



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

Ministry of Education, Youth and  
Sport

## Progress Report 12

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Final version



EUROPEAN UNION  
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## Executive Summary

This report represents the twelfth Progress Report which monitors the factual progress and financial performance of the OP RDE as of 31<sup>st</sup> December 2021.



Based on the state of implementation, factual progress partially corresponds with the anticipated state of implementation of OP RDE to a given date.

In the period to 31<sup>st</sup> December 2021, 147 of the 156 result and output indicators across the priority axes to which the projects are directly committed showed a non-zero achieved value.



Target values of the indicators with risk of non-fulfilment or over-fulfilment has been identified.

Non-fulfilment risk has been identified for 14 pairs of indicators (LDR and MDR together) and it is necessary to revise the target values (reduce them). For 53 pairs of indicators (LDR and MDR together) the risk of over-fulfilment was identified, and it is necessary to revise the target values (increase them). For 6 pairs of indicators (LDR and MDR together) the need for redistribution of target values between regions was identified. For 3 pairs of indicators (LDR and MDR together) no risk of non-fulfilment, over-fulfilment, or the need to redistribute target values between regions was identified. The material progress of the implementation of the OP RDE can already be demonstrated by the results of individual projects. To this end, a field survey was carried out as part of this report.

### Evaluation of the contribution of the PA 2 and PA 1 OP RDE interventions to improving the quality of tertiary education

The evaluation verified that the interventions in the tertiary education financed by the OP RDE brought mainly a positive shift in the quality of teaching, internationalization, infrastructure equipment of universities and increasing/expanding the qualifications of academic and non-academic staff of universities. Based on the evaluation processed using desk-research, data analysis of primary and secondary data sources (financial and factual indicators, national surveys), field surveys among beneficiaries (questionnaire survey, focus groups and case studies), it can be concluded that OP RDE contributed through interventions in tertiary education to the fulfilment of all specific objectives of PA2 and PA1 OP RDE and their expected results.

The following diagram shows the main triangulated and pivotal conclusions from this evaluation:



OP RDE contributed through interventions in the tertiary education mainly to:



The draftsman of this Evaluation recommends, with one guiding recommendation, to continue supporting tertiary education, especially in the areas listed below. Based on the findings of the field surveys and the overall evaluation, there is room for further investments/interventions in the university environment, regardless of the source of their funding, which could contribute to the further development of the university and to the improvement of the quality of tertiary education. According to the findings, these should be mainly the following areas:



### Development of competencies of academic staff

- Increasing professional and pedagogical competences, soft-skills, competencies to work with modern technologies and incorporating modern trends into teaching.

### Support of strategic management

- It is necessary to follow up on the activities of setting up/developing strategic management in order to implement them into standard university processes, so that the processes are perceived as a normal part of the institution and so that universities have sufficient financial resources for them. It is also necessary to support the management of human resources and investment in them (e.g. support for education, coaching/mentoring, etc.).

### Support for students with SN

- It is still necessary to support the development of university counselling and assistance services for students with SN (e.g. by increasing the number of experts in centers for working with these students and individual work with students) and to raise awareness of these activities at universities.

### Development of supporting infrastructure

- Development of supporting infrastructure of universities, supporting infrastructure of campuses, physical education facilities of universities and construction of sports facilities. The overall development of the university infrastructure, including the supporting one, is perceived by university representatives as important also as a quality factor that can contribute to the overall development of the university and can, for example, be an attraction for students and academics from abroad.

### Support for cooperation with practice

- Support for cooperation with practice in teaching (e.g. intensifying cooperation with experts and their involvement in teaching, focusing study programmes on the needs of the labour market, etc.) and at the same time supporting cooperation between public research institutions (universities) and the private sector within research and development (e.g. support for technology transfer, retention of R&D experts at universities, etc.).

### Support for staff mobilities

- Continue to support the mobility of academic, research and technical staff of universities.

### Investment support for education, including research-oriented

- Support in particular investments in educational and research-oriented infrastructure in order to keep the infrastructure and follow-up study programmes in line with trends. According to university representatives, it is also necessary to provide funds for the regular renewal of educational infrastructure.



The financial progress at the decisive date exceeds the expectations stated in the OP RDE programming document.

The financial progress at the decisive date exceeds the expectations stated in the OP RDE Programming Document. As of 31<sup>st</sup> December 2021, a total of CZK 98 707 million was committed, which represents 115,47% of the total programme allocation. The share of reimbursed funds in the total allocation of the OP RDE is then 100,73% of this allocation. The share of reimbursed funds in relation to committed funds is 87,2%, while in PA3 this share is the highest at the level of 88,2%.

The funds allocated by the calls exceed the allocation set out in the OP RDE Programming Document. This is because in some already closed calls not all allocated funds were used up and subsequently, they were reallocated in other announced calls, so these funds are counted more than once.



**Table 1 Financial performance according to the funds**

Priority axis	Funds	Share of allocation calls to the allocation of OP RDE	Share of committed financial resources to the allocation of OP RDE	Share of financial resources paid to the allocation of OP RDE
PA1	ERDF	129,50%	113,54%	99,67%
PA2	ERDF	157,85%	129,91%	117,03%
	ESF	143,21%	107,13%	90,20%
PA3	ESF	132,88%	114,05%	100,62%
PA4	ERDF	129,76%	120,32%	83,49%
<b>Total</b>	<b>ERDF</b>	<b>136,65%</b>	<b>118,08%</b>	<b>103,02%</b>
	<b>ESF</b>	<b>135,58%</b>	<b>112,25%</b>	<b>97,90%</b>
	<b>ERDF+ESF</b>	<b>136,17%</b>	<b>115,47%</b>	<b>100,73%</b>



Based on the current status of the financial progress on 31 December 2021, no risk of non-utilization of allocated resources of the OP RDE has been identified.

All specific objectives of the OP RDE are covered by at least one completed call. The absorption capacity of one call was correctly estimated in the period from 31<sup>st</sup> June 2021 to 31<sup>st</sup> December 2021.

The implementation structure of P JAC was successfully set up, despite the difficulties that accompanied the preparation of the entire OP (e.g., insufficiently prepared European legislation and demanding negotiations at the EC level, postponed decision-making on allocations of individual OPs at the level of the Czech Republic, COVID-19 pandemic). At the end of the first half of 2022, the first calls of OP JAK were successfully announced. The organizational transition from OP RDE to P JAC was smooth and without serious problems. According to information from the management of Section IV, the utilization of the existing administrative capacity of P JAC is currently at its maximum. There is a risk that if this administrative capacity is reduced, the quality of the OP implementation will be seriously compromised.

The home office of employees of the Fourth Section of International Relations, EU and ESIF has flipped from pilot operation to full operation. It is perceived positively by these employees as a work benefit. HO does not have a negative effect on the performance of Section IV. The technical equipment of the MA for the remote implementation of the negotiations is sufficient. Distance meetings will continue to be used in a targeted manner, but there will be no full transition of all meetings to the online.



The strategic documents defined in the text of the OP RDE are covered by the calls of the OP RDE, which implement activities that meet the fulfillment of the objectives of these documents.

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





## Area of Education

The OP RDE interventions in the area of “**Education**” are the strongest in terms of financial allocation of the **Priorities of the National Reform Programme of the Czech Republic 2014 (NRP)**, (48 links to calls with a total allocation of more than CZK 63 billion). **The second most strongly fulfilled strategy is represented by the Specific Recommendations of the Council of 2014** (41 links to calls with a total allocation of calls of CZK 56,5 billion). **The third most strongly implemented strategy is the Digital Education Strategy until 2020**, (33 links to calls with a total allocation of CZK 51,2 billion). **The fourth strategy is the Europe 2020 Strategy** (33 links to calls with a total allocation of almost CZK 50 billion). **The fifth strategy is the Strategic Framework for European Co-operation in Education and Training (ET 2020)**, (41 links to calls with a total allocation of CZK 47,3 billion).

## Research and Development

**The National Research and Innovation Strategy for Intelligent Specialisation of the Czech Republic (National RIS3 Strategy)** and its regional annexes (32 links to calls with a total call allocation of 66.8 billion CZK) are fulfilled most strongly by OP RDE interventions in the area of “**Research and Development**”. CZK). The second most strongly fulfilled strategy is the **National Innovation Strategy of the Czech Republic 2012-2020** (31 links to calls with a total allocation of calls of CZK 63.3 billion). The third most strongly fulfilled strategy is the **Update of the National Policy of Research, Development and Innovation of the Czech Republic for the years 2009 - 2015 with a view to 2020 (Update of the NP RDI<sup>1</sup>)**, (27 links to calls with a total allocation of CZK 50.7 billion). The fourth strategy in the order is the **Strategy of International Competitiveness of the Czech Republic for the years 2012 to 2020 (ICS)**, (23 links to calls with a total allocation of CZK 46.7 billion). The fifth strategy is the **Europe 2020 Strategy** (19 links to calls with a total allocation of CZK 44.7 billion).



Factors were identified that may hinder the effective implementation of the OP RDE.

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

**Table 2 Factors influencing the state of programme implementation**

Factor	Specification of the factor	Impact of the factor	Probability of occurrence	Severity of the factor
<b>Risk of non-fulfilment of the output and the result indicators PA1-PA4</b>	There is a risk of non-fulfilment of the following PA1 outcome indicators: <ul style="list-style-type: none"> <li>IP1: Number of enterprises cooperating with research institutions (MDR and LDR)</li> </ul>	3	3	<b>9</b>

<sup>1</sup> This strategy is followed by the strategy of the National Policy for Research, Development and Innovation for the years 2016-2020 and its update. Update of the National Policy for Research, Development and Innovation of the Czech Republic for the years 2016-2020 (update 2018).



Factor	Specification of the factor	Impact of the factor	Probability of occurrence	Severity of the factor
	<p>There is a risk of non-fulfilment of the following PA2 outcome indicators:</p> <ul style="list-style-type: none"> <li>• IP1: Number of students of research-oriented study programmes and Ph.D. students who took part in the fellowship (MDR and LDR)</li> <li>• IP1: Number of newly created accredited study programmes in Czech (MDR)</li> <li>• IP1: Number of newly created study programmes taught in co-operation with another university (MDR)</li> <li>• IP1: Number of new practice-oriented study programmes (MDR)</li> <li>• IP1: Number of study programmes with at least one subject taught in a foreign language (MDR)</li> <li>• IP1: Number of supported products of LL (MDR and LDR)</li> <li>• IP1: Number of new practice-oriented Bachelor study programmes (MDR and LDR)</li> <li>• IP2: Number of newly built, expanded or modernized infrastructures for research-oriented study programmes (MDR and LDR)</li> <li>• IP2: Number of students who use the newly built, expanded or modernized infrastructure for research-oriented study programmes (MDR and LDR)</li> </ul> <p>There is a risk of non-fulfilment of the following PA2 result indicators:</p> <ul style="list-style-type: none"> <li>• IP1: Number of study programmes taught in a foreign language (MDR and LDR)</li> <li>• IP1: Number of first-year graduates in new practice-oriented study programmes (MDR)</li> <li>• IP1: Number of first-year graduates in new Bachelor practice-oriented study programmes (MDR)</li> <li>• IP1: Number of students with SEN using products of counselling and assistance support (MDR)</li> <li>• IP1: Number of newly created courses of LL (MDR and LDR)</li> <li>• IP1: Number of universities with established transparent systems of quality assessment (MDR)</li> <li>• IP1: Number of first-year graduates in new or modernized research-oriented study programmes accredited also for teaching in a foreign language (MDR and LDR)</li> <li>• IP1: Number of research organizations with a modernized strategic management system (MDR)</li> <li>• IP1: Number of organizations affected by a systemic intervention (MDR and LDR)</li> </ul>			



Factor	Specification of the factor	Impact of the factor	Probability of occurrence	Severity of the factor
	<ul style="list-style-type: none"> <li>IP1: Number of Roma children, pupils and students in supported organizations (MDR and LDR)</li> </ul> <p>There is a risk of non-fulfilment of the following PA3 result indicators:</p> <ul style="list-style-type: none"> <li>IP2: Number of organizations in which the quality of upbringing, education and pro-inclusiveness have increased (MDR and LDR)</li> </ul> <p>There is a risk of non-fulfilment of the following PA4 outcome indicators:</p> <ul style="list-style-type: none"> <li>Number of training sessions, seminars, workshops, conferences</li> <li>Number of created communication tools</li> </ul>			

Based on the performed analyses, the following recommendation was created.

**Table 1 Recommendations resulting from findings**

Name of recommendation	Description of recommendation	Prioritization of recommendation	Implementation steps
<b>Revision of the Operational Programme - settings of the indicator values in PA1 – PA4</b>	In all priority axes, indicators have been identified where there is a risk of non-fulfilment or over-fulfilment of the target values, even in the order of hundreds of percent. For this reason, it is recommended to carry out a revision of the OP, with the aim of adjusting the target values of selected indicators. Alternatively, it is recommended to prepare a justification for over-fulfilment/non-fulfilment of the target values.	<b>9</b>	1) According to the statement of the EC to the question raised by the MA of the OP RDE: - start a revision of the OP or - prepare a justification for over-fulfilment/non-fulfilment of the target values
<b>It is recommended to continue supporting tertiary education, in particular in the seven areas.</b>	Based on the findings of the field surveys and the overall evaluation, there is scope for further investments/interventions in the higher education environment, regardless of the source of their funding, which could contribute to the further development of higher education institutions and to improving the quality of tertiary education. According to the findings, these should be mainly the following areas:  1) Development of competencies of academic staff. 2) Support for strategic management. 3) Support for students with SP. 4) Development of supporting infrastructure. 5) Support of cooperation with practice. 6) Promoting staff mobilities. 7) Investment support for education, including research.	<b>2</b>	1) Identification of areas that can be supported under the follow-up P JAC: a. and. start preparations for support for these areas. 2) For areas that cannot be financed from the P JAC, ensure possible financing from other sources.





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