



## **Final Evaluation Report**

### **Evaluation of the Progress Made in the Implementation of the Operational Programme Education, Focusing on the Achievement and the Relevance of its Objectives**

#### **Operational Programme Education**

**IBS SLOVAKIA, s.r.o.**

**January 2012**

*Modern Education for Knowledge Society / Project co-financed by EU Funds*

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# 1 Introduction

The Managing Authority (hereafter referred to as the 'MA') for the Operational Programme 'Education' (hereafter referred to as the 'OPE'), the Ministry of Education, Science, Research and Sport of the Slovak Republic, has commissioned a final evaluation report to assess the progress made in the implementation of the OPE with a special attention paid to the relevance and achievement of its objectives, based on the contract for work no. 0705/2011, as regulated by Council Regulation (EC) No 1083/2006 of 11 July 2006 laying down general provisions on the European Regional Development Fund, the European Social Fund and the Cohesion Fund and repealing Regulation (EC) No 1260/1999 and Commission Regulation (EC) No 1828/2006 of 8 December 2006 setting out rules for the implementation of Council Regulation (EC) No 1083/2006, in accordance with CCA Guidelines 5/2008 for the evaluations of operational programmes in the 2007-2013 programming period and the OPE Evaluation Plan for the 2007-2013 programming period.

The evaluation report was prepared by IBS SLOVAKIA, s.r.o., based in Bojnice, Slovakia. It is structured according to the evaluation questions, and its final form is in accordance with evaluation quality standards. The report examines the progress made in OPE implementation by June 30, 2011.

The goal of the evaluation report is to assess the relevance of the OPE objectives set-up, given the status quo and the situation by 2013; to evaluate the fulfilment of objectives set at the OPE level and at the level of its priority axes; and to evaluate the physical and financial aspect of its implementation. The evaluation focuses on the quality and relevance of measurable objectives, on the analysis of financial progress made, on recommendations proposed to improve the OPE implementation, and to achieve a number of socio-economic goals. The evaluation did not focus on Measure 4.3 'Technical Assistance for the Regional Competitiveness and Employment Objective', nor on the Priority Axis 5 'Technical assistance for Objective Convergence'.

The evaluation was based mainly on these supporting documents:

- National Strategic Reference Framework 2007 – 2013
- Operational Programme 'Education' (adopted by the European Commission on November 7, 2007)
- OPE Programme Manual (version valid from May 17, 2011)
- System for the Financial Management Structural Funds and the Cohesion Fund for the 2007-2013 programming period, version 6.0, as of December 1<sup>st</sup>, 2010
- Management System of Structural Funds and the Cohesion Fund for the 2007-2013 programming period, version 4.4, as of December 31<sup>st</sup>, 2010
- Annual reports on the OPE implementation
- Half-year monitoring reports from the IBMA AMESRS and the IBMA MHSR
- List of projects registered in the ITMS according to calls announced as of June 30, 2011 in an Excel sheet

## 1.1 Basic Information on the OPE Implementation

The Slovak Ministry of Education, Science, Research and Sports as the Managing Authority for the OPE is responsible for managing and implementing the operational programme in compliance with EU and Slovak legislation. In order to carry out certain tasks related to programme implementation, two intermediate bodies under the Managing Authority (IBMAs) have been created - the Agency for Structural Funds (ASFEU) at the Slovak Ministry of Education, Science, Research and Sports and the Slovak Ministry of Health (MH SR).

The scope of powers delegated to both IBMAs include: programming, admission, evaluation and selection of NRF applications; conclusion of contracts with beneficiaries; information and publicity service, financial management, monitoring and evaluation.

The IBMAs are involved in the implementation of priority axes and measures listed in Table no. 1.

Table no. 1:

IBMA	Priority axis / measure
AMESRS	1 Reform of education system and vocational training 1.1 Transforming traditional schools into modern facilities 1.2 Universities and research& development centres as driving forces for the development of a knowledge society
	2 Further education as a tool for developing human capital 2.1 Promoting further education
	3 Promoting education for persons with special educational needs (SEN) 3.1 Bolstering educational levels of members of marginalised Roma communities (MRC) 3.2 Bolstering educational levels of persons with special educational needs (SEN)
	4 Modern education for a knowledge economy in the Bratislava region 4.1 Transforming traditional schools into modern facilities in the Bratislava region 4.2 Increasing the competitiveness of the Bratislava region by the development of higher and further education
MHSR	2 Further education as a tool for developing human capital 2.2 Promoting further education in healthcare

Assistance from the OPE is implemented using two main tools:

- national projects (NP);
- demand-driven projects.

**National projects** are implemented on the state level as part of the education reform. These complex projects are a direct result of the relevant legislation and/or concept papers. They are commissioned to directly managed organizations at the Ministry or to institutions mandated by the Slovak Ministry of Education, Science, Research and Sports. The implementation of national projects falls within the powers of the Managing Authority.

National projects that cover the entire area of the Slovak Republic (i.e. both objectives) are submitted **as mirrors**, i.e. separately for the Convergence Objective and the Regional Competitiveness and Employment Objective. In practice it means that one written call is published (e.g. for Measures 1.1 and 4.1) but two separate NRF applications are submitted and two separate NRF contracts are concluded. They are then implemented in such a way as to avoid overlap of financial resources allocated to both objectives.

**Demand-driven projects** address the needs of target groups in specific regions. They are implemented through calls for applications for non-repayable funding (NRF) published for a specific measure, for individual objectives and activities. An application for NRF can be submitted by any eligible applicant. The implementation of demand-driven projects falls within the powers of both IBMAs.

## 2 Executive Summary

### 2.1 Subject Matter

The aim of the evaluation report is to assess the relevance of the set-up of the OPE objectives as they are today and as they are expected in 2013; to evaluate the fulfilment of the OPE objectives and priority axes; and to evaluate the physical and financial implementation of the OPE.

While drafting the final evaluation report, the evaluators maintained the structure of evaluation questions.

Each answer to the question provides an analysis of a given subject-matter and an answer proper to the evaluation question.

The statistical data and the data collected are presented as part of the text of the report or in tables and charts.

The report complies with the contract for work and is divided into three major topics:

- 1) Assessment of the relevance of the set-up of the OPE objectives given the status quo and the situation by 2013;
- 2) Evaluation of physical and financial implementation of the OPE - Convergence Objective and Regional Competitiveness and Employment Objective;
- 3) Evaluation of financial progress made in the implementation of OPE - Convergence Objective and Regional Competitiveness and Employment Objective.

### 2.2 Summary of Findings

#### **Relevance of the set-up of the OPE objectives given the status quo and the situation by 2013**

The final version of the Operational Programme 'Education' was adopted by the European Commission on November 7, 2007. The intervention logic of the programme was designed in 2006-2007 during the programme preparation, and is based on the analysis of target groups' needs and challenges in education. The challenges that the OPE strives to tackle are mainly of long-term nature and have been, for the most part, known for years (e.g. low social status of teachers, poor attendance of pupils from MRC, etc.). A smaller number of needs and challenges has been identified and defined as part of the education reform that has been implemented in the last few years (e.g. insufficient cognitive abilities of pupils, insufficient



teacher trainings in ICT and foreign languages, etc.) Given their long-term and systemic nature, it is not likely these could be solved within eight years (2008-2015) during the programme implementation.

Since the OPE was approved four years ago, the education has been undergoing changes due to the legislation adopted in 2008 and 2009 that has been focusing on the school reform. The laws passed recently are mainly related to **regional education** (Act no. 245/2008 Coll. on Upbringing and Education, 'the School Act', Act No. 184/2009 Coll. on Vocational Education and Training, and Act no. 317/2009 Coll. on pedagogical staff and specialists) and **further education** (Act no. 568/2009 Coll. on lifelong learning). At the EU level no legislation has been adopted since that would require changes or adjustments of the OPE objectives. Although four strategic laws were adopted later, no discrepancy with the set-up of the OPE has occurred.

Currently, the school reform is being implemented as a result of the new legislation. Therefore, no further major changes are expected in the education system in Slovakia by 2013. On the one hand, some time is still needed to do a reality check and a review of the on-going education reform; on the other hand, a new government that will be formed after the pre-elections in 2012 will not be able to prepare and adopt significant changes to the legislation by 2013. The evaluators believe that the objectives of the OPE will remain up-to-date and relevant to the situation in education as it is now and as it will be by the end of the 2007 - 2013 programming period. Thus, no changes or amendments are necessary to the OPE objectives.

In terms of programme settings, it can be concluded that the OPE intervention logic, including the structure of priority axes and measures, is transparent and comprehensible. It covers the needs and challenges of target groups identified in the OP strategy in a logical and well-structured way, and combines these needs and challenges into relevant thematic units. No analysis carried out as part of an answer to evaluation questions indicated the need to update the structure of the priority axes, their measures and objectives. Similarly, all interviewed persons (representatives of Regional Education Department, Higher Education Department and Further Education Department at the MESRS SR, as well as final beneficiaries) agreed that the OPE is programmed well, and its objectives and priorities are structured in a comprehensive and future-proof manner.

**The key task for the Managing Authority and the two IBMAs face is to achieve the best possible fulfilment of the objectives.** From the perspective of the calls published, the achievement of the objectives can be evaluated as follows:

Measure 1.1: The objectives are being fulfilled, with the exception of the specific objective titled, 'to improve the administration and management of schools and to motivate them to be

more open to the needs of local communities', the implementation of which is, however, still not sufficient enough.

Measure 1.2: The objectives are still only partially being fulfilled.

Measure 2.1: The fulfilment of objectives in further education is not sufficient, yet. National projects are focused on further education of selected target groups (teachers and workers with the youth). The number of demand-driven projects is very limited.

Measure 2.2: The objectives are, for the moment, being fulfilled.

Measure 3.1: There are two specific objectives defined as part of this measure. The specific objective titled, 'to promote social inclusion of MRC members by facilitating their access to formal education and by helping them acquire skills for the labour market' is partly being fulfilled through demand-driven projects approved under the call launched in 2009. The specific objective titled, 'to further educate MRC members, as well as persons working on their integration into society' is not yet being fulfilled. Nevertheless, a written call for a national project titled 'Training teachers for the inclusion of marginalized Roma communities', was announced on May 23, 2011 for this specific objective. Moreover, a call with the code OPV-2011/3.1/02-SORO was launched on April 15, 2011 and a call with the code OPV-2011/3.1/03-SORO was launched on May 20, 2011 that cover both specific objectives. Although the results of the reviewing process are not yet known, it is likely that the fulfilment of both specific objectives of Measure 3.1 will soon be reinforced by new demand-driven projects.

Measure 3.2: For the moment, the objectives are only partially being fulfilled through demand-driven projects that were approved under the call launched in 2009.

Measure 4.1: The objectives are being fulfilled well.

Measure 4.2: The objectives are being fulfilled in a limited manner.

### **Physical progress made in the OPE implementation**

Physical progress in the OPE implementation is monitored by six context indicators, 14 indicators of Priority Axis 1, eight indicators of Priority Axis 2, seven indicators of Priority Axis 3 and eleven indicators of Priority Axis 4. Only limited progress has been made for these indicators as of June 30, 2011. It should be pointed out, nevertheless, that the values of output and result indicators at priority axes are calculated from the values of result and impact indicators at project level, and therefore most of the data on the indicators will be available only when projects are completed.

From the total number of output and result indicators only those that track the number of new educational programmes and trainings for teachers have exceeded their planned values at the end of the monitoring period. The indicators the values of which are not expected to be reached unless new calls are launched, are mainly the ones that track the following: partnerships, research and innovation networks; research and development employees;

healthcare professionals pursuing further education; networks created as part of Learning Regions; and Priority Axis 3 indicators that cover persons with special educational needs. The following indicators are not expected to reach their target values (targets are listed in parentheses):

- share of population participating in lifelong learning in 100 inhabitants, aged 25 – 64 (12.5% of population participating in lifelong learning that exceeded 4 hours at the time of the survey, aged 25-64) (EU benchmark)
- graduates of tertiary university level - (12 PhD graduates) in 1000 inhabitants aged 20-29)
- share of employment in total (63.4% of population employed, aged 15-64)
- share of research and development (R&D) employees involved in international research projects (20% of R&D employees)
- number of partnerships and research and innovation networks funded by the OPE (to support 45 partnerships in Slovakia)
- number of teachers who pursued further education (57,000 teachers in Slovakia)

The difficulty in achieving these target results is mainly due to the overly ambitious target values set in contrast to the current social situation. The first three of these indicators are of context nature, and so their achievement is affected by the OPE implementation only in an indirect way.

All except for three of the OPE indicators are evaluated as relevant (i.e. the actual need in Slovakia corresponds to the target value set). One indicator, namely, 'the number of graduates of tertiary university level' with the expected value of 12 PhD graduates per 1000 inhabitants, aged 20-29, has been evaluated as irrelevant. This value highly exceeds the European average. The relevance of two indicators, namely 'number of new networks created as part of Learning Regions' and 'number of trainers who pursued further education', was not possible to be evaluated, since Slovakia has had very limited experience in the area of further education. The data and information necessary for future evaluation will, however, be provided from the current implementation of the projects supported through the OPE.

One significant novelty that the current school reform has introduced is to allow schools to teach students according to their own educational programmes (curricula). These changes are reflected in the indicator titled, 'new educational programmes' as part of NP and demand-driven projects. It is evident that OPE activities help carry out the reforms by demand-driven projects, and so the value of this indicator has been exceeded several times as of June 30, 2011. Calls that are being published and announced reflect the need for a school reform, while the target values of the indicators monitoring the number of new educational programmes have, with the exception of two NP, been already fulfilled.

An important part of successful completion of the OPE implementation is also sufficient absorption capacity of prospective applicants for NRF. Comparison of the number of prospective applicants and an expected number of projects (calculated from the share of planned investment and an average sum per project) shows that absorption is difficult in

Measure 1.2 and 3.1 where more projects need to be implemented than there are applicants available.

In the evaluation of efficiency the evaluator used a sample of 10 selected demand-driven projects for each measure (the exception being Measure 4.2 where only two projects are being implemented) and two mirror national projects (one per non-Bratislava regions and one per Bratislava region). The following facts have been detected in the evaluation of management efficiency:

- It is more cost-effective to manage and monitor projects using internal employees; their average hourly pay is approx. 2 EUR less than that of external employees;
- the costs of one external employee are twice as high compared to the cost of one internal employee;
- the average number of employees shows that the beneficiaries have behaved efficiently, since most activities associated with project management and monitoring were done by internal employees.

Comparison of the ratio between the average expenditure for equipment, publicity, management, and direct activities on the one hand, and total eligible expenditure on the other, has provided the following data:

- 72% of all eligible expenditure is used for direct project activities;
- 2% of all eligible expenditure is used for advertising and publicity;
- 13% of all eligible expenditure is used for equipment;
- 13% of all eligible expenditure is used for project management;

Overall, it can be concluded that the principle of efficiency has been respected, while the individual costs are reasonable compared to the overall eligible expenditure.

When comparing the efficiency between the Convergence Objective and the Regional Competitiveness and Employment Objective for Measures 1.1 and 4.1, the following can be concluded:

- The Bratislava region reports a higher number of employees and their average hourly pay is higher than in non-Bratislava regions. For external employees, the trend is the opposite.
- Non-Bratislava regions report a much higher workload of internal employees in project management. The number of hours worked is 2308.64 for Measure 1.1 and 1365.53 for Measure 4.1. Internal employees work approx. 1000 hours more in project management and monitoring in Measure 1.1 than in projects in Measure 4.1. Therefore, average costs per one internal employee in Measure 1.1 is almost twice as much. Average costs per one external employee are roughly the same (the difference is only 9%).
- The ratio of publicity and equipment costs to all eligible expenditure is roughly the same for both measures. In Measure 4.1, about 8% of costs are spent on project

activities, while in Measure 1.1 about the same amount is spent on project management.

When comparing the efficiency between the Convergence Objective and the Regional Competitiveness and Employment Objective for Measures 1.2, 2.1 and 4.2, the following can be concluded:

- The Bratislava region reports a lower number of employees and their average hourly pay being lower than in non-Bratislava regions.
- Workload of internal managers is higher in projects in Measure 4.2. The number of hours worked in Measure 1.2 and 2.1 is 5778.03, while for Measure 4.2 it represents 7344.73 hours. Internal employees work approx. 1500 hours more in project management and monitoring in Measure 4.2 than in projects in Measure 1.2 and 2.1.
- Distribution of total eligible expenditure for each type of cost is almost identical between the projects implemented in the Bratislava region and outside the Bratislava region.

The efficiency of the individual projects under the Convergence Objective and the Regional Competitiveness and Employment Objective is not the same. However, no violations of the principle of efficiency have been found.

### **Financial progress made in the OPE implementation**

The total amount of funds allocated during the 2007-2013 programming period for the implementation of interventions in education in the OPE is 726,825,389 EUR, of which 617,801,578 EUR come from the EU funds and 109,023,811 EUR from the Slovak state budget. The allocated resources cover both, the Convergence Objective and the Regional Competitiveness and Employment Objective.

According to the internal records of the MESRS SR, contracts were concluded for the total sum of 267,886,407.62 EUR coming from the EU funds as of June 30, 2011. It represents 43,36% of the total EU budget allocated to the 2007-2013 programming period. The actual amount of the EU funds spent as of June 30, 2011 reached 63,664,630.41 EUR, which represents 10.31% of the funds allocated.

Priority axes 2 and 3 report the lowest share of actual spending. As of June 30, 2011, Priority Axis 2 reached 2.59%, while Priority Axis 3 reported 3.16% of available funds spent. This spending is much lower as opposed to Priority Axes 1 and 4 (which have both reached more than 13%). This is due to the fact that the actual spending of funds for these priority axes began only in 2010.

Although the spending of financial resources has not yet reached 50%, it can be considered relevant, and reallocation of funds among the individual priority axes is not necessary. The

funds are likely to achieve a positive level of spending. The evaluation took into the consideration the fact that education, and lifelong learning in particular, is a very specific area. Most beneficiaries come from the public sector and financing of their projects is carried out through advance payments. For this reason, spending is higher at lower levels and its increase will only be evident after the accounting of advance payments. Another positive trend is the increase in the number of applications for NRF in the last period: their number increased from 1,455 to 2,138 during the six months between Jan 1, 2011 and June 30, 2011, creating realistic expectations for future spending in 2012 and beyond.

The current status in spending reflects the developments so far and the frequency of the calls launched. As of June 30, 2011, there have been 41 calls announced and published as part of the Operational Programme 'Education' (the data does not include Technical Assistance Measures 4.3, 5.1 and 5.2). The overall allocation to 41 calls launched represents 527,734,728.14 EUR (EU funds and Slovak State budget). It represents 75.63% of the total allocation of 697,752,372 EUR (EU funds and Slovak State budget; the sum does not include the allocation to Technical Assistance Measures 4.3, 5.1 and 5.2).

**Based on this data, we recommend that more calls will be launched to speed up spending (focusing on contracts for larger projects that would require more funds). This applies to all priority axes. It is essential that new calls are announced and published more rapidly.**

## 2.3 Suggested Measures

Responses to the individual evaluation questions suggest that the MA and IBMA need to launch more calls, with an emphasis on contracts for larger projects that will require more funds and will help fulfil the OPE indicators. We suggest mainly the following measures:

- Measure 1.1: to prepare a national project focusing on management trainings for representatives of school management, and a call for demand-driven projects on cooperation among schools and local communities, which will help reach the specific objective titled, 'to improve the administration and management of schools and to motivate them to be more open to the needs of local communities'.
- Measure 1.2: to launch new calls focusing mainly on the development of human capital in research and development, with a particular emphasis on international mobility.
- Measure 2.1: as soon as possible to prepare national and demand-driven projects that would focus on basic system elements (National System of Qualifications, National Qualifications Framework, career counselling centres, analysis of training needs and forecasting skills required for the labour market, etc.).
- Measure 2.2: to pay closer attention to budgets in applications for NRF, so that efficiency of expenditures can be verified from their justifications.
- Measure 3.1: to launch further calls for demand-driven projects covering both the specific objectives under Measure 3.1.
- Measure 3.2: to prepare a national project focused on trainings for teachers and other staff working with persons with special educational needs, and to launch another call for demand-driven projects covering both specific objectives.
- Measure 4.2: to use the remaining allocation for mirror national projects in further education.

Personal interviews with representatives of final beneficiaries also provided a number of ideas that could facilitate the implementation of projects:

- To increase the threshold for project management and implementation costs due to the their high administrative burden.
- To offer trainings in the ITMS to beneficiaries.
- To create an internet discussion forum where beneficiaries could help each other in solving various issues associated with project implementation. Such a forum should be created at the initiative of beneficiaries, and intended especially for them.

### 3 Evaluation Methodology

The Evaluation Methodology for the ‘**Assessment of the relevance of the set-up of the OPE objectives given the status quo and the situation by 2013**’:

- The analysis of the OPE objectives and their implementation from the point of the existing strategic documents of the Slovak Ministry of Education;
- The analysis of the OPE objectives and their implementation from the point of recently adopted legislation;
- The analysis of the OPE objectives and their implementation from the point of fulfilment of strategies defined in the operational programme;
- Personal interviews with representatives of the Slovak Ministry of Education responsible for the individual areas of education. (Departments of Regional Education, Higher Education, Further Education and Youth);
- Personal on-site visits of selected projects;
- Determining the status of fulfilling the objectives for the individual years;
- Determining the expected values of the indicators of implemented projects.
- Comparison of the sum of values currently achieved for the OPE indicators plus the values planned for the implemented projects, and the total sum of planned values;
- Determining the current values of context indicators according to official statistical data;
- Analysis of relevancy and attainability of values of the OPE indicators (context indicators and indicators of Priority Axes 1 to 4);
- Analysis of efficiency in a selected sample of projects: 10 demand-driven projects for each measure (the only exception being the Measure 4.2 where only two projects are being implemented) and 4 national projects.

Evaluation Methodology for ‘**Evaluation of physical and financial implementation of the OPE - Convergence Objective and Regional Competitiveness and Employment Objective**’:

- Determining the values expected for the OPE indicators for the individual years;
- Determining the current status of fulfilling the objectives for the individual years;
- Determining the values expected for the indicators of implemented projects
- Comparing the sum of values currently achieved for the OPE indicators plus the values planned for the implemented projects, with the total sum of planned values;
- Selection of indicators that represent the school reform in NP, and evaluating their implementation;
- Identifying all and successful applicants for NRF according to the measures;
- Identifying prospective applicants for NRF - elementary schools, high schools, universities and other entities eligible for NRF



Evaluation Methodology for the ‘**Evaluation of financial progress made in the implementation of OPE - Convergence Objective and Regional Competitiveness and Employment Objective**’:

- Analysis of planned allocations to the OPE for the individual objectives for the individual years;
- Analysis of the number of approved projects and their financial implementation for the individual years;
- Analysis of the amount of allocations to contracts concluded in mid-term of spending (period until 2015);
- Comparison of financial implementation achieved and the planned values of financial indicators.

## **4. Assessment of the relevance of the set-up of the OPE objectives given the status quo and the situation by 2013**

### **4.1 Are the OPE objectives up-to-date and relevant to the current and expected situation in education by 2013?**

Since the creation of the programme document, several important laws related to education have been adopted. The legislation focused primarily on regional education (Act no. 245/2008 Coll. on Upbringing and Education (the School Act), Act No. 184/2009 Coll. on Vocational Education and Training, and Act no. 317/2009 Coll. on pedagogical staff and specialists) and further education (Act no. 568/2009 Coll. on lifelong learning ). The amendment to Act No. 175/2008 Coll. covers only some areas of university management and is not very significant from the point of the OPE implementation.

The current situation in education is mainly a result of the legislation adopted by the government. In reality it means that the overall strategy in education may change with the change of government, and so it depends on the current political situation and its stability. The most significant legislation was adopted in 2008 and 2009. The new government that was formed after the elections in June 2010 started preparing a number of concept papers (such as the Regional Education Scheme) but since the government fell and new elections will take place in March 2012, their adoption has been suspended.

Based on that it can be concluded that the current situation in education has been mainly influenced by the School Reform adopted in 2008 and 2009. Currently, it is being implemented and further changes are of minor importance and are influenced by the first practical experience. Until 2013, no major changes are expected in education system in Slovakia. On the one hand, some time is still needed to do a reality check and a review of the on-going education reform; on the other hand, a new government that will be formed after the pre-elections in 2012 will not be able to prepare and adopt significant changes to the legislation by 2013.

Comparison of the OPE objectives with the recently adopted legislation (see the evaluation question, 'is it necessary to change/amend the OPE objectives to reflect new legislation in Slovakia (or EU) since the beginning of the OPE implementation?'), the OPE objectives are consistent with the legislation adopted in 2008 and 2009. The analysis of the initial situation, based on which the intervention logic of the OPE was defined, has been done well and in a realistic manner. The aim of the programme is to increase the educational level of the population and to adapt the curricula, syllabuses and courses to the needs of the labour market, which is also the essence of the on-going reforms. Fortunately, the legislation that a few years

lagged behind the operational programme, finally confirmed the relevance of its setup.

Similarly, all interviewed persons (representatives of Regional Education Department, Higher Education Department and Further Education Department at the MESRS, as well as final beneficiaries) agreed that the operational programme is programmed well, and its objectives and priorities are drafted in a broad and future-proof manner.

According to representatives of the Department of Regional Education, the funds have been allocated well. The most important goals are trainings for teachers and innovative subject-matters, and education methodologies at elementary and high schools. Here, national projects play the key role. The Higher Education Department emphasizes the need to integrate educational and research potential and to promote university specializations according to regional needs. From this perspective, the objectives are formulated in a promising and visionary way. It is also important that private universities also have the access to OPE projects. From the perspective of further education and the youth, the objectives are set well, but they are not sufficiently being fulfilled. So far, calls have been launched only for selected areas of further education (healthcare, tourism). These specific areas are indeed part of further education but they are highly specified. National projects that have been implemented focus specifically on selected target groups (teachers, youth workers in leisure activities), and cannot address long-term systemic deficiencies in further education in Slovakia. Currently, according to the representatives from the Department of further education and the youth, transversal calls are missing that would help promote education for all adults, regardless of their income, form of employment, and the area they work in. Project support is missing for the following key areas: increasing adult participation in further education, upgrading skills of adults, development of consulting services in lifelong learning, development of support systems for a better exchange of information between the education sector and the labour market, and support to forecast future skills needed by the labour market. In terms of eligible applicants, it is advisable to launch new calls for the above-mentioned areas for educational institutions, sectorial and professional organizations, as well as institutions representing employers.

**Conclusion:** The OPE objectives are up-to-date and relevant, given the current situation in education. No significant changes are expected in education by 2013, so they are likely to remain valid and relevant until the end of the 2007-2013 programming period.

## 4.2 Are the OPE objectives still relevant, given the needs and challenges of target groups?

The needs and challenges of target groups in education were analysed during the preparation of the OP Education (in 2006-2007) and are reflected in the set-up of the individual priority axes and measures. From the perspective of target groups they can be divided into:

- needs and challenges of pupils and students;
- needs and challenges of teachers and researchers;
- needs and challenges of school administrators;
- needs and challenges of healthcare professionals;
- needs and challenges of citizens - potential clients of further education.

The needs and challenges are mainly of long-term nature and have been, for the most part, known for years (e.g. low social status of teachers, poor attendance of pupils from MRC, etc.). They are partially due to systemic deficiencies in the Slovak school system. Also, they show that education has not, until now, been a top priority for Slovak governments, which is also why public spending on education (as a share of GDP) had been decreasing. A small number of needs and challenges has been identified and defined as part of the education reform implemented in the last few years (e.g. insufficient cognitive abilities of pupils, insufficient trainings for teachers in ICT and foreign languages, etc.) These challenges existed in the past but were not considered as systemic deficiencies.

Students at regional schools lack the cognitive skills and the readiness needed for the ever-changing and complex labour market, as well as for university studies and/or further education. In May 2011 the unemployment rate of high school graduates reached 14.0%, while graduates of high schools with A-level exams ('gymnázium') reported a 5.6% unemployment rate and high school graduates with no A-level exams ('bez maturity')<sup>1</sup> reported a 21.2% unemployment. It represents a significant increase from May 2005 when the unemployment rate of high school graduates accounted for 7.4%. <sup>2</sup>On the other hand, teachers still face a large variety of issues: a lack of incentives to attract and retain well-qualified teachers, lack of teaching skills in ICT and foreign languages, and a low status of the teaching profession.

Lack of trainings for school managers and administrators is also reflected in ineffective management of schools and school facilities. Regional schools are facing particular challenges in relation to education of persons with special educational needs. A specific challenge to tackle is the insufficient inclusion of MRC members in mainstream education - transition from the 1<sup>st</sup> to the 2<sup>nd</sup> level of elementary school (ES), from ES to high school (HS), from HS to universities. Two other problems are difficult attitude of persons with SEN toward education and the lack of acceptance of persons with SEN at schools. This is also related to the lack of competent teacher assistants at elementary schools and special education teachers

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<sup>1</sup> Source: Mgr. Ján Herich, UIPŠ: Uplatnenie absolventov stredných škôl v praxi, sezóna 2010/2011

<sup>2</sup> Source: Mgr. Ján Herich, UIPŠ: Uplatnenie absolventov stredných škôl v praxi, sezónny cyklus 2008/2009

working at schools, in educational and psychological counselling centres and child integration centres.

University graduates lack general labour market skills (e.g. communication and analytical skills, and ability to teamwork), as well as practical skills that should have been acquired in previous studies (languages, literacy, business skills). In May 2011 the unemployment rate of university graduates reached 3.6%<sup>3</sup>. It represents a slight increase from May 2005 when the unemployment rate of university graduates accounted for 3.3%<sup>4</sup>. On the other hand, universities face problems associated with a low quality of teachers, poor conditions for their personal and professional growth, and the associated low appeal of the teaching profession. There are still insufficient retention schemes for retaining young, talented researchers in Slovakia, for attracting foreign researchers to work in Slovakia, and a low mobility of students and teachers in general.

Further education continues to face fundamental systemic challenges, namely: poor quality of educational and counselling programs and further education institutions; lack of quality control systems in further education; inadequate monitoring, surveying and forecasting of training needs; barriers for providers to enter the education system, and lack of schemes to recognize certificates from less formal and informal learning. People are not aware of training opportunities and, at the same time, there is a lack of opportunities in effective lifelong learning. Due to all these challenges Slovaks are not used to increase their know-how, skills and qualifications in informal courses. Moreover, in healthcare a shortage of qualified professionals has created the need for the others to work overtime, which, together with other factors, has led to the departure of many health professionals abroad.

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<sup>3</sup> Source: Mgr. Ján Herich, UIPŠ: Uplatnenie absolventov stredných škôl v praxi, sezóna 2010/2011

<sup>4</sup> Source: Mgr. Ján Herich, UIPŠ: Uplatnenie absolventov stredných škôl v praxi, sezónny cyklus 2008/2009

The needs and challenges of target groups are mapped to the specific objectives and the evaluation of their relevance today is presented in Table no. 2:

Table no. 2:

Priority axis / Measure	Objective of the priority axis / measure	Identified needs and challenges of target groups	Current relevance of targets to the needs of target groups
Priority axis 1 Reform of education system and vocational training	<i>Main objective:</i> To implement the education reform at elementary and high schools and to promote quality improvement at universities, as well as the quality of human capital in research and development, in order to prepare graduates for the existing and future needs of a knowledge society and the labour market.		
1.1 Transforming traditional schools into modern facilities	<i>Objective of the measure:</i> To transform elementary and high schools using innovative teaching methods and to prepare their students for existing and potential knowledge society needs, and for further education at universities or other institutions.		
	<i>Specific objective:</i> To innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of the labour market in a knowledge society.	<ul style="list-style-type: none"> <li>• Poor cognitive capabilities of students</li> <li>• Insufficient readiness of students for the ever-changing and always more sophisticated labour market, as well as for university studies and/or further education</li> <li>• Low social status of teachers</li> <li>• Lack of incentives to attract and to retain well-qualified teachers and to incorporate innovative teaching methods in education.</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments.	<ul style="list-style-type: none"> <li>• Poor initial training of teachers, esp. in ICT skills and foreign languages.</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To improve school administration and management and to	<ul style="list-style-type: none"> <li>• Insufficient leadership trainings for managers of schools and educational facilities</li> </ul>	The objective is relevant to the

	motivate them to open the schools more to the needs of local communities.		needs and challenges identified
	<i>Specific objective:</i> To ensure institutional quality of schools and educational facilities.	<ul style="list-style-type: none"> <li>Poor effectiveness of management at schools and educational facilities.</li> </ul>	The objective is relevant to the needs and challenges identified
1.2 Universities and research and development as driving forces of the development of a knowledge society	<i>Objective of the measure:</i> To promote education quality improvement and to facilitate development of human resources in research and development in order to help universities adapt to current and potential knowledge society needs.		
	<i>Specific objective:</i> To adapt higher education to the needs of a knowledge society.	<ul style="list-style-type: none"> <li>Lack of general competences of university graduates (e.g. communication, analytical or teamwork skills), and practical skills achieved during previous studies (languages, digital literacy or entrepreneurship)</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To promote high-quality instruction at universities.	<ul style="list-style-type: none"> <li>Low quality of teachers at universities</li> <li>Low appeal of the teaching profession</li> <li>Poor conditions for personal and professional growth of university teachers</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To increase the quality and to promote personal growth of R&D employees.	<ul style="list-style-type: none"> <li>Insufficient schemes to retain young, talented researchers in Slovakia</li> <li>Insufficient schemes to attract foreign researchers to work in Slovakia</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To promote cooperation among universities, R&D centres and the private sector in Slovakia and abroad.	<ul style="list-style-type: none"> <li>Low mobility of students and teachers</li> </ul>	The objective is relevant to the needs and challenges identified
2 Further education as a tool for developing human capital	<i>Main objective:</i> To create and develop an effective system for lifelong learning and counselling that would focus on developing key competencies and deepening know-how available for all Slovak citizens throughout their life, depending on existing and potential knowledge society needs..		

2.1 Promoting further education	<i>Objective of the measure:</i> To increase the quality of further education programmes and institutions and to strengthen the system of quality control; and to promote innovations in teaching methods and subject matters.		
	<i>Specific objective:</i> To increase the quality of further education programmes and institutions and to strengthen the system of quality control; and to promote innovations in teaching methods and subject matters.	<ul style="list-style-type: none"> <li>• Insufficient quality of educational programmes, counselling schemes and further education institutions</li> <li>• Poor quality control in further education</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To increase the share of economically active population that takes part in further education programmes and to raise awareness of lifelong learning opportunities.	<ul style="list-style-type: none"> <li>• Limited awareness of training opportunities</li> <li>• Poor access to effective opportunities for lifelong learning</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To improve and refresh key competences and to offer continuing education for persons in the labour market, in accordance with existing and potential knowledge society needs.	<ul style="list-style-type: none"> <li>• Poor follow-up, research and forecasting of educational needs</li> <li>• It is not very usual to upgrade one's skills in not only formal education but also in informal trainings.</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To create a system of compatibility and permeability in formal and informal education.	<ul style="list-style-type: none"> <li>• There are barriers for new providers in many areas of education</li> <li>• There are no schemes to recognize results from informal education and learning programmes, which reduces the incentive to participate in further education</li> </ul>	The objective is relevant to the needs and challenges identified
2.2 Promoting further education in healthcare	<i>Objective of the measure:</i> To promote education of healthcare professionals, with regard to changes in legislation and reform of the healthcare		
	<i>Specific objective:</i> To create well-qualified human capital in healthcare system as part of the healthcare reform.	<ul style="list-style-type: none"> <li>• Lack of well-qualified healthcare professionals</li> <li>• Need to work overtime</li> <li>• Lack of incentives for healthcare staff to work in Slovak healthcare sector.</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To introduce innovation and to increase quality in further education in healthcare.	<ul style="list-style-type: none"> <li>• Limited offer of further education opportunities in healthcare.</li> </ul>	The objective is relevant to the needs and challenges identified



3 Promoting education for persons with special educational needs	<i>Main objective:</i> To increase the educational level for persons with special educational needs, focused specifically on MRC.		
3.1 Bolstering educational levels of members of marginalised groups	<i>Objective of the measure:</i> To increase the educational level of MRC members by facilitating their access to formal and further education.		
	<i>Specific objective:</i> To promote social inclusion of MRC members by facilitating their access to formal education and by helping them acquire skills needed in the labour market.	<ul style="list-style-type: none"> <li>• Difficult integration of pupils from MRC into standard education process</li> <li>• Poor school attendance</li> <li>• Insufficient inclusion of MRC members in mainstream education - transition from the 1<sup>st</sup> to the 2<sup>nd</sup> level of elementary school (ES), from ES to high school (HS), from HS to universities</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To further educate MRC members, as well as persons working on their integration into society.	<ul style="list-style-type: none"> <li>• Negative attitude of the majority to minorities and vice versa</li> <li>• Lack of teacher training in MRC issues</li> </ul>	The objective is relevant to the needs and challenges identified
3.2 Bolstering educational levels of persons with special educational needs	<i>Objective of the measure:</i> To increase educational levels of persons with special educational needs by facilitating their access to formal and further education.		
	<i>Specific objective:</i> To promote social inclusion of persons with special educational needs by facilitating their access to formal education and by helping them acquire skills needed in the labour market.	<ul style="list-style-type: none"> <li>• Difficult attitude of persons with special educational needs toward education</li> <li>• Lack of acceptance of persons with SEN at schools; lack of adaptation of subject-matters and teaching methods to their needs</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To further educate persons with special educational needs, as well as persons working on their integration into society.	<ul style="list-style-type: none"> <li>• Lack of competent teacher assistants at elementary schools and special education teachers working at schools, in educational and psychological counselling centres and child integration centres.</li> <li>• Financial problems of children from low-income families</li> </ul>	The objective is relevant to the needs and challenges identified
4 Modern education for knowledge economy for the Bratislava region	<i>Main objective:</i> To improve the quality and access to further education with an emphasis on the transformation of the curriculum towards developing core competencies in order to ensure long-term competitiveness of the Bratislava region.		

4.1 Transforming traditional schools into modern facilities in the Bratislava region	<i>Objective of the measure:</i> To transform elementary and high schools using innovative teaching methods and to prepare their students for existing and potential knowledge society needs, as well as for further education at universities or other institutions.		
	<i>Specific objective:</i> To innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market.	<ul style="list-style-type: none"> <li>• Poor cognitive capabilities of students</li> <li>• Insufficient readiness of students for the ever-changing and always more sophisticated labour market, as well as for university studies and/or further education</li> <li>• Low social status of teachers</li> <li>• Lack of motivation tools to attract and to retain well-qualified teachers and to incorporate innovative teaching methods in education.</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments.	<ul style="list-style-type: none"> <li>• Poor initial training of teachers, esp. in ICT skills and foreign languages.</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To ensure institutional quality of schools and educational facilities.	<ul style="list-style-type: none"> <li>• Poor effectiveness of management at schools and educational facilities.</li> </ul>	The objective is relevant to the needs and challenges identified
4.2 Increasing the competitiveness of the Bratislava region through the development of higher and further education	<i>Objective of the measure:</i> To improve the quality and adapt the content of university education, promote research and development and develop an effective system of LLL and LLG in line with current and prospective needs of the knowledge society. The effort to strengthen research, development and innovation activities aims at promoting balanced development and increased competitiveness of the Bratislava region.		
	<i>Specific objective:</i> To adapt higher education to the needs of knowledge society.	<ul style="list-style-type: none"> <li>• Lack of general competences of university graduates (e.g. communication, analytical or teamwork skills), as well as practical skills achieved during previous studies (languages, digital literacy or entrepreneurship)</li> </ul>	The objective is relevant to the needs and challenges identified
	To increase the quality and promote personal growth of R&D	<ul style="list-style-type: none"> <li>• Insufficient quality of teachers at universities</li> </ul>	The objective is

	employees.	<ul style="list-style-type: none"> <li>• Low prestige of teaching professions</li> <li>• Poor conditions for professional and, more importantly, research growth of university teachers</li> <li>• Insufficient retention schemes for young, talented researchers in Slovakia</li> <li>• Insufficient schemes for attracting foreign researchers to work in Slovakia</li> </ul>	relevant to the needs and challenges identified
	<i>Specific objective:</i> To promote cooperation among universities, research and development centres and the private sector at the state and international level.	<ul style="list-style-type: none"> <li>• Low mobility of students and teachers</li> </ul>	The objective is relevant to the needs and challenges identified
	<i>Specific objective:</i> To increase the quality of further education programmes and institutions, including the creation of a system of compatibility and permeability between formal and informal education, and to increase the share of economically active population that takes part in further education programmes	<ul style="list-style-type: none"> <li>• There are no conditions to recognize results from informal education schemes and learning programmes, which reduces the incentive to participate in further education</li> <li>• Limited knowledge about training opportunities</li> <li>• Poor access of effective opportunities for Lifelong learning</li> </ul>	The objective is relevant to the needs and challenges identified

**Conclusion:** The OPE implementation helps fulfil the needs and to tackle the challenges identified. However, given their long-term and systemic nature, it is not feasible to solve them within eight years (2008-2015) during the programme implementation. The OPE objectives still remain valid and relevant to the needs and challenges of target groups.

### 4.3 Are the objectives at the level of Priority Axes and the OPE being fulfilled?

The evaluation of the achievement of objectives is based on the performance of indicators. A detailed analysis of the individual indicators, their monitoring and follow-up is provided as part of the evaluation question titled, 'Are the target values of measurable OPE indicators relevant (is there such a need)?' The targets set in the calls announced are analysed in the evaluation question, 'Are the strategies defined in the Operational Programme being fulfilled?' The current status of the indicators and the evaluation of their performance according to the latest available data is shown in the following tables:

**Global Objective of the OPE:** Ensuring long-term competitiveness of Slovakia by adapting the education system to the needs of a knowledge society:

Table no. 3:

Indicator title	Unit	Initial value		Target value	Current status (Source: Eurostat)	Evaluation
		year	value	year 2013		
Human Resources Expenditure (total public expenditure for education) as a share of GDP	%	2003	4.4	5.2	<b>3.59</b> (year 2008)	<b>Not fulfilled</b>
Share of employment in total	%	2005	57.7	63.4	<b>5.8</b> (year 2010)	<b>Being fulfilled</b>
Share of population involved in lifelong learning, aged 25-64	%	2005	4.6	12.5	<b>2.8</b> (year 2010)	<b>Not fulfilled</b>
Graduates of tertiary university level	number	2005	8.3	12	<b>2.1</b> (year 2009)	<b>Not fulfilled / Wrong values</b>
High-school graduates	%	2005	91.8	92	<b>93.2</b> (year 2010)	<b>Being fulfilled</b>
Share of population (aged 18-24) with lower high-school diplomas not participating in further education.	%	2006	6.4	5.5	<b>4.7</b> (year 2010)	<b>Being fulfilled</b>

Implementation of the global objective of the OPE is monitored through the implementation of six context indicators. According to the data available from EUROSTAT the indicators are only partially being fulfilled. The biggest challenges are public expenditure on education, which follows a downward trend in Slovakia, and the share of population in lifelong learning, which has also been decreasing since 2005. The values of the indicator titled, 'number of graduates of tertiary university level' per 1000 inhabitants are probably set incorrectly, as the current situation is significantly different from the initial value. On the other hand, there has been a positive evolution of the employment, the share of young high-school graduates and

the share of population with lower high-school diplomas not participating in further education.

***The main objective of Priority Axis 1 Reform of education and training system*** To implement the education reform at elementary and high schools and to promote quality improvement at universities, as well as the quality of human resources in research and development, in order to prepare graduates for the existing and potential needs of knowledge society and the labour market.

Table no. 4:

Indicator title (Priority axis 1)	Unit	Status			Evaluation
		Initial	Expected	Implementation as of 06/30/2011 MA+IBMA	
Schools successful in repeated quality assessment	%	0	90	0	<b>Not being fulfilled (not contracted)</b>
Share of high-school graduates placed in the labour market	%	0	80	0	<b>Not being fulfilled (not contracted)</b>
Number of new educational programmes	Number	0	120	1,303	<b>Being fulfilled</b>
Number of teachers who pursued further education	Number	0	50,000	0	<b>Not being fulfilled (contracted)</b>
Number of trainings for teachers	Number	0	15	665	<b>Being fulfilled</b>
Share of universities that increased their effectiveness and management quality through the OPE	%	0	50	0	<b>Not being fulfilled (contracted)</b>
Share of partnerships and research and innovation networks running after termination of support from the OPE	%	0	80	0	<b>Not being fulfilled (not contracted)</b>
Share of university graduates placed in the labour market	%	0	90	0	<b>Not being fulfilled (not contracted)</b>
Share of R&D employees participating in further education	%	0	30	358 (*)	<b>Not being fulfilled (contracted)</b>
Number of projects to develop human capital in centres of excellence at universities and the SAS	Number	0	20	0	<b>Not being fulfilled (not contracted)</b>
Share of R&D employees involved in international research projects	%	0	20	0	<b>Not being fulfilled (not contracted)</b>
Number of partnerships and networks in research and innovations funded by OPE	Number	0	30	0	<b>Not being fulfilled (not contracted)</b>
PISA Index	Number	1,462	1,500	1,464	<b>Impact indicator</b>
Graduates of tertiary university level	Number / 1000 inh.	8.3	12	2.2	<b>Impact indicator</b>

(\*) – IBMA ASFEU indicates this value as a number

***The main objective of Priority Axis 2 Further education as a tool for developing human capital*** To create and develop an effective system for lifelong learning and counselling that

would focus on developing key competencies and deepening know-how available for all Slovak citizens throughout their life, depending on existing and potential knowledge society needs.

Table no. 5:

Indicator title (Priority axis 2)	Unit	Status			Evaluation
		Initial	Expected	Implementation as of 06/30/2011 MA+IBMA	
Share of networks created as part of Learning Regions that are still in existence after the termination of OPE support	%	0	80	0	Not being fulfilled (not contracted)
Number of trainers who pursued further education	Number	0	1,000	0	Not being fulfilled (not contracted)
Number of supported programmes in further education	Number	0	150	133	Being fulfilled
Number of new networks created during as part of Learning Regions	Number	0	20	0	Not being fulfilled (contracted)
Share of healthcare professionals who remained in health system after completing further education	%	0	80	100	Being fulfilled
Share of healthcare professionals who pursued further education	%	0	7	0.12	Not being fulfilled (contracted)
Share of training programmes for further education of healthcare professionals	Number	0	20	0	Not being fulfilled (not contracted)
Share of population participating in lifelong learning, aged 25-64	%	4.6	12.5	-	Not being fulfilled (contracted)

***The main objective of Priority Axis 3*** Promoting education for persons with special educational needs: To increase the level of education for persons with special educational needs, focused specifically on MRC:

Table no. 6:

Indicator title (Priority axis 3)	Unit	Status			Evaluation
		Initial	Expected	Implementation as of 06/30/2011 MA+IBMA	
Number of pupils with SEN participating in educational programmes	Number	0	10,000	5,413	Being fulfilled
Number of formal education programmes for persons with SEN	Number	0	15	55	Being fulfilled
Number of persons involved in social inclusion programmes for persons with SEN who were trained in further education programmes	Number	0	35,000	0	Not being fulfilled (not contracted)
Number of further education programmes for persons involved in social inclusion programmes for persons with SEN	Number	0	35	0	Not being fulfilled (not contracted)

Share of placed graduates from formal education programmes for persons with SEN	%	0	40	0	<b>Not being fulfilled (not contracted)</b>
Share of placed graduates from further education programmes for persons with SEN	%	0	40	0	<b>Not being fulfilled (not contracted)</b>
Failure rate of pupils from socially disadvantaged backgrounds at elementary schools	%	65.4	50	-	<b>Not being fulfilled (contracted)</b>

**The main objective of Priority Axis 4** Modern education for knowledge economy for the Bratislava region: To improve the quality and access to further education with an emphasis on the transformation of the curriculum towards developing core competencies in order to ensure long-term competitiveness of the Bratislava region.

Table no. 7:

Indicator title (Priority axis 4)	Unit	Status			Evaluation
		Initial	Expected	Implementation as of 06/30/2011 MA+IBMA	
Number of new educational programmes	Number	0	80	224	<b>Being fulfilled</b>
Schools successful in repeated quality assessment	%	0	90	0	<b>Not being fulfilled (contracted)</b>
Number of teachers who pursued further education	Number	0	7,000	0	<b>Not being fulfilled (contracted)</b>
Number of trainings for teachers	Number	0	15	78	<b>Being fulfilled</b>
Graduates of tertiary university level	Number / 1,000 inh.	8.3	12	2.2	<b>Impact indicator</b>
Share of R&D employees staff participating in further education	%	0	30	35 (*)	<b>Not being fulfilled (contracted)</b>
Number of projects to develop human capital in centres of excellence at universities and at the SAS	Number	0	10	0	<b>Not being fulfilled (not contracted)</b>
Share of R&D employees involved in international research projects	%	0	20	0	<b>Not being fulfilled (not contracted)</b>
Number of partnerships and research and innovation networks funded by OPE	Number	0	15	0	<b>Not being fulfilled (not contracted)</b>
Share of partnerships and research and innovation networks running after termination of support from OPE	%	0	80	0	<b>Not being fulfilled (not contracted)</b>
Share of population participating in lifelong learning, aged 25 – 64	%	4.6	12.5	-	<b>Not being fulfilled (contracted)</b>

Based on the values of indicators as of June 30, 2011, it can be concluded that from a total of 40 indicators on the level of Priority Axes 1 to 4:

- 8 indicators are being fulfilled or their value has been exceeded;
- 12 indicators are not being fulfilled but project contract have been concluded and entered in the ITMS with this indicator as of 06/30/2011;
- 17 indicators are not being fulfilled and, as of 06/30/2011, no project were concluded and entered into the ITMS for this indicator (for some indicators, however, applications under review were recorded in the ITMS, so they are likely to be implemented);
- 3 indicators are impact indicators, so they will be monitored and evaluated only after the implementation of their projects.

**Conclusion:** According to the current values of measurable indicators at the level of OPE and priority axes, objectives and their fulfilment cannot be clearly evaluated.



#### **4.4 Is it necessary to change/amend the OPE objectives to reflect new legislation in Slovakia (or EU) since the beginning of the OPE implementation?**

Since the launch of the OPE implementation several important laws related to education have been adopted. The legislation focused primarily on regional education (Act no. 245/2008 Coll. on Upbringing and Education (the School Act), Act No. 184/2009 Coll. on Vocational Education and Training, and Act no. 317/2009 Coll. on pedagogical staff and specialists) and further education (Act no. 568/2009 Coll. on lifelong learning).

A more detailed description of all four acts is provided in Chapter 4.10. Is the OPE implementation taking place in accordance with the strategic materials adopted by the Ministry of Education, Science, Research and Sports?

At the EU level no legislation has been passed that would require changes or adjustments of the OPE objectives.

Table no. 8 shows the compliance of the OPE targets with the recently adopted Slovak legislation:

Table no. 8:

Priority axis / Measure	Objective of the priority axis / measure	Compliance of OPE objectives with new legislation			
		245/2008 (the School Act)	184/2009 (on Vocational Education and Training)	317/2009 (on Pedagogical Staff and Specialists)	568/2009 (on Lifelong Learning)
Priority axis 1 Reform of education system and vocational training	<i>Main objective:</i> To implement the education reform at elementary and high schools and to promote quality improvement at universities, as well as the quality of human resources in research and development, in order to prepare graduates for the existing and potential needs of knowledge society and the labour market.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
1.1 Transforming traditional schools into modern facilities	<i>Objective of the measure:</i> To transform elementary and high schools using innovative teaching methods and to prepare their students for existing and potential knowledge society needs, as well as for further education at universities or other institutions.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To improve school administration and management and to motivate their leadership to open the schools more to the needs of local communities.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To ensure institutional quality of schools and educational facilities.	The objective is compliant with	The objective is compliant with	The objective is compliant with	The objective is not directly related to the

		the legislation.	the legislation.	the legislation.	legislation
1.2 Universities and research and development as driving forces of knowledge society development	<i>Objective of the measure:</i> To promote education quality improvement and to facilitate development of human resources in research and development in order to help universities adapt to current and potential knowledge society needs.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To adapt higher education to the needs of knowledge society.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To promote high-quality instruction at universities.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To increase the quality and to promote personal growth of R&D employees.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To promote cooperation among universities, research and development centres and the private sector at the state and international level.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
2 Further education as a tool for developing human capital	<i>Main objective:</i> To create and develop an effective system for lifelong learning and counselling that would focus on developing key competencies and deepening know-how available for all Slovak citizens throughout their life, depending on existing and potential knowledge society needs.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
2.1 Promoting further education	<i>Objective of the measure:</i> To increase the quality of further education while focusing on the development of key competencies and deepening employees' know-how.	The objective is not directly related to the	The objective is not directly related to the	The objective is not directly related to the	The objective is compliant with

		legislation	legislation	legislation	the legislation.
	<i>Specific objective:</i> To increase the quality of further education programmes and institutions and to strengthen the system of quality control; and to promote innovations in teaching methods and subject matters.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
	<i>Specific objective:</i> To increase the share of economically active population that takes part in further education programmes and to raise awareness of lifelong learning opportunities.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
	<i>Specific objective:</i> To improve and refresh key competences and to offer continuing education for persons in the labour market, in accordance with existing and potential knowledge society needs.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
	<i>Specific objective:</i> To create a system of compatibility and permeability in formal and informal education.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
2.2 Promoting further education in healthcare	<i>Objective of the measure:</i> To promote education of healthcare professionals, with regard to changes in legislation and reform of the healthcare system.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
	<i>Specific objective:</i> To create well-qualified human resources in healthcare system as part of the healthcare reform.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.
	<i>Specific objective:</i> To introduce innovation and to increase quality in further education in healthcare.	The objective is not directly related to the	The objective is not directly related to the	The objective is not directly related to the	The objective is compliant with the legislation.

		legislation	legislation	legislation	
3 Promoting education for persons with SEN	<i>Main objective:</i> To increase the level of education for persons with special educational needs, focusing specifically on MRC.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
3.1 Bolstering educational levels of members of marginalised groups	<i>Objective of the measure:</i> To increase the level of education of MRC members by facilitating their access to formal and further education.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To promote social inclusion of MRC members by facilitating their access to formal education and by helping them acquire skills needed in the labour market.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To further educate MRC members, as well as persons working on their integration into society.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation
3.2 Bolstering educational levels of persons with SEN	<i>Objective of the measure:</i> To increase the level of education of persons with SEN by facilitating their access to formal and further education.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To promote social inclusion of persons with SEN by facilitating their access to formal education and by helping them acquire skills needed in the labour market.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To further educate persons with SEN, as well as persons working on their integration into society.	The objective is not directly related to the	The objective is not directly related to the	The objective is not directly related to the	The objective is compliant with the legislation.

		legislation	legislation	legislation	
4 Modern education for knowledge economy for the Bratislava region	<i>Main objective:</i> To improve the quality and access to further education with an emphasis on the transformation of the curriculum towards developing core competencies in order to ensure long-term competitiveness of the Bratislava region.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
4.1 Transforming traditional schools into modern facilities in the Bratislava region	<i>Objective of the measure:</i> To transform elementary and high schools using innovative teaching methods and to prepare their students for existing and potential knowledge society needs, as well as for further education at universities or other institutions.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
	<i>Specific objective:</i> To ensure institutional quality of schools and educational facilities.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is compliant with the legislation.	The objective is not directly related to the legislation
4.2 Increasing the competitiveness of the Bratislava region through the development of higher and further education	<i>Objective of the measure:</i> To improve the quality and adapt the content of university education, promote research and development and develop an effective system of LLL and LLG in line with current and prospective needs of the knowledge society. The effort to strengthen research, development and innovation activities aims at promoting balanced development and increased competitiveness of the Bratislava region.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To adapt higher education to the needs of knowledge society.	The objective is not directly	The objective is not directly	The objective is not directly	The objective is not directly

		related to the legislation	related to the legislation	related to the legislation	related to the legislation
	<i>Specific objective:</i> To increase the quality and to promote personal growth of R&D employees.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To promote cooperation among universities, research and development centres and the private sector at the state and international level.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation
	<i>Specific objective:</i> To increase the quality of further education programmes and institutions, including the creation of a system of compatibility and permeability between formal and informal education, and to increase the share of economically active population that takes part in further education programmes.	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is not directly related to the legislation	The objective is compliant with the legislation.

**Conclusion:** No discrepancy has been found between the newly adopted legislation and the objectives defined in the OP Education. Thus, no changes or amendments are necessary to the OPE objectives.

## 4.5 Does the structure of OPE priority axes and measures need to be updated?

In accordance with the socio-economic analysis and the strategic focus of intervention, five priority axes were created to help achieve the global OPE objective, which can be broken down into the following measures:

- 1 Reform of education and training system
  - 1.1 Transforming traditional schools into modern facilities
  - 1.2 Universities and R&D centres as driving forces to develop knowledge society
- 2 Further education as a tool for developing human capital
  - 2.1 Promoting further education
  - 2.2 Promoting further education in healthcare
- 3 Promoting education for persons with SEN
  - 3.1 Bolstering educational levels of members of marginalised groups
  - 3.2 Bolstering educational levels of persons with SEN
- 4 Modern education for knowledge economy for the Bratislava region
  - 4.1 Transforming traditional schools into modern facilities in the Bratislava region
  - 4.2 Increasing the competitiveness of the Bratislava region through the development of higher and further education
  - 4.3 Technical Assistance for Regional Competitiveness and Employment objective
- 5 Technical assistance for Objective Convergence

The intervention logic of the programme, as well as the structure of priority axes and measures is transparent and comprehensible. In a logical and well-structured way it covers the needs and challenges of target groups identified in the OP strategy, and combines them into relevant thematic units. The programme also covers well the same and similar interventions for the Convergence Objective and the Regional Competitiveness and Employment Objective.

None of the analyses carried out as an answer to the other evaluation questions indicates the need to update the structure of the priority axes and their measures. Similarly, all interviewed persons (representatives of regional education departments, universities and further education centres at the MESRS, as well as beneficiaries) agreed that the operational programme is programmed well, and its objectives and priorities are drafted in a broad and future-proof manner.

**Conclusion:** The structure of OPE priority axes and their measures does not need to be updated.



## 4.6 Are the target values of measurable OPE indicators relevant and achievable?

The target values of context indicators at the level of the operational programme and indicators at the level of priority axes are listed in Annex no. 5 of the OPE, together with the definition of indicators and the methodology for their calculation.

Table no. 9: Expected values of context indicators:

Context indicator title	Indicator definition	Unit	Initial value		Target value
			Year	Value	Year 2013
<b>1. Human Resources Expenditure (total public expenditure for education) as a share of GDP</b>	Human Resources Expenditure (total public expenditure for education) as share of GDP	%	2003	4,4	5,2
<b>2. Share of employment in total</b>	share of employment in total (share of employed aged 15-64 on total population in a given age range)	%	2005	57,7	63,4
<b>3. % of population participating in Lifelong learning, aged 25 – 64</b>	% of population involved in lifelong learning that exceeded 4 hours at the time of the survey, aged 25-64 (EU benchmark)	%	2005	4,6	12,5
<b>4. Graduates of tertiary university level</b>	number of graduates of tertiary university level (PhD graduates) per 1,000 inhabitants aged 20-29	number	2005	8,3	12
<b>5. High-school graduates</b>	Share of population aged 20-24 who graduated at least from high- or post-secondary schools (EU benchmark)	%	2005	91,8	92
<b>6. Share of population (aged 18-24) with lower high-school diplomas not participating in further education</b>	share of population (18-24) with lower high-school education (primary or secondary education without A level - ISCED 0, 1, 2, 3C), who do not continue in education and drop out the school system - "early school leavers" (EU benchmark)	%	2006	6,4	5,5

According to the EUROSTAT data, the development of the values of context indicators is as follows:

(Source: [http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search\\_database](http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database))

**Table No. 10: Development of human resources expenditure as a share of GDP (the numbers only until 2008):**

Country/Year	2003	2004	2005	2006	2007	2008
Czech Republic	4.51	4.37	4.26	4.60	4.20	4.08
Germany	4.70	4.59	4.53	4.40	4.50	4.55
Estonia	5.29	4.92	4.88	4.75	4.85	5.67
Ireland	4.38	4.70	4.75	4.76	4.90	5.62
Latvia	5.32	5.07	5.06	5.07	5.00	5.71
Lithuania	5.16	5.19	4.90	4.84	4.67	4.91
Hungary	5.89	5.41	5.47	5.42	5.20	5.10
Austria	5.57	5.52	5.48	5.46	5.40	5.46
Poland	5.35	5.41	5.47	5.25	4.91	5.09
<b>Slovakia</b>	<b>4.30</b>	<b>4.20</b>	<b>3.85</b>	<b>3.80</b>	<b>3.62</b>	<b>3.59</b>

**Table no. 11: Change in the rate of employment in total (15-64):**

Country/Year	2003	2004	2005	2006	2007	2008	2009	2010
Czech Republic	64.7	64.2	64.8	65.3	66.1	66.6	65.4	65.0
Germany	65.0	65.0	66.0	67.5	69.4	70.1	70.3	71.1
Estonia	62.9	63.0	64.4	68.1	69.4	69.8	63.5	61.0
Ireland	65.5	66.3	67.6	68.7	69.2	67.6	61.8	60.0
Latvia	61.8	62.3	63.3	66.3	68.3	68.6	60.9	59.3
Lithuania	61.1	61.2	62.6	63.6	64.9	64.3	60.1	57.8
Hungary	57.0	56.8	56.9	57.3	57.3	56.7	55.4	55.4
Austria	68.9	67.8	68.6	70.2	71.4	72.1	71.6	71.7
Poland	51.2	51.7	52.8	54.5	57.0	59.2	59.3	59.3
<b>Slovakia</b>	<b>57.7</b>	<b>57.0</b>	<b>57.7</b>	<b>59.4</b>	<b>60.7</b>	<b>62.3</b>	<b>60.2</b>	<b>58.8</b>

**Table no. 12: Change in share of population participating in lifelong learning, aged 25-64 years**

Country/Year	2003	2004	2005	2006	2007	2008	2009	2010
Czech Republic	5.1	5.8	5.6	5.6	5.7	7.8	6.8	7.5
Germany	6.0	7.4	7.7	7.5	7.8	7.9	7.8	7.7
Estonia	6.7	6.4	5.9	6.5	7.0	9.8	10.5	10.9
Ireland	5.9	6.1	7.4	7.3	7.6	7.1	6.3	6.7
Latvia	7.8	8.4	7.9	6.9	7.1	6.8	5.3	5.0
Lithuania	3.8	5.9	6.0	4.9	5.3	4.9	4.5	4.0
Hungary	4.5	4.0	3.9	3.8	3.6	3.1	2.7	2.8
Austria	8.6	11.6	12.9	13.1	12.8	13.2	13.8	13.7
Poland	4.4	5.0	4.9	4.7	5.1	4.7	4.7	5.3
<b>Slovakia</b>	<b>3.7</b>	<b>4.3</b>	<b>4.6</b>	<b>4.1</b>	<b>3.9</b>	<b>3.3</b>	<b>2.8</b>	<b>2.8</b>

On the EUROSTAT web page, only data for university education in total were found for ages 20-29 (ISCED 5-6) and for ages 25-34 (ISCED 6- doctoral candidates).

**Table no. 13: Change in number of graduates (ISCED 5-6) in 1000 people aged 20-29:**

Country/Year	2003	2004	2005	2006	2007	2008	2009
Czech Republic	28.1	33.0	37.0	44.4	50.9	59.0	64.5
Germany	32.0	33.4	35.7	37.0	38.6	40.5	47.2
Estonia	51.7	52.8	60.0	58.0	62.8	55.7	55.6
Ireland	82.6	84.0	86.9	82.5	79.2	80.0	79.6
Latvia	63.9	72.3	78.2	78.2	78.0	69.2	73.6
Lithuania	73.0	80.0	86.7	89.5	87.3	84.5	87.8
Hungary	42.5	43.2	48.1	46.7	46.3	44.9	49.6
Austria	28.8	30.1	31.9	33.4	34.7	41.2	48.6
Poland	77.8	77.5	78.7	78.5	83.2	87.6	91.1
<b>Slovakia</b>	<b>34.5</b>	<b>38.2</b>	<b>39.4</b>	<b>43.7</b>	<b>50.9</b>	<b>72.2</b>	<b>84.8</b>

**Table no. 14: Change in number of graduates (ISCED 6) per 1,000 inhabitants aged 25-34:**

Country/Year	2003	2004	2005	2006	2007	2008	2009
Czech Republic	0.9	1.0	1.1	1.2	1.3	1.4	1.4
Germany	2.1	2.2	2.6	2.5	2.5	2.6	2.6
Estonia	1.2	1.1	0.7	0.8	0.8	0.8	0.8
Ireland	1.1	1.1	1.2	1.4	1.4	1.4	1.5
Latvia	0.2	0.3	0.4	0.3	0.5	0.4	0.5
Lithuania	0.5	0.6	0.7	0.7	0.8	0.8	0.9
Hungary	0.7	0.6	0.7	0.6	0.7	0.7	0.9
Austria	1.9	2.2	2.0	2.0	1.9	2.0	2.1
Poland	1.0	1.0	1.0	1.0	1.0	0.9	0.8
<b>Slovakia</b>	<b>2.5</b>	<b>1.0</b>	<b>1.2</b>	<b>1.4</b>	<b>1.5</b>	<b>1.8</b>	<b>2.1</b>

**Table no. 15: Change in share of population aged 20-24 who graduated from high- or post-secondary schools:**

Country/Year	2003	2004	2005	2006	2007	2008	2009	2010
Czech Republic	92.1	91.4	91.2	91.8	91.8	91.6	91.9	91.9
Germany	72.5	72.8	71.5	71.6	72.5	74.1	73.7	74.4
Estonia	81.5	80.3	82.6	82.0	80.9	82.2	82.3	83.2
Ireland	85.1	85.3	85.8	85.8	86.8	87.7	87.0	88.0
Latvia	75.4	79.5	79.9	81.0	80.2	80.0	80.5	79.9
Lithuania	84.2	85.0	87.8	88.2	89.0	89.1	86.9	86.9
Hungary	84.7	83.5	83.4	82.9	84.0	83.6	84.0	84.0
Austria	84.2	85.8	85.9	85.8	84.1	84.5	86.0	85.6
Poland	90.3	90.9	91.1	91.7	91.6	91.3	91.3	91.1
<b>Slovakia</b>	<b>94.1</b>	<b>91.7</b>	<b>91.8</b>	<b>91.5</b>	<b>91.3</b>	<b>92.3</b>	<b>93.3</b>	<b>93.2</b>

**Table no. 16: Change in share of population (aged 18-24) with lower high-school diplomas not participating in further education:**

Country/Year	2003	2004	2005	2006	2007	2008	2009	2010
Czech Republic	6.5	6.3	6.2	5.1	5.2	5.6	5.4	4.9
Germany	12.8	12.1	13.5	13.6	12.5	11.8	11.1	11.9
Estonia	12.9	13.1	13.4	13.5	14.4	14.0	13.9	11.6
Ireland	13.1	13.1	12.5	12.1	11.6	11.3	11.3	10.5
Latvia	18.0	14.7	14.4	14.8	15.1	15.5	13.9	13.3
Lithuania	11.4	10.5	8.1	8.2	7.4	7.4	8.7	8.1
Hungary	12.0	12.6	12.5	12.6	11.4	11.7	11.2	10.5
Austria	9.0	9.5	9.1	9.8	10.7	10.1	8.7	8.3
Poland	6.0	5.6	5.3	5.4	5.0	5.0	5.3	5.4
<b>Slovakia</b>	<b>5.3</b>	<b>6.8</b>	<b>6.3</b>	<b>6.6</b>	<b>6.5</b>	<b>6.0</b>	<b>4.9</b>	<b>4.7</b>

The indicator titled, 'Human Resources Expenditure' is expected to attain 5.2% of GDP in 2013. According to the EUROSTAT data, this share was decreasing annually until 2008. In 2008 it reached only 3.59% of GDP, which is the lowest level compared to all the evaluated countries. As early as in 2008 the share of GDP in four countries exceeded the expected value for Slovakia in 2013 (5.2% of GDP). It is therefore necessary to implement the OPE, which could help Slovakia reach the expected value and increase it in the following years, also with the future help from the EU in education. The value (5.2% of GDP) can be considered relevant. Given the amount of financial resources allocated to the OPE, the target value is attainable.

The indicator titled, 'Rate of employment in total' is expected to attain 63.4% of GDP in 2013. According to the EUROSTAT data, this share in Slovakia fluctuated during the evaluated years between 57% (in 2004) and 62.3% (in 2008). In 2010 the share of employment reached 58.8%. Given the statistical data from countries under survey (in 2010 only three countries exceeded the expected value for Slovakia in 2013, i.e. 63.4%), the expected value can be

considered relevant. Given the current financial and economic situation in the EU, it will be difficult to attain the expected value.

The indicator titled, 'Share of population participating in lifelong learning' is expected to attain 12.5% in 2013, which is also the EU benchmark. According to the EUROSTAT data, this share grew until 2005 when it reached 4.6%. From then it dropped annually until it hit 2.8% in 2009 and 2010. From the countries surveyed, only Austria records more than 12.5%. Other countries do not reach the expected value (12.5%) and are not expected to reach it by 2013. It is unlikely that Slovakia reaches this value by 2013, either. Since the value serves as the EU benchmark, it must be considered relevant for the period when it was set up. Recent developments have shown, however, that it will not be reached by many countries by 2013. Given the development of the indicator, it is clear that the target value is unlikely to be reached.

The indicator titled, 'Graduates of tertiary university studies' is expected to reach 12 in 2013. Relevant statistical data was not found on the EUROSTAT web page. According to the statistics titled the Development in number of graduates (ISCED 6) in 1000 persons aged 25-34 the values in 2009 fluctuated between 0.5 (Latvia) and 2.6 (Germany). The value in Slovakia reaches 2.1 in 2009. Since doctoral studies can begin after university graduation, i.e. when graduates are 24-25 old, the age range 25-34 is set realistically. To reach the value of 12 in 2013 is not relevant and the value expected will not be reached.

The indicator titled, 'Share of young high-school graduates' is expected to attain 92% in 2013, which is also the EU benchmark. According to the EUROSTAT data, this share in Slovakia fluctuated during the evaluated years between 91.3% (in 2007) and 94.1% (in 2003). In 2010 it reached 93.2%. Since 2007 Slovakia has reached the best results among all the countries surveyed. The expected value (92%) for 2013 is relevant and has already been reached.

The indicator titled, 'Share of population (aged 18-24) with lower high-school diplomas not participating in further education' is expected to reach 5.5% in 2013, which is also the EU benchmark. According to the EUROSTAT data, this share in Slovakia fluctuated during the evaluated years between 4.7% (in 2010) and 6.8% (in 2004). In the last three years Slovakia has reached the best results from all the countries surveyed. The expected value (5.5 %) for 2013 is relevant and is achievable.

Priority Axis 1 indicators: Reform of education system and vocational training has these expected initial and target values:

Table no. 17:

Title	Status quo			
	Initial	Expected	Implementation as of 12/31/2010, MA + IBMA	Implementation as of 06/30/2011, MA + IBMA
Schools successful in repeated quality assessment	0	90	0	0
Share of high-school graduates placed in the labour market	0	80	0	0
Number of new educational programmes	0	120	422	1,303
Number of teachers who pursued further education	0	50,000	0	0
Number of trainings for teachers	0	15	587	665
Share of universities that have increased their effectiveness and management quality through the OPE	0	50	0	0
Share of partnerships and research and innovation networks running after termination of support from the OPE	0	80	0	0
Share of university graduates placed in the labour market	0	90	0	0
Share of R&D employees participating in further education	0	30	0.58	358 (*)
Number of projects to support human resources in centres of excellence at universities and the SAS	0	20	0	0
Share of R&D employees involved in international research projects	0	20	0	0
Number of partnerships and research and innovation networks funded by the OPE	0	30	0	0
PISA Index (number)	1,462	1,500	1,464	---
Graduates of tertiary university level (number / 1,000 inhabitants)	8.3	12	2.2	---

(\*) – IBMA ASFEU indicates this value as a number

#### The indicator titled, 'Schools successful in repeated quality assessment'

The National School Inspection will perform, in a selected sample of elementary and high schools that are beneficiaries of NRF from the OPE, comprehensive inspections (to check the quality of conditions, results and management) immediately before the project launch and one to three years after its completion. The National School Inspection will carry out complex inspections as part of the implementation of the national project titled 'External quality assessment of schools, promoting their self-evaluation processes and development.' In an ideal scenario each elementary and high school implementing the project would be fully (i.e. 100%) successful in re-evaluation. The value of 90% is therefore relevant and achievable

#### The indicator titled, 'Share of high-school graduates placed in the labour market'

Educational programmes at high schools that are implemented through OPE also aim to prepare high school graduates for successful placement in the labour market and/or to successfully pass entrance examinations for universities. The best result was 100% placement. The expected value of 80% successfully placed high school graduates that was due to the implementation of OPE should, in our view, be higher, as the overall unemployment rate of high school graduates in 2011 ranged between 14% and 15%. With such an understanding of the indicator, the target value is achievable.

The indicator titled, 'Number of new educational programmes'

The methodology for monitoring the value of this indicator is defined as follows: "Given the need for systemic solution for education reform on all its levels, it is expected that there will be national projects implemented as part of the school reform in regional education (approx. 50 for elementary and high schools), and demand-driven projects carried out at universities (approx. 70 projects).

At the time of the OPE creation and determination of the expected values, the 'new educational programme' at elementary and high schools was defined as a programme that would be implemented at all Slovak schools (the new School Act had not yet been in force). The expected value of 50 for elementary and high schools can, therefore, be considered as relevant. There are currently 32 universities in Slovakia; i.e. there are 2 new educational programmes per one school. Since OPE projects and the preparation of new educational programmes are time-consuming, it is realistic to expect two NRF applications per one applicant. The number of 70 new educational programs for universities is relevant.

The target value has already been substantially exceeded.

The indicator titled, 'Number of teachers who pursued further education'

The measuring methodology of this indicator states the following: 'The target value of 50,000 represented about 70% of the total number of teachers in non-Bratislava regions in 2005.' The need for systemic solutions to further education of teachers calls, in particular, for the implementation of national projects.

In terms of society as a whole the expected value can be considered relevant.

In terms of time, problems may occur during trainings for such a large number of teachers. Since trainings will take place for 7 years between 2009 and 2015, the total number of training days available equals to 2,555 (7 x 365). Given 30 persons per training, 1,666 trainings will be necessary for 50,000 teachers. For two-day trainings this number will double: 3,332 days.

It means that one or two trainings would have to take place every day, including bank holidays, vacation days and weekends.

This can prove difficult, given the number of trainers available and their workload. Many trainers teach in their free time; participants have their own work commitments during the year. Many teachers would also have to take part in more than one training. To recognize the participation of the same person in several trainings will only be possible by checking the attendance sheets or applications for trainings. To check such a large number of documents in order to find repeated names will be lengthy and laborious.

The target value can prove to be difficult to reach.

The indicator titled, 'Number of trainings for teachers'

The measuring methodology of this indicator states the following: 'Given the need for a systemic solution to further education, the implementation of national projects was needed in particular', i.e. it was expected that trainings would be managed through national projects and thus teachers throughout Slovakia (except the Bratislava region) would attend the same trainings. This way, there would not have to be so many trainings. They would be repeated very often. In such a scenario, their number would be relevant.

Legislative changes that enabled and encouraged specific targeting, as well as various forms of further education, have led to the expansion of educational programmes and their focus. As a result, the number of trainings has multiplied and its expected value has already been exceeded.

The indicator titled, 'Share of universities that have increased their effectiveness and management quality through the OPE'

Since the MA aimed at increasing the effectiveness of management at one in two universities, the expected value (50%) is relevant.

Only 13 universities that list the indicator in their projects responded to the call OPV-2010/1.2/02-SORO, of which only 6 have been successful. It represents approx. 27% of all the 22 universities outside the Bratislava region. If no new call is launched for this area of activity the target value will not be achieved.

The indicator titled, 'Share of partnerships and research and innovation networks running after the termination of support from OPE'

The goal is to create as many long-term or durable partnerships as possible. Therefore, the expected value of 80% is relevant. So far none of the applicants that listed the indicator titled 'Number of partnerships and research and innovation networks still running after the termination of the support from OPE' has been successful. If no new call is launched for this area of activity the target value will not be achieved.

The indicator titled, 'Share of university graduates placed in the labour market'

Educational programmes at universities implemented through the OPE also aim at preparing university graduates for successful placement in the labour market. The best result would account for a 100% placement, i.e. no university graduates would be registered as unemployed.

The expected value of 90% of successfully placed graduates who pursued the activities within the OPE that is, in our view, very low. The total unemployment of university graduates in Slovakia is less than 10%.

The target value is achievable.

The indicator titled, 'Share of R&D employees participating in further education'

Since the MA aimed at involving one in three of R&D employees, the expected value of the indicator (30%) is relevant.



Under the call OPV-2009/1.2/01-SORO projects are being implemented that have indicators 'Number of employees successfully completing a training program' and 'Number of employees involved in educational activities of the project.' There is no indicator monitoring the number of R&D employees.

The IBMA AMESRS monitoring report states that the value of the indicator has reached 358 as of June 30, 2011. Seven applications for NRF have been submitted that list the indicator, 'Number of R&D employees participating in further education'. They are still being reviewed. The expected value is 236 in total.

Therefore, if no other calls are announced or published, the target value will not be reached.

The indicator titled, 'Number of projects to support human resources in centres of excellence at universities and at the SAS'

Under the R&D operational programme that directly supports the creation of centres of excellence, in the 2008 call to create centres of excellence, 17 projects were approved for the Bratislava region and 28 for regions outside of Bratislava.

The goal of the MA for OPE was to promote the development of human capital in research and development in at least three centres of excellence each year. The number of 20 projects is a relevant value, given the duration of the programming period.

The current value achieved for this indicator was 0 as of June 30, 2011. Only three AfNRFs were submitted as part of the call OPV-2010/1.2/02-SORO that stated this indicator with the expected value of 1. They are still being reviewed. Therefore, if no other calls are announced or published, the target value will not be reached.

The indicator titled, 'Share of R&D employees involved in international research projects'

The expected value (20%) is based on the plan to involve one in five R&D employees in multinational research projects and thus to involve them in further training. It can be considered as relevant.

The current value achieved for this indicator was 0 as of June 30, 2011. Under the call OPV-2010/1.2/02-SORO only 1 application for NRF has been submitted, which lists the expected value of 20 R&D employees involved in multinational research projects. It is still being reviewed. It means that the target value (2,000 - 3,000 employees) will not be reached.

The indicator titled, 'Number of partnerships and research and innovation networks funded by the OPE'

The IBMA intended to support at least four partnerships, research and innovation networks per year. The number of 30 projects is a relevant value, given the duration of the programming period.

Since that first call listing this indicator was launched on Dec 31, 2010, the aim of the MA to support at least four partnerships, i.e. research and innovation networks, will not be fulfilled. None of the applicants for the NRF that stated the indicator in this call has been successful. It is likely that the expected value will not be reached.

The indicator titled, 'PISA index'

Given the results of other countries, the expected value is relevant. It should be noted that this indicator will be difficult to follow, as EUROSTAT monitors values for states as a whole, while the OPE under Priority Axis 1 covers only non-Bratislava self-governing regions. After the implementation of the OPE activities it is likely that the index value will be achieved.

The indicator titled, 'Graduates of tertiary university level (number per 1,000 inhabitants)'

The relevance and attainability of the expected value for this indicator is evaluated as part of OPE context indicators.

Priority axis 2 indicators: Further education as a tool to develop human capital has the following initial and target values:

Table no. 18:

Title	Status quo			
	Initial	Expected	Implementation as of 12/31/2010, MA + IBMA	Implementation as of 06/30/2011, MA + IBMA
Share of networks created as part of Learning Regions that are still in existence after the termination of OPE support	0	80	0	0
Number of trainers who pursued further education	0	1,000	0	0
Number of supported programmes in further education	0	150	131	133
Number of new networks created as part of Learning Regions	0	20	0	0
Share of healthcare professionals who remained in health system after completing further education programmes	0	80	100	100
Share of healthcare professionals who pursued further education for healthcare professionals	0	7	0.12	0.12
Share of training programmes for further education of healthcare professionals	0	20	0	0
Share of population (in %) participating in lifelong learning, aged 25-64	4.6	12.5	2.8	----

The indicator titled, 'Share of networks created during trainings for regions that are still in existence after the termination of OPE support'

The goal is to create as many long-term or durable Learning Regions as possible. Therefore, the expected value of 80% is relevant.

The written call OPV/K/NP/2010-2 (KomPrax) lists the indicator titled, 'number of networks created as part of Learning Regions that are still in existence after the termination of OPE support' with an expected value of 7. The project is already being implemented.

Within the scope of this project only networks, which are still in existence after the termination of support, seem to be created. The target value is very likely to be achieved.

The indicator titled, 'Number of trainers who pursued further education'

The term 'trainer' in the definition of the indicator is defined as follows: 'A trainer works in education in training centres that are part of further education. He or she must be well-qualified for the position.' The measuring methodology of this expected value states the following: 'Due to the lack of data related to further education, including the number of teachers, the number of 1000 is only an educated guess.' Since it is not possible to determine the number of teachers available for individual areas of education and to measure the level of interest in courses and trainings, the actual relevance of the indicator cannot be assessed.

As of June 30, 2011, only one application for NRF with this indicator was submitted. Since it was rejected, there is no project that would aim at implementing the indicator.

Since the target value of the indicator is only so an educated guess, it is recommended that further calls be launched with this indicator to determine real interest of teachers to upgrade their skills. At present it is not possible to determine whether the target value is attainable or not.

The indicator titled, 'Number of supported programmes in further education'

The indicator 'Number of supported programmes in further education'

The expected value of 150 is based on the plan to support at least 20 further education projects per year. Since 133 projects have been supported as of June 30, 2011, the value can be considered relevant. The target value is achievable.

The indicator titled, 'Number of new networks created as part of Learning Regions'

Indicator 'Number of new networks created as part of Learning Regions'

The expected value of 20 networks is based on the goal to support the creation of at least three networks in each region, with the exception of the Bratislava region.

The relevancy of this value cannot be evaluated, since it is quite a new idea that Slovakia has had experienced with only from pilot projects.<sup>5</sup>

As of now, no AfNRF has been submitted with this indicator. The written call OPV/K/NP/2010-2 (KomPrax) lists the indicator titled, 'number of networks created as part of Learning Regions that are still in existence after the termination of OPE support' with an expected value of 7.

If no other calls are announced or published, the target value will not be reached.

The indicator titled, 'Share of healthcare professionals who remained in health system after completing further education programmes'

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<sup>5</sup> In the programming period 2004 - 2006 under the Operational Programme Human Resources in the Priority no. 3 'Increasing qualification potential and adaptability of employees and persons entering the labour market', under the Measure 3.2 (projects submitted under the call SOP I'Z/JPD BA Objective 3-2005-SORO-NP 1 issued on December 12, 2005) six pilot projects and one project have been implemented that focused on Learning Regions, as part of the Single Programming Document NUTS II Bratislava, Objective 3. The project outputs provided the testing platform for the implementation of the national programme for Learning Regions.

The goal of educational programmes implemented through OPE is, among others, to provide opportunities for professional growth to healthcare professionals and to retain them in healthcare. The best result was 100% retained healthcare professionals.

The expected value of 80% can be, given the current challenges in healthcare, considered relevant; its implementation has reached 100%. Therefore, the value is achievable.

The indicator titled, 'Share of healthcare professionals who pursued further education for healthcare professionals'

A detailed justification for 7% as a share of trained healthcare professionals is presented in the measuring methodology. The value can be considered as relevant. ITMS lists no project with indicators such as 'share, or number of healthcare professionals who pursued further education for healthcare professionals'

Under the call OPE 2008/2.2/03 three applications for NRF were submitted with the indicator, 'number of healthcare professionals who participated in specialized trainings' with the total expected value of 288. They are currently being implemented

It means that to achieve the expected value it is necessary to launch further calls.

The indicator titled, 'Share of training programmes for further education of healthcare professionals'

A detailed justification of the value of 20 as a number of projects supported is presented in the measuring methodology. The value can be considered relevant.

Under the call OPV 2010/2.2/02, 30 applications for NRF have been submitted that list the indicators 'number of new / innovated educational programmes and courses', 'number of new / innovated educational programmes pursued after the termination of the project' and 'number of new educational programmes' with a total value of 80. They are currently being reviewed.

To sum it up, the target value is achievable.

The indicator titled, 'Share of population (in %) participating in lifelong learning, aged 25-64'

The relevance and attainability of the expected value for this indicator is evaluated as part of OPE context indicators.

Priority axis 3 indicators: 'Promoting education for persons with SEN' has the following initial and target values:

Table no. 19:

Title	Status quo			
	Initial	Expected	Status as of 12/31/2010, MA + IBMA	Status as of 06/30/2011 MA + IBMA
Number of pupils with SEN participating in educational programmes	0	10,000	4,595	5,413
Number of formal education programmes for persons with SEN	0	15	14	55
Number of persons involved in social inclusion programmes for persons with SEN who were trained in further education programmes	0	35,000	0	0
Number of further education programmes for persons involved in social inclusion programmes for persons with SEN	0	35	0	0
Share of placed graduates from formal education programmes for persons with SEN	0	40	0	0
Share of placed graduates from further education programmes for persons with SEN	0	40	0	0
Failure rate of pupils from socially disadvantaged backgrounds in elementary schools	65.4	50	62.96	----

The indicator titled, 'Number of pupils with SEN participating in educational programmes'

The managing authority intended to involve about 10% of students from target groups in training programmes, while there are approx. 100,000 students in this category.

As of June 30, 2011 the expected value of 10,000 students had been fulfilled by more than 50%; since MA plans to announce and publish further calls, it is likely that by 2015 the expected value will be achieved. The suggested value to be expected can be considered relevant.

The indicator titled, 'Number of formal education programmes for persons with SEN'

Since there is a need for a systemic solution to the creation of alternative programmes of formal education, the implementation of national projects is expected. The MA planned to create at least 5 projects for each of the target groups of people with SEN (3 groups - marginalized Roma communities, people from socially disadvantaged backgrounds and those with special educational needs).

If the term 'programme' for schools with pupils with special educational needs is viewed as one that will be implemented at all the schools concerned in Slovakia, the expected value of 15 can be considered relevant. If the term 'programme' for schools with pupils with special educational needs is viewed as one that will be implemented at each school separately, i.e. each school will create its new educational programmes, the expected value is underestimated. Since the value of this indicator as of June 30, 2011 had been significantly exceeded, the expected value is already achieved.

The indicator titled, 'Number of persons involved in social inclusion programmes for persons with SEN who were trained in further education programmes'

The measuring methodology of this indicator states the following: Given the need for a systemic solution to education of persons with SEN, it is necessary to train a large number of teachers and others who work with the target groups concerned. The target value represents about half of the teachers at elementary and high schools in Slovakia, since the majority of the target value are teachers "

In terms of society as a whole the expected value of 35,000 can be considered relevant.

Due to time constraints and a limited number of well-qualified trainers, problems likely to occur when such a large number teachers is to be trained.

Under the calls OPV-2011/1.1/06-SORO and OPV-2011/3.1/02 applications for NRF have been submitted with the indicator titled 'Number of persons involved in social inclusion programmes for persons from MRC, who were trained in further education programmes' with an expected cumulative value of 890.

On May 23, 2011 the MA announced a written call for a national project titled, 'Training teachers for the inclusion of marginalized Roma communities'.

Given the above-mentioned data it will be difficult to achieve the target value. The achievement of the target will depend on further calls with this indicator are announced or not.

The indicator titled, 'Number of further education programmes for persons involved in social inclusion programmes for persons with SEN'

The expected value of 35 is based on the plan of the MA to carry out 5 further education programmes in every region except the Bratislava region. Their implementation will be ensured mainly by national and demand-driven projects. The value can be considered relevant.

Under the call OPV-2011/3.1/02 applications for NRF have been submitted with the indicator, 'Number of persons involved in social inclusion programmes for persons from MRC with a total value of 226.

It is, therefore, likely that the target value will be achieved.

The indicator titled, 'Share of placed graduates from formal education programmes for persons with SEN'

The expected value is 40% of graduates placed within 12 months from the end of their studies. Due to the difficult placement of graduates from this population group in the labour market, or in further education, the expected value may be considered relevant.

Employees of the author of this report paid personal visits to community centres in Roma communities in Stará Ľubovňa, Ostrovany and Moldava nad Bodvou where ETP Slovakia, a civic association from Kosice implemented the project titled Bridging communities in Central and Eastern Slovakia. The following can be concluded:

Almost no pupil from these communities has completed the nine years of obligatory school attendance, while a very large number of preschool children are enrolled in schools for children with SEN.

Preschool children that attended preparatory educational activities, have all been placed in regular schools.

From the group of 10 children from grade 8 and 9 at elementary school, who were helped to prepare for entrance examinations, i.e. who were tutored alongside their formal education, 5 children successfully graduated from high schools and two of them enrolled in universities. However, attention was paid to children, i.e. they took part in educational activities alongside their regular school attendance until their graduation from high school.

Continual and systematic work with persons from MRC has been emphasized. Previous experience has taught them that if they don't work continually and for a long time with the children from MRC, they have a tendency to fall back to their original habits. It is, therefore, very important to ensure the sustainability of the project. It is not enough to work with them for two to three years and then let them only pursue formal education.

Also, elementary-school teachers that work with MRC have to be trained to learn specific attitudes towards this group of pupils.

Employees of the author of this report also visited the Society for the development of philanthropy (PRO DONUM) in Bratislava, which has implemented a pilot project named 'Wild Poppies - a chance for Roma talent from across Slovakia' The following can be concluded:

The project was implemented in the largest rural-type Roma settlement in Slovakia and Central Europe, home to about 4,500 inhabitants, of which about 2,200 are children and adolescents under 15 years.

Over 100 children were involved in the project, of whom 93 successfully completed it. As a result, 36.56% of these children improved their school performance, 31.18% improved attendance and 17.2% were interested in high school.

Continual and systematic work with persons from MRC has been emphasized.

Two applications for NRF with an indicator 'Number of pupils from MRK pursuing formal education'. The total expected value is 500.

The achievement of the target value cannot be evaluated at this moment.

The indicator titled, 'Share of placed graduates from further education programmes for persons with SEN'

The expected value is 40% of graduates placed within 12 months from the end of their studies. Due to the difficult placement of graduates from this population group in the labour market, the expected value can be considered relevant. A more detailed justification can be found in the answer to the previous question.

The achievement of the target value cannot be evaluated at this moment.

The indicator titled, 'Failure rate of pupils from socially disadvantaged backgrounds in elementary schools'

The indicator is defined as follows: The share of elementary school pupils from socially disadvantaged backgrounds who fail compulsory attendance out of the total number of failing students. It is expected that 50% of elementary school pupils from socially disadvantaged backgrounds fail compulsory attendance, out of the total number of failing students.

Data on failing pupils from of the socially disadvantaged backgrounds are evaluated annually based on documents from the Office for Information and Forecasting in Education (OFFE). In determining the expected value the Slovak Ministry of Education used the statistical data available from the OFFE. It can be considered relevant.

It is not possible to tell whether the expected value will be achievable because the projects of Priority Axis 3 have been implemented since 2010 and the impact of OPE activities can occur only after their completion.

The indicators of Priority Axis 4 Modern Education for Knowledge Society for the Bratislava region, have the following expected initial and target values:

Table no. 20:

Title	Status quo			
	Initial	Expected	Status as of 12/31/2010 MA + IBMA	Status as of 06/30/2011, MA + IBMA
Number of new educational programmes	0	80	192	224
Schools successful in repeated quality assessment	0	90	0	0
Number of teachers who pursued further education	0	7,000	0	0
Number of trainings for teachers	0	15	78	78
Tertiary university level graduates	8.3	12	2.2	----
Share of R&D employees participating in further education	0	30	0.32	35 (*)
Number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)	0	10	0	0
Share of R&D employees involved in international research projects	0	20	0	0
Number of partnerships and research and innovation networks funded by OPE	0	15	0	0
Share of partnerships and development and innovation networks still in existence after the termination of OPE support	0	80	0	0
Share of population participating in lifelong learning per 100 inhabitants aged 25 – 64	4.6	12.5	2.8	----

(\*) – IBMA ASFEU indicates this value as number



The indicator titled, 'Number of new educational programmes'

The methodology for monitoring the value of this indicator is defined as follows: "Given the need for systemic solution for education reform on all its levels, it is expected that there will be national projects implemented as part of the school reform in regional education (approx. 50 for elementary and high schools), and demand-driven projects carried out at universities (approx. 30 projects).

When the expected values were being set, the new School Act had not yet been in force, and so the 'new educational programme' at elementary and high schools was defined as the one to be implemented at all Slovak schools; the expected value of 50 for elementary and high schools can be considered relevant. There are currently 11 universities in the Bratislava region; i.e. there are approx. 3 new educational programmes per one university. Given the size of universities in the Bratislava region, the number of 30 new educational programmes for universities is relevant.

The target value has been exceeded as of June 30, 2011.

The indicator titled, 'Schools successful in repeated quality assessment'

The National School Inspection will perform, in a selected sample of elementary and high schools that are beneficiaries of NRF from OPE, comprehensive inspections (to check the quality of conditions, results and management) immediately before the project launch and one to three years after its completion. In an ideal scenario each elementary and high school implementing the project would be fully (i.e. 100%) successful in re-evaluation. The value of 90% is therefore relevant and achievable.

The indicator titled, 'Number of teachers who pursued further education'

The measuring methodology of this indicator states the following: 'The target value of 7,000 represented approx. 70% of the total number of teachers in non-Bratislava regions in 2005.' The need for systemic solutions to further education of teachers calls, in particular, for the implementation of national projects.

In terms of society as a whole the expected value can be considered relevant.

To train such a large number of teachers can prove difficult, given the limited number of trainers available and their workload. Many trainers teach in their free time; participants have their own work commitments during the year. Many teachers would also have to take part in more than one training.

It can prove to be difficult to reach the target value and to recognize the participation of the same person in several trainings.

The indicator titled, 'Number of trainings for teachers'

The measuring methodology of this indicator states the following: 'Given the need for a systemic solution to further education, the implementation of national projects was needed in particular', i.e. it was expected that trainings would be managed through national projects and thus teachers throughout Slovakia would attend the same trainings. This way, there would not have to be so many trainings. They would be repeated very often. In such a scenario, their number would be relevant.

Legislative changes that enabled and encouraged specific targeting, as well as various forms of further education, have led to the expansion of educational programmes and their focus. The number of trainings has multiplied and the target value has been reached as of June 30, 2011.

The indicator titled, 'Graduates of tertiary university level (number per 1,000 inhabitants)'

The relevance and attainability of the expected value for this indicator is evaluated as part of OPE context indicators.

The indicator titled, 'Share of R&D employees participating in further education'

Since the MA aimed at involving one in three of R&D employees from the Bratislava region, the expected value of the indicator (30%) is relevant.

The IBMA AMESRS monitoring report states that the value of the indicator has reached 35 as of June 30, 2011.

The indicator 'Number of R&D employees participating in further education' was used only in two AfNRF. They are currently being reviewed. The expected value for both these applications is 60.

Therefore, if no other calls are announced or published, the target value will not be reached.

The indicator titled, 'Number of projects to support human resources in centres of excellence at universities and at the SAS'

The indicator 'Number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)'

Under the R&D operational programme that directly supports the creation of centres of excellence, in the 2008 call to create centres of excellence, 17 projects were approved for the Bratislava region and 28 for regions outside of Bratislava. The data shows there have been more than 10 new centres of excellence.

The OPE numbers with 10 projects, which is a relevant figure since about half of all the Slovak research centres are located in the Bratislava region.

The current value achieved for this indicator was 0 as of June 30, 2011. Only one AfNRF was submitted as part of the call OPV-2010/4.2/03 that states this indicator with the expected value of 20. The application is currently being reviewed. The target value is achievable.

The indicator titled, 'Share of R&D employees involved in international research projects'

The expected value (20%) is based on the plan to involve one in five R&D employees in multinational research projects and thus to involve them in further training. It can be considered as relevant.

The current value achieved for this indicator was 0 as of June 30, 2011. Under the call OPV-2010/1.2/03-SORO 2 applications for NRF have been submitted that list the expected value of 30 R&D employees involved in multinational research projects. They are currently being reviewed. It means that the target value (2,000 - 3,000 employees) will not be reached.

The indicator titled, 'Number of partnerships and research and innovation networks funded by OPE'

The IBMA intended to support at least four partnerships, i.e. research and innovation networks per year. The number of 15 projects is a relevant value, given the duration of the programming period.

Only one AfNRF (NFP26140230013) was submitted as part of the call OPV-2010/4.2/03-SORO that the indicator labels as 'Number of partnerships and research and innovation networks' with the expected value of 3. The application is currently being reviewed.

The target value will not be reached unless further calls are announced.

The indicator titled, 'Share of partnerships and research and innovation networks running after the termination of support from OPE'

The goal is to create as many long-term or durable partnerships as possible. Therefore, the expected value of 80% is relevant.

Only one AfNRF (NFP26140230013) was submitted as part of the call OPV-2010/4.2/03-SORO that the indicator labels as 'Number of partnerships and research and innovation networks still running after the termination of the support from OPE', with the expected value of 5. The application is currently being reviewed.

*Since it is the same project as for the previous indicator, the expected values are clearly not correct.*

However, it can be expected that all the three partnerships can exist even after the termination of support from the OPE (the value of 5 is likely a typo), the target value can be considered to be reached.

Share of population participating in lifelong learning per 100 inhabitants aged 25 – 64

The relevance and attainability of the expected value for this indicator is evaluated as part of OPE context indicators.

**Conclusion:**

**Context indicators (6 indicators in total)**

Target values of these 5 indicators are evaluated as **relevant**:

- Human Resources Expenditure (total public expenditure for education) as share of GDP
- Rate of employment in total
- Share of population participating in lifelong learning per 100 inhabitants aged 25 – 64
- High-school graduates
- Share of population (aged 18-24) with lower high-school diplomas not participating in further education

One indicator is evaluated as **irrelevant**:

- Graduates of tertiary university level

One indicator has already **achieved** its expected value:

- High-school graduates

Values of two indicators are evaluated as **achievable**:

- Human Resources Expenditure (total public expenditure for education) as share of GDP
- change in share of population (aged 18-24) with lower high-school diplomas not participating in further education

Values of three indicators are evaluated as **achievable with difficulty** or **not achievable**:

- Share of employment in total
- Share of population participating in lifelong learning per 100 inhabitants aged 25 – 64
- Graduates of tertiary university level

### **Priority axis 1 (14 indicators in total)**

Target values of 13 indicators are considered **relevant**:

- schools successful in repeated quality assessment
- share of high-school graduates placed in the labour market
- number of new educational programmes
- number of teachers who pursued further education
- number of trainings for teachers
- share of universities that have increased their effectiveness and management quality through OPE
- share of partnerships and research and innovation networks running after termination of support from OPE
- share of university graduates placed in the labour market
- share of R&D employees participating in further education
- number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)
- share of R&D employees involved in international research projects
- number of partnerships and research and innovation networks funded by OPE
- PISA index (number)

One indicator is evaluated as **irrelevant**:

- Graduates of tertiary university level

Two indicators have already **achieved** their **target values**:

- number of trainings for teachers
- number of new educational programmes

For 4 indicators the target value is **expected to be reached** even **without publishing new calls**:

- schools successful in repeated quality assessment
- share of high-school graduates placed in the labour market
- share of university graduates placed in the labour market
- PISA Index (number)

For 4 indicators the target values will be **reached only if new calls are published**:

- share of universities that have increased their effectiveness and management quality through OPE
- share of partnerships and research and innovation networks running after termination of support from OPE
- share of R&D employees participating in further education
- number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)

Target values of 4 indicators are **not likely to be reached**:

- number of teachers who pursued further education
- share of R&D employees involved in international research projects
- number of partnerships and research and innovation networks funded by OPE
- graduates of tertiary university level (number / 1,000 inhabitants)

### **Priority axis 2 (8 indicators in total)**

Target values of 6 indicators are considered **relevant**:

- share of networks created as part of Learning Regions that are still in existence after the termination of OPE support
- number of supported programmes in further education
- share of healthcare professionals who remained in health system after completing further education programmes
- share of healthcare professionals who pursued further education for healthcare professionals
- share of training programmes for further education of healthcare professionals
- Share of population participating in lifelong learning per 100 inhabitants aged 25 – 64 (in %)

For two indicators the **relevance cannot be assessed**:

- number of trainers who pursued further education
- number of new networks created as part of Learning Regions

For 4 indicators the target value is **expected to be reached even without publishing new calls**:

- share of networks created as part of Learning Regions that are still in existence after the termination of OPE support
- number of supported programmes in further education
- share of healthcare professionals who remained in health system after completing further education programmes
- share of training programmes for further education of healthcare professionals

For 2 indicators the target values can be **reached only if new calls are published**:

- number of new networks created as part of Learning Regions
- share of healthcare professionals who pursued further education for healthcare professionals

The target value for one indicator are not likely to be **achieved**:

- Share of population participating in lifelong learning per 100 inhabitants aged 25 – 64 (in %)

For one indicator the **attainability cannot be evaluated**:

- number of trainers who pursued further education

### **Priority axis 3 (7 indicators in total)**

The target values of all 7 indicators are **considered relevant**:

- number of pupils with SEN participating in educational programmes
- number of formal education programmes for persons with SEN
- number of persons involved in social inclusion programmes for persons with SEN who were trained in further education programmes
- number of further education programmes for persons involved in social inclusion programmes for persons with SEN
- share of placed graduates from formal education programmes for persons with SEN
- share of placed graduates from further education programmes for persons with SEN
- failure rate of pupils from socially disadvantaged backgrounds in elementary schools

One indicator has already **achieved its expected value**:

- number of formal education programmes for persons with SEN

For one indicator the target value is expected to be **reached even without publishing new calls**:

- number of further education programmes for persons involved in social inclusion programmes for persons with SEN

For 2 indicators the target values can be **reached only if new calls are published**:

- number of pupils with SEN participating in educational programmes

- number of persons involved in social inclusion programmes for persons with SEN who were trained in further education programmes

For three indicators it is **not possible to assess their attainability**:

- share of placed graduates from formal education programmes for persons with SEN
- share of placed graduates from further education programmes for persons with SEN
- failure rate of pupils from socially disadvantaged backgrounds in elementary schools

#### **Priority axis 4 (11 indicators in total)**

The target values of 10 indicators are **considered relevant**:

- number of new educational programmes
- schools successful in repeated quality assessment
- number of teachers who pursued further education
- number of trainings for teachers
- share of R&D employees participating in further education
- number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)
- share of R&D employees involved in international research projects
- number of partnerships and research and innovation networks funded by OPE
- share of partnerships and research and innovation networks running after termination of support from OPE
- share of population participating in lifelong learning per 100 inhabitants aged 25 – 64 (in %)

One indicator is **evaluated as irrelevant**:

- graduates of tertiary university level

Three indicators have already **achieved their target values**:

- number of new educational programmes
- number of trainings for teachers
- share of partnerships and research and innovation networks running after termination of support from OPE

For two indicators the target value is expected to be **reached even without publishing new calls**:

- schools successful in repeated quality assessment
- number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)

For two indicators the target values can be **reached only if new calls are published**:

- share of R&D employees participating in further education

- number of partnerships and research and innovation networks funded by OPE

Target values of 4 indicators are not likely to be **achieved**:

- number of teachers who pursued further education
- graduates of tertiary university level
- share of R&D employees involved in international research projects
- share of population participating in lifelong learning per 100 inhabitants aged 25 – 64 (in %)

### **Summary**

There are altogether 46 indicators (context indicators and priority axes 1-4 indicators).

Nine indicators appear repeatedly (twice) since the same indicators are monitored in two parallel measures:

- share of placed graduates from further education programmes for persons with SEN
- share of R&D employees involved in international research projects
- number of new educational programmes
- number of partnerships and research and innovation networks funded by OPE
- number of teachers who pursued further education
- number of projects to support human resources in centres of excellence at universities and at the Slovak Academy of Sciences (SAS)
- number of trainings for teachers
- share of partnerships and research and innovation networks running after termination of support from OPE
- share of R&D employees participating in further education
- schools successful in repeated quality assessment

Two context indicators have been transferred to the priority axis level:

- graduates of tertiary university level (Priority Axes 1-4)
- share of population participating in lifelong learning per 100 inhabitants aged 25 – 64 (in %) % of (priority axis 2 and 4)

There are 3 indicators in total with the values evaluated as irrelevant. In fact, it is the only indicator titled 'graduates of tertiary university level' that occurs three times (as a context indicator and as an indicator of Priority Axes 1 and 4). Statistical data provided by the EUROSTAT for selected EU countries varies from 0.2 to 2.6 (from 2003 to 2010). The expected value is 12. Here the target value has probably been set incorrectly.

The target values for two indicators, namely 'number of trainers who pursued further education' and 'number of new networks created as part of Learning Regions' cannot be evaluated. Both indicators refer to priority axis 2 which focuses on further education.

The target value (1,000) of the indicator titled 'number of teachers who pursued further education' is only an 'educated guess'.



The expected value of 20 networks is based on the goal to support the creation of at least three networks in each region, with the exception of the Bratislava region. During the 2004-2006 programming period as part of the Operational Programme Human Resources seven pilot projects were implemented that were focused on Learning Regions. The project outputs provided the testing platform for the implementation of the national programme for Learning Regions.

It is not possible to assess the relevance of the expected values for these two indicators since Slovakia has had very limited experience in these areas. The implementation of the priority axis 2 will, however, provide the data and know-how necessary for the future.

The target values of all other indicators can be considered as relevant.

Seven indicators exceeded their target values as of June 30, 2011. For 13 indicators the target value is expected to be reached even without publishing new calls: For 10 indicators the target values will be reached only if new calls are announced or published.

It seemed there were 12 indicators in total for which the expected values are not likely to be reached. In fact, there are only 6 indicators, since two of them were repeated twice and another two were repeated three times. These indicators are in question (with their target values stated in parentheses):

- share of population participating in lifelong learning per 100 inhabitants aged 25 – 64 (12.5% persons aged 25-64 involved in lifelong learning that exceeded 4 hours at the time of the survey)
- number of graduates of tertiary university level - (12 PhD graduates) per 1000 inhabitants, aged 20-29
- share of employment in total (63.4% of the population aged 25-64)
- share of R&D employees involved in international research projects (20 per cent of R&D employees)
- number of partnerships and research and innovation networks funded by OPE (to fund 45 partnerships for the Slovak Republic)
- number of teachers who pursued further education (57,000 employees for the Slovak Republic)

Difficult attainability stems from overly ambitious targets set. The first three above mentioned indicators are contextual and therefore their achievement the OPE implementation affects only indirectly.

The attainability could not be evaluated for 4 indicators. They are the following ones:

- number of trainers who pursued further education
- share of placed graduates from formal education programmes for persons with SEN
- share of placed graduates from further education programmes for persons with SEN
- failure rate of pupils from socially disadvantaged backgrounds in elementary schools

It is not possible to assess the efficiency of the expected values for these indicators since Slovakia has had very limited experience in these areas. The implementation of the projects supported through OPE 2 will, however, provide the data and know-how necessary for the future.

#### 4.7 Are the targets of measurable indicators designed efficiently (is an efficient ratio maintained between the input and the output)?

In assessing the efficiency the evaluator worked with a sample of 10 demand-driven projects for each measure (the only exception being Measure 4.2, where only two projects are now being implemented) and 2 mirror national projects (one for non-Bratislava regions and one for the Bratislava region).

The sample of projects was selected to represent a wide range of orientations and to allow a comparison of mirror project, i.e. projects were selected with a similar focus in non-Bratislava regions and in the Bratislava region).

Selected projects are listed in Annex no. 1.

The following projects have been disqualified from the evaluation:

Table no. 21:

Measure	Code	Title	Cause
1.2	26110230032	Modernization and streamlining of university management	budget not appended
2.1	26120130010	The development of education in engineering and electrical sectors, with an emphasis on innovation and lean management	prematurely terminated
2.2	26120230005	Pilot project in HR preparation for healthcare sector in the Prešov region	prematurely terminated
3.1	26130130022	Lomnička rómska a občianska ('Roma and Civil Municipality of Lomnička')	prematurely terminated
3.2	26130230008	Pilot educational project for the physically disadvantaged	beneficiary in liquidation
3.2	26130230009	Vidíme srdcom ('We see through our heart')	prematurely terminated
3.2	26130230010	Viac vedomostí - viac možností ('More capabilities - more opportunities')	prematurely terminated
3.2	26130230023	Fotografovaním za šťastím ('Taking pictures for happiness')	budget damaged
4.1	26140130029	Hľadáme nové cesty k múdrosti a radosti ('Let's find new ways to wisdom and joy')	prematurely terminated

The evaluator selected the data from the last monitoring report and the budget of the project. If a project has been terminated, actual values of indicators were taken from the final report. For projects that are being implemented, the evaluation took expected values of indicators.

The last monitoring reports from selected national projects reported higher values of indicators than planned, so the evaluation was based on the actual implementation.

The following data were followed in the project budget:

- Staff costs for the management, administration and monitoring, broken down into internal and external costs;
- Number of persons staffed for the management, administration and monitoring, divided into internal and external employees;
- Average hourly pay per person for internal and external staff;
- Total costs of furniture and equipment;
- Publicity expenses;
- Project implementation costs;
- Average hourly pay for a "teaching person" (trainer, expert on the area) divided into internal and external staff;
- Values of indicators, while taking into account the 'uniformity of an indicator', i.e. an indicator that could be used for all projects;
- Total eligible expenditure

### **Staff costs for the management, administration and monitoring**

From the data from the budgets, the total cost of management, administration and monitoring was selected regarding the number of internal and external staff, and their average hourly pay was calculated.

The number of internal employees in all the projects under scrutiny ranged from 2 to 15, while the number of external workers ranged from 0 to 7

Only one project deviates from the specified range, i.e. project no. 26110230020 Human Resources Development and Quality Assurance at the Slovak Agricultural University in Nitra, which accounts for 23 internal employees. However, the average hourly pay is only 6.23 EUR. External workers do not participate in management and monitoring.

Numbers of persons involved in management, administration and monitoring do not deviate from the average and can be considered reasonable.

The average hourly pay ranged from 5.05 EUR to 12.39 EUR for internal employees, and from 8.30 EUR to 19.92 EUR for external workers. These values can be considered adequate.

In the budget of the project 26140130013 in Section 3.3.3. For external monitoring expenditure lists the value of 26.6 EUR, which is identical to the unit price for the project. This seems to be illogical and is probably an error in the budget.

Table no. 22 presents the average values.

Table no. 22:

Measure	Average costs - internal			Average costs - external			Average costs per person - internal	Average costs per person - external
	personnel expenses	persons	hourly pay	personnel expenses	persons	hourly pay		
1.1	15,629.5	6.9	6.77	5,356.83	1.5	14.55	2,265.14	3,571.22
1.2	59,763.97	11.78	7.28	10,547.56	0.33	5.67	5,074.30	31,642.67
2.1	38,693.73	5.67	9.75	10,702.56	1.56	11.58	6,828.31	6,880.21
2.2	77,322.55	6.33	9.03	39,234.55	1.33	6.23	12,208.82	29,425.91
3.1	14,166.19	6.44	7.66	3,313.67	1.00	8.68	2,198.20	3,313.67
3.2	16,608.06	11.83	7.79	7,382.23	2.33	16.60	1,403.50	3,163.81
4.1	9,627.03	8.44	7.05	3,251.84	1.00	10.94	1,140.04	3,251.84
4.2	55,599.58	6.00	7.57	4,200.00	0.50	5.00	9,266.60	8,400.00
<b>Average</b>	<b>35,926.33</b>	<b>7.92</b>	<b>7.86</b>	<b>10,498.66</b>	<b>1.19</b>	<b>9.91</b>	<b>5,048.11</b>	<b>11,206.17</b>

In terms of efficiency, it is preferable to manage and monitor the project using internal employees. Their average hourly pay is lower by approx. 2 EUR.

Also, the costs per one external employee are twice as high compared to the cost of one internal employee.

The average number of employees shows that the beneficiaries have behaved efficiently, since most activities associated with project management and monitoring were done by internal employees.

### Costs of furniture and equipment

The evaluator evaluated the individual cost items for furniture and equipment. Expected prices in projects are realistic and do not exceed the values that were common in the market at the time of AfNRF submission. Requirements of projects list only ICT equipment and other installations necessary for teaching, training and acquisition of practical skills and experience. Total amounts in projects vary according to the extent of equipment necessary to achieve the expected goal.

### Publicity expenses

Publicity costs range from 164.04 EUR to 611,921.6 EUR. They depend on the size of a project and, therefore, on the number of advertising and information materials, advertisements, workshops and conferences.

All the items were justified in projects, with the exception of projects for Measure 2.2.

The project 26120230008 in the item 'promotional material' worth of 16 596.96 EUR states the following justification: 'The price includes the purchase of promotional material, such as pens, notebooks ... We only used an estimated guess for the calculation since the result of the tender is not yet known.' The project envisages 197 people involved in project activities.

The project 26120230016 in the item 'promotional material' worth of 8,000 EUR states the following justification: 'Purchase of promotional items to ensure publicity of the project, for the public, the project team, and the technical project staff; promotional items will always include logos, project name etc. in accordance with a Manual for publicity and information service (e.g. pens, notepads, mugs, etc.). ' The project envisages 100 people involved in project activities.

We consider these two items as insufficiently justified. Their efficiency cannot be assessed.

In the budget of the project 26110130083 it seems that incorrect values were filled in items 4.1.1. Leaflets, brochures, 4.1.2. Posters and 4.1.5. Project title Total expenditure is lower than the unit price.

The cost of publicity can be evaluated as justified and the prices for each item correspond to the market conditions.

### **Project implementation costs**

The average hourly pay for a 'teaching person' (a trainer, expert in an area) ranged from 4.97 EUR to 18.08 EUR for internal employees, and from 11.62 EUR to 35 EUR for external workers.

The average hourly pay in all monitored projects is 10.42 EUR for internal employees and 22.75 EUR for external workers.

These values can be considered adequate.

In three projects, 26130230011, 26130230013 and 26130230016 the expected hourly pay for a foreign expert amounted to 100 EUR, while in one project (26120230015), the estimated hourly fee for a foreign expert amounted to 110 EUR. These values are probably not adequately set, as remunerations to experts are usually much lower.

The budgets of the projects in Measure 2.2 have been filled very briefly. The items were expressed with one sum per project, while the justification was, for the most part, very brief and too general. In many cases the adequacy of expenditure could not be evaluated.

The ratio between the average expenditure for equipment, publicity, management and the total eligible expenditure for each measure and NP is shown in Table no. 23:

Table no. 23:

Measure	Implementation expenses / total eligible expenditure	Publicity expenses / total eligible expenditure	Equipment costs / total eligible expenditure	Administration costs / total eligible expenditure
1.1	0.66	0.01	0.17	0.16
1.2	0.74	0.01	0.13	0.12
2.1	0.78	0.02	0.06	0.14
2.2	0.84	0.03	0.05	0.08
3.1	0.71	0.01	0.15	0.13
3.2	0.65	0.01	0.15	0.19
4.1	0.74	0.01	0.17	0.08
4.2	0.75	0.02	0.09	0.14
<b>Average for measures</b>	<b>0.73</b>	<b>0.02</b>	<b>0.12</b>	<b>0.13</b>
<b>NP</b>	<b>0.63</b>	<b>0.02</b>	<b>0.24</b>	<b>0.11</b>
<b>Average in total</b>	<b>0.72</b>	<b>0.02</b>	<b>0.13</b>	<b>0.13</b>

Lower costs for equipment for measures 2.1 and 2.2 arise from the fact that some projects did not state the cost of equipment.

The data in the table shows that ratios between the different types of costs are balanced, while the highest share of costs (min. 63% for NP) is intended for direct project activities. The value for management and monitoring did not exceed 20%, while the value for publicity amounted to more than 3% on average.

Overall, it can be concluded that the principle of efficiency has been respected, while the individual costs are reasonable compared to all eligible expenditure.

**Conclusion:** The principle of efficiency has been respected in OPE projects. It is necessary to focus on projects implemented under Measure 2.2. The efficiency in selected projects is difficult to determine as justification for their individual budget items is not sufficient.

#### **4.8 Is the efficiency the same between the Convergence objective and the Regional Competitiveness and Employment Objective (comparing parallel measures)?**

Under the Convergence objective the activities of Priority Axes 1, 2 and 3 are supported. The Regional competitiveness and employment objective is supported through Priority axis 4.

In order to compare the efficiency between the Convergence objective and the Regional competitiveness and employment objective, the values obtained need to be compared:

- under Measure 1.1 Transforming traditional schools into modern facilities and Measure 4.1 Transforming traditional schools into modern facilities in the Bratislava Region
- under Measure 1.2 Universities and research and development as driving forces of knowledge society development, 2.1 Promoting further education and the Measure 4.2 Increasing the competitiveness of the Bratislava region through the development of higher and further education

#### **Comparison of efficiency of Measures 1.1 and 4.1**

##### ***Management, administration and monitoring of demand-driven projects***

The number of internal employees in all the evaluated projects under Measure 1.1 ranged from 2 to 11, while the number of external workers ranged from 0 to 3.

The number of internal employees in all the evaluated projects under Measure 4.1 ranged from 2 to 15, while the number of external workers ranged from 0 to 2.

The average hourly pay for Measure 1.1 ranged from 5.54 EUR to 8.63 EUR for internal employees, and from 12 EUR to 19.92 EUR for external workers.

The average hourly pay for Measure 4.1 ranged from 5.78 EUR to 9.42 EUR for internal employees, and from 13.27 EUR to 19.92 EUR for external workers.



Table no. 24: Average values for Measures 1.1 and 4.1:

Measure	Average costs - internal			Average costs - external			Average costs per person - internal	Average costs per person - external
	personnel expenses	persons	hourly pay	personnel expenses	persons	hourly pay		
1.1	15,629.5	6.9	6.77	5,356.83	1.5	14.55	2,265.14	3,571.22
4.1	9,627.03	8.44	7.05	3,251.84	1.00	10.94	1,140.04	3,251.84
<b>Difference</b>	6,002.47	-1.54	-0.28	2,104.99	0.5	3.61	1,125.1	319.38

The Bratislava region expects a higher number of employees and their average hourly pay being higher than in non-Bratislava regions. For external employees, the trend is the opposite. Non-Bratislava regions report a much higher workload of internal employees in project management. The number of hours for Measure 1.1 is 2308.64 and for Measure 4.1 it represents 1365.53. Internal employees work approx. 1000 hours more in project management and monitoring in Measure 1.1 than for projects in Measure 4.1. Therefore, average costs per one internal employee in Measure 1.1 is almost twice as much. Average costs per one external employee are roughly the same (the difference is 9%).

### ***Distribution of cost in projects***

The ratio between the average expenditure for equipment, publicity, management and the total eligible expenditure for Measures 1.1 and 4.1 is shown in Table no. 25:

Table no. 25:

Measure	Implementation expenses / total eligible expenditure	Publicity expenses / total eligible expenditure	Equipment costs / total eligible expenditure	Administration costs / total eligible expenditure
1.1	0.66	0.01	0.17	0.16
4.1	0.74	0.01	0.17	0.08
<b>Difference</b>	-0.08	0	0	0.08

The ratio of publicity and equipment costs to all eligible costs is roughly the same for both measures. For Measure 4.1 the expenditure for the project activities is higher by 8%.

The above data shows that in demand-driven projects the share of cost for management and monitoring in Measure 1.1 is twice as high as in Measure 4.1 (16% for Measure 1.1 and 8% of Measure 4.1).

In the evaluated sample of projects the resources 'saved' are then used for project activities.

### **Comparison of efficiency in Measures 1.2, 2.1 and 4.2**

### ***Management, administration and monitoring of demand-driven projects***

When assessing the efficiency, it is important to note that only two projects were evaluated for Measure 4.2. In the measures 1.2, 2.1, 18 projects were evaluated. Due to the limited amount of data, the comparisons are not conclusive.

The number of internal employees in the evaluated projects under Measures 1.2 and 2.1 ranged from 0 to 23, while the number of external workers ranged from 0 to 5.

The number of internal employees in the evaluated projects under Measure 4.2 ranged from 4 to 8, while the number of external workers ranged from 0 to 1.

The average hourly pay for Measure 1.1 ranged from 6.14 EUR to 11.84 EUR for internal employees, and from 9 EUR to 18 EUR for external workers.

The average hourly pay for Measure 4.2 ranged from 7 EUR to 8.13 EUR for internal employees, and to 10 EUR for external workers.

Table no. 26: Average values for measures 1.2, 2.1 and 4.2:

Measure	Average costs - internal			Average costs - external			Average costs per person - internal	Average costs per person - external
	personnel expenses	persons	hourly pay	personnel expenses	persons	hourly pay		
1.2, 2.1	49,228.85	8.17	8.52	10,625.06	0.94	8.62	6,025.56	11,303.26
4.2	55,599.58	6	7.57	4,200	0.5	5	9,266.60	8,400.00
Difference	-6,370.73	2.17	0.95	6,425.06	0.44	3.62	-3,241.04	2,903.26

The Bratislava region expects a lower number of employees and their average hourly pay being lower than in non-Bratislava regions.

In projects from Measure 4.2 workload of internal managers is higher. The number of hours for Measure 1.2 and 2.1 is 5,778.03, while for Measure 4.2 it represents 7,344.73. Internal employees work approx. 1,500 hours more in project management and monitoring in Measure 4.2 than for projects in Measure 1.2 and 2.1.

### ***Distribution of cost in projects***

The ratio between the average expenditure for equipment, publicity, management and the total eligible expenditure for Measures 1.2, 2.1 and 4.2 is shown in Table no. 27:

Table no. 27:

Measure	Implementation	Publicity expenses /	Equipment costs /	Administration costs
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	expenses / total eligible expenditure	total eligible expenditure	total eligible expenditure	/ total eligible expenditure
1.2, 2.1	0.76	0.01	0.09	0.14
4.2	0.75	0.02	0.09	0.14
<b>Difference</b>	0.01	-0.01	0	0

The data in the table shows that the distribution of total eligible expenditure for each type of cost is almost identical between the projects implemented in the Bratislava region and outside the Bratislava region.

**Conclusion:** The efficiency of the individual projects within the Convergence Objective and the Regional Competitiveness and Employment Objective is not the same. However, no facts that would violate the principle of efficiency have been found.

#### **4.9 Are the strategies defined in the OPE being fulfilled?**

The OPE strategy defines the objectives and the areas of assistance that must be tackled within the OP Education if the Lisbon objectives and goals of the education system reform are to be met. Based on the results of socio-economic analysis of the global objective of the programme defined as 'Ensuring Slovakia's long-term competitiveness by adapting the education system to the needs of Knowledge Society.' In order to achieve the global objective of the OPE, a strategy has been selected, which focuses on three key segments of lifelong learning :

- 1) regional education covered by the Priority Axes 1, 3 and 4;
- 2) higher education, covered by the Priority Axes 1 and 4;
- 3) further education, covered by Priority Axes 2 and 4.

Special attention is devoted to challenges faced by persons with special educational needs under Priority Axis 3. Given the need to implement reforms in the above-mentioned areas in the areas covered by the Regional Competitiveness and Employment Objective, a separate Priority Axis 4 was designed to cover the Bratislava region.

The strategy of the operational programme is reflected in the goals at the level of priorities and measures. For each measure an overall objective and several specific objectives have been defined. The individual targets are being fulfilled through the implementation of national and demand-driven projects. Their list and the correlation with the programme objectives are presented in Tables no. 28-31:

Table no. 28:

Priority axis / Measure	Objective of the priority axis / measure	National projects (written calls)	Demand-driven projects		
			Call code	Number of received applications	Number of approved applications
<b>Priority axis 1</b> <b>Reform of education system and vocational training</b>	<b>Main objective:</b> To implement the education reform at elementary and high schools and to promote quality improvement at universities, as well as the quality of human resources in research and development, in order to prepare graduates for the existing and potential needs of knowledge society and the labour market.	7		1,114	422
1.1 Transforming traditional schools into modern facilities	<i>Specific objective:</i> To transform elementary and high schools using innovative teaching methods and to prepare their students for existing and potential knowledge society needs, as well as for further education at universities or other institutions.	7		1,010	358
	<i>Specific objective:</i> To innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market.	<ul style="list-style-type: none"> <li>•Trainings for elementary school teachers in foreign languages</li> <li>•Modernization of elementary-school education</li> <li>•Modernization of high-school education</li> <li>•Teacher trainings as part of the national educational programme</li> <li>•Teacher trainings for staff at kindergartens</li> </ul>	OPV-2008/1.1/01-SORO OPV-2008/1.1/02-SORO OPV-2008/1.1/04-SORO OPV-2008/1.1/03-SORO OPV-2009/1.1/05-SORO OPV-2011/1.1/06-SORO OPV-2011/1.1/07-SORO	119 192 184 361 154 - -	20 61 75 144 58 - -
	<i>Specific objective:</i> To focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments.	<ul style="list-style-type: none"> <li>•Trainings for elementary school teachers in foreign languages</li> <li>•Modernization of elementary-school education</li> </ul>	OPV-2011/1.1/06-SORO OPV-2011/1.1/07-SORO	- -	- -

		<ul style="list-style-type: none"> <li>•Modernization of high-school education</li> <li>•Teacher trainings as part of the national educational programme</li> <li>•Teacher trainings for staff at kindergartens</li> <li>•Evaluation of elementary- and high-school education quality</li> </ul>			
	<i>Specific objective:</i> To improve school administration and management and to motivate their leadership to open the schools more to the needs of local communities.	<ul style="list-style-type: none"> <li>•External evaluation of school quality</li> </ul>			
	<i>Specific objective:</i> To ensure institutional quality of schools and educational facilities.	<ul style="list-style-type: none"> <li>•External evaluation of school quality</li> <li>•Evaluation of elementary- and high-school education quality</li> </ul>			
1.2 Universities and research and development as driving forces of knowledge society development	<i>Objective of the measure:</i> To promote education quality improvement and to facilitate development of human resources in research and development in order to help universities adapt to current and potential knowledge society needs.	0		104	64
	<i>Specific objective:</i> To adapt higher education to the needs of knowledge society.		OPV-2009/1.2/01-SORO OPV-2010/1.2/02-SORO	52 52	38 26
	<i>Specific objective:</i> To promote high-quality instruction at universities.		OPV-2009/1.2/01-SORO OPV-2010/1.2/02-SORO	52 52	38 26
	<i>Specific objective:</i> To increase the quality and to promote personal growth of R&D employees.		OPV-2009/1.2/01-SORO OPV-2010/1.2/02-SORO	52 52	38 26
	<i>Specific objective:</i> To promote cooperation among universities, research and development centres and the private sector at the state and international level.		OPV-2009/1.2/01-SORO OPV-2010/1.2/02-SORO	52 52	38 26

Measure 1.1 is a key measure of the operational programme with the highest allocation: The objective of the measure is fulfilled through four specific objectives:

- The specific objective titled 'to innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market' is covered by 5 national projects and about 350 demand-driven projects submitted for seven different calls.
- The specific objective titled 'to focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments' has so far been fulfilled through 6 national projects, while two calls were launched in 2011 to submit demand-driven projects.
- The specific objective titled 'to improve the administration and management of schools and to motivate them to be more open to the needs of local communities' is being met only through a national project focused on quality control at schools.
- The specific objective titled 'To ensure institutional quality of schools and educational facilities' is being met through two national projects focused on quality evaluation.

The objective of Measure 1.2 focused on universities and the SAS is being met through four specific objectives, namely 'to adapt higher education to the needs of knowledge society'; 'to promote high-quality instruction at universities'; 'to increase the quality and to promote personal growth of R&D employees' and 'to promote cooperation among universities, research and development centres and the private sector at the state and international level'. The four specific objectives are not yet being pursued through 64 demand-driven projects approved under two calls in 2009 and 2010.

Table no. 29:

Priority axis / Measure	Objective of the priority axis / measure	National projects (written calls)	Demand-driven projects		
			Call code	Number of received applications	Number of approved applications
<b>2 Further education as a tool for developing human capital</b>	<b>Main objective:</b> To create and develop an effective system for lifelong learning and counselling that would focus on developing key competencies and deepening know-how available for all Slovak citizens throughout their life, depending on existing and potential knowledge society needs.	<b>3</b>		<b>123</b>	<b>46</b>
2.1 Promoting further education	<i>Objective of the measure:</i> To increase the quality of further education while focusing on the development of key competencies and deepening employees' know-how.	<b>3</b>		<b>39</b>	<b>17</b>
	<i>Specific objective:</i> To increase the quality of further education programmes and institutions and to strengthen the system of quality control; and to promote innovations in teaching methods and subject matters.	<ul style="list-style-type: none"> <li>•Personal and professional growth of teachers</li> <li>•KomPrax – Competences for professional life</li> </ul>	OPV-2009/2.1/01-SORO OPV-2010/2.1/02-SORO	20 19	8 9
	<i>Specific objective:</i> To increase the share of economically active population that takes part in further education programmes and to raise awareness of lifelong learning opportunities.	<ul style="list-style-type: none"> <li>•Further trainings of elementary- and high-school teachers in ICT</li> <li>•Personal and professional growth of teachers</li> </ul>	OPV-2009/2.1/01-SORO OPV-2010/2.1/02-SORO	20 19	8 9
	<i>Specific objective:</i> To improve and refresh key competences and to offer continuing education for persons in the labour market, in accordance with existing and potential knowledge society needs.	<ul style="list-style-type: none"> <li>•Further trainings of elementary- and high-school teachers in ICT</li> <li>•Personal and professional growth of teachers</li> <li>•KomPrax – Competences for professional life</li> </ul>	OPV-2009/2.1/01-SORO OPV-2010/2.1/02-SORO	20 19	8 9
	<i>Specific objective:</i>	•KomPrax –			



	To create a system of compatibility and permeability in formal and informal education.	Competences for professional life			
2.2 Promoting further education in healthcare	<i>Objective of the measure:</i> To promote education of healthcare professionals, with regard to changes in legislation and reform of the healthcare system.	0		83	29
	<i>Specific objective:</i> To create well-qualified human resources in healthcare system as part of the healthcare reform.		OPV 2008/2.2/01 OPV 2008/2.2/03 OPV 2009/2.2/02 OPV 2010/2.2/01 OPV 2010/2.2/02 OPV 2011/2.2/01	5 7 1 20 47 -	5 7 1 1 13 -
	<i>Specific objective:</i> To introduce innovation and to increase quality in further education in healthcare.		OPV 2008/2.2/02 OPV 2009/2.2/01 OPV 2009/2.2/02 OPV 2010/2.2/01 OPV 2010/2.2/02 OPV 2011/2.2/01	1 2 1 20 47 -	1 1 1 1 13 -

The objective of Measure 2.1 focusing on further education is being fulfilled through four specific objectives. The specific objectives titled, 'to increase the quality of further education programmes and institutions and to strengthen the system of quality control; and to promote innovations in teaching methods and subject matters'; 'to increase the share of economically active population that takes part in further education programmes and to raise awareness of lifelong learning opportunities'; and 'to improve and refresh key competences and to offer continuing education for persons in the labour market, in accordance with existing and potential knowledge society needs' are being fulfilled through three national projects and 16 demand-driven projects. The specific objective titled, 'to create a system of compatibility and permeability in formal and informal education' is partially being fulfilled only through a national project titled KomPrax.

The objective of Measure 2.2 is being fulfilled through two specific objectives, namely; 'to create well-qualified human resources in healthcare system as part of the healthcare reform' and 'to introduce innovation and to increase quality in further education in healthcare'. The Slovak Ministry of Health as the IBMA has launched 8 calls for demand-driven projects, where 29 applications have been approved.

Table no. 30:

Priority axis / Measure	Objective of the priority axis / measure	National projects (written calls)	Demand-driven projects		
			Call code	Number of received applications	Number of approved applications
<b>3 Promoting education for persons with SEN</b>	<b>Main objective:</b> <b>To increase the level of education for persons with SEN, focused specifically on MRC.</b>	<b>0</b>		<b>153</b>	<b>72</b>
3.1 Bolstering educational levels of members of marginalised groups	<i>Objective of the measure:</i> To increase the level of education of MRC members by facilitating their access to formal and further education.	<b>0</b>		<b>116</b>	<b>50</b>
	<i>Specific objective:</i> To promote social inclusion of MRC members by facilitating their access to formal education and by helping them acquire skills needed in the labour market.		OPV-2009/3.1/01-SORO OPV-2011/3.1/02-SORO	116 -	50 -
	<i>Specific objective:</i> To further educate MRC members, as well as persons working on their integration into society.		OPV-2011/3.1/02-SORO	-	-
3.2 Bolstering educational levels of persons with SEN	<i>Objective of the measure:</i> To increase the level of education of persons with SEN by facilitating their access to formal and further education and Lifelong advisory.	<b>0</b>		<b>37</b>	<b>22</b>
	<i>Specific objective:</i> To promote social inclusion of persons with SEN by facilitating their access to formal education and by helping them acquire skills needed in the labour market.		OPV-2009/3.2/01-SORO	37	22
	<i>Specific objective:</i> To further educate persons with SEN, as well as persons working on their integration into society.		OPV-2009/3.2/01-SORO	37	22

Measure 3.1 focusing on MRC is implemented through the fulfilment of two specific objectives:

- The specific objective titled 'to promote social inclusion of MRC members by facilitating their access to formal education and by helping them acquire skills for the labour market' is still partly fulfilled through demand-driven projects approved under the call launched in 2009.

A new call with the code OPV-2011/3.1/02-SORO was announced on April, 15, 2011 and another call with the code OPV-2011/3.1/03-SORO was launched on May 20, 2011, but the results of the approval process are not yet known.

- The specific objective 'to further educate MRC members, as well as persons working on their integration into society' is not yet being fulfilled. A new call with the code OPV-2011/3.1/02-SORO was announced on April, 15, 2011 and another call with the code OPV-2011/3.1/03-SORO was launched on May 20, 2011, but the results of the approval process are not yet known. A written call to the national project titled 'Training teachers for the inclusion of marginalized Roma communities' was announced on May 23, 2011.

The objective of Measure 3.2 focusing on persons with special educational needs is being achieved through 2 specific objectives, namely, 'to promote social inclusion of persons with SEN by facilitating their access to formal education and by helping them acquire skills needed in the labour market' and 'to further educate persons with SEN, as well as persons working on their integration into society'. So far only one call for proposals has been announced for demand-driven projects in 2009, under which 22 projects have been approved.

Table no. 31:

Priority axis / Measure	Objective of the priority axis / measure	National projects (written calls)	Demand-driven projects		
			Call code	Number of received applications	Number of approved applications
<b>4 Modern education for knowledge economy for the Bratislava region</b>	<b>Main objective:</b> <b>To improve the quality and access to further education with an emphasis on the transformation of the curriculum towards developing core competencies in order to ensure long-term competitiveness of the Bratislava region.</b>	<b>8</b>		<b>114</b>	<b>25</b>
4.1 Transforming traditional schools into modern facilities in the Bratislava region	<i>Objective of the measure:</i> To transform elementary and high schools using innovative teaching methods and to prepare their students for existing and potential knowledge society needs, as well as for further education at universities or other institutions.	<b>6</b>		<b>96</b>	<b>20</b>
	<i>Specific objective:</i> To innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market.	<ul style="list-style-type: none"> <li>•Trainings for elementary school teachers in foreign languages</li> <li>•Modernization of elementary-school education</li> <li>•Modernization of high-school education</li> <li>•Teacher trainings as part of the national educational programme</li> <li>•Teacher trainings for staff at kindergartens</li> </ul>	OPV-2008/4.1/01-SORO OPV-2008/4.1/02-SORO OPV-2008/4.1/04-SORO OPV-2008/4.1/03-SORO	26 19 28 23	5 6 3 6
	<i>Specific objective:</i> To focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments.	<ul style="list-style-type: none"> <li>•Trainings for elementary school teachers in foreign languages</li> <li>•Modernization of elementary-school education</li> <li>•Modernization of high-school education</li> <li>•Teacher trainings as part</li> </ul>			

		of the national educational programme •Teacher trainings for staff at kindergartens			
	<i>Specific objective:</i> To ensure institutional quality of schools and educational facilities. External evaluation of school quality.	•External evaluation of school quality			
4.2 Increasing the competitiveness of the Bratislava region by the development of higher and further education	<i>Objective of the measure:</i> To improve the quality and adapt the content of university education, promote research and development and develop an effective system of LLL and LLG in line with current and prospective needs of the knowledge society. The effort to strengthen research, development and innovation activities aims at promoting balanced development and increased competitiveness of the Bratislava region.	2		18	5
	<i>Specific objective:</i> To adapt higher education to the needs of knowledge society.		OPV-2009/4.2/01-SORO OPV-2010/4.2/03-SORO	6 10	1 3
	<i>Specific objective:</i> To increase the quality and to promote personal growth of R&D employees.		OPV-2009/4.2/01-SORO OPV-2010/4.2/03-SORO	6 10	1 3
	<i>Specific objective:</i> To promote cooperation among universities, research and development centres and the private sector at the state and international level.		OPV-2009/4.2/01-SORO OPV-2010/4.2/03-SORO	6 10	1 3
	<i>Specific objective:</i> To increase the quality of further education programmes and institutions, including the creation of a system of compatibility and permeability between formal and informal education, and to increase the share of economically active population that takes part in further education programmes.	•Further trainings of elementary- and high-school teachers in ICT •Personal and professional growth of teachers	OPV-2009/4.2/02-SORO	2	1

Measure 4.1 focuses on regional education reform in the Bratislava region. The objective of the measure is fulfilled through three specific objectives:

- The specific objective titled 'to innovate subject matters and teaching methods, to increase the quality of education outputs for the needs of knowledge society labour market' is covered by 5 national projects and about 20 demand-driven projects submitted for four different calls.
- The specific objective 'to focus the initial training and further education of teachers on the development of key skills needed to transform traditional schools into modern establishments' has so far been fulfilled through 5 national projects. Calls for demand-driven projects have not been announced yet.
- The specific objective titled, 'to ensure institutional quality of schools and educational facilities' is being met through one national project focusing on quality evaluation.

The objective of Measure 4.2 covers universities, research and development, and further education in the Bratislava region. It is being fulfilled through four specific objectives:

- The specific objectives titled, 'to adapt higher education to the needs of knowledge society', 'to increase the quality and to promote personal growth of R&D employees', and 'to promote cooperation among universities, research and development centres and the private sector at the state and international level' are being fulfilled through 4 demand-driven projects submitted under two calls launched in 2009 and 2010.
- The specific objective titled, 'to increase the quality of further education programmes and institutions, including the creation of a system of compatibility and permeability between formal and informal education, and to increase the share of economically active population that takes part in further education programmes' is being fulfilled through two mirror national project focusing on further education of teachers and one demand-driven project.

Based on the analysis of the implementation of strategies and objectives pursued under written calls for national projects and demand-driven projects, the following **conclusions and recommendations** have been drawn:

- The objectives of Measure 1.1 are not yet being fulfilled, with the exception of the specific objective, 'To improve the administration and management of schools and to motivate them to be more open to the needs of local communities', the implementation of which is still insufficient. It is recommended that a national project focusing on management trainings for school administrators be created and a call for demand-driven projects launched, focusing on cooperation between schools and local communities.
- The objectives of Measure 1.2 are still only partially being fulfilled. We suggest launching new calls focused mainly on the development of human capital in research and development, with a particular emphasis on international mobility.
- The objectives of Measure 2.1 focusing on further education are not being fulfilled adequately. National projects are aimed at further education of selected target groups

(teachers and work with the youth). Number of demand-driven projects is very low. There is an urgent need to prepare national demand-driven projects that would be focused on basic system elements (National System of Qualifications, National Qualifications Framework, career counselling centres, analysis of training needs and forecasting skills required for the labour market, etc.). We recommend to strengthen the cooperation with the Division of further education and youth at the Slovak Ministry of Education.

- The objectives of Measure 2.2 are being fulfilled.
- The specific objective 'to further educate MRC members, as well as persons working on their integration into society' as part of measure 3.1 is not yet being fulfilled. We recommend that further calls be launched for demand-driven projects covering both specific objectives under the Measure 3.1.
- The objectives of Measure 3.2 are still only partially being fulfilled through demand-driven projects that were approved within a call launched in 2009. We suggest that a national project be prepared, focusing on trainings for teachers and other staff working with persons with special educational needs, and another call to be launched for demand-driven projects covering both specific objectives of the Measure 3.2.
- The objectives of Measure 4.1 are being fulfilled well. We recommend to launch 1-2 more calls for demand-driven projects covering both specific objectives of the Measure.
- The objectives of Measure 4.2 are being fulfilled in a limited manner. Since the funds allocated also cover two mirror national projects aimed at further education of teachers, only 5 demand-driven projects have been implemented so far. It is recommended that the remaining allocation be used for mirror national projects in further education (see conclusions and recommendations for Measure 2.1).

**4.10 Is the OPE implementation taking place in accordance with the strategic materials adopted by the Slovak Ministry of Education? Act no. 245/2008 Coll. on Upbringing and Education (the School Act); Act No. 184/2009 Coll. on Vocational Education and Training; Act no. 317/2009 Coll. on pedagogical staff and specialists; Act no. 568/2009 Coll. on lifelong learning**

The implementation of the OP Education must be conducted in accordance with legislation adopted since the time of entry into force of the individual laws. As the analysis in the evaluation question no. 1.4 has shown, the objectives of the OPE have been set up well, so that there has not been any conflict with the four strategic laws adopted later.

**Act no. 245/2008 Coll. on Upbringing and Education (the School Act), as amended** entered into force on September 1, 2008 with the exception of provisions on normative financing of assistant teachers for pupils from socially disadvantaged backgrounds, which have been effective since January 1, 2009. The new law has replaced Act no. 29/1984 Coll. on elementary and high schools and has created conditions for the changes necessary in the school system and in education. It redefines the school system in Slovakia and places the Slovak education system in the European framework. The Act has introduced state curriculum as a mandatory programme for all schools, but also gave them the possibility to create their own curricula. Most projects in Measures 1.1 and 4.1 aim at implementing the School Act into practice, especially to create new or overhaul existing school educational programmes, while incorporating innovative methods and forms in education, to add ICT and new teaching resources, teacher trainings on ICT and foreign languages etc.

**Act No. 184/2009 Coll. on Vocational Education and Training, as amended**, with the exception of certain provisions that entered into force on September 1, 2009. The purpose of this Act is to provide legislative background for vocational trainings at secondary vocational schools and other school facilities, in order to prepare their graduates to live and work in a knowledge society and the labour market. It also provides for the status and roles of the quadripartite cooperation in vocational education and training, between the state government, self-administrations, employers and employees. The aim of this legislation is to ensure that school results in Slovakia become compatible with educational systems in other EU countries. Projects implemented at secondary vocational schools are in accordance with this Act.

**Act no. 317/2009 Coll. on pedagogical staff and specialists, as amended**, with the exception of certain provisions that entered into force on November 1, 2009. The purpose of the Act is to provide a comprehensive solution to the status, career development and personal growth of teachers and other educators working at schools, educational facilities, further education centres and other facilities where education takes place. It creates legislative conditions and substantial changes in the remuneration system of teachers and specialists, and is directly connected to their further education. It lays down conditions for continuing



education, accreditation and further education programmes, introducing a new credit and career system for teaching and professional staff. The Act also provides for the care of teaching and professional staff in terms of healthcare, recreation, social care, prevention of aggression and violence, and personal recognition. The Act introduced an important incentive for the target group to participate in continuous teacher trainings organized as projects - a system of credits, reflected in wage rates..

**Act no. 568/2009 Coll. on lifelong learning , as amended,** entered into effect on February 1st, 2010. It lays down conditions for a) lifelong learning , in which further education is based on educational levels acquired at schools; b) the accreditation of further education programmes; c) the rules and procedures for verification and recognition of previous school results to acquire partial and full qualifications; d) the national system of qualifications; e) the information system of further education; f) the system for monitoring and forecasting training needs of further education; g) the control of compliance with accreditation conditions and the conditions for granting authorization to carry out tests to verify professional competence. The Act created a legislative framework for the implementation of Measures 2.1 and 2.4. It also provides for the conditions for accreditation of educational programmes that are created and implemented in projects in other measures.

#### 4.11 Is it necessary to take corrective measures? If yes, which ones?

Based on the answers to the above-mentioned evaluation questions the OP Education can be evaluated as being well programmed. The intervention logic of the programme, as well as the structure of priority axes and measures is transparent and comprehensible. Programme objectives are drafted in a timeless manner, so there is no need to update them.

The implementation of the OP Education is taking place also in accordance with legislation adopted after the approval of the program. The objectives on the OPE level and on the level of priority axes based on the current values of measurable indicators cannot be clearly evaluated. The analysis of written calls for national projects and calls for demand-driven projects and their contribution to the objectives of the programme has shown that some specific objectives of the programme are not yet being fulfilled. We recommend that the following corrective measures be taken:

- For Measure 1.1 to prepare a national project based on management trainings for school representatives and a call for demand-driven projects based on cooperation among schools and local communities, that will help reach the specific objective titled 'To improve the administration and management of schools and to motivate them to be more open to the needs of local communities'.
- For Measure 1.2 we suggest launching new calls focused mainly on the development of human capital in research and development, with a particular emphasis on international mobility.
- With regard to Measure 2.1, there is an urgent need to prepare national demand-driven projects that would be focused on basic system elements (National System of Qualifications, National Qualifications Framework, career counselling centres, analysis of training needs and forecasting skills required for the labour market, etc.).
- For Measure 3.1 we recommend that further calls be launched for demand-driven projects covering both specific objectives under the Measure 3.1.
- For Measure 3.2, we suggest that a national project is prepared, focusing on trainings for teachers and other staff working with persons with special educational needs, and another call to be launched for demand-driven projects covering both specific objectives.
- For Measure 4.2 to use the remaining allocation for mirror national projects in further education.

Personal interviews with representatives of final beneficiaries also provided a number ideas that could facilitate the implementation of projects:

- To increase the threshold for management expenditure and project implementation due to the high administrative burden.
- To offer beneficiaries a training in the ITMS.
- To create an internet discussion forum where beneficiaries help each other in solving various problems associated with the implementation of projects. Such a forum would be created at the initiative of beneficiaries, and intended especially for them.

## **5. Evaluation of physical and financial implementation of OPE - Convergence Objective and Regional Competitiveness and Employment Objective**

### **5.1 Is the current fulfilment of measurable OPE indicators sufficient in relation to planned values? Are the OPE targets likely to be achieved?**

The question of attainability of targets has been answered in the questions titled, 'Are the target values of measurable OPE indicators relevant and achievable?' and 'Are the objectives set at the level of priority axes and OPE being fulfilled?'

A list of indicators, together with the evaluation of their attainability is provided in Annex no. 2.

A summary evaluation of the likelihood of achieving target values of OPE measures is provided in section 4.6 - Conclusion.

## 5.2 What progress has been achieved for the individual NPs in relation to OPE targets and in compliance with the school reform? Do the direct and written calls for projects reflect the targets and needs of the school reform?

One significant novelty that the school reform introduces is to allow schools to teach students according to their own educational programmes.

These changes are reflected in the indicator titled 'new educational programmes' as part of NP. For demand-driven projects it is clear that OPE activities help carry out the reforms, and the value of this indicator has been exceeded several times as of June 30, 2011.

The progress made in achieving the OPE targets through national projects in compliance with the school reform is thus reflected mainly in the values of indicators that track the number of new or innovative educational programmes.

The table no. 32 provides an overview of the implementation of indicators that track numbers of new and innovative educational programmes in NP.

Table no. 32:

National Project	Code	Target value	Implementation as of December 31st, 2010
Trainings for elementary-school teachers in foreign languages, as part of the foreign languages scheme for elementary and high schools	26110130001	3	3
Trainings for elementary-school teachers in foreign languages, as part of the foreign languages scheme for elementary and high schools	26140130001	3	3
Modernization of elementary-school education	26110130083	10	10
Modernization of elementary-school education	26140130013	10	10
Modernization of high-school education	26110130084	7	7
Modernization of high-school education	26140130014	7	7
Trainings for elementary-school teachers in foreign languages, as part of the foreign languages scheme for elementary and high schools	26110130085	3	3
Trainings for kindergarten teachers as part of the education reform	26110130087	7	7
Trainings for kindergarten teachers as part of the education reform	26140130017	7	7
Further trainings for elementary- and high-school teachers in ICT	26120130001	3	3
Further trainings for elementary- and high-school teachers in ICT	26140230001	3	3
Personal and professional growth of teachers	26120130002	625	144
Personal and professional growth of teachers	26140230002	625	144
KomPrax – Competences for professional life	26120130011	23	0

**Conclusion:** The above-mentioned data shows that calls that are being published and announced reflect the need for a school reform, while the target values of the indicators monitoring the number of new educational programmes have, with the exception of two NP, been fulfilled.

### 5.3 Is the absorption capacity of prospective applicants for NRF sufficient, based on the experience with calls that have been launched so far?

The values of planned projects for the whole programming period have been calculated as follows:

1. Amount of committed funding / number of contractual projects = average sum per project
2. Planned amount of investment / average sum per project = number of projects planned

Table no. 33: Planned absorption capacity per one applicant:

Priority axis	OP measure	Number of possible applicants	Number of projects planned	Planned Financing SF+SB in EUR	Average planned absorption capacity per one potential applicant SF + SB in EUR	Average absorption capacity per one planned project SF+SB in EUR
1	1.1	3,136	701	300,000,000	95,663.27	427,960.06
	1.2	34	173	129,411,765	3,806,228.38	748,044.88
2	2.1	1,036	38	128,823,529	124,347.04	3,390,092.87
	2.2	418	34	42,941,177	102,730.09	1,262,975.79
3	3.1	216	345	57,294,118	265,250.55	166,069.91
	3.2	153	108	19,176,471	125,336.41	177,559.92
4	4.1	274	34	8,131,193	29,675.89	239,152.74
	4.2	1,070	6	11,974,119	11,190.77	1,995,686.50
Total		6,337	1,440	697,752,372		

Sources:

The 2010 Annual Report (number of projects planned)

Operational Programme Education (number of schools)

<http://portal.statistics.sk/showdoc.do?docid=1724> (number of companies, and self-employed persons)

PHSR BSK 2007-2013 (number of schools in the Bratislava region)

Helena Woleková and Martina Petijová: Mimovládne neziskové organizácie na Slovensku ('Non-governmental non-profit organizations in Slovakia) 2006. [www.spo.sk](http://www.spo.sk) (number of non-governmental organizations in healthcare sector)

[www.123dodavatel.sk](http://www.123dodavatel.sk) (number of educational institutions)

Table no. 34: The ratio of the number of eligible applicants to the number of planned projects:

Priority axis	OP measure	Number of possible applicants	Number of projects planned	%
1	1.1	3,136	701	447.36
	1.2	34	173	19.65
2	2.1	1,036	38	2,726.32
	2.2	418	34	1,229.41
3	3.1	216	345	62.61
	3.2	153	108	141.67
4	4.1	274	34	805.88
	4.2	1,070	6	17,833.33
<b>Total</b>		<b>6,337</b>	<b>1,440</b>	<b>440.07</b>

The above-mentioned data shows that the absorption is difficult for Measures 1.2 and 3.1. National projects will, therefore, be necessary to be implemented for the take-up of funds.



## **5.4 Is it necessary to take corrective measures? If yes, which ones?**

We suggest that the following corrective measures be taken:

- To announce or publish new calls to ensure the fulfilment of target values of indicators.
- To pay closer attention to budgets in applications for NRF in Measure 2.2, so that efficiency could be assessed based on justifications of the individual items.

## 6. Evaluation of financial progress made in the implementation of OPE - Convergence Objective and Regional Competitiveness and Employment Objective

### 6.1 Are the funds allocated likely to be spent based on the current situation?

Table no. 35: Financial plan of the OP Education for the whole programming period, according to the measures and funds (in EUR):

Priority axis	In total	Public resources		Share of co-financing from EU
		EU	National resources - state budget	
<b>Priority axis 1</b>	<b>429,411,765</b>	<b>365,000,000</b>	<b>64,411,765</b>	<b>85%</b>
Measure 1.1	300,000,000	255,000,000	45,000,000	85%
Measure 1.2	129,411,765	110,000,000	19,411,765	85%
<b>Priority axis 2</b>	<b>171,764,706</b>	<b>146,000,000</b>	<b>25,764,706</b>	<b>85%</b>
Measure 2.1	128,823,529	109,500,000	19,323,529	85%
Measure 2.2	42,941,177	36,500,000	6,441,177	85%
<b>Priority axis 3</b>	<b>76,470,589</b>	<b>65,000,000</b>	<b>11,470,589</b>	<b>85%</b>
Measure 3.1	57,294,118	48,700,000	8,594,118	85%
Measure 3.2	19,176,471	16,300,000	2,876,471	85%
<b>Priority axis 4</b>	<b>20,943,034</b>	<b>17,801,578</b>	<b>3,141,456</b>	<b>85%</b>
Measure 4.1	8,131,193	6,911,514	1,219,679	85%
Measure 4.2	11,974,119	10,178,001	1,796,118	85%
Measure 4.3	837,722	712,063	125,659	85%
<b>Priority axis 5*</b>	<b>28,235,295</b>	<b>24,000,000</b>	<b>4,235,295</b>	<b>85%</b>
<b>Total</b>	<b>726,825,389</b>	<b>617,801,578</b>	<b>109,023,811</b>	<b>85%</b>

Source: Programme manual of the Operational Programme Education, Slovak Ministry of Education, Bratislava, 05/17/2011

- under Priority Axis 5 the amount of 1,179,365 EUR (ESF resources) is allocated to the Ministry of Health (IBMA)

Table no. 36: Financial plan of the OP Education for the Convergence Objective during 2007-2013, according to the measures and funds (in EUR):

Priority axis	In total	Public resources		Share of co-financing from EU
		EU	National resources - state budget	
<b>Priority axis 1</b>	<b>429,411,765</b>	<b>365,000,000</b>	<b>64,411,765</b>	<b>85%</b>
Measure 1.1	300,000,000	255,000,000	45,000,000	85%
Measure 1.2	129,411,765	110,000,000	19,411,765	85%
<b>Priority axis 2</b>	<b>171,764,706</b>	<b>146,000,000</b>	<b>25,764,706</b>	<b>85%</b>
Measure 2.1	128,823,529	109,500,000	19,323,529	85%

Measure 2.2	42,941,177	36,500,000	6,441,177	85%
<b>Priority axis 3</b>	<b>76,470,589</b>	<b>65,000,000</b>	<b>11,470,589</b>	<b>85%</b>
Measure 3.1	57,294,118	48,700,000	8,594,118	85%
Measure 3.2	19,176,471	16,300,000	2,876,471	85%
<b>Priority axis 5*</b>	<b>28,235,295</b>	<b>24,000,000</b>	<b>4,235,295</b>	<b>85%</b>
<b>Total</b>	<b>705,882,355</b>	<b>600,000,000</b>	<b>105,882,355</b>	<b>85%</b>

Source: Programme manual of the Operational Programme Education, Slovak Ministry of Education, Bratislava, 05/17/2011

- under Priority Axis 5 the amount of 1,179,365 EUR (ESF resources) is allocated to the Ministry of Health (IBMA)

Table no. 37: **Financial plan of the OP Education for the Regional Competitiveness and Employment Objective during 2007-2013, according to the measures and funds (in EUR):**

Priority axis	In total	Public resources		Share of co-financing from EU
		EU	National resources - state budget	
<b>Priority axis 4</b>	<b>20,943,034</b>	<b>17,801,578</b>	<b>3,141,456</b>	<b>85%</b>
Measure 4.1	8,131,193	6,911,514	1,219,679	85%
Measure 4.2	11,974,119	10,178,001	1,796,118	85%
Measure 4.3	837,722	712,063	125,659	85%
<b>Total</b>	<b>20,943,034</b>	<b>17,801,578</b>	<b>3,141,456</b>	<b>85%</b>

Source: Programme manual of the Operational Programme Education, Slovak Ministry of Education, Bratislava, 05/17/2011

Table no. 38: **Implementation status - overview of spending from 2007 to June 30, 2011 in OP Education for each priority axis (EUR)**

PA	Commitment for 2007-2010 for EU funds	Status of ESF spending (cumulative spending)					Spending in % for 2007-2013 as of June 30, 2011
		2007	2008	2009	2010	30.6.2011*	
<b>Priority axis 1</b>	365,000,000	0	0	1,802,148.87	38,735,141.38	48,181,150.52	13.2%
<b>Priority axis 2</b>	146,000,000	0	0	291,658.79	2,673,282.43	3,781,900.18	2.59%
<b>Priority axis 3</b>	65,000,000	0	0	0.00	833,083.18	2,056,869.33	3.16%
<b>Priority axis 4</b>	17,801,578	0	41,026,36	214,726.22	1,739,312.69	2,416,032.03	13.57%
<b>Priority axis 5</b>	24,000,000	0	730,680,38	2,912,061.68	6,132,602.96	7,228,678.35	30.12%
<b>Total</b>	<b>617,801,578</b>	<b>0</b>	<b>771,706.73</b>	<b>5,220,595.56</b>	<b>50,113,422.64</b>	<b>63,664,630.41</b>	<b>10.31%</b>

\* Data adjusted for irregularities

Source: Annual reports for the years 2007 - 2010, internal records of the Ministry of Education of SR

Based on the above-mentioned data, **726,825,389 EUR** has been allocated for the period 2007-2013, out of which **617,801,578 EUR** comes from the EU funds and **109,023,811 EUR** from the Slovak state budget. By June 30, 2011 a total of **63,664,630.41 EUR** have been spent from the EU funds on all Priority Axes (73,563,614.82 EUR for both the EU and Slovak

funds), which represents 10.31% from the commitment for 2007-2013 from the EU funds. The above-mentioned level can be considered adequate and reasonable in relation to the achievement of values as of June 30, 2011 for the 2007-2013 programming period, since in 2007 both MA and IBMA focused on the preparation of the operational programme and related documentation, and so the first calls were launched only in 2008. The actual spending of funds began only in 2008. The whole process of spending funds started in 2008 and will continue until 2013, which means that 2011 is in its mid-term. Given these facts, we conclude that the *spending has been appropriate and adequate*.

According to the 2010 Annual Report for the OPE, **1,455 applications** for NRF were received **as of December 31, 2010** amounting to a total of **676,768,562.62 EUR**. As of December 31, 2010, from the total number of applications for NRF submitted, **575 applications** were approved with a total approved budget of **369,823,463.87 EUR** from the EU funds and the Slovak state budget; from which **554 project** contracts were concluded with a total contractual budget at 310,098,183.06 EUR for the EU funds and Slovak state budget. As of December 31, 2010, **532 projects** are being implemented, which is **174 projects** more than in 2009 (as of Dec 31, 2009, 1,254 projects were received, of which 748 projects were rejected, 500 projects were approved, 440 project contract were concluded and 358 projects were implemented).

**According to internal records of the MESRS, 2,138 applications for NRF** were received **as of June 30, 2011**, with a total budget of **886,449,082.35 EUR** from the EU funds and the Slovak budget, of which **930 projects** were rejected with a **total amount of 324,247,124.25 EUR**. From the total number of submitted applications, 604 applications were approved with a total budget of **384,742,722.82 EUR** for the EU funds and Slovak budget, of which **556 project contracts were concluded with a total budget of 310,317,292.55 EUR** from the EU funds and the Slovak budget.

Based on these data it can be concluded that the **funds have a real chance of achieving a positive level of spending**. The conclusion is based mainly on the values of contractual financial resources as of June 30, 2011 where the **total amount of contractual funds achieved 310,317,292.55 EUR for both, the EU funds and the Slovak budget**, which represents **42.69% of the total amount of funds allocated from the EU and the Slovak budget**. Although contracts have been concluded for less than half the allocated funds, the spending can be considered reasonable. The evaluation took into the consideration the fact that education, and lifelong learning in particular, is a very specific area. Most beneficiaries come from the public sector and project financing is carried out through advance payments. For this reason, spending is higher at lower levels and its increase will only be visible after the accounting of advance payments. **Another positive trend is the increase in the number of applications for NRF in the last period - their number increased from 1,455 to 2,138 during the six months between Jan 1, 2011 and June 30, 2011, creating realistic expectations for future spending in 2012 and beyond.**

## 6.2 Which measures of the OPE risk not using all the allocated funds? Is it likely that funds will need to be reallocated between the individual measures / Priority Axes of the OPE?

Table no. 39: Spending of funds from Priority Axes as of December 31st for EU funds

PA	Commitment for 2007-2010 for EU funds in EUR	Cumulative spending of EU funds in EUR	
		In total	% from the commitment for 2007-2013
Priority axis 1	365,000,000	38,735,141.38	10.61%
Priority axis 2	146,000,000	2,673,282.43	1.83%
Priority axis 3	65,000,000	833,083.18	1.28%
Priority axis 4	17,801,578	1,739,312.69	9.77 %
<b>Total</b>	<b>593,801,578</b>	<b>43,980,819.68</b>	<b>7.41 %</b>

Source: Annual report on the implementation of the Operational Programme Education for January - December 2010, Slovak Ministry of Education, MA for OPE, Bratislava, June 2011

Table no. 40: Spending of funds from Priority Axes as of June 30, 2011 for EU funds

PA	Commitment for 2007-2010 for EU funds in EUR	Cumulative spending of EU funds in EUR	
		In total	% from the commitment for 2007-2013
Priority axis 1	365,000,000	48,181,150.52	13.20 %
Priority axis 2	146,000,000	3,781,900.18	2.59 %
Priority axis 3	65,000,000	2,056,869.33	3.16%
Priority axis 4	17,801,578	2,416,032.03	13.57%
<b>Total</b>	<b>593,801,578</b>	<b>56,435,952.06</b>	<b>9.50%</b>

Source: Internal records of the Slovak Ministry of Education (data adjusted for irregularities)

As of December 31, 2010 under *Priority Axis 1 - Reform of education and trainings*, the overall spending accounted for **38,735,141.38 EUR** from the EU funds, which represents **10.61%** of available EU funds. As of June 30, 2011 **48,181,150.52 EUR** were spent from the EU funds, which represents **13.2%** of the available EU funds.

As of December 31, 2010 under *Priority Axis 2 - Further education as a tool to develop human capital*, the overall spending accounted for **2,673,282.43 EUR** from the EU funds, which represents **1.83 %** of available EU funds. As of June 30, 2011 **3,781,900.18 EUR** were spent from the EU funds, which represents **2.59 %** of the available EU funds.

As of December 31, 2010 under *Priority Axis 3 - Promoting education for persons with SEN*, the overall spending accounted for **833,083.18 EUR** from the EU funds, which

represents **1.28%** of available EU funds. As of June 30, 2011 **2,056,869.33 EUR** were spent from the EU funds, which represents **3.16 %** of the available EU funds

As of December 31, 2010 under **Priority Axis 4 - Modern Education for Knowledge Society for the Bratislava region**, the overall spending accounted for **1,739,312.69 EUR** from the EU funds, which represents **9.77%** of available EU funds. As of June 30, 2011 **2,416,032.03 EUR** were spent from the EU funds, which represents **13.57 %** of the available EU funds.

Based on these data it can be concluded that the lowest amount of funds spent are reported in Priority axis 2 and 3. As of June 30, 2011, the **priority axis 2 reached 2.59%, while the priority axis 3 reached 3.16%**. The amount of funds spent is much lower compared to Priority Axes 1 and 4. Low amount of funds used was due to the fact that the actual spending for these Priority Axes began only in 2010. This should improve in the second half of 2011 and in 2012 when more calls for applications are expected to be launched. In 2011 it is also expected that more funds will be spent in advance payments. Most of these have not yet been accounted and certified, which should happen in 2011 (as of Dec 31, 2010 spending through advance payments was 90.66% of the total amount spent).

The data shows that **reallocation of funds will not be necessary** among the Priority Axes. As of June 30, 2011, contracts were concluded for a sufficient amount of funds, representing 42.69% for all Priority Axes from the total amount of commitments for 2007-2013 from the EU funds. The situation is expected to improve in 2011-2012 when most advance payments will be accounted.

### **6.3 Is the amount of funds spent adequate compared to the achieved values of measures?**

As the chapter 6.1 states, 63,664,630.41 EUR were spent as of June 30, 2011 from the total amount of EU funds committed for 2007-2013, which represents 10.31%. A more detailed analysis of the values of measurable indicators is provided in chapters 4.3 and 4.6.

From a total of 40 programme indicators at the level of Priority Axes 1-4, eight indicators are being fulfilled or their value was exceeded as of June 30, 2011, while 12 indicators are not being fulfilled but for which projects have been concluded and entered in the ITMS. Three indicators are impact indicators, so they will be monitored and evaluated only after the project implementation. For some other indicators applications that are being reviewed have been recorded in the ITMS, so it is likely that some of them will be implemented. Based on that we conclude that the achieved values of measurable indicators are adequate compared to the spending of funds amounting to 10.31%. The evaluation took into account the fact that indicators are being fulfilled with delays in their reporting. It is also related to the fact that the values of output and result indicators at Priority Axes are calculated from the values of result and impact indicators at project level, and therefore most of the data on the indicators will be available only after completion of the projects. The actual fulfilment of indicators as of June 30, 2011 was therefore higher than that.

## 6.4 Is it necessary to take corrective measures? If yes, which ones?

The amount of contractual funds is an important factor based on which the future spending of funds can be inferred. According to internal records of the Slovak Ministry of Education, 267,886,407.62 EUR have been allocated from the EU as of June 30, 2011. It represents 43,36% from the total EU budget from the 2007-2013 programming period.

The actual amount of EU funds spent reached 63,664,630.41 EUR as of June 30, 2011, which represents 10.31% of the funds allocated:

Table no. 41: **Spending from EU funds as of June 30, 2011**

Operational Programme	Total allocation 2007-2013 (EU funds)	Certified / approved expenditure (EU funds)*	Share of spending (EU funds) per commitment 2007, 2013 in %
Operational Programme Education	617,801,578	63,664,630.41	10.31%

\* Data adjusted for irregularities

Source: Internal records of the Slovak Ministry of Education

The Table no. 42 shows the amount of funds spent per month:

Table no. 42: **Change in share of spending per commitment 2007-2013 from June 30, 2010 to June 30, 2011 (EU funds, in %)**

	6/ 2010	7/ 2010	8/ 2010	9/ 2010	10/ 2010	11/ 2010	12/ 2010	1/ 2011	2/ 2011	3/ 2011	4/ 2011	5/ 2011	6/ 2011
OPE	4.74	5.11	5.31	6.71	7.02	7.74	8.11	8.15	8.17	8.89	9.33	9.79	10.31

Source: Slovak Ministry of Finance, Information on implementation status, NSRF as of June 30, 2011

Given the fact that the actual implementation of the OPE in national and demand-driven projects began only in 2008, conclusion of contracts and spending of funds can be considered adequate..

The current status in spending reflects the developments so far and the intensity of calls announced and published. As of 30.06.2011, under the Operational Programme Education, **41 calls were announced and published** (data from internal records of the Slovak Ministry of Education is adjusted for duplication in mirror national projects, and it does not include cancelled calls and calls under Technical Assistance for Measures 4.3, 5.1 and 5.2). The overall allocation to 41 calls announced and published represents **527,734,728.14 EUR** (EU and Slovak state budget). From the total allocation of 697,752,372 EUR (EU and Slovak state budget; it does not include the allocation to technical assistance measures 4.3, 5.1 and 5.2) it represents **75.63%**.



Based on this data, we suggest launching new calls to increase the spending (with an emphasis on contracts for larger projects that will require more funds). This applies to all Priority Axes. **It is essential that new calls are announced and published more rapidly.**

## **7 List of Partial Inputs**

No separate partial inputs have been created for the project.

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## 9 List of Abbreviations

AfNRF	Application for Non-repayable Funding
AMESRS	Agency of the Ministry of Education, Science, Research and Sport of the Slovak Republic
BA	Bratislava
CCA	Central Coordination Authority
CF	Cohesion Fund
EC	European Community
ES	Elementary school
ESF	European Social Fund
EU	European Union
GDP	Gross Domestic Product
HS	High school
HTU	Higher territorial unit
IBMA	Intermediate Body under the Managing Authority
ICT	Information and communication technologies
ISCED	International Standard Classification of Education
ITMS	The information system developed and administered by CCA that stores the data regarding NSF, all operational programmes, projects, verifications, checks and audits in order to ensure effective and transparent monitoring of all processes related to the implementation of SF and the CF.
KG	Kindergarten
LLC	Lifelong counselling
LLL	Lifelong learning
MA	Managing Authority
MESRS SR	The Ministry of Education, Science, Research and Sport of the Slovak Republic
MF SR	Ministry of Finance of the Slovak Republic
MH SR	Ministry of Health of the Slovak Republic
MRC	Marginalized Roma Communities
NP	National Project
NRF	Non-repayable funding
NSRF	National Strategic Reference Framework 2007 – 2013
NUTS	Statistical territorial unit (nomenclature des unités territoriales statistiques)
OP HR	Operational Programme Human Resources
OP	Operational Programme
OPE	Operational Programme Education
OPRD	Operational Programme Research and Development
PESD BR	Plan of economic and social development of the Bratislava Region
SAS	Slovak Academy of Sciences
SDB	Socially disadvantaged background

SEN	Special educational needs
SEN	Special educational needs
SEP	Self-employed person
SF	Structural Funds
SPD	Single Programming Document
SR	Slovak Republic
SRP	Summary request for payment
OFFE	Office for information and forecasting in education

## **10 Annexes**

Annex no. 1 - list of projects selected for evaluation

Annex no. 2 - assessment of indicators in terms of relevance and attainability