



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

Ministry of Education, Youth and
Sport

Final report – Executive summary

June 2023
Final version



Co-funded by
the European Union



List of Abbreviations

Abbreviation	Explanation
LL	Lifelong Learning
CNB	Czech National Bank
CZ	Czech Republic
EC	European Commission
ERDF	European Regional Development Fund
ESF	European Social Fund
EU	European Union
FG	Focus Group
FVU	Faculties Training Teachers
FEPS	Further Education of Pedagogical Staff
HP	Horizontal Principles
ICT	Information and Communication Technologies
IP	Investment Priority
IPs	Individual System Projects
CZK	Czech Koruna
KC	Key Competences
CASEL	Coordinated Approach to Socially Excluded Localities
LDR	Less Developed Region
MS2014+	Monitoring System of the European Structural and Investment Funds for the Programming Period 2014–2020 Monitoring System
MEYS	The Ministry of Education, Youth and Sports
NNO	Non-Governmental and Non-Profit Organisation
NPI CZ	National Pedagogical Institute of the Czech Republic
OP	Operational Programme
P JAC	The Johannes Amos Comenius Programme
OMJ	Different Mother Tongue
OP VaVpl	Operational Programme Research and Development for Innovation
OP VK	Operational Programme Education for Competitiveness
OP RDE	Operational Programme Research, Development and Education
PedF	Faculty of Education
PA	Priority Axis
PR	Progress Report
RVP	Curriculum Framework
MA	Managing Authority



Co-funded by
the European Union

Abbreviation	Explanation
SO	Specific Objective
SN	Specific Needs
SEL	Socially Excluded Locality
SEN	Specific Educational Needs
ŠVP	School Curriculum Framework
TTI	Teachers Training Institutions
TA	Technical Assistance
RD	Research and Development
VaVal	Research, Development and Innovation
MDR	More Developed Regions
TTIHE	Teachers Training Institutions in Higher Education



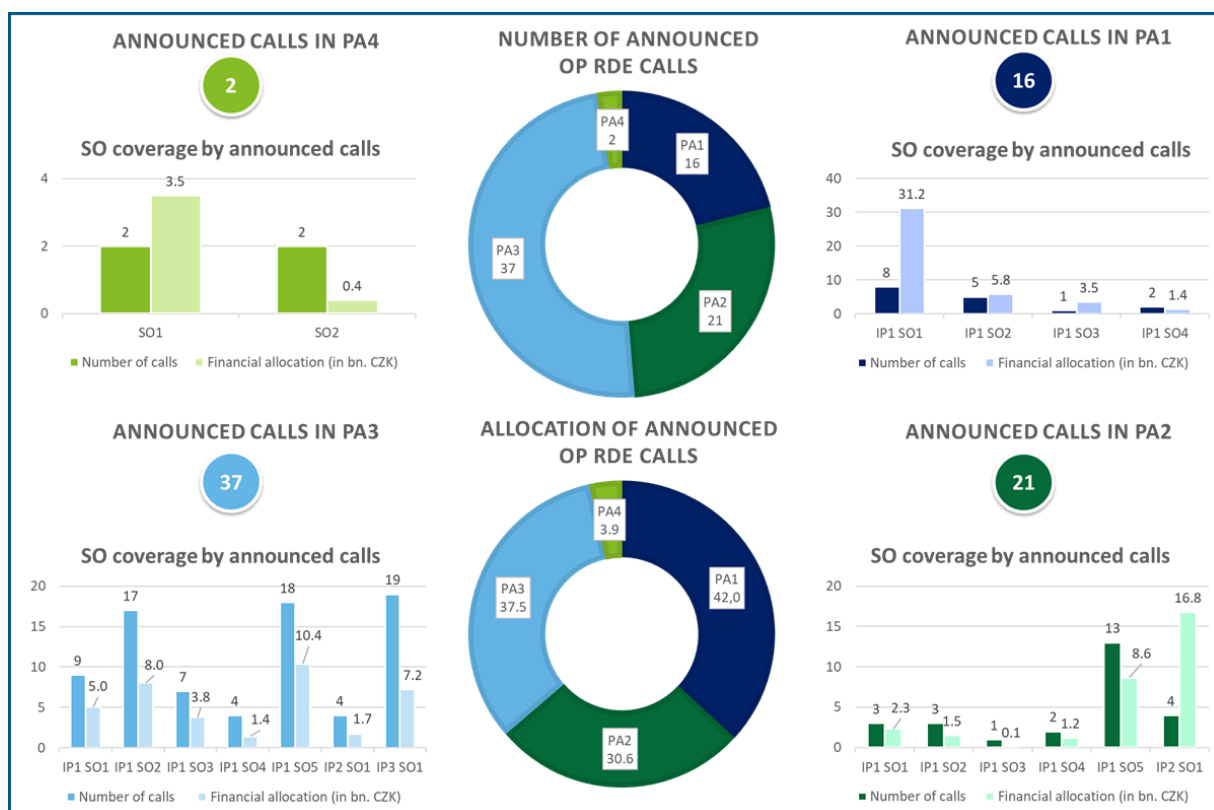
Co-funded by
the European Union

Executive Summary

This report represents the Final Report of the Project Continuous Evaluation of OP RDE implementation.

A total of 76 calls for tenders were announced and closed as part of the OP RDE. The targeting of announced calls across priority axes covers all SO OP RDE. The most calls were announced in PA3 (total 37), followed by PA2 (total 21), PA1 (total 16) and PA4 (total 2).

From the point of view of the allocation of funds, in PA1 the most funds were allocated clearly within the calls focused on IP1 SO1 (Increasing the international quality of research and its results) with a total allocation of more than CZK 31 billion. Within PA2, the most funds were allocated to calls supporting IP2 SO1 (Improving the educational infrastructure at universities in order to ensure high quality of teaching, improving the access of disadvantaged groups and increasing the openness of universities), where almost 17 billion CZK was allocated. In PA3, the most funds were allocated to calls within IP1 SO5 (Increasing the quality of education and vocational training, including strengthening their relevance for the labour market) with a total allocation of more than CZK 10 billion.



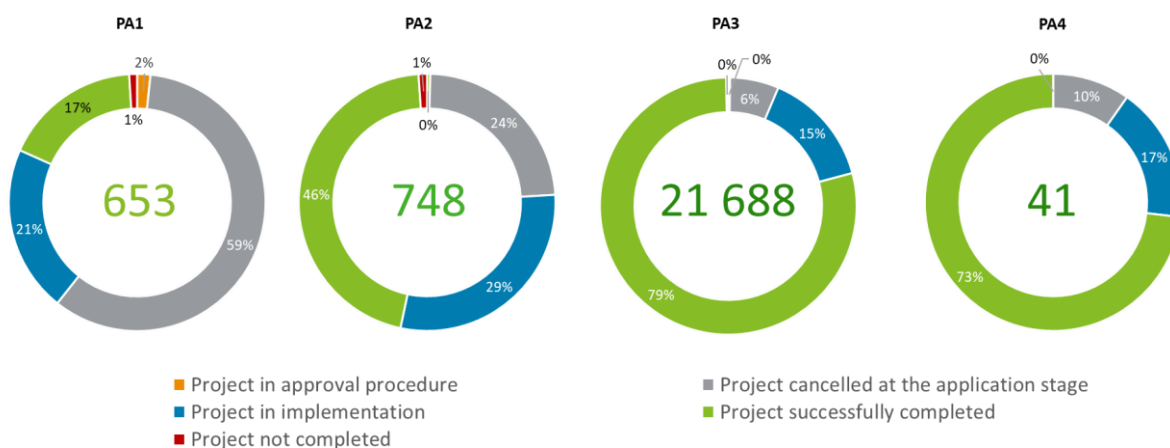
As of December 31, 2022, a total of CZK 99,032 million was committed, which represents 119.43% of the program's total allocation. The share of reimbursed funds in the total allocation of OP RDE then



amounts to 112.65% of this allocation. PA2 ERDF shows the highest rate of financial progress, thanks to the highest share of allocation of calls for allocation of OP RDE (almost 160%). At the same time, as of 31 December 2022, PA2 ERDF shows the highest share of the volume of committed funds for PA allocation of more than 130%, as well as the highest share of repaid funds for OP RDE allocation of almost 130%.

Priority Axis	Fund	The share of the allocation of calls to the OP RDE allocation	The share of the volume of committed funds for the OP RDE allocation	Share of the volume of funds reimbursed for the OP RDE allocation
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 %

As of April 30, 2023, there are 17,593 projects that have been successfully completed. The most projects were completed in PA3 (17,108), followed by PA2 (341), PA1 (114) and thirty completed projects in PA4.¹



From the progress reports and other processed evaluations, it follows that OP RDE projects were evaluated positively and as beneficial by the implementers and target groups, even though there is room for improvement and for further interventions in the environment. The template challenges were evaluated very positively, i.e. challenges with simplified reporting intended mainly for nursery, primary, secondary and higher vocational schools and partially also for primary art schools, school facilities for interest-based education, school educational and accommodation facilities - youth homes and boarding schools. As part of these calls, almost half of the financial resources of PA3 (approx. CZK 15 billion) were allocated and more than 17 thousand projects were implemented. More than 8,100 schools and school facilities were involved in at least one template call, which means that 86.5% of all

¹ "Projects in the approval procedure" are projects in the pipeline. Their support, with regard to the finance and phase of the project implementation, is not foreseen.



Co-funded by
the European Union



schools and school facilities in the Czech Republic were supported. At the same time, it follows from the conducted investigations that approx. 99% of the supported schools and school facilities considered the template projects to be beneficial and it is therefore a form of support that would be appropriate to implement in the future as well.

Based on the evaluation, it can be concluded that OP RDE contributed through R&D interventions to the fulfilment of all specific objectives of PA1 (and PA2 SO5) of OP RDE and their expected results. The following diagram shows the key results of PA1 OP RDE interventions:



Co-funded by
the European Union

Key Results of PA1 OP RDE interventions

	Quality research infrastructure and equipment	Acquisition of unique research infrastructure, instrumentation and material equipment, which contribute to the fundamental development of R&D institutions.
	Internationalization of R&D institutions	Implementation of international research stays, establishment of new foreign collaborations and partnerships, involvement in international subsidized titles, participation in international research projects.
	Research quality	Strengthening the interdisciplinarity of research, creating interdisciplinary teams, focusing on pre-application research and societal challenges, e.g. food security, better water retention, resistance of plants to external influences, optimization of waste production, more efficient energy production, etc.
	Ensuring human resources	Provision of funds to retain existing workers and to bring in new workers.
	Quality of human resources	Increasing the qualifications of research, administrative and technical staff through participation in domestic/foreign internships and professional training.
	Cooperation with practice/companies	Greater emphasis on the institutionalization and contractualization of cooperation, creation of international patent applications and joint publications of the public and private sectors.
	Quality of Research educational programs	Creating and modernizing research-oriented study programs, building, expanding or modernizing the necessary related infrastructure.
	Quality assessment and strategic management of R&D institutions	Securing financial resources and the related personnel capacity, which made it possible to devote new attention to this issue or to develop already existing activities.
	Research management at the national level	Setting up the management of the implementation of the National and Regional RIS3, the unification of the procurement system and provision of electronic information resources for R&D institutions.








Based on evaluation, it can be concluded that OP RDE contributed through interventions in tertiary education to the fulfilment of all specific objectives of OP2 and PA1 of OP RDE and their expected results. The following diagram shows the key results of PA2 OP RDE interventions:



Co-funded by
the European Union



Key results of PA2 OP RDE interventions










	Quality educational infrastructure and equipment	Acquisition of equipment and development of the infrastructure of the university - e.g. barrier-free spaces, improvement of campuses and classrooms, which were e.g. newly equipped for the needs of hybrid teaching.
	Internationalization of universities	Due to Covid-19, foreign collaborations took place primarily virtually/online, but this also had its advantages – e.g. time/financial savings, the possibility to participate in more activities, etc.
	Support of students with specific needs	Expanding the scope and improving the availability of university counseling and assistance services, improving the quality of the support infrastructure with regard to accessibility and openness to students with SN.
	Quality of human resources	Increasing the qualifications of teaching and other university staff, through participation in educational activities and domestic/foreign internships.
	Cooperation with practices/companies	Development of cooperation and increasing the offer of study programs focused on practice and taking into account the needs of the labour market.
	Quality of educational programs	Creation of new and modernization of study programs, including the construction, expansion or modernization of the necessary related infrastructure, development of human resources, etc.
	Quality assessment and strategic management of universities	Securing financial resources and the related personnel capacity, which made it possible to devote new attention to this issue or to develop already existing activities.

Based on the evaluation, it can be concluded that OP RDE contributed through interventions in regional education to the fulfilment of all specific objectives of PA3 OP RDE and their expected results. The following diagrams show the key results of PA3 OP RDE interventions:



Co-funded by
the European Union

Key results of PA3 OP RDE interventions

	Ensuring human resources	Provision of financial resources for personnel support, e.g. for school assistants, babysitters and partly also for school special pedagogues, school psychologists and social pedagogues.
	Quality of human resources	Development and improvement of the competence of teaching staff in the form of education, introduction of tools for individual support of teachers, internships, cooperation, etc.
	Cooperation, sharing of experiences and mutual learning of educators	Sharing the experiences of educators from different schools/school facilities through mutual visits, professional development of educators through supervision/mentoring/coaching.
	Quality conditions for inclusive education	Increasing the qualifications of teaching staff of pedagogues for inclusive education - e.g. the ability to adapt teaching to the needs of individual pupils, the ability to apply competences for inclusive education in practice. Development of pedagogical and psychological counseling and school counseling facilities.
	Support of hobby and non-formal education	Support for the development of KC of pupils and workers in hobby and informal education - e.g. in the form of clubs, project days, etc.
	The relevance of education for the labour market	Support of polytechnic education and development of pedagogues' competencies in this area, development of career counseling, development of cooperation between schools and employers in education.
	Support for the training of future and beginner pedagogues	Development of competences of university teachers and students/future teachers. Change of study programs and approach of PedF/FVU, innovation of the system of student internships, new/updated educational materials and study supports for undergraduate training of future teachers.
	Social integration and inclusion of Roma children and pupils in education	Support for the development of education not only in socially excluded locations - e.g. creation of strategic documents for the development of education, training of teaching staff to work with the target group, implementation of activities such as tutoring, clubs, leisure activities for this target group, etc.
	Quality assessment and strategic management in education	Creation of standards, methodologies and evaluation of all elements of the system, creation of a tool for school self-evaluation and progress at the level of individual students, increasing the competence of public administration workers, founders, directors and teachers for the use of monitoring and evaluation.



Co-funded by
the European Union

Within PA4, 37 projects were supported, which mainly served to ensure the activities of the OP RDE MA and to ensure all activities connected with the administration and support of departments within the implementation structure, with material security, reimbursement of costs and other activities related to the implementation of the operational program.



The multi-funding within one operational programme is relevant and appropriate, both for the current programme period and for the new programme period.

The multi-fund OP makes it possible to connect and manage interventions in different areas within one OP, which affects the entire research and development and education environment. The multi-fund operational program also enables interventions to affect the entire educational environment, which is interconnected, where, for example, support for lower levels of the educational system (primary, secondary) will also have an impact on research and development in the future. As part of the meta-evaluation of previously implemented evaluations, analyses and studies capturing the environment of the Czech Republic in the field of research, development and education, no changes were identified that would threaten the relevance of the multi-fund setting. On the contrary, it is also clear from the analyses and subsequent national strategies/policies that there is a need to maintain support and investment in infrastructure as well as in human resources in the future, both in the field of research and development and in the field of education.



The support of multiple categories of regions within one operational programme is relevant and appropriate, both for the current programme period and for the new programme period.

The relevance of support for multiple categories of regions, even with regard to its maintenance in the following program period, was confirmed on the basis of the investigations carried out, and no changes were identified that would threaten the relevance of the setting of support for multiple categories of regions. On the contrary, it is also clear from the analyses and the national strategies/policies that follow them that there is a need to maintain the support of several/all categories of regions within the Czech Republic in the future.



The objectives of internal complementarities of the OP RDE are being met and measures to ensure coordination of synergies and complementarities within the programme can be considered effective.

It follows from the Synergies and Complementarities Fulfilment Overview that, with regard to the current status of the projects, the fulfilment of all activities can be considered successful, the objectives of the challenges are continuously being met, and the system of synergies/complementarities can be considered effective. Also, on the part of the OP RDE Managing Authority, no problems or risks in the management of internal links were identified for any internal link. The coordination mechanism of complementarities and synergies within OP RDE was set up and tested at the beginning of the program period, in accordance with the setting of the Unified Methodological Environment, relevant methodological guidelines and at the same time in accordance with the Operational Manual of the OP RDE MA.



OP RDE projects were implemented in accordance with horizontal principles and to varying degrees could also contribute to their deepening.



Co-funded by
the European Union

OP RDE projects were implemented in accordance with HP Sustainable Development and in some cases could contribute to its deepening. Contributions to the fulfilment of HP were particularly evident in PA1 projects, which were focused on basic research in the environmental field. In PA2 and PA3, projects aimed at improving the quality of teaching in schools contributed to the deepening of HP, and this if there was also an improvement in the quality of teaching focused on environmental topics. PA4 projects were neutral to HP.

OP RDE projects were implemented in accordance with HP Equal opportunities and non-discrimination. Projects PA1 and PA2 partially contributed to its deepening. The PA3 projects were targeted at supporting equal access to quality education and breaking down barriers to the participation of children and pupils with special educational needs in the mainstream education, thereby significantly contributing to the deepening of HP. PA4 projects were in most cases neutral to HP.

OP RDE projects were implemented in accordance with HP Equal opportunities for men and women. Projects PA1 and PA2 partially contributed to its deepening. In most cases, PA3 projects did not have activities that were directly aimed at strengthening HP. PA4 projects were implemented in accordance with this horizontal principle but did not significantly contribute to its deepening.

The overall management of the programme is rated positively:



During OP RDE, it was possible to ensure sufficient administrative capacity according to the operational program cycle, including the preparation of the follow-up P JAC



The introduction of the possibility to use a home office is perceived positively by employees and, according to managers, it is an important factor affecting employee satisfaction.



During the implementation of OP RDE, the system of sharing and transferring information within the MA OP RDE was improved, which can now be considered mostly set and functional.



OP RDE is one of the best-known OPs both among the target group and among the public. At the same time, it was possible to ensure a sufficient number of high-quality submitted project applications and implemented projects.



The strategic documents defined in the OP RDE text were covered by OP RDE calls, which implemented activities aimed at fulfilling the goals of these documents.

One of the main factors, which was repeatedly identified across the Progress Reports, and which negatively affected the progress of OP RDE implementation, was the risk of not meeting some of the output and result indicators of PA1-PA4. This risk also applies to the Final Report, as there are still indicators for which there is a risk of not meeting the set target values.



**Co-funded by
the European Union**





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

None of the 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.

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.



Co-funded by
the European Union

