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

Ministry of Education, Youth and Sport

Progress Report 14

March 2023
Final version

Executive Summary

This report represents the fourteenth Progress Report which monitors the factual progress and financial performance of the OP RDE as of 31st December 2022.

> ✓ 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 31st December 2022, 149 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 12 pairs of indicators (LDR and MDR together) and for 50 pairs of indicators (LDR and MDR together) the risk of over-fulfilment was identified, so it is recommended to continue monitoring the status of the indicators and focus primarily on fulfilling the status of the intervention logic of the OP. 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 PA3 OP RDE interventions to improving the quality of regional education

The evaluation verified that interventions for increasing the quality of regional education financed from OP RDE brought primarily a positive shift in the quality of pre-school education, the quality of education and pupils' results in key competencies, in the development of the management system and quality evaluation in education, and the improvement of the training of future and beginning teaching staff, in the quality of education and vocational training due to the relevance for the labour market, improving the conditions for inclusive education, for the social integration of children and pupils, including the inclusion of Roma children in education.

On the basis of an evaluation made using desk-research, data analysis (financial and substantive indicators), and field investigations among beneficiaries (questionnaire surveys, focus groups and individual/group interviews), it can be concluded that OP RDE contributed through interventions in regional education to fulfilment of all specific objectives of PA3 OP RDE and their expected results. The following diagrams show the main triangulated and key findings from this evaluation:

Co-funded by the European Union

MŠMT — MINISTRY OF EDUCATION, YOUTH AND SPORTS

OP RDE contributed within PA3 IP1 SO1 - Improving the quality of pre-school education, including facilitating the transition of children to elementary school, mainly to:

Increasing the share of educational organizations with higher quality and pro-inclusivity of pre-school education.
The projects contributed cumulatively to the improvement of the quality of education and training and pro-inclusion at more than 6,400 institutions.
As a result of template projects at kindergartens, there has been, for example, the training of pedagogical workers at kindergartens, staff support at kindergartens, the sharing of pedagogues' experiences, the improvement of conditions for the education of children with special educational needs, the improvement of the creation of a support system for children with SEN, the improvement of the ability of pedagogues to use special aids and compensatory aids, cooperation between pedagogues and other pedagogical and non-pedagogical workers has improved.

Ensuring quality methodical, pedagogical-psychological and assistance support in preschool facilities.
The template projects at kindergartens focused, for example, on personnel support, e.g. on school assistants, nannies and partly also on school special pedagogues, school psychologists and social pedagogues.
In the Quality-Inclusion-Consultancy-Development project, a methodological network was created in the regions and regional methodologies were introduced. Pedagogical and other staff have the opportunity to address these persons and at the same time solve specific problems with them during meetings.

Introduction and expansion of procedures and tools for individual support of pedagogues.
As part of the projects, 476 individual support services were provided to teachers. Template projects at kindergartens focused, for example, on: education of kindergarten teaching staff (polytech. education, mathematical/reading pre-literacy and personal social development), sharing the experiences of pedagogues from different schools through mutual visits, the specifics of a teacher's work with two-year-old children in kindergartens and the prevention of speech problems defects and problems of communication skills in children in kindergarten.

Deepening mutual cooperation of pedagogues, sharing professional experience with an emphasis on professional feedback and learning from colleagues.
The projects provided 476 individual support services to teachers in the form of professional development of preschool teachers through supervision.
Template projects at kindergartens focused, for example, on sharing the experiences of pedagogues from different schools/school facilities through mutual visits and on the professional development of preschool pedagogues through supervision/mentoring/coaching.

Establishing cooperation between kindergarten and elementary school teachers, pedagogical and psychological counseling staff, other experts and parents of children from kindergarten to ensure an easier transition of children to elementary school.
The projects contributed to the creation of 3,310 platforms for professional thematic meetings focused on cooperation with parents of children in kindergartens and cooperation within regional action planning. According to the staff, activities aimed at better preparing children for the transition from kindergarten to elementary school have been developed in the kindergarten in the last 5 years. Among the most common activities at kindergartens to facilitate the transition to elementary school are visits to elementary school together with children and a teacher from kindergarten, preschool groups, educational preparation in kindergarten (mathematical pre-literacy, reading pre-literacy, speech skills), speech therapy assistance and sharing of experiences between kindergarten teachers and teachers from primary schools.

Increasing the number of teachers and other pedagogical workers in preschool education who have deepened or broadened their knowledge and skills for the development of key competencies and apply them appropriately in education and training.
More than 73,000 workers in education were cumulatively supported as part of OP RDE interventions within the FEPS focused on key competences and pre-literacy. Template projects at kindergartens focused, for example, on deepening or broadening the knowledge and skills of pedagogical staff of kindergartens for the development of KC, while the most used templates focused on the FEPS of kindergartens/FEPS, mainly in the following topics: polytechnic education, mathematical preliteracy, reading skills preliteracy, personal and social development, other areas include inclusion, ICT, foreign languages. In the last 5 years, as part of their work at the kindergarten, the kindergarten staff had the opportunity to deepen or expand their knowledge and skills in the area of competences for the development of key competences (including pre-literacy) of children, in the area of competences for inclusive education and in the area of competences for adapting teaching to the needs of individual children. Kindergarten workers often or very often use the acquired knowledge and skills in practice, yet according to them there is still room for improvement/intervention.

OP RDE contributed within PA3 IP1 SO2 - Improving the quality of education and pupils' results in key competences mainly to:

Introduction and expansion of procedures and tools for individual support of pedagogues. Template projects at elementary, secondary and vocational schools focused on, for example: education of teaching staff at elementary schools (mathematical/reading literacy, foreign languages, inclusion, personal and social development, ICT, polytechnic and career education), sharing the experiences of pedagogues from different schools through mutual visits, tandem teaching, the use of CLIL in teaching, foreign internships of teaching staff and new methods in primary school teaching. Among the tools/procedures most often offered for support of pedagogues is the regular purchase of aids according to their thematic focus, cooperation of pedagogues and regular purchase of specialist literature.

Increasing the quality and effectiveness of the pedagogical-psychological counseling system.
In schools, there was an increase in staff satisfaction with cooperation with counseling services/institutions. The KIPR project contributed to the elaboration of the Uniform Rules for the provision of counseling services in school counseling facilities and related additional methodological materials, including assessment criteria for individual areas of counseling activities. Fulfillment of the established criteria should contribute to ensuring a sustainable, comparable and developing level of quality of services provided by school counseling facilities.

Development of a culture of sharing pedagogical experiences. Template projects at primary, secondary and vocational schools focused on, for example: sharing the experiences of teachers from different schools through mutual visits, cooperation between teachers, tandem teaching and the professional dev. of teachers through supervision/mentoring/coaching. In the SYPO project, a system of methodological cabinets was created at the national and regional levels. The cabinets are considered beneficial by the participants, they contribute to creating space for the professional growth of teachers, support the deepening of professional competences, enable cooperation, sharing information and experience, etc.

The opening of primary schools, secondary schools, post-secondary schools and other educational institutions for greater cooperation with the family, entities locally and abroad, including the involvement of pupils and teachers in the development of KC.
The template projects focused, for example, on: project days in schools and outside them, sharing the experiences of pedagogues from different schools through mutual visits, cooperation of pedagogues, professionally focused thematic meetings and cooperation with parents of pupils, etc.

Increasing the proportion of teachers able to adapt teaching to the needs of individual pupils.
The projects cumulatively contributed to the support of 86,780 workers in education, who apply newly acquired knowledge and skills in practice.
School workers encountered the possibility of deepening or expanding knowledge and skills in the field of competences for adapting teaching to the needs of individual pupils and believe that they can adapt teaching to the needs of individual pupils.

Increasing the number of teaching staff who apply newly acquired competences for inclusive education in practice.
The questionnaire survey shows that most teachers were educated in the field of activation methods of teaching, in the areas of support measures for pupils/students with special educational needs, in the creation and use of the Individual Education Plan, the creation and use of the Pedagogical Support Plan. At the same time, most teachers who participated in the training use the acquired knowledge in practice.

Increasing the proportion of organizations in which the quality of training for key competencies has improved, by supporting entire organizations in the creation and implementation of strategies and action plans.
The projects contributed to the creation of 2,635 platforms for expert thematic meetings focused on cooperation in templates and cooperation within regional action planning. At the same time, a cumulative 3,397 organizations were affected by the systemic intervention.

Use of ICT technologies and online education, including linking teaching with informal learning, especially for the introduction and development of procedures and tools for individual support of pupils and differentiation of teaching.
The template projects focused, for example, on: the use of ICT in education, the FEPS in the field of ICT, new methods in teaching in the field of ICT, the involvement of ICT technicians in teaching, the cooperation of pedagogues in the field of ICT.

Support for the development of KK of pupils and workers in hobby and non-formal education.
More than 300,000 education workers were cumulatively supported in projects within FEPS focused on key competences and literacy.
The template projects at schools and other institutions such as school clubs/clubs, leisure centers and youth homes/boarding schools focused on, for example, the education of primary school teaching staff (mathematical and reading literacy, foreign languages, inclusion, personal and social development, ICT, polytechnic and career education), project days in schools and outside schools, clubs for pupils (fun logic and board games, communication in a foreign language, reading club, research club, civic education and democratic thinking club, etc.).
Within the framework of the project linking formal and informal education, including interest-based education, a functioning community and network of representatives of informal and formal education was created with nationwide scope for the possible exchange of experience and examples of good practice. Other projects also focused, for example, on creating programs aimed at connecting formal and informal education, developing competencies for democratic culture and formative assessment.

OP RDE contributed within the PA3 IP1 SO3 - Development of a system of strategic management and quality assessment in education mainly to:

Increasing the competences of public administration workers, founders, directors and educators for the use of monitoring and evaluation as tools for managing change and supporting further development with the aim of improving equal opportunities and quality in education at all levels. As a result of the implementation of the system projects SRP, P-KAP, MAP and KAP projects, schools have developed in the areas of strategic planning and leadership, improved communication in schools and strengthened relationships and cooperation, developed the competences of school leaders, especially in the areas formulation of the school's vision, planning and formulation of the school's strategic goals.

Introducing assessment that will include both summative and formative components.
As part of the KSH system project, tools for the assessment of key competences were created, such as a set of assessment tools (a set of 420 Comprehensive Competence Projects), a methodology for internal school assessment of key competences of RVP ZV and a methodology for external evaluation of support for the development of key competences of the Curriculum Framework for primary education in primary schools and at lower grades of multi-year gymnasiums.

Creation of a comprehensive framework of standards, monitoring and evaluation of all elements of the system, including linking external and internal evaluation.
The evaluation will include criteria for meeting the goals in the area of equal opportunities and will allow targeted support for schools with weaker results. As part of the KSH system project, school districts were defined and comprehensive frameworks of standards were created. A methodology for monitoring/evaluating the fairness of the education system was created for indicators of fairness, as well as a methodology for monitoring and evaluating the fairness of the education system in the Czech Rep., and a comprehensive system of indicators of fairness at the school level was created, as well as a map of socio-economic and other conditions for kindergartens and primary schools in the Czech Rep.

Pedagogical staff will be supported in the field of continuous evaluation of the progress of individual students and in the field of providing formative feedback, so that personal and social factors do not represent limitations of the individual in fulfilling his goals in education.
As part of the KSH system project, pedagogical workers were supported in the area of continuous evaluation of the progress of individual pupils and in the area of providing formative feedback. Thanks to the implementation of the project, pedagogues and school management received tools for school self-evaluation and progress at the level of individual students. The created tools are useful for the target groups with the potential of application in these areas.

Tools will be prepared to increase the degree of reliability and fairness of student evaluations by educators. Interventions will help ensure consistency in assessment approaches by allowing educators to compare their students' performance in different learning domains with others.
As part of the KSH system project, a tool was prepared for the introduction of so-called moderation processes within schools and between schools to ensure consistency in approaches and to introduce "benchmarking", which contributes to increasing the degree of reliability and fairness of evaluations at all levels. At the same time, tools were created enabling "benchmarking", in the form of fairness indicators.

OP RDE contributed in the framework of PA3 IP1 SO4 - Improving the quality of training of future and beginning teaching staff mainly to:

Development of the TTIHE quality assessment and management system.

As part of the KSH system project, there was an increase in the competences of public administration workers, founders, school directors and other pedagogical workers for the use of monitoring and evaluation as tools for managing changes and supporting further development. Based on the project, the Ministry of Education and Culture has data on the education system that supports an evidence-based approach in the formulation of educational policy, school management has and can use tools for self-evaluation, teachers have tools for supporting and evaluating the level of key competences at the level of an individual student , the founders have available data on the educational system for an evidence-based approach to school management, the founders have available tools for evaluating the quality of schools, and academic staff and NGOs have available materials that can be used for research and educational activities.

Increasing the competence of future teaching staff so that they are prepared to develop the potential of every child and pupil.

OP RDE interventions contributed to the following areas related to this expected result:
- Development of didactic, digital, inclusive and disciplinary competences of students/future teachers.
- Innovation of the system of student internships within the framework of undergraduate teacher training.
- Development of didactic, mentoring, digital, language, branch and other competencies of university teachers.
- Change of study programs and PedF/FVU approach.
- Creation of new or updated educational materials and study supports for the undergraduate training of future teachers, which reflect the need to modernize study programs in accordance with the requirements of practice.

Creation of a network of faculties and other educational institutions and organizations for the preparation and implementation of edu. programs, motivation of future students, increase in the share of practice, strengthening of didactic transformation of professional topics, dev. of current knowledge of fields.

As a result of the projects, 638 organizations were affected by systemic intervention, 69 educational modules with methodology and educational program were created, 1,195 workers were supported in education, of which 968 workers apply newly acquired knowledge and skills in practice.
The projects and their activities contributed to the development of TTIHE, to the improvement of cooperation between TTIHE, to cooperation with schools of lower levels of education, to the development of teachers at all levels of education, etc. Communities of practice were created in the projects, allowing different levels (ie university teachers, field teachers, didactics, university students/future teachers) to meet regularly and share information/experiences. Project participants gained contacts with colleagues with whom they can subsequently continue to collaborate and share their experiences.

Cooperation of TTIHE and other educational organizations in the field of introducing cross-cutting topics in teaching/study, which lead to the development of KC.

As a result of OP RDE interventions, 1,266 people were supported in call No. 02_16_011 "Development of key competences within the framework of branch didactics, cross-cutting topics and inter-subject relationships".
Communities of practice were created in the projects, which contributed to a better mutual understanding between the groups (e.g. what are the students' requirements for education, what are the possibilities of TTI, what are the needs from the field, etc.) and also to the joint creation of methodological materials, which are then further used. Activities aimed at cooperation and support between teachers, such as mentoring/tandem teaching/mutual visits/practice, etc., were evaluated very positively by the participants. According to project representatives, there was cooperation between TTIHE and other educational organizations in the field of introducing cross-cutting topics in teaching/study, which lead to the development of key competencies.

Reduction of the difficulties of incoming teachers in the adaptation phase of their teaching activities.

As part of the SYPO system project, which aims to support work with novice teachers, a model of the novice teacher support system was created and piloted, which contains instructions and recommendations on how to proceed with the adaptation of a novice teacher, and which works with the so-called by the triad (introducing teacher, beginning teacher and representative of the school management). The intention is to establish the cooperation of this triad at the school with the aim of supporting beginning teachers.

Development of pedagogical and didactic research.

As a result of OP RDE interventions, 38 organizations were affected by the systemic intervention in call No. 02_19_076 "Innovation in pedagogy". As part of the projects in this call, one educational module with a methodology and an educational program was created. 159 collaborations were supported in the projects in this call.

Development of TTIHE human resources – strengthening the pedagogical competence of TTIHE staff and organizations in education in cooperation with school practice, with organizations providing FEPS and abroad by involving teachers from practice in TTIHE.

As a result of OP RDE interventions, 262 people were supported in call No. 02_19_068 "Undergraduate education II".
The projects and their activities contributed to the development of TTIHE, to the improvement of cooperation between TTIHE, to cooperation with schools of lower levels of education, to the development of teachers at all levels of education, etc. Thanks to better connections within the institutions, in some cases, for example, the approach to the education of TTIHE students has been unified between departments.
On the part of the people involved, the possibility to involve short-term foreign internships/excursions in which academic staff, teachers from the field and students of TTI participated in projects was positively evaluated. Thanks to these trips, all groups had the opportunity to learn what practice is like abroad. In most cases, this knowledge was further shared within the institutions with other employees of the institution.

OP RDE contributed within PA3 IP1 SO5 - Increasing the quality of education and vocational training, including strengthening their relevance for the labor market, mainly to:

Increasing the interest of children and pupils in studying technical and natural sciences.
Template projects at elementary, secondary, and vocational schools focused on, for example, education of teaching staff, mutual cooperation of pedagogues and new teaching methods, all in the field of polytechnic education.
According to roughly a third of respondents to questionnaire surveys (employees of elementary, secondary, and vocational schools), there has been an increase in the interest of students in studying technical fields in the last 5 years, either in general or at their school.

Strengthening creativity, manual skills and relation to nature and technology of preschool children. Template projects at kindergartens focused, for example, on: education of teaching staff and new methods in the education of preschool children in the field of polytechnic education. The questionnaire survey among kindergarten workers shows that, according to more than four fifths of the respondents at their kindergarten, there has been a development of children's creativity in the last 5 years, the development of activities aimed at strengthening children's manual dexterity, the development of activities aimed at strengthening children's relationship with nature and to develop activities aimed at strengthening children's relationship to technology.

Expanding polytechnic education, increasing the quality of polytechnic education at elementary, secondary and higher vocational schools in cooperation with other educational facilities and organizations. Template projects at elementary, secondary, and vocational schools focused on, for example, education of teaching staff, mutual cooperation of pedagogues and new teaching methods, all in the field of polytechnic education. As a result of template projects, there has been a shift in the application of polytechnic education over the years. The shift occurred primarily in the fact that schools cooperate with local companies/entrepreneurs, or there are clubs/regular workshops/other regular extracurricular activities in schools to support and develop polytechnic education.

Increasing cooperation between schools and employers in the implementation of education. Template projects at primary and secondary schools focused on e.g. teacher internships with employers, provision of school-employer cooperation coordinators. The questionnaire survey among secondary school/high school staff shows that, according to three-fifths of respondents, there has been more frequent cooperation with employers in the implementation of education at their secondary school/high school in the last 5 years. The greatest improvement occurred in the material equipment to prepare graduates for the labor market corresponding to the needs of future employers, in the improvement of the reflection of the needs of future employers and the labor market in school educational programs, and in the quality of career counseling.

Expanding collaboration between schools and between schools and other educational institutions focused on technology innovation and effective teaching.
The template projects at primary, secondary and vocational schools focused on, for example, education of teaching staff, support of leisure activities, cooperation between teachers and new teaching methods, all in the field of entrepreneurship education. From the questionnaire survey among primary school workers, it appears that over the years there has been an increase in the intensity of cooperation between institutions focused on tech. innovations and effective teaching of professional and entrepreneurial competences. According to the respondents, primary school cooperation takes place mainly with other primary schools and with secondary schools. Respondents agree that their school develops pupils' financial literacy, teaches pupils to think critically, perceive problems in their surroundings, find innovative solutions, take risks and plan and manage projects. From the questionnaire survey among the staff of secondary schools and vocational schools, it appears that in the last 5 years there has been no improvement or deterioration in cooperation with other schools and with organizations of interest and non-formal education.

Increasing the capacity and quality of career counseling in schools, with the aim of limiting prejudices and reducing the influence of personal and social factors on educational trajectories and the choice of occupation of pupils and increasing the relevance of career counseling for the needs of the labor market.
Template projects at primary, secondary and vocational schools focused on, for example, education of teaching staff in the field of career counseling and personnel support in the form of provision of school career counsellors.
From the questionnaire survey among primary school workers, it appears that, from the point of view of career counseling, the activity most often takes place in schools, where parents present their own profession to pupils and discussions with older former classmates who have successfully applied themselves to the labor market. From the questionnaire survey among the principals of secondary schools and vocational schools, it appears that, according to the respondents, the quality of career counseling has improved in the last five years.

Increasing the relevance of the Curriculum Framework and TTI to the needs of employers and strengthening the long-term employability of graduates on the labor market.
As part of the system project MOV, suggestions were collected for the revision of the Curriculum Framework in the field of vocational education. The comprehensive modernization of vocational education and comprehensive optimization of the TTI is the subject of Strategy 2030, and therefore it is necessary to use the outputs of the MOC project and incorporate them into revisions of the Curriculum Framework.

The development of the prerequisites of vocational schools to implement adult education and the increase of permeability between programs of initial, informal, interest and further education through a system of recognition of the results of previous learning.
A questionnaire survey of secondary school and vocational school staff shows that according to half of the respondents, their school has improved as a center for adult education, according to two fifths, the prerequisites for implementing adult education have developed, and according to a third, there has been an increase in the permeability between education programs.

MINISTRY OF EDUCATION, YOUTH AND SPORTS

OP RDE contributed within PA3 IP2 SO1 - Quality conditions for inclusive education mainly to:

Systematic improvement of pedagogical and psychological counseling; streamlining the activities of school counseling facilities/workplaces. The KIPR project contributed to the support of systemic care for the school counseling system, contributed to the meeting and exchange of experience of experts from various spheres of education, to coordination between counseling entities, strengthening pro-inclusive education and the development of counseling, supervision, and case conferences. The project contributed to the creation of a methodological network in the regions and to the introduction of regional methodologies, to which pedagogical and other staff can turn and at the same time solve specific problems with them during meetings. As part of the project, the Uniform Rules for the provision of counseling services in school counseling facilities and related supplementary methodological materials were also developed, including assessment criteria for individual areas of counseling activities.

Improving the competence of teaching staff to recognize not only the knowledge and skills of individual children and pupils with regard to their talents and development needs, but also with regard to their concept of the curriculum and learning styles. The template projects focused, for example, on: education of teaching staff, cooperation of pedagogues and new methods in teaching, namely in the field of inclusion. From a questionnaire survey among primary school workers, it appears that the respondents agree that the school teaches all pupils to be aware of their rights and obligations, the school has a support system for pupils with SEN, the school knows how to communicate with pupils, parents and teachers, perceives their needs and systematically develops school culture, a safe and open school climate, the school places emphasis not only on building the student's own success, but also on breaking down barriers between people, it leads to a sense of belonging with classmates and other people, teachers cooperate in meeting the educational needs of students, and the school management creates conditions for the implementation of inclusive principles in school education.

An increase in the number of high-quality and pro-inclusive schools and other educational organizations that create differentiated conditions for all children and pupils without exception, optimally develop their abilities and at the same time educate them in a common, performance-heterogeneous social group. Projects focused on inclusive education in SVL affected 273 organizations through systemic intervention, there was an increase in the quality of education and training and pro-inclusivity in 120 organizations and an increase in pro-inclusivity in 618 organizations. Template projects have contributed to the improvement of the conditions for the education of children/pupils with specific educational needs at institutions, especially in elementary and kindergarten. It follows from questionnaire surveys among employees of primary, secondary and vocational schools that most respondents perceive that an inclusive culture is being created and inclusive values are being established at their school.

Support for pedagogues in mainstream schools who are dedicated to the upbringing and education of children and pupils in need of support measures. From questionnaire surveys among elementary school workers, it appears that they most often participated in courses focused on support measures for students with SEN, focused on the creation and use of an individual educational plan, and focused on pedagogical diagnostics.
From the questionnaire survey among the staff of secondary schools/high schools, it appears that they were most often educated in the field of activation methods of teaching, in the field of support measures for pupils/students with special educational needs, in the creation and use of the Individual Education Plan and the creation and use of the Pedagogical Support Plan.

Activation of pupils of schools set up independently for children and pupils with disabilities and support for their transition from school to employment. Independently established schools were mainly involved in template challenges and projects. In general, they evaluate these projects and their activities positively, as they enabled independently established schools to obtain financial resources and to involve children and pupils from these schools in the activities. Activities aimed directly at supporting children/pupils, such as tutoring, clubs and project days, were evaluated positively. These activities allowed the children/pupils to get out of their usual environment and into contact with persons/activities etc. with whom they usually do not come into contact.

Inclusion of children and pupils in need of support measures in interest-based and informal education. As part of the Call for Capacity Building for School Development II, formal and informal education programs aimed at supporting children and pupils with SEN (e.g. programs for the blind, deaf, etc., i.e. sets of programs adapted for joint education, if they are in normal SEN pupils in the class, as well as programs to support gifted pupils, or the development of civic competences with elements of formative assessment). These programs have a significant added value mainly by helping pupils to enter the public space (i.e. how they can behave and how they can react when a specific situation happens - when communicating with libraries, public officials, police officers, in the normal commercial sphere at the hairdresser's, in the service center, etc.).

Implementation of preventive and support measures for pupils at risk of early leaving education and their support when entering the labor market. Questionnaire surveys among primary school workers show that the most important measure for reducing the risk of early school leaving among socially disadvantaged pupils is the creation of a positive school climate, leading pupils to cooperate with each other, lower numbers of pupils in the class or intensive work with the class team. The survey also shows that, according to the respondents, pupils are systematically supported when they enter the labor market or continue their education after primary school, most often in the form of tutoring or individual consultations, and also in the form of the possibility to turn to a psychologist, educational consultant, school prevention methodologist, etc. From questionnaire surveys it also follows that these activities are among those in which pupils at risk of school failure, or pupils from socio-economically disadvantaged and/or culturally different backgrounds, are most successfully involved.
The questionnaire survey among the staff of secondary schools and vocational schools shows that the most important measures to reduce the risk of early termination of education for socially disadvantaged pupils/students include the creation of a positive school climate, and then leading pupils/students to mutual tolerance and cooperation between school and family. Other measures are intensive work with the class team, support of a psychologist on school premises, greater involvement in leisure activities and cooperation between classmates.

OP RDE contributed within PA3 IP3 SO1 - Social integration of children and pupils, including inclusion of Roma children in education, especially in municipalities with socially excluded localities mainly to:

Ensuring equal access to education for every child or pupil through the creation and implementation of local action plans for the development of education, which will prevent selection in education and contribute to the development of key competencies of every child or pupil.
As part of the IKV system project, SEL managed to create and approve strategic documents in the municipalities (Introduction analyses, Strategic plans for social inclusion, Local plans for inclusion, Local action plans for education). Thanks to the IKV project, it was possible to ensure the meeting and networking of actors from different areas, and there is cooperation on the transformation of education. In the municipalities, steps are taken that contribute to inclusive education in schools, and at the same time, children from SEL are provided with the necessary support, even which, however, does not necessarily lead to the full involvement of children in education. Municipalities with SEL largely use MAPs, which are interconnected or complementary to IKV.

Increasing the number of pro-inclusive regular schools and school facilities.
Projects within this SC have contributed to increasing pro-inclusion in 2,339 organizations.
The APIV B project contributed to increasing the number of pro-inclusive schools by educating their staff, who should subsequently transfer the acquired experience and information regarding the reduction of inequalities and inclusion to their practice and the school environment. The knowledge acquired in the framework of mentoring, coaching and expert services is used in practice by teaching staff, and the knowledge from the FEPS realized in the form of webinars is also used in practice by more than half of the supported teaching staff.

Support of interest-based and informal education in municipalities with socially excluded localities and municipalities that are ready to implement or have already implemented measures to prevent the creation of segregated schools.
Template projects in school groups/clubs/leisure centre focused, for example, on: education of teaching staff, cooperation of pedagogues and new methods in education, all in the field of inclusion.
The SVL and KPSVL projects focused on a wide range of activities as part of the support of interest-based and informal education for socio-economically disadvantaged children/pupils, such as tutoring, clubs and leisure activities for children, suburban camps, holiday activities, preschool clubs.

Increasing the number of children at risk of school failure in participating in quality pre-school education and developing a system that takes care of children at risk in a timely manner. The SEL and CASEL projects contributed to the development of cooperation between schools in the territories, as well as cooperation between schools and facilities/organizations focused on supporting children/pupils from socioeconomically disadvantaged families. The activities consisted in providing pre-school clubs so that the children get used to a regular schedule, so that they develop skills so that they are ready for the transition to kindergarten. An effort was made to involve the parents of these children in these clubs and their activities, so that they too have an idea of what awaits them at kindergarten, to get to know the environment of the kindergarten and to build mutual relationships and trust before the children start kindergarten.

Improving the attitudes of teaching staff and the public towards the possibilities of joint education of children and pupils who live in different social contexts.
The Survey of the attitudes of the general public and parents towards joint education shows that between 2017 and 2022 there was no significant shift in the public's perception of the possibilities of joint education of children and pupils from socially disadvantaged backgrounds.
It follows from questionnaire surveys among employees of primary, secondary and vocational schools that the respondents are mainly in favor of inclusion/inclusion under certain conditions, namely for certain types of pupils in regular classes in schools. According to the respondents, the main groups for inclusion include pupils with the mildest forms of physical disability, Roma pupils and pupils from socially disadvantaged backgrounds.

Expansion of measures to reduce the risk of early termination of education for pupils from the target group, especially through support for these pupils in regular kindergartens and primary schools and further during transitions between levels of education. The I-KAP projects stated that they focused on activities to prevent early school leaving, namely in the form of career counseling, the establishment of prevention centers with regional scope, which implement preventive and direct activities in cases where it is necessary for them to intervene in schools. At the same time, prevention centers cooperate with pedagogical and psychological counseling centers. The aim of the centers is to support the completion of compulsory schooling in cases where pupils are unable to study, or motivation to change their studies instead of complete early termination, preventive action against potential secondary school dropouts.

A higher degree of inclusion of children and pupils from the target group into already existing interest and informal education, including holiday programs. Template projects for school groups/clubs/leisure centre focused, for example, on: education of teaching staff, cooperation of pedagogues and new methods in education, all in the field of inclusion. The SEL and CASEL projects focused on a wide range of activities as part of the support of interest-based and informal education for socio-economically disadvantaged children/pupils, such as tutoring, clubs and leisure activities for children, suburban camps, holiday activities, preschool clubs and others.

Strengthening the competences of pedagogical workers to work with the socio-cultural context of children and pupils, in the field of pedagogical diagnostics and work with a heterogeneous group. The template projects focused, for example, on: education of teaching staff, cooperation of pedagogues and new methods in teaching, namely in the field of inclusion. From the questionnaire survey among employees of primary and secondary schools/high schools, it appears that, from the point of view of strengthening competences, the respondents participated in courses focused on support measures for pupils with SEN, on the creation and use of an individual educational plan, on activation methods and on pedagogical diagnostics. The APIV B project contributed to the education of school staff (in the form of mentoring, coaching, FEPS), who should subsequently transfer the acquired experience and information regarding the reduction of inequalities and inclusion to their practice and the school environment.

Support of the family environment and prevention of the departure of children and youth at risk of risky behavior to institutional or protective education and transformation by increasing the quality of care, professionalism and interdisciplinary cooperation in institutions of institutional education. The representatives of the SEL and CASEL projects generally agreed that it is difficult to involve and motivate parents in activities and that parents are not very interested in participating in mass workshops and discussions on general topics. In order for parents to participate in mass events, it is necessary to have already established contacts and relationships with them (e.g. through field workers). The project implementers tried to combine activities for parents with activities for children in such a way that the children would convince their parents to participate as well. An important factor in community activities (e.g. sports days) so that parents know in advance exactly what will be required of them and in which activities they will be involved.

Increasing the competence of teaching staff in the area of the specifics of working with Roma children and pupils and children of foreigners - e.g. a positive approach to differences, supporting pupils to achieve success in education; working with pupils with a different mother tongue or with a Czech ethnolect. The template projects focused, for example, on: education of teaching staff, mutual cooperation of pedagogues and new methods in teaching, namely in the field of inclusion. Questionnaire surveys among employees of primary, secondary and vocational schools show that respondents mostly disagree with negative statements related to the presence of Roma pupils/socially disadvantaged pupils/pupils with a different mother tongue in the classroom, despite the fact that an individual approach to these pupils is necessary on their part and thus a greater time burden. The questionnaire survey among primary school workers shows that the respondents feel mostly confident when working with different groups of pupils, that their preparation for the education of socially disadvantaged pupils is sufficient to achieve the necessary results and also that their preparation for communication with the families of socially disadvantaged pupils is sufficient to achieving the necessary results. The main tools for supporting pupils/students with OMJ or pupils/students who do not speak Czech include individual or group tutoring in the Czech language and individual teacher support.

The editor of this report recommends, with one summary recommendation, to continue supporting interventions in regional education, in a similar form as it was in the OP RDE. Based on the findings from the field investigations and the overall assessment, there is room in the regional education environment for further investments/interventions that could contribute to further development and an increase in the quality of education, regardless of the source of their funding. Based on findings from field investigations, further support should focus on the following areas[1]:

---

[1] This is not a complete and final list of areas to which support should be directed within P JAC, but rather an overview of the main areas/units whose support results from the investigation and findings within this Report.

Continue to support simplified/template projects	From all three surveys conducted among kindergarten representatives regarding the evaluation of simplified/template projects, there is clear satisfaction with the usefulness of the projects (99% or more). These projects also largely contributed to the fulfillment of specific goals and their expected results, so it is appropriate to follow up on this form of support.
Support of kindergarten workers in the development of competences for working with children	The most frequently used templates in kindergartens were the education of teaching staff (polytechnic education, mathematical and reading pre-literacy, personality and social development, etc.) and the sharing of pedagogues' experiences. At the same time, most respondents to a questionnaire survey among kindergarten workers stated that they would also welcome support in the future in the area of developing competences for adapting teaching to the needs of individual children, developing competences for the ability to lead children to strengthen creativity, developing key competences (including pre-literacy) of children and developing competences for inclusive education etc. This is an area that was supported by OP RDE, for which there is a demand, and it would be appropriate to follow up on the implemented activities in the future.
Support for primary, secondary and vocational school staff in the development of competences for working with pupils/students	The education of teaching staff (mathematical and reading literacy, personality and social development, ICT, polytechnic education, etc.) was among the most frequently used templates at primary, secondary and vocational schools. Other templates used to support workers were the sharing of experiences and the cooperation of pedagogues. Most respondents to a questionnaire survey among school staff stated that they would also welcome support in the future in the area of development of pupils'/students' key competences, in adapting teaching to pupils' needs, increasing interest in studying technical and natural sciences, support for inclusive education, etc. This is an area that was supported by OP RDE, in which there was a positive development, after which it is and would be appropriate to follow up on the implemented activities in the future.
Follow up on the key outputs of individual system projects	IPs were implemented within OP RDE, which created outputs that largely contributed to the fulfillment of specific goals and their expected results. It would be appropriate to follow up/ensure their continuation on these projects and their outputs - these are KIPR, PPUČ, SYPO, KSH, MOV, IKV, APIV A, APIV B, P-KAP and SRP projects.
Support for the development of cooperation between educators, schools and organizations of interest and informal education	Templates focused on the sharing of experiences and cooperation of pedagogues were among the most used, and according to the results of the survey, as a result of OP RDE, cooperation between pedagogues and schools developed, when implemented projects focused on this topic were evaluated positively and as beneficial. Nevertheless, there is still a demand and room for further support in this area, when, for example, a questionnaire survey among the staff of secondary schools and vocational schools shows that cooperation with interest and non-formal education organizations has neither improved nor worsened cooperation.
Supporting the development of cooperation between teacher training institutions and schools in the field	It follows from the investigations carried out as part of the evaluation (FG, interviews, etc.) that participants involved in networking activities between universities and schools in the field evaluate the networks positively and would welcome their continuation even after the OP RDE projects end.
Support for the development of education in socially disadvantaged locations	From the surveys carried out as part of the evaluation, it appears that the participants involved in the activities evaluate activities to support education in SEL very positively, for example tutoring, clubs and leisure activities for children, suburban camps, holiday activities, preschool clubs and others. These projects also largely contributed to the fulfillment of specific goals and their expected results, so it is appropriate to follow up on this form of support.

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

The financial progress as of the decisive date exceeds the expectations stated in the OP RDE programme document. As of 31st December, 2022, a total of CZK 99 032 million CZK was committed, which represents 119,430 % of the programme's total allocation. The share of reimbursed funds in the total allocation of OP RDE then amounts to 112,65 % of this allocation.

The funds allocated through the calls exceed the allocation set out in the OP RDE programme document. This fact is due to the fact that in some calls that have already ended, not all the allocated funds were used up, and subsequently they were reallocated to calls announced later, so that the OP RDE allocation could be drawn up in full. In order to exhaust the entire allocation, a certain degree of overcommitment is necessary, because individual projects often do not use up the allocated funds, ineligible expenses or other corrections.

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	130,13%	116,83%	111,05%
PA2	ERDF	158,61%	133,92%	129,86%
	ESF	143,90%	110,24%	105,97%
PA3	ESF	133,53%	119,25%	110,99%
PA4	ERDF	130,38%	122,45%	99,31%
Total	**ERDF**	**137,31%**	**121,48%**	**115,05%**
	ESF	**136,23%**	**116,90%**	**109,68%**
	ERDF+ESF	**136,83%**	**119,43%**	**112,65%**

Source: MA OP RDE, MS2014+, own calculations

> Based on the current status of the financial progress on 31 December 2022, 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. In the period from 30th June 2022 to 31st December 2022 no call was closed.

From the Specific Report "Evaluation of the effectiveness of implemented activities in achieving specific goals and defined results of Technical Assistance" it follows that both specific objectives and all expected results of PA4 listed in the program document are covered by activities that contribute to their fulfilment. In the course of OP RDE, it was mostly possible to ensure sufficient administrative capacities according to the cycle of the operational program, taking into account the limits given by the systemization. It emerged from interviews with union directors that the turnover rate of employees of the OP RDE implementation structure was not perceived as problematic during the implementation of the OP RDE and the operation of individual departments was largely not threatened by this factor. The amount of fixed and variable components of financial remuneration of employees contributes to ensuring optimal conditions. The ability to use a home office is also a significant factor in employee satisfaction. According to some directors, the home-office option is such an important factor that its cancellation would lead to the departure of employees. Other factors include an interesting agenda and workload, a good atmosphere at the workplace and good relations between employees.

According to the department directors of the OP RDE MA, the system of information sharing and transmission within the framework of the OP RDE MA can be considered mostly set and during the implementation of the OP RDE it was improved. Shared drives/SharePoint are used to share information and documents, and communication channels are set up through which information is transferred if necessary. Technical assistance OP RDE created an internal application for the purpose of ensuring back-office processes, which allows employees to create requests related to ICT technology, Sharepoint, office supplies, etc. (including workflow processing).

At the same time, investigations focused on the publicity of OP RDE show that it is one of the best-known OPs both among the target group and among the general public. The result of publicity and

awareness of OP RDE is a sufficient number of high-quality submitted project applications and implemented projects and subsequent knowledge of the program and its results among experts and the general public. From the interview with the senior director of the section of international relations, EU and ESIF, it emerged that this successful promotion will also be followed up in P JAC, primarily by promoting successful projects on the networks.

> 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".**

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"**. 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)** (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).

Education policy strategy of the Czech Republic until 2030+

The strategy of the educational policy of the Czech Republic until 2030+ was not included in the OP RDE program document with regard to the time of its creation, and therefore it is also not part of the above-mentioned evaluation. For the same reason, the link to this Strategy was explicitly stated in only one call, and the link between the objectives/measures of this Strategy and OP RDE is not mentioned in the Strategy either, but the Strategy counts on the link/support from P JAC. Nevertheless, some calls/projects/activities of OP RDE partially/indirectly contributed to its fulfilment.

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

The identified factor, which currently negatively affects the progress of program implementation, consists in the risk of not meeting some of the output indicators and results of PA1-PA4, an overview of which is given in the following table. None of the indicated indicators falls within the performance framework and thus the fulfilment of the program is not threatened. In some cases, the non-fulfilment of indicators is also caused by the breakdown into LDR and MDR, when, for example, there is a significant overfilling in one region and a lack of fulfilment in the other, which is more a technical problem of setting up the breakdowns than a problem related to the non-fulfilment of OP RDE progress. The MA was based on experiences from OP RDE, which were taken into account, for example, when setting up these breakdowns between support categories when preparing P JAC.

Table 2 Factors influencing the state of programme implementation

Factor	Specification of the factor
Risk of non-fulfilment of the output and the result indicators PA1-PA4	There is a risk of non-fulfilment of the following PA1 outcome indicators: • IP1: Number of enterprises cooperating with research institutions (MDR and LDR) There is a risk of non-fulfilment of the following PA2 outcome indicators: • IP1: Number of students of research-oriented study programmes and Ph.D. students who took part in the fellowship (MDR and LDR) • IP1: Number of newly created accredited study programmes in Czech (MDR) • IP1: Number of newly created study programmes taught in co-operation with another university (MDR) • IP1: Number of new practice-oriented study programmes (MDR) • IP1: Number of study programmes with at least one subject taught in a foreign language (MDR) • IP1: Number of supported products of LL (MDR and LDR) • IP1: Number of new practice-oriented Bachelor study programmes (MDR and LDR) • IP2: Number of newly built, expanded or modernized infrastructures for research-oriented study programmes (MDR and LDR) • IP2: Number of students who use the newly built, expanded or modernized infrastructure for research-oriented study programmes (MDR and LDR) There is a risk of non-fulfilment of the following PA2 result indicators: • IP1: Number of study programmes taught in a foreign language (MDR and LDR) • IP1: Number of first-year graduates in new practice-oriented study programmes (MDR) • IP1: Number of first-year graduates in new Bachelor practice-oriented study programmes (MDR) • IP1: Number of students with SEN using products of counselling and assistance support (MDR) • IP1: Number of newly created courses of LL (MDR and LDR) • IP1: Number of universities with established transparent systems of quality assessment (MDR) • 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) • IP1: Number of research organizations with a modernized strategic management system (MDR) • IP1: Number of organizations affected by a systemic intervention (MDR and LDR) • IP1: Number of Roma children, pupils and students in supported organizations (MDR and LDR) There is a risk of non-fulfilment of the following PA4 outcome indicators: • Number of created communication tools • Number of training sessions, seminars, workshops, conferences

Factor	Specification of the factor

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

Table 3 Recommendations resulting from findings

Name of recommendation	Description of recommendation	Prioritization of recommendation
It is recommended to monitor the implementation of the intervention logic status of the Operational Program for setting indicator values in PA1 - PA4	Indicators were identified for all priority axes, which are at risk of not meeting the target values of the indicators, as well as their overfilling, even in the order of hundreds of percent. For that reason, it is recommended to continue to monitor the status of fulfilment of the indicators and to focus primarily on the fulfilment of the status of the intervention logic of the OP.	1) According to the EC statement on the question raised by the MA OP RDE: Prepare a justification for exceeding/not meeting the target values in the framework of the annual report of the OP and then in the framework of the final report of the OP.
It is recommended to continue supporting regional education, especially in the following areas[2]	Based on the findings from the field investigations and the overall assessment, there is room in the regional education environment for further investments/interventions that could contribute to further development and an increase in the quality of education, regardless of the source of their funding. According to findings, it should be the following areas (a more detailed specification is shown in the diagram below): 1) Continue to support simplified projects 2) Support of kindergarten workers in the development of competences for working with children 3) Support of primary school, secondary school and vocational school staff in the development of competences for working with pupils/students 4) Follow up on the key outputs of individual system projects 5) Support for the development of cooperation between schools and organizations of interest and non-formal education 6) Support for the development of cooperation between universities training teachers and schools in the field 7) Support for the development of education in socially disadvantaged locations	1) Identification of areas, which can be supported within the follow-up P JAC: 1.1. To initiate support preparations for these areas. 2) For areas which cannot be financed from P JAC ensure possible financing from other sources.

---

[2] This is not a complete and final list of areas to which support should be directed within P JAC, but rather an overview of the main areas/units whose support results from the investigation and findings within this Report.

Disclaimer:

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

MŠMT
MINISTRY OF EDUCATION, YOUTH AND SPORTS