
- 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 was also focused on supporting education at secondary vocational schools and tertiary vocational schools according to the education strategy of MŠMT. Accordingly, transfer and sharing of information and outputs between these projects is effective and useful. Cooperation between these projects was in the form of sharing of information and outputs and mutual 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 clashes 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.

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 acquired knowledge and project outputs. The most intensive cooperation was with the P-KAP project, mostly in sharing information and outputs and participation in expert panels.

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

Objective of the evaluation question:

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

The question was evaluated by combining desk research and all surveys conducted under IR1, IR2, IR3 and FR. The Process tracing method was used for the evaluation.

Findings:

No frequent positive or negative unintended impacts caused by the implementation of the project were identified.

The list below shows unintended impacts identified upon the conducted research:

- promotion of NSK, enhanced awareness of NSK,
- higher awareness of options for the use of project outputs due to the involvement of a wider range of people,
- new information acquired about the work of schools as a result of their participation at information workshops.

It is apparent from the above list of unintended impacts that no negative unintended impacts were identified, only positive ones.

Evaluator's conclusions and evaluation

A minimum of unintended impacts were identified as a result of the implementation of the project. Those identified unintended ones include promotion of NSK (enhancing awareness of NSK), enhanced awareness of the options for the use of project outputs due to the involvement of a wider range of people and new information acquired about the work of schools as a result of their participation at information workshops.

5.9 Evaluation of achievement of project objectives

The table below shows the evaluation of whether the project objectives were achieved based on the evaluation of the achieved results.

Individual project objective	Evaluation criterion	Achievement of the project individual objective	Description of justification	Indicator
<p>Individual objective 1 is to modernize the secondary vocational education curriculum in the area of general education at school levels, i.e., school training programmes (ŠVP), in order to promote students' key competences necessary for their successful integration into the labour market and for lifelong learning.</p>	<ul style="list-style-type: none"> The concept allows a modern approach to the elaboration of learning outcomes and required competences for model configurations of complex tasks / training projects / examples of good practice. Teachers use presented approaches and options for solutions in teaching and draft further tasks and student projects in a similar way. Teachers obtain information necessary for using the outputs. 	<p>The objective was achieved.</p>	<p>The following outputs were developed in the project: The concept of vocational education and preparation (general education part), complex tasks, training projects, examples of good practice and workshops were implemented.</p> <p>Teachers use project outputs (they are incorporated into ŠVP, topic plans and teaching).</p>	<p>Number of organisations influenced by the system intervention - target value: 25 - value achieved: 25</p>
<p>Individual objective 2 To modernize the secondary vocational education curriculum through reinforcing the fundamentals of vocational education and training at school levels, i.e., ŠVP, to</p>	<ul style="list-style-type: none"> The concept allows a modern approach to the elaboration of learning outcomes of extensive vocational fundamentals, including required key and vocational competences in model sets of complex 	<p>The objective was achieved.</p>	<p>The concept of vocational education and training (technical education part), model sets to modernize the curriculum and workshops were carried out.</p> <p>Teachers use the foregoing project outputs - they integrate them into ŠVP, topical plans and their teaching.</p>	<p>Number of products in system projects - target value: 30 - value achieved: 30</p> <p>Number of education modules with methodology and training programme - target value: 30</p>

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<p>increase professional competences for further professional development and success on the labour market.</p>	<p>tasks, training projects, examples of good practice.</p> <ul style="list-style-type: none"> • Teachers use presented approaches and varied options for teaching solutions and plan and design further assignments and student projects in a similar way. • Teachers obtain information necessary for using the outputs. 			<p>- value achieved: 30</p>
<p>Individual objective 3 is to link the qualifications structure of the National system of qualifications (NSK) with initial vocational education, and/or to link NSK qualifications (ÚPK/PK) required by the labour market with the specific (qualification) part of school educational programmes.</p>	<ul style="list-style-type: none"> • Methodology is available for teachers who can work with the prepared project output. • Teachers work with prepared examples and methodology. • Schools have model sets for use of the NSK qualifications in ŠVP modernization 	<p>The objective was achieved.</p>	<p>The following outputs were developed in the project: The concept of vocational education and training (technical education part for integration of NSK qualifications), sets of professional qualifications for fields of education and model sets, complex tasks, educational projects, examples of good practice.</p> <p>The vast majority of interviewed teachers knew education modules generated in the project. The aliquot part use and integrate them into teaching. The Methodology for the ŠVP concept using the NSK qualifications is available to approximately half of interviewed teachers, of whom half of them use it.</p>	
<p>Individual objective 4 is to extend and streamline the implementation of practical training and work experience of secondary vocational school students in</p>	<ul style="list-style-type: none"> • Teachers acquire information necessary for using tools for planning, implementation and evaluation of cooperation with social partners and for student assessment upon 	<p>The objective was achieved.</p>	<p>The following outputs were developed in the project: The proposal for planning, organization and evaluation of the implementation of practical training in cooperation with employers, proposal for quality assessment of the cooperation of all parties and Proposal for reference tools for student assessment upon personal portfolios. Workshops were organised, too.</p>	<p>Number of organisations influenced by system intervention - target value: 25 - value achieved: 25</p>

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<p>cooperation with employers with the emphasis on quality assurance and building students' personal portfolios.</p>	<p>the personal portfolio, and they consider such information beneficial.</p> <ul style="list-style-type: none"> • Schools plan, implement and evaluate practical training in cooperation with employers. • Increasing number of students who went through practical training in a real work environment. • Teachers plan, implement and evaluate their curriculum in cooperation with social partners. 		<p>The vast majority of teachers stated they had the information needed for using the tools for planning, implementation and evaluation of cooperation with social partners and student assessment upon personal portfolios, and they found such information beneficial.</p>	
<p>Individual objective 5 is to develop new UNIV 3 information system components for the creation and innovation of the ŠVP, to prepare specific methodological and teaching materials, their sharing and publication.</p>	<ul style="list-style-type: none"> • The extensive operational information system for production /creation of methodological and teaching materials and modification to the ŠVP available for schools. • Schools can access the publicly accessible platform of all project outputs and find it very useful • Schools use the information system for planning, preparation and implementation of teaching. 	<p>The objective was achieved.</p>	<p>The operational information system for interconnection of initial and further vocational education and creation of methodological and teaching material and ŠVP modification was created under the project.</p> <p>The information system is publicly accessible, i.e., available to schools and teachers. The IS displays all project outputs. The majority of teachers reported they had the information required for using the MOV project outputs.</p>	
<p>Individual objective 6 is to use model sets of complex tasks, educational projects,</p>	<ul style="list-style-type: none"> • Pilot schools have an optimised ŠVP and introduce it in teaching. 	<p>The objective was achieved.</p>	<p>71 ŠVPs were modified in total in the project (against the intended 65) in individual categories of the completed education (E, H, LO, M).</p>	<p>Number of optimised ŠVPs - target value: 65 - value achieved: 71</p>

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examples of good practice in a selected sample of the ŠVP in specified categories of secondary vocational education (E, H, LO, M).			Schools have started introducing ŠVPs in teaching.	
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Evaluation of the project based on meeting the 3E/5U principles

Effectiveness

Effectiveness is evaluated based on the assessment of whether better results could have been achieved with specified inputs (funds, human resources, time) or whether the resources could have been used more effectively. Accordingly, the effectiveness criterion was fulfilled.

The available resources (funds, human resources, time) and implementation of project activities were effective. No area or areas were identified a higher preference to which

(at the expense of others) might probably have led to generally better project results.

Efficiency

Efficiency is evaluated based on whether the specific result could have been achieved with lower inputs (funds, human resources, time). The necessity of individual project activities and related costs to achieve specified outputs (results) were assessed as well. The efficiency criterion was fulfilled. The project was implemented according to the approved project application, including changes, and there was no increase in funding. No project activity (or its part) was identified as being redundant in terms of its influence on the attainment of stipulated outputs and the project's results. The project involves a comprehensive and logical set of activities in this regard.

Considering the specificity of the evaluated project (project activities and outputs) relevant comparative data to provide more detailed assessment of the efficiency criterion are very difficult to find. For such an assessment it is difficult to assign a specific amount of inputs (funding) paid to create individual project outputs. Hence, a relevant comparison of the expended inputs and achieved project outputs is difficult to carry out.

Impact

Impact evaluation is primarily based on the assessment of effects (benefits) of project activities and outputs. The main project activities are primarily the optimised ŠVPs, extensive information system, complex tasks, examples of good practice and education modules. All these activities were positively rated by the absolute majority of interviewed teachers (both involved and uninvolved in the project). Involved teachers rate the proposal for planning, organization and evaluation of the implemented practical training for 5 selected fields of education, optimised ŠVP using the NSK qualifications and examples of good practice (for the general education part/ professional part of education/interconnection of NSK and ŠVP qualifications) the most beneficial. The following outputs were rated as the best by uninvolved teachers: the Methodology of the ŠVP concept using the NSK qualifications, examples of good practice and seminars to exchange experience among schools and employers. On the contrary, the absolute majority of involved and uninvolved teachers rated the UNIV 3 extensive information system as the least beneficial.

Sustainability

Evaluation of this criterion is based on an assessment of whether the project's outputs and results will be sustainable even after termination of its implementation. Sustainability of the project was not identified in the IPs Call. However, sustainability is described in the approved Project Charter for individual main project outputs. Most of the intended activities (objectives) in the field of sustainability were proposed as those easy to deliver by routine activities of the project implementer (NPI ČR) or users of the outputs. They involve, for example, maintaining the functionality of the project website, including available project outputs, and providing a link to them on the NPI ČR website, etc.

Relevance

Relevance is evaluated based on the assessment of project needs. The relevance criterion was fulfilled. Needs for the project are relevantly defined and described in the approved project intent of the MOV

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project. No facts were identified in the project implementation that significantly influence the relevance of the project.

6 Evaluation of the work with recommendations during the evaluation process

Table 2 provides an evaluation of the work with the recommendations defined in the previous three interim reports.

Table 2 Evaluation of incorporated recommendations from previous interim reports

Evaluation Report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following interim report
IR1	More promotion of project benefits	To consider more promotion of project benefits for pilot schools and employers. Promotion should involve all target groups. It should be provided by the MOV project team.	The fieldwork showed that some respondents are not familiar with project benefits, i.e., what specifically some outputs / activities will be used for and what target groups can use them for. See EQ B.2	The MOV project team considered whether to extend the implementation period of the MOV project by 9 months to promote the project outputs and disseminate them among schools. It was concluded that recommendations for greater promotion of project benefits and the National system of qualifications had been taken into account, just as the recommendations for maintaining sustainability of the IS MOV.ex. information system.	The project was not extended in the end. The Managing Authority was willing to extend the MOV project implementation. Nevertheless, the Beneficiary did not incorporate the received comments into the internal comment procedure (VPŘ) after submission of the proposal to extend the project and decided to waive the intention to extend the project implementation and withdrew the proposal, or the proposal was not submitted for approval by the Managing Authority meeting (PV). Promotion of outputs and their implementation in the Education Policy Strategy of the Czech Republic until 2030+
	More promotion of the National system of qualifications	To consider greater promotion of the NSK. It should be provided by the MŠMT responsible for the development of the NSK.	The fieldwork also showed that some respondents do not know or understand the potential of the National system of qualifications. Since the project is closely connected with the NSK (not in terms of the content or objective of the MOV project), it would be desirable to increase the knowledge across all target groups. See EQ B.2		

Evaluation of individual system projects supported by PO 3 OP RDE-II Part II: Evaluation area B – Evaluation of the MOV project

Evaluation Report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following interim report
					<p>was provided by the MŠMT alone.</p>
	<p>To ensure sustainability of the IS MOV.ex information system</p>	<p>To ensure sustainability of the IS MOV.ex information system. Decisions about sustainability should be made by the competent department of the MŠMT, the activities should be implemented by the NÚV.</p>	<p>Sustainability of project outputs is not obligatory for the project. Sustainability should be provided for at least the developed information system, though, which is extended for the creation of methodological and teaching materials and modification of ŠVPs, including the publicly accessible platform. Further operation of the publicly accessible platform appears to be of key importance because it would offer available methodological materials and space for discussion among teachers. Such a solution would ensure that project outputs, promoted also via the P-KAP project, are being used, so it would be desirable they are available. See Appendix II. IR1</p>		<p>The recommendation was fulfilled. The information system where project outputs are available (modules, complex tasks and tools for proposal of school-tailored modules or development of cooperation between schools and employers) operates and is available on: www.projektmov.cz.</p>

Evaluation of individual system projects supported by PO 3 OP RDE-II Part II: Evaluation area B – Evaluation of the MOV project

Evaluation Report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following interim report
IR2	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.	<p>The fieldwork also showed that some respondents are not familiar with project benefits or outputs.</p> <p>Based on the findings from the conducted research and participant observation at expert panels, the evaluator believes that promotion should involve all target groups and should be provided by the MOV project team.</p> <p>See EQ B.2</p>	<p>The fieldwork also showed that some respondents are not familiar with project benefits or its outputs.</p> <p>The Beneficiary 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). Specifically, this concerned the information brochure on the MOV project outputs and 2 information videos – a video about how IS MOV for secondary vocational schools is used and a video about benefits of modules for secondary vocational schools and employers.</p> <p>See EQ B.2</p>	The recommendation was fulfilled.

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Evaluation Report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following interim report
IR3	Use of MOV outputs in Modernization of Vocational Education in accordance with Strategy 2030	<p>The following steps were identified:</p> <ul style="list-style-type: none"> – a review of the RVP followed 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, ...). 	<p>The fieldwork also showed that some respondents are not familiar with project benefits and its outputs.</p> <p>The evaluator believes, based on the findings from the implemented surveys, that the recommendation should now be in the control of the MŠMT.</p> <p>See EQ B.1, B.2</p>		<p>The recommendation was fulfilled. MOV project outputs were used as background information for the development of the Education Policy Strategy of the Czech Republic until 2030+.</p>

7 Evaluation of cooperation with the Client and stakeholders

Cooperation with the Client

Cooperation with the Client proceeded according to the previously defined procedure. The Client provided all the necessary assistance to an appropriate extent in terms of the feedback on the methodology and evaluation process as well as the requested background information.

Cooperation with the project implementation team

The implementer finds the cooperation with representatives of the implementation team as trouble-free, without any complications identified. The project implementation team submitted all information to the implementer to process the evaluation.

8 Conclusions and recommendations

To achieve greater synergy and reduce duplicate surveys, the evaluator believes there is a potential for adjustments to setting the internal and external evaluation of the project implemented simultaneously. We recommend considering possible changes to reduce duplicate investigations based on the findings and practice from other system projects, where internal and external evaluation proceeded simultaneously.

To implement similar contracts in the future, the evaluator recommends that requirements for printed versions of reports should be reviewed. Considering the rather large number of accompanying documents (the Technical report, Dashboard as well as the translation of the whole report into English), we recommend considering whether only one printed version of the whole report should be kept for archiving and the digital version of documents should be used for other purposes, or only the main report (i.e., without Appendices) should be printed. It would be beneficial and in conformity with the growing digitisation of processes both in the private and public sector and the fact that the vast majority of documents are currently used in electronic format.

9 Analysis of the carried out evaluation process and recommendations

The evaluator finds the introduced evaluation design to correspond to the contract requirements which enables all specified evaluation questions to be answered. The methodology of the questionnaire research among educationalists was modified in individual interim reports. The sample of pedagogical workers was extended for teachers from uninvolved schools. The objective was to compare the impacts and benefits of the project at involved and uninvolved schools. The evaluator positively evaluates the flexible approach of the Client to the modifications. To be able to compare data and information, we recommend determining the methodology already before the beginning of the first survey in further evaluations.

During the processing of interim reports, an unexpected situation related to the COVID-19 epidemic occurred. The evaluator appreciates the Client's approach, project implementers and individual target groups (particularly schools) as exemplary as they flexibly coped with the current situation. Accordingly, the situation did not influence the development of the interim reports. There was an exception in processing IR3, where the fieldwork was impossible to fully implement, especially school visits, due to the significant spread in the coronavirus epidemic during September and October 2020 and the declared state of emergency in the Czech Republic. This adversely affected respondents as well as the project team in many ways. Accordingly, the Contracting Authority and Contractor agreed to preset the 3rd Interim Report by 31. 12. 2020 in a way that the fieldwork could be properly carried out.

We recommend considering the recommendations stated in the previous section, i.e., to deliver greater synergy and reduce duplicate surveys in potential modifications to setting the simultaneously implemented internal and external evaluation of the project.

10 List of sources and literature

Application for grant for the MOV project with all the Appendices

Project Charter

Key activity schedule

Overview of key outputs to meet indicators

Reports on the implementation of the project

Applications for change

Data and information about MS2014+ project

Information on project activities on the website and other presentations by the implementer (NPI ČR)

Outputs from internal evaluation of the project – interim internal evaluation reports

Supplemental documentation from the implementer (NPI ČR) – a brochure on the MOV project

Call in OP RDE System projects II

Rules for applicants and beneficiaries – specific part

LIST OF ABBREVIATIONS

CATI	Method of data collection – Computer Assisted Telephone Interviewing
CAWI	Method of data collection – Computer Assisted Web Interviewing
ČŠI	Czech School Inspectorate
ECVET	European Credit System for Vocational Education
EO	Evaluation Question
GDI	Group Depth Interview
IDI	Individual Depth Interview
IPs	Individual system project
IPk	Individual project aimed at concept
JVU	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 VVV	Operational Programme Research, Development and Education
OVU	Expected output
PZ	Interim Report
RVP	Framework Education Programme
ŘO	Managing Authority
ŠVP	School Educational Programme
TZ	The theory of change
ÚP ČR	Labour Office of the Czech Republic
VVP	Education, research and consulting
VZ	Public contract
ZoR	Report on implementation

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