

# The Evaluation of Systemic and Conceptual Projects in PA 3 of OP RDE

## - Evaluation Area B

### 1<sup>st</sup> Interim Report

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## Seznam zkratek

ASI	Agency for Social Inclusion
BSLPC	Individual project other
CATI	Computer Assisted Telephone Interviewing
CAWI	Computer Assisted Web Interviewing
CLIMA	Czech School Inspection
CSI	Czech School Inspection
DMSCS	International School Psychology Association
ECC	Education counselling centres
ED	The Support of Quality Counselling Services in Schools and School Counselling Facilities Aimed at Promoting Inclusion: Quality-Inclusion-Counselling-Development Project
EFPA	European Federation of Psychologists Associations
EIG	Education – Information – Guidance Project
EQ	Evaluation question
ERAP	The Promotion of Inclusive Education in Classes
ES	Elementary schools
ESF	European Social Fund
ESIF	European structural and investment funds
ESP	Individual project systemic
HEI	Higher education institutions
IDI	In-Depth Interviews
IEAP A	The Inclusive Education and a Step-by-Step Assistance to Schools – Implementation of the Inclusive Education Action Plan
IEAP B	The Promotion of Inclusive Education in Classes
IESC	The Inclusive Education Support Centres Project
IESS	Inclusive Education Systemic Support Project
IHQE	The Inclusive and High-Quality Education Project
IHQE	The Inclusive and High-Quality Education in Territories with Socially Excluded Localities Project
IP	Individual project
IPc	Individual project with a conceptual framework
IPc LAP	The Education Development Local Action Plans Project

IPc	The Education Development Regional Action Plans Project
RAP	
IPo	Individual project other
IPs	Individual project systemic
ISPA	Computer Assisted Telephone Interviewing
KA	Computer Assisted Web Interviewing
LAP	European Federation of Psychologists Associations
MA	Key activity
MEYS	European structural and investment funds
MoLSA	Evaluation question
MVT	In-Depth Interviews
NEPES	The Inclusive and High-Quality Education Project
NGO	Individual project with a conceptual framework
NIE	The Education Development Regional Action Plans Project
NIFE	Individual project
NS	European Social Fund
OP	
RDE	The Education Development Local Action Plans Project
PA	The Inclusive and High-Quality Education in Territories with Socially Excluded Localities Project
PPCC	Enhancement of the Regional Action Plan Project
QICD	The Inclusive Education and a Step-by-Step Assistance to Schools – Implementation of the Inclusive Education Action Plan
RAP	The Inclusive Education Support Centres Project
SAP	School Action Plan for Education
SCC	School counselling centres
SDP	Agency for Social Inclusion
SEL	Socially excluded localities
SEN	Culture of Education, Leadership, Inclusion, Mentoring – Methodological Assistance to a Teacher, Active Learning Methods (an acronym for a conceptual framework of projects)
SPC	Regional action plan
SS	Secondary schools
TD	Tender documentation
TPS	Tertiary Professional School
TWSP	Strategic Direction and Planning in Schools and Territories Project

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# 1 Executive summary

The assessment of the Evaluation Area B, that is of the individual systemic project “The Support of Quality Counselling Services in Schools and School Counselling Facilities Aimed at Promoting Inclusion: Quality-Inclusion-Counselling-Development” (QICD) forms part of the systemic and conceptual projects evaluation in the PA 3 calls of the OP RDE. This evaluation was initiated in spring 2017. Present evaluation report is based on research conducted by the evaluator at the turn of 2017 and 2018.

The Cooperation activity of the project was evaluated. Within the framework of the project, this activity is realised primarily in the form of **expert panels**, which are attended by members of the cooperating institutions: higher education institutions (HEI), the Agency for Social Inclusion (ASI), non-governmental organisations (NGO), complementary project implementers, departments and organisations of the Ministry of Education, Youth and Sports (MEYS) and sometimes others. Expert panel organisation is rated as neutral. Four members of the **cooperating institutions evaluate the project as beneficial for the Czech education system**, two others rate it as neutral citing a lack of information about how the project was actually implemented, and one member evaluates it as rather unhelpful. **Cooperation with foreign experts consists of working with an expert from Slovakia who is also a member of N.E.P.E.S.<sup>1</sup> by the EFPA<sup>2</sup> and ISPA<sup>3</sup> and who attended the expert panel on the 28<sup>th</sup> of March 2018<sup>4</sup>. She also ensures cooperation with the Comenius University in Bratislava; no evidence of the previously announced cooperation with other foreign universities (in the US and the UK) was provided at the time of the research.**

The support the project provides to educators while they work with the Education Support Plan (ESP) and implement supporting measures at level 2–5 is primarily focused on schools participating in the project – nursery, elementary and secondary schools (64 schools in total in January 2018) which were chosen in cooperation with the ASI (intensive form of support). This support is namely provided through training, by offering the opportunity to cooperate with a participating education counselling centre (ECC), which has long-term knowledge of the situation in the school, and the opportunity to ask questions and use information from methodical support published online. These forms of support are evaluated predominantly **positively** with respondents especially appreciating **the benefits the training brings**. Training courses at the regional level are accessible only to participating schools which directly express their support for their organisation; training at the national level is accessible to employees of uninvolved schools as well, and they make up about a third of all participants. Global support consist of methodical support provided online (answers to questions from participating schools, presentations from meetings of participating schools and a list of links to other information sources). Since its creation (in September 2017), the methodical support website has been viewed by 310 individual visitors and 1 496 repeat visitors (by the 20<sup>th</sup> of March 2018)<sup>5</sup>. The global form of support also includes support provided by the trained and informed educators from participating schools to educators from uninvolved schools. About half of respondents say that they receive questions from surrounding schools with varying degrees of frequency and most of them say they feel more prepared to respond thanks to the support provided by the project. The evaluator suggests boosting global support by

<sup>1</sup> Network of European Psychologists in the Education System

<sup>2</sup> European Federation of Psychologists Associations

<sup>3</sup> International School Psychology Association

<sup>4</sup> Information obtained and added based on a comment made during the comment procedure.

<sup>5</sup> Information obtained and added based on a comment made during the comment procedure.



further using the website (continuing to publish methodical material, focusing on promoting the website, making the website more attractive and user-friendly) and if staff and financial capacity allow, **increasing the capacity of the most sought after training courses.**

Within the framework of the Education Key Activity, 8 out of 9 thematic modules defined in the Project Request are currently being fulfilled. In order for the education modules to be successfully fulfilled, the completion of the set amount of training hours and the creation of methodologies are crucial. By the beginning of 2018, no training had taken place in one of the education modules (Education Module for Self-Experience Activities) and only one training course had been held in another (Education of Pupils from Different Cultural Backgrounds and with Different Living Conditions). Since the project is nearing its end (March 2019), **careful planning of activities** is necessary for all modules to be successfully completed. Training courses are evaluated as **beneficial and meeting expectations**. Training related to legislation focused on inclusive education is the most sought after. But some respondents (4 questionnaire respondents and one telephone interview participant) complain of the **ambiguous interpretation of legislation**. The results of the research show that practical training courses which include examples from practice and provide courses of action for specific or unclear cases are needed. The training should focus as much as possible on questions from participants and on solving cases encountered by them. One possible suggestion for the conception of future training courses is, therefore, to combine the more theory oriented seminars with seminars focused on case interpretation.

Core members of the implementing team, mainly employees of the National Institute for Education (NIE), are the most informed about complementary projects because they encounter them at the level of project management. Awareness of other complementary projects was examined as spontaneous knowledge and recognition from a list of options. **The highest level of spontaneous knowledge of complementary projects was identified when it came to The Education Development Regional Action Plan (RAP), The Promotion of Inclusive Education in Classes (IEAP B), The Enhancement of the Regional Action Plan (ERAP) and The Inclusive Education and a Step-by-Step Assistance to Schools projects – Implementation of the Inclusive Education Action Plan: Methodical Assistance (IEAP A).** When asked about the projects defined as complementary to the QICD project, respondents usually said they knew only of their existence. Out of these projects (selection from a list of options), respondents are most often familiar with the ERAP (some respondents take part in its activities and others know it from coordination meetings), the IEAP A, the Strategic Direction and Planning in Schools and Territories (SDP) and the IEAP B projects. Over half of respondents think that the benefits of organising complementary activities lie in helping **pass on good practices** and 40 % notice a **stronger influence when introducing positive change**. Complementarity can also present certain obstacles but **nearly half of all respondents haven't encountered any yet**. One of the most cited obstacles is **an increased amount of paperwork**. Some list sharing of workloads, unclear classification of activities for their reporting, and an insufficient focus on long-term activity planning to avoid overburdening target groups and experts as problematic. The research shows that **a shared platform for activity planning** is needed in specific locations.

The Self-Evaluation Activity is evaluated mostly positively. **The need for the whole implementing team including members of the methodical network to be informed about the results of the Self-Evaluation Activity**, which could make the activity more beneficial in the future, was mentioned several times. More than half of the respondents are currently not informed that the activity is being



realised and another third knows of its implementation but they are not aware of its outcomes and cannot work with them further. The questionnaire also showed a **need for more intensive, efficient and open communication in the implementing team.**

## 2 Research summary and the upcoming activities

Research method	Respondents (type, number)	Response rate <sup>6</sup>	Research period	EQ
IDI	The main project manager, the deputy main project manager	---	June 2017 / January 2018	B.1, B.4, B.5, B.6, B.8
IDI	Key activity managers (4 interviews in total)	---	January 2018	B.1, B.4, B.5, B.8
CAWI	The project implementing team (316 members of the implementing team addressed)	46 %	December 2017	B.6, B.8
CAWI	Participants of training courses (216 participants addressed in the first wave, 152 in the second wave because of the low response rate during the first round; quota random sampling covering all training courses was used)	10 %	December 2017 / January 2018	B.5
		28 %	January 2018	B.5
CATI	Participants of training courses (4 addressed, 3 interviewed)	---	January 2018	B.5
CAWI	Managers (79 addressed)	38 %	January 2018	B.5
CATI	Managers (3 addressed, 3 interviewed)	---	January 2018	B.5
CAWI	Support recipients, methodology specialists from participating schools (31 addressed which means 50 % of participating schools; quota random sampling covering all regions was used)	77 %	January 2018	B.4
CAWI	Participants of expert panels (7 expert panel participants addressed, see pp. 13, 14, which means 100 %)	43 %	December 2017	B.1
CATI	Members of the cooperating institutions (7 interviews conducted, see p. 14 for specifications of the institutions)	---	January 2018	B.1

### Procedure summary for the upcoming period

<sup>6</sup>The response rate of the questionnaire relates to the total number of respondents addressed – for example for the CAWI of participating schools, 31 schools were addressed and 24 respondents answered the questionnaire.

1. The evaluation of the EQ B.1 was now assessed using the CAWI questionnaire survey in accordance with the TD and supplemented with telephone interviews with the target group based on an agreement with the contracting authority. The question was additionally supplemented with information from interviews with core implementing team members and the evaluator suggests keeping this approach for future EQ B.1 evaluations as well.
2. For the next interim report only the EQ B.1 and B.5 are meant to be evaluated in area B. The evaluator assumes that research for the evaluation to be included in the final report in 2020 will begin at the end of 2018 to ensure that it will still be possible to reach all important respondents since the project is meant to end in March 2019. The evaluator also suggests conducting research among training course participants (data to answer the EQ B.5 in the interim report in 2019) in June or September 2018 already and then a second round of research, which will provide data for the final report in 2020, at the beginning of 2019 once all training is completed. These changes in schedule are suggested mainly to obtain as many relevant responses as possible by conducting the research sooner after the completion of the training courses because respondents mentioned several times that they no longer remembered the training or remembered it only vaguely due to the large amount of time elapsed since. Training is organised with regard to the seasonal nature of the target groups' work and mostly takes place in spring and autumn, the evaluator therefore suggest **assessing these periods individually in June or September and at the beginning of 2019.**

## 3 Evaluation questions findings and answers

### Introduction, context

#### Project implementation stage

The QICD project is currently about two-thirds complete (the project is expected to end in 15 months, on the 30<sup>th</sup> of April 2019), but only 22 % (33 129 000 CZK) out of the project's total allocation (149 990 000 CZK) has been used. Indicators are continuously updated with individual outcomes and there will be a final report once the project ends.

The project has long struggled with lack of personnel (a main methodology specialist for PPCC is still needed) and frequent changes in members of the implementing team (the manager of one of the KA left the implementing team and other key team members considered leaving as well. A replacement manager of another KA is currently needed because she changed her position within the team). Despite this, the project is being implemented on schedule, new schools keep joining (in January 2018 it was 64 schools out of the total 85 envisioned<sup>7</sup>), training courses are periodically organised in order to fulfil education modules, research into the use of integration measures in schools is being conducted, and a unified set of rules and other expected outcomes of the projects are continually being worked on.

### EQ B.1 How do the other actors listed as key to activity 2 (Cooperation) of the QICD IPs evaluate cooperation with the project?

The activity is realised primarily in the form of expert panels. How often these panels are held is defined in the call annex. Other forms of cooperation are specific to the different actors. Two expert panels have been held so far, in November 2016 and in November 2017. The aim of the evaluation question is to periodically assess how successfully the key activity is being implemented and what its benefits are. To answer the question, 7 expert panel participants were addressed (3 participants from cooperating universities and the NGO Open Society Fund answered) and 6 interviews with representatives of cooperating organisations (ASI, ERAP, IEAP A, IEAP B, SDP, Slovo21) were conducted. The data was additionally supplemented with interviews with the manager of KA 2 and the main project manager.

#### The benefits of the project for the Czech education system

Four out of seven expert panel participants (representatives of cooperating universities: Masaryk University, University of South Bohemia, Palacký University Olomouc, and one representative of an NGO which focuses on inclusion) see the project as beneficial for the Czech education system. One

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<sup>7</sup> The target number of schools was originally 70 but it was later raised to the current 85. But the number of schools is not set out in the Project Request and it is not among the observed indicators. Based on information from the latest IR, the implementing team is considering stopping the recruitment of schools at a lower than originally envisioned number with regards to the decreased interest shown by schools because of their frequent participation in other systemic projects.

participant (representing a different NGO) considers it to be rather unhelpful and the remaining participants are reserving judgment until they receive feedback from participating organisations. One respondent specifically cites benefits in the form of “establishing a system of inclusive education, coordination between counselling bodies” and another one as “discovering the weak links in the system which had previously not been described and finding their systemic solution”. One of the NGO representatives who participated in a telephone interview sees support provided to ECC employees as helpful because they are concerned about changes brought on by the inclusive reform. She also thinks it can be beneficial to assure them of the importance of their work, which remains even after legislative changes are introduced. Conversely, another respondent sees the project as rather unhelpful because “the potential of so many resources available to change the counselling sector is not fully utilised. I haven’t noticed much impact in practice so far”. Four other members of cooperating institutions who took part in a telephone interview are careful about judging how beneficial the project is for now, potentially waiting for feedback from participating institutions – schools and ECC.

### The benefits cooperating with the project brings for the work of respondents and cooperating institutions

Questionnaire respondents are divided in their answers to this question. Two of them perceive the project as beneficial for their work, seeing benefits particularly in “the opportunity to gain new up-to-date information and to help search for solutions” and also in the opportunity to work with experts who are part of the project methodical networks. One of the representatives of the participating HEI specifically cites the opportunity to learn about how students are educated at other universities. Another respondent was dissatisfied because cooperation with the project was limited to only one meeting which, in his opinion, did not benefit neither him nor the institution he represents. Members of cooperating institutions who were interviewed over the phone think that rather than their institution, the cooperation benefits the QICD project which they help implement (ASI), or that the cooperation is not yet happening to full extent (other systemic projects). An example of this can be the cooperation with the ASI, namely its help in choosing which schools near SEL are suitable for participation in the QICD project, the expert consultations it offers, and its participation in expert panels. They hope that the project will have a positive effect in SEL in the future, but for now they do not have sufficient information from participating schools to be able to assess its impact.

### Expert panels

The first project realized by a professional panel took place in November 2016 and invited were representatives of the 4 cooperating universities (South Bohemia, Masaryk and Charles University), two representatives of NGOS (Slovo21, OSF), representative of the ASF and the coordinators of the project. In the words of one of the participants as well as information from the project team was invited not much in advance (invited were with less than two weeks ahead of time), without sufficient information for the participants and with no follow-up information about the development of the project or the outputs generated by the expert panel. One of the reasons may have been significant personnel changes within the project team. The respondent then cites the need for regular meetings of experts so that it could be an activity for their participants and their institutions and the project really benefit. Another of the participants of panel adds that the panel was more indicative of the existence of the project, the participants did not encourage questions directly to the cooperation with the project or with each other.

Two more of the participants of the panel evaluated very positively, particularly with regard to the "expertise of participating" and "well structured program of the panel". One of the respondents, however, proposes the inclusion of the work in smaller working groups to enhance the effectiveness of the expert panel. Another of the benefits mentions one of the from the NGO in the sharing of opinions and attitudes towards inclusive reform. In November 2017 was organized the second expert panel, which, however, was not assessed in the Interim report, since the evaluator got the information about it at the end of January 2018. Expert panels have specific topics, e. g. the last expert panel was aimed at the transformation of special educational needs to editing the curriculum according to the type of handicap and invited experts were mostly of representatives of universities (MUNI, SA, UP, UNIVERSITY, UK) and NUV (team project), any NGO or any other actors were not invited to participate.

### Cooperation with other Systemic Projects

Key activity has some overlaps with the complementarities of systemic projects, when mandatory cooperation of some projects is determined already in the methodology within which these projects are supported by. According to the information from the managers of other projects (ERAP, IEAP A) and information from the members of the project team, QICD organizes every two weeks project meetings. The main project managers are invited to the meetings, they presented the current state and project activities, discuss the risks and how to prevent them. They invite each other to some of the project activities, in particular on the the expert panel. At the same time the main managers are trying to identify overlap in implementation of projects and then respond to it adequately. In the case of identifying any overlap that main project managers then usually meet individually and discuss the options and pitfalls of specific situations.

For example, in the case of project ERAP the realisers see now only minimal overlap with the project QICD, but in future they expect cooperation to define criteria for gifted and underprivileged children. More information is included within the solution B 8 EO, which is focused on the complementarities of the systemic projects. One of the respondents as a possibility for improving cooperation proposes the creation of an electronic platform for flexible information sharing among projects, including shared calendar, which would facilitate the planning and implementation of activities of each other projects. That should prevent too coincidences of activities and too big stress on the target groups.

### Cooperation with other players and institutions

On the contrary, the project cooperates intensively with the ASI, which helped it with the selection of the appropriate schools near SEL that could be involved in the project. The representatives of ASI also participate in expert panels, educational seminars and they meet at conferences. They expect positive development in SEL around participating schools, but they do not have feedback about the projects impact yet.

Staff of the MoLSA is involved in the project in the context of training courses for social workers that project provides. At the same time, BSLPC workers are invited to participate in case conferences, which are held in the regions with the participation of a wide spectrum of relevant experts and their goal is to solve a specific and demanding case. The total planned number of case conferences is 27, of which just 6 are already done. The participants of the case conferences are, however, bound by the secrecy and they cannot speak about their experience with the project. On this issue the internal evaluation of the project also came across, the subject should be, because the sensitivity of the data they don't really

know, how to start evaluation. That's why the implementation team still discusses the form of the evaluation and it haven't started yet.

Grant application also defines a foreign institutions, with which the projects cooperates, now thought member of the N.E.P.E.S., EFPA and ISPA. The member participated in the expert panel 28. 3.2017. There are also defined foreign universities for cooperation in the grant application. The universities are from United States, Great Britain and Slovakia. According to the information from the team, cooperation occurs only with the University in Bratislava so far.



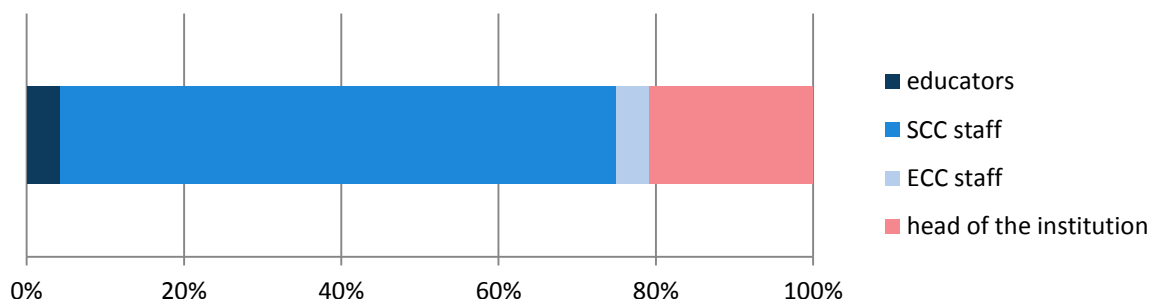
## EQ B.4 How do educators evaluate the support provided by the QICD IPs while working with the Education Support Plan and implementing supporting measures at level 2–5 for pupils?

One of the key activities of the project is activity no. 5 (The Integration of Supporting Measures at the School Level) which focuses on providing support to educators while working with pupils who require supporting measures. The Project Charter states that intensive support will be granted to schools which require it when implementing these measures. This namely means schools selected and addressed in cooperation with the ASI which are now formally participating in the implementation of the project. There are currently 64 of them (data from January 2018). According to one of the core implementing team members, participating schools are given preference to take part in training courses, they are given long-term support by the participating ECC in the region and they can also cooperate with them to organise training or a case study conference for themselves. Six case study conferences (out of the 28 set out in the Project Request) have been organised so far. They also provide the implementing team with necessary data on the use of supporting measures and the needs of educators in schools. The Project Charter also assumes global support of educators while working with the ESP and implementing supporting measures at level 2–5. According to information from the core implementing team, this support is provided primarily in the form of methodical support on the project website (links to important websites sorted by topic and answers to questions from educators of participating schools) and by providing the opportunity to contact trained and informed educators from participating schools in the region and to ask questions on the project website.

The aim of the evaluation question is to assess how the usefulness of the support provided by the QICD project to educators while working with pupils who require supporting measures is perceived.

The questionnaire was answered mostly by SCC employees (67 %), meaning centres which are part of schools. In one fifth of cases, they were managers; in one case, they were ECC employees and one was a special needs teacher.

**Graph 1: Questionnaire respondents by job**

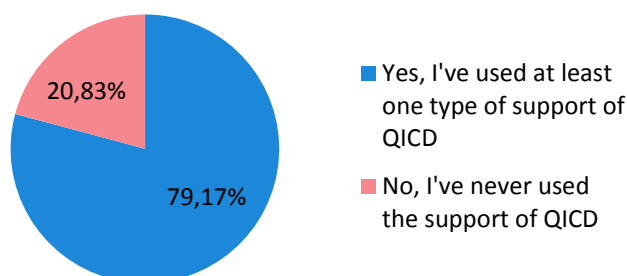


Source: Questionnaire survey (N = 24)

## The use of supporting measures provided by the QICD project<sup>8</sup>

The chart below shows how many respondents took advantage of the support provided by the QICD project. Four respondents who did not use the support stated they did not feel the need for additional support when working with the ESP and implementing supporting measures. One draws on support from a different source – he addresses his questions directly to ECC or he invites them to the school independently of the QICD project.

**Graph 2: Have you used the support provided by QICD during the implementation of support measures in the degree of 2-5 and when working with the ESP (methodological support on the QICD website, the option of asking questions, participation in education etc.)?**



Source: Questionnaire survey (N = 24)

## Evaluation of the support provided by the QICD project

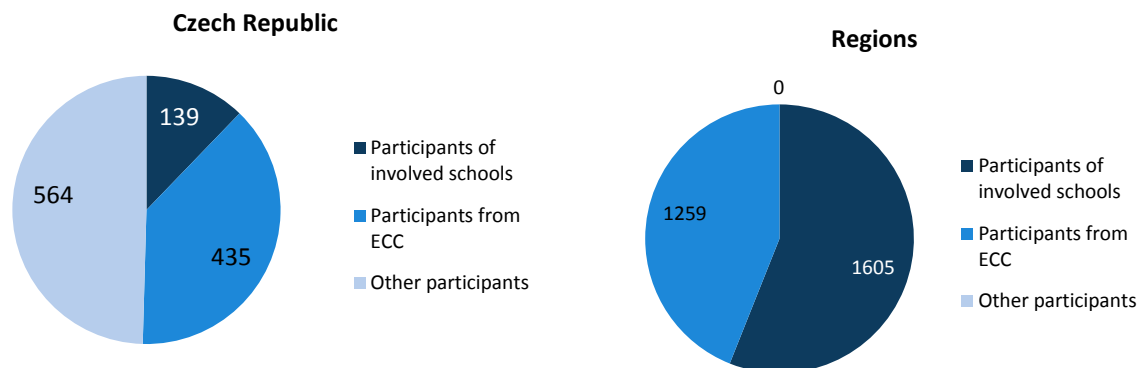
The evaluation which follows is based on the opinions of respondents who used at least one of the offered forms of support. The respondents view **participating in training programmes** as the most useful form of support. 9 respondents see it as very useful and 7 as rather useful. A questionnaire survey conducted by the implementer of the training as part of an internal training evaluation (based on an overall evaluation of courses in a month when training which focused on support while working with the ESP and implementing measures at level 2–5 was organised) also confirm the benefits and usefulness of training courses. Respondents appreciate that the training programmes offer a variety of courses, that they include examples from practice, that they are taught by very good lecturers and that there is a possibility to organise them directly in the regions. The training programmes are organised primarily for schools participating in the project; other schools can apply if the capacity allows. As shown in chart no. 3, training course participants from participating schools are outnumbered by participants from uninvolved schools at the national level (when all training courses for the target group are taken into account). Conversely, training at the regional level is attended only by educators from participating schools. The uninvolved target group forms on average a third (36.5 %) of participants of training courses relevant for work with the ESP and for implementing supporting measures at level 2–5<sup>9</sup>. According to an implementing team member, there have been times when

<sup>8</sup> The respondents were methodology specialists from participating schools who also receive intensive support and/or cooperate with the implementing team of the project and provide it with data which is then used to assess project outcomes.

<sup>9</sup> Four First Level of Supporting Measures and Their Provision – Education Support Plan training courses were organised in total as well as one Implementation of Supporting Measures – Adaptation of Education Content and Adaptation of Education Outcomes at the National Level course. Other training courses are not closely related to the issue or they focus on specific questions.

people from uninvolved institutions applied for a nationwide course but their participation had to later be cancelled since priority is given to educators participating in the project.

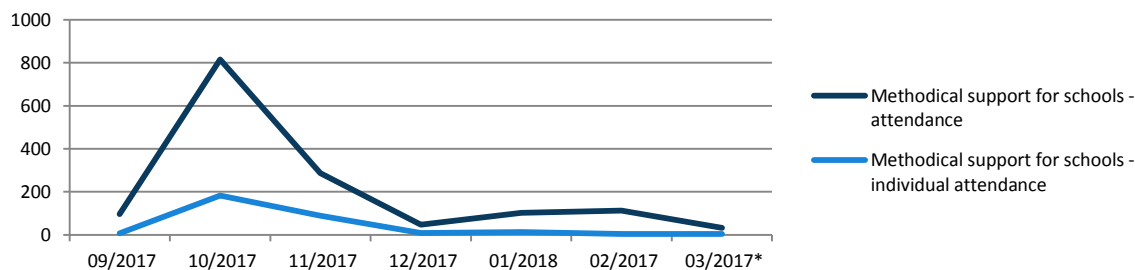
**Graph 3: Participants of all training courses for the target groups of the project in the period from January 2017 to March 2018 (comparison of nationwide and regional training courses)**



Source: Overview of the participants of the training courses from implementation team

Also the methodological support on the project website was assessed very positively, when nearly a third (29%) of respondents assess it as very useful and almost half (43%) of the respondents as a rather useful. Three of the respondents appreciate the clarity and easy orientation on the website, the other two then point out the availability of verified and relevant information in connection with the interpretation of the law. The website traffic with methodological support can be monitored on the Graph below. In total, since establishing the methodological support page there have been registered 310 individual visitors (unique IP addresses) and 1496 repeated visitors. Relatively high attendance was in October 2017, in the new year the number of new visitors is relatively low - in the January there were 13 and in February only 4 new visits. The decline in attendance has been recorded in the Christmas season, however, after these days the visits number is slightly above 100 visits per month. The average attendance rate on the website of published methodological support is 214 people (or 44 individual visitors) per month, yet the impact of this form of aid can be marked as rather low due to the total number of potential users

**Graph 4: Web traffic of methodological support**



\* until 20. 3. 2018<sup>10</sup>

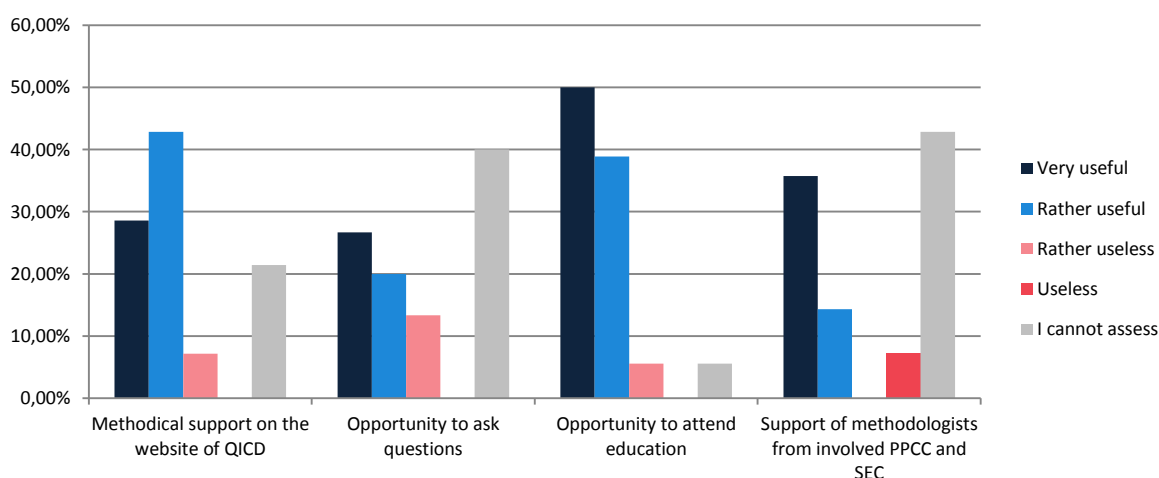
**The option of asking questions** was not used by many respondents, however, almost half of the respondents rated it as highly and rather useful. According to the information from the implementation team, the queries were collected at a meeting of the methodologists of the schools involved and were

<sup>10</sup> Information obtained and added as a result of a comment made as part of the comment procedure.

then gradually answered and processed into a form that is now published on the website of the project, currently it is possible to ask questions online on the web. In the questionnaire two respondents appraised the form and clarity of processed responses to the questions.

Seven of the respondents who used the **support of the participating ECC (Education counselling centres)** assess this support positively. Respondents appraised the regular meetings and consultations with the methodologists and also the transfer of information. The form of the aid was evaluated as not useful only in one case, when the respondent states that so far there were no meetings or communications with involved ECC or regional education programmes. The support from ECC is regionally variable, and it is possible that in some regions it is less intense, it would therefore be appropriate to ensure maximum comparability of this support in all regions.

**Graph 5: What form of support did you use when working with ESP (Education support plan) and during implementing support measures in level 2-5, and how do you rate it?**

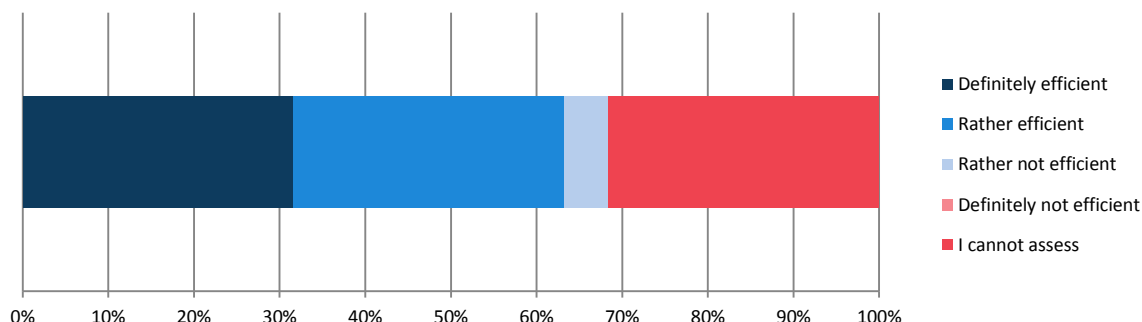


Source: Questionnaire survey (N = 19)

In the question of the possible changes that could further enhance the usefulness of project support, the respondents in 3 cases reported the implementation of regular regional meetings of the methodologists particularly in regions or in Prague, in order to share experiences, case reports, solving difficult cases, etc. At the same time, in four cases there have been mentioned the need to reduce administration, that burden the involved staff at schools. In one case it was mentioned that the school would welcome the visit of the expert directly at the school to help to solve the particular situation of the school.

The respondents in the questionnaire mentioned three times the cooperation problems with the family of pupils with supportive measures. It is, therefore, to consider whether it is in the options of the project to take account of this issue even in the framework of the project QICD support. One of the respondents then also proposes excursions of teaching staff at schools that are more pro-inclusively tuned in and common education works well here. This is, due to available information from the implementation team considered in the implementation plan of the project.

**Graph 6: Do you assess the support provided by the project QICD as effective in the sense of the necessary costs of its application compared to its benefit?**



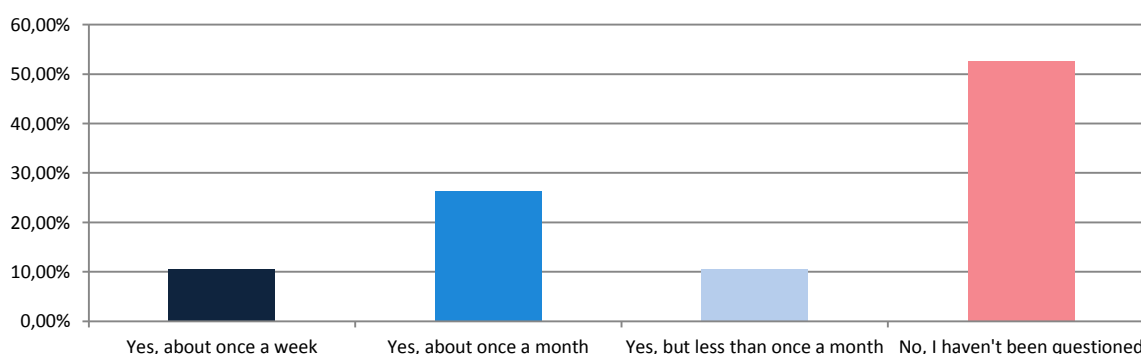
Source: Questionnaire survey (N = 19)

The Graph above shows the evaluation of the effectiveness of the support provided, that more than 60% of the respondents assess positively and other 32% do not feel able to judge. Only one of the respondents evaluate the support as inefficient, and this is because, according to him, it came too late due to the implementation of the common education into practice and the need for teaching staff to deal with it. To increase the efficiency of the support, three of the respondents propose the implementation of seminars and training directly at the school with the involvement of a larger number of teaching staff, which can not usually be sent to external school training.

### Global form of support

Support from the QICD project is primarily focused on the schools involved, which are supposed to spread their knowledge and experience to other schools in the area. Less than half of the representatives of participating schools states that they are interviewed in a different frequency by the workers from surrounding schools, most of them (total of 5) is then interviewed about once a month. Individually, the respondents usually involves topics such as working with incoming foreign students or interpretations of the regulations.

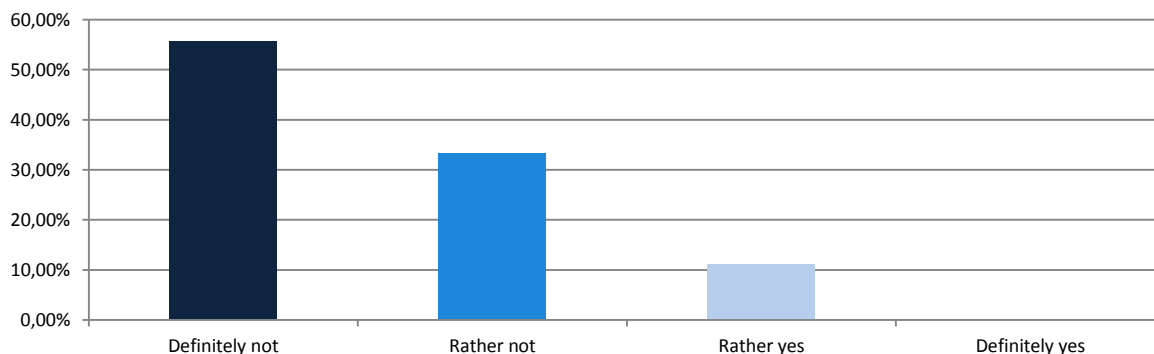
**Graph 7: Are you questioned by surrounding schools and their staff for support in solving problems or ambiguities in the context of the work with the ESP and fulfilling the support measures in level 2-5?**



Source: Questionnaire survey (N = 19)

Respondents who say they are questioned by workers of nearby schools, then answered the question of whether, thanks to the QICD project support, they feel ready to answer these questions. The responses were overwhelmingly positive except one of the respondents, who was specifically asked to offer training courses implemented within the project.

**Graph 8: Have you felt, thanks to the QICD project support, the possibility to help and encourage the colleagues from the surrounding schools to work with ESP and in implementing support measures in the level 2-5?**



Source: Questionnaire survey (N = 9)

Global form of the support, which consists primarily of the methodological support posted on the website and in the promotion of several participating schools, which should then spread their knowledge, currently it has rather low impact and its effectiveness is relatively small. For the purpose of increasing it, the evaluator propose, if the project budget allows, to consider the expansion of the capacity of training activities of the project, not only for the courses at the national level, but also at the courses organized in the regions, so that they can be participated by staff of non-involved schools, according to the interest. We also propose to further intensify the global support via the web (publication of methodological materials via the website, web publicity, making the site and its user friendliness).

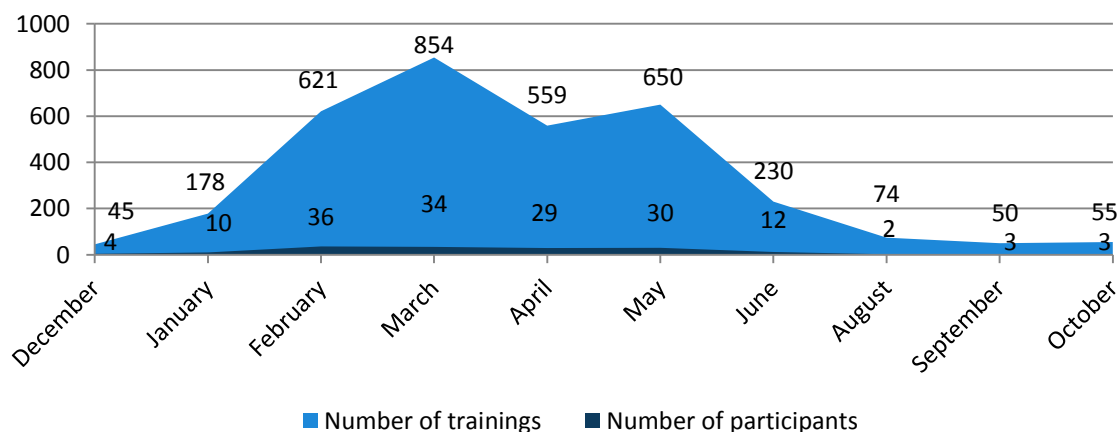
## EQ B.5 How do the participating target groups (educators, ECC employees, review centre employees, students of HEI and TPS) evaluate the training provided through the project?

Training courses provided by the QICD project are organised within the framework of key activity no. 6. Their content is primarily determined by the 9 modules defined in the Overview of Key Outcomes for the Fulfilment of Indicators Annex to the Project Charter (indicator 51301 Number of Education Modules with Methodology and an Education Module). Training is organised centrally in Prague or sometimes in Brno, and also regionally, when it has a narrower focus with regard to the needs of local institutions. Central project management then provides support in the search for lecturers, and envisaged course content as well as outcomes and attendance lists are approved. The key activity manager stated they try to tailor the training to the needs and preferences of the target groups. An example of this can be the incorporation of more seminars focused on the new legislation related to inclusion at the beginning of the project or the inclusion of the topic of school registers, which was included due to large demand among educators despite the fact that it is not closely related to the topic of the project. The aim of the evaluation question is to periodically assess how successful the key activity is, especially with regard to how participants themselves evaluate the usefulness of the training. The research conducted follows from an internal evaluation of training courses which was carried out immediately after the training ended and which shows that the training is very useful and beneficial (for all courses organised during each month).

### Overview of the organised training programmes

The chart below shows that most training courses in the previous period (period chosen with regard to the availability of necessary information, documentation and attendance lists from the training courses) were organised in February and March 2017. Almost half of all training courses (43 %) from the examined period were organised during these two months and the number of participants accounted for 45 % of all participants. This may be caused by the cyclical nature of educators' work as they are less busy once the school term is over and therefore can dedicate time to training. In the period between December 2016 and October 2017, training courses at the national and regional level were attended by 3300 participants in total.

**Graph 9: Implemented trainings 12/2016-10/2017**





Source: Overview of the QICD courses, Implementation report of QICD

In order for the individual modules to be successfully fulfilled, completing the set amount of hours for each module and, for most modules, creating a methodology on the given topic and sometimes supplementing it with other relevant outcomes is crucial. The number of participants and organised training courses is also reported for each module. An overview of how the individual modules are currently being fulfilled can be found in the table below. The table shows that by autumn 2017, no training courses had been organised in one of the nine education modules. New conceptions for all education modules were created and proposed at the end of January (7<sup>th</sup> monitoring period) and now serve or will serve as the basis for training and later the creation of methodology which will be submitted as part of the 12<sup>th</sup> monitoring report. Completion of the education module for self-experience activities no. 4.9 has not yet begun and only one training course has been organised in the Education of Pupils from Different Cultural Backgrounds and with Different Living Conditions module no. 4.6 in December 2017. These and also other modules will therefore be fulfilled over the course of 2018. Since the project is nearing its end (March 2019), focus must be placed on careful planning of how activities will be implemented so that, if possible, they can be spread out over time to avoid a situation where different courses would coincide with one another which could lead to lower attendance among the target group. The table also shows that the module which is the most complete is the one focused on implementing the newly introduced legislation related to inclusive measures. Information from the implementing team and from the target group itself also confirms that educators are very interested in these topics. However, the target group also mentions that the training should be organised sooner, before new legislation takes effect and starts being implemented.

**Table 1: Overview of implemented educational trainings according to the classification to thematic modules 12/2016 – 10/2017**

Thematic module number	Thematic module name	Number of trainings	Number of participants
4. 1.	Implementation procedure of § 16 (the degree of support, an overview of the support measures)	118	2277
4. 2.	Support programs for the implementation of the support measures in the first stage of the aid	5	114
4. 3.	Support programs for implementing appropriate support measures (degrees, specific situations) for schools and educational consulting 2. -5. the degree	4	214
4. 4.	Education oriented to uniform rules and processes in providing services	9	261
4. 5.	Communication and cooperation in the care of pupils with special educational needs (including education to the processes of cooperation and case conferences as instruments of communication and forms of professional improvement of the care for pupils.	3	73
4. 7.	Early recognition of the needs of support for pupils at risk of school failure	17	261
4. 8.	The implementation of new programmes of intervention procedures (dynamic Diagnostics)	6	100

Source: Overview of the QICD courses, internal documentation from the implementing team

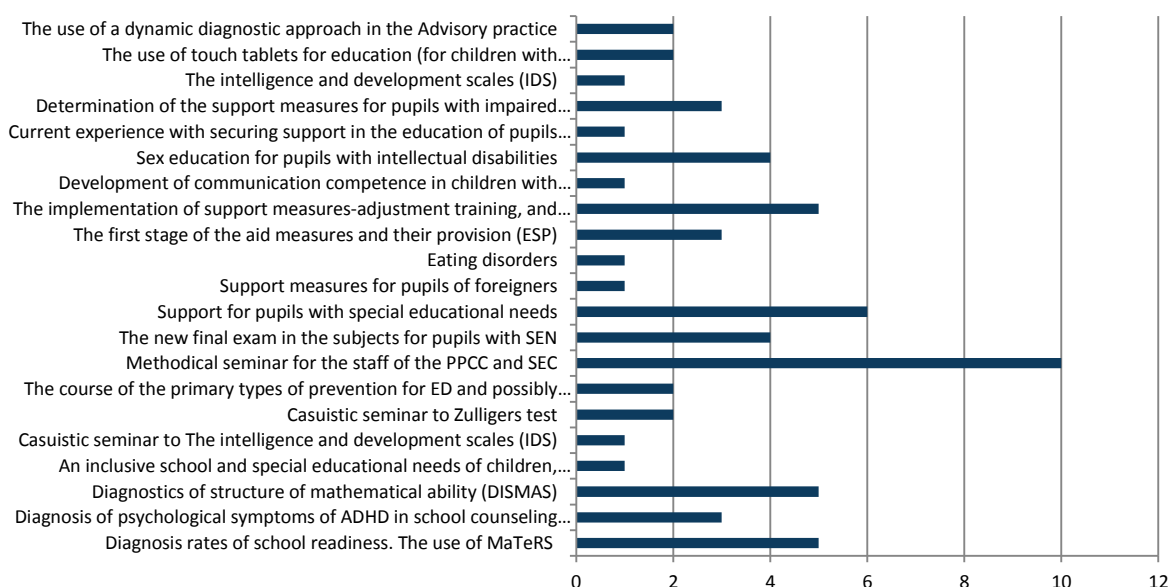
## Research among the target group

The questionnaire survey was answered by a total of 63 respondents, while the respondents completed a total of 21 different educational training in the various regions. The largest representation of respondents was at the seminar for the staff of the PPCC (Pedagogical-Psychological Counselling

Centres) and the SEC (Special education centres) and then at the seminar to support the pupils with SEN (Special educational needs). In order to obtain relevant results, there were approached two randomly selected participants for each training and then another one for each training for the additional investigation. The questionnaire is designed, however, more generally to identify the individual benefit of the training, not the specifically for the individual trainings themselves.

Evaluation question was answered on the basis of two questionnaires, while for the second one there were approached the executives of institutions whose staff participated in training to try to evaluate the benefits of an external training for employees of the institution. The selection of the executives by was made at random choice (with regard to the representation of the educational trainings) with regard to the availability of contacts for these workers. Questionnaire was filled out by a total of 30 senior executives.

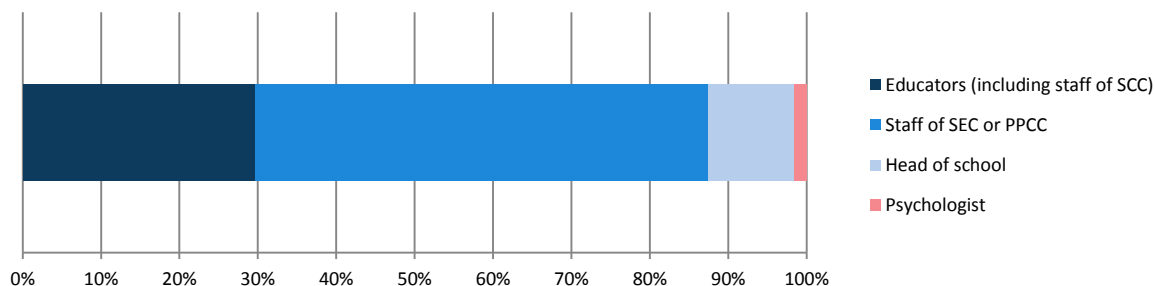
**Graph 10: The structure of the respondents (the participants of the training) by training attended**



Source: Questionnaire survey (N = 64)

From the graph below it is evident that the evaluation of trainings was attended primarily by ECC staff, who made up more than half of all respondents. Another one-third of the respondents then included the teaching staff. Seven respondents were management representatives, since some of the realized trainings were focused specifically on this target group (e.g. „Current experience with securing support in the education of pupils with special educational needs in schools“ are organized for the target group of directors and management).

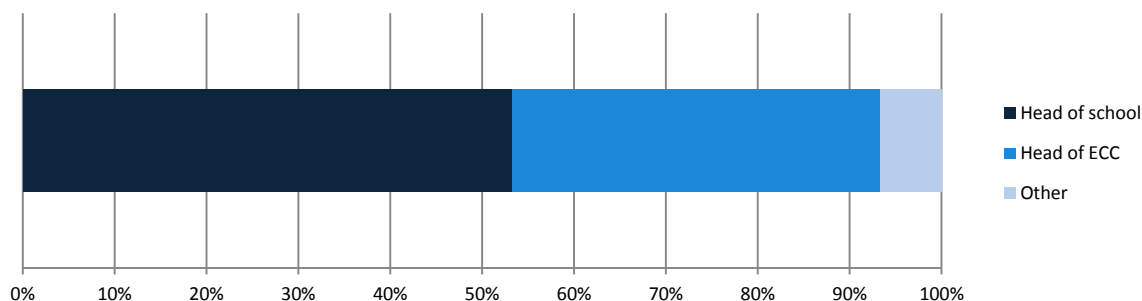
**Graph 11: The structure of the respondents (training participants) by occupation**



Source: Questionnaire survey (N = 64)

The distribution of managers by institution was very balanced between leaders of schools and ECC. Only two cases differentiate, where respondents are managers of both schools and ECC.

**Graph 12: The structure of the respondents (management) by institution**

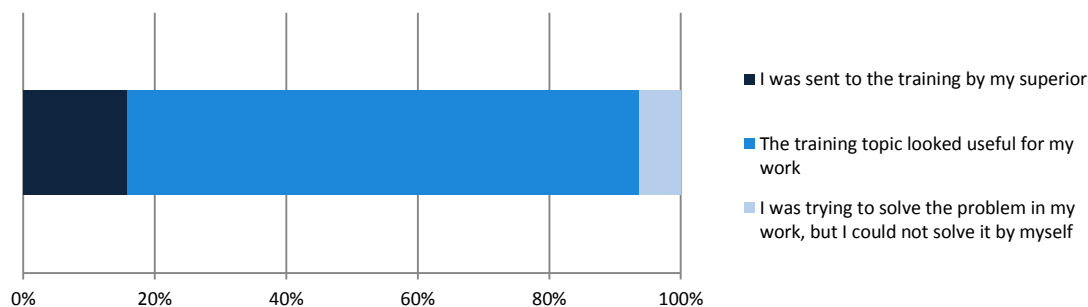


Source: Questionnaire survey (N = 30)

## Reasons for participation

Graphs below illustrate the reasons for participation in the educational training for each group of respondents. From graphs, it is evident that the reasons are proportionately slightly different, since the reason for participation in training for the participants was - in more than two-thirds - the attractiveness of the topic and its potential usefulness for the work of the participant. Other reasons were rather less frequent. On the contrary, from the perspective of management representatives the reason for the participation of the employee on educational training was in particular a specific issue that the employees have faced in their work, and the participation in training was seen as an opportunity to solve it.

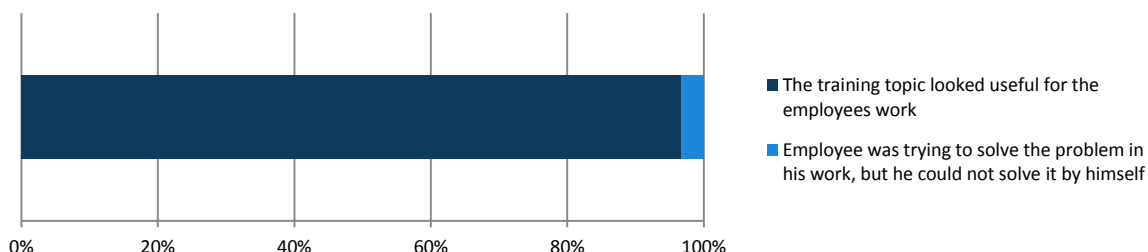
**Graph 13: What was the most important reason to participate in educational training?**



Source: Questionnaire survey (N = 64)

However, one of the executives said that, in the framework of their institution (school), the teaching staff selected their training very autonomously and with full confidence of management without the need to specify their reasons for participating in the training, although the potential benefit for the work is undoubtedly expected for each training.

**Graph 14: What was the reason that led you to sent your employees to a training program implemented in the framework of the QICD project?**

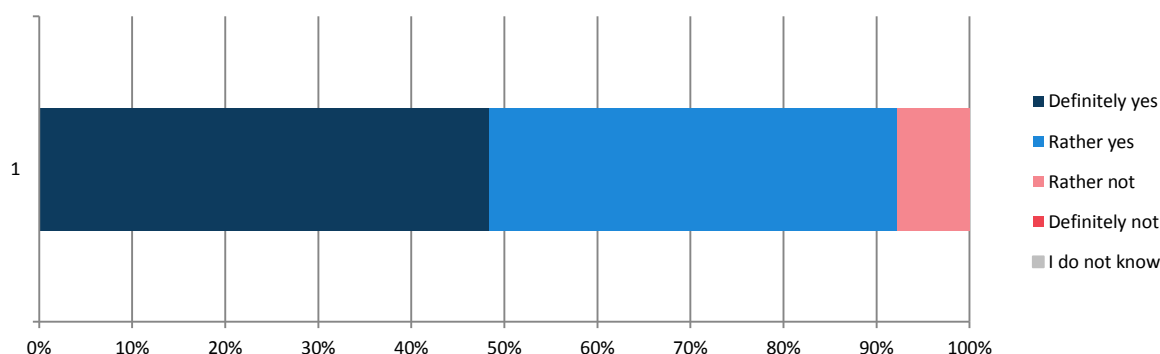


Source: Questionnaire survey (N = 30)

### Fulfilling the expectations

Training participants' expectations of participation in education training were for more than 90% of respondents strongly or rather filled. Only 4 participants stated that their expectations were not fulfilled. Their dissatisfaction is mostly associated with the ambiguities of the information received in the framework of the training. Three of them point the absence of a clear and unambiguous answers to questions that were addressed, in particular in the context of the legislation, which also considered ambiguous, leading to confusion among workers. Therefore, the participants see the problem mostly on the level of legislation that is discussed in the context of training rather than on the realization of training, instructors were, well prepared and competent - based on reviews of one of the respondents. One of the respondents also criticized the small amount of usable advice for working virtually, which he received in the framework of the training.

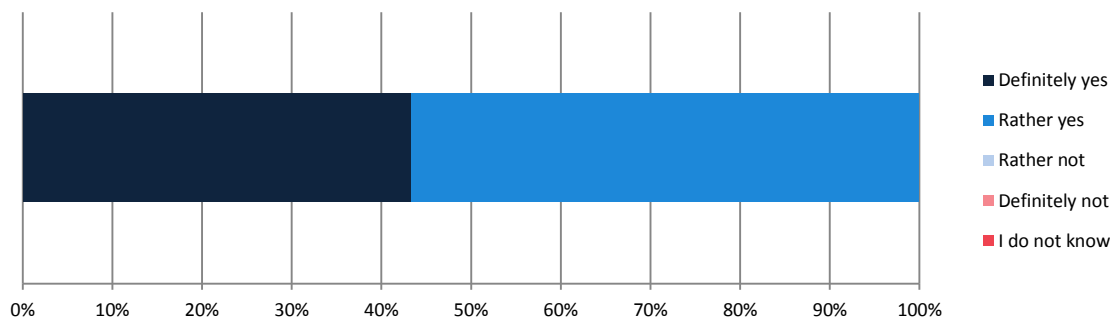
**Graph 15: Did the education training, that you attended, fulfilled your expectations?**



Source: Questionnaire survey (N = 64)

Expectations of managers were fulfilled in all cases.

**Graph 16: Did the impact of your employee participation on the training correspond with your expectations?**

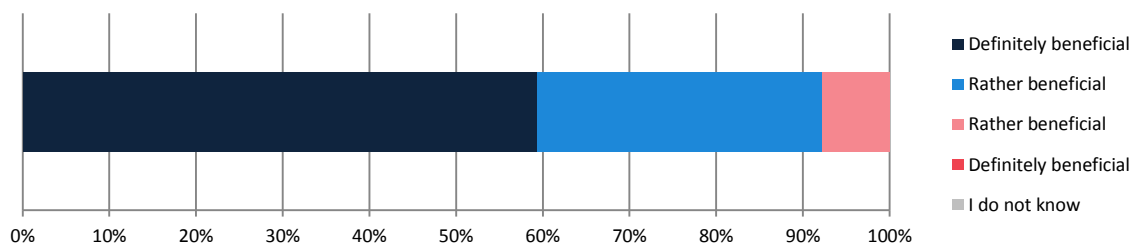


Source: Questionnaire survey (N = 30)

### The benefits of the educational training

Overall, the trainings are assessed as definitely or rather beneficial by participants and managers whose employees attended the training. Executives evaluate the training as beneficial in all cases. As a rather non-beneficial is the participation in the training considered by a total of 5 participating respondents.

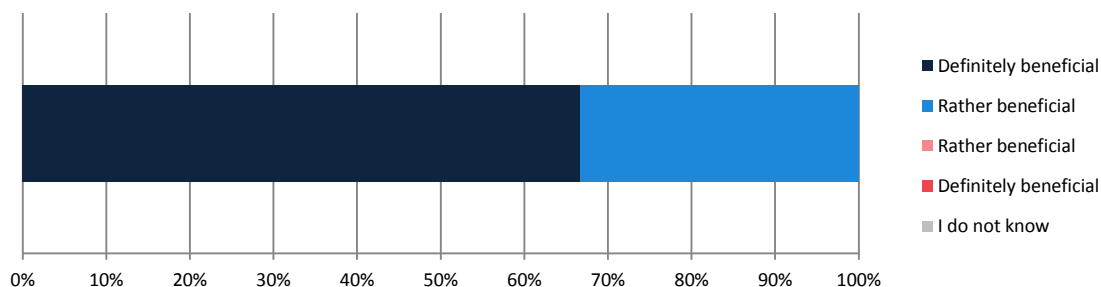
**Graph 17: How do you assess the educational program that you attended?**



Source: Questionnaire survey (N = 64)

Specific benefits that the executives see in the participation of their employees on educational training, are mainly the higher orientation and certainty in the issue of the training, in particular in the area related to inclusive legislation. Secondly, the respondents point the benefits like an inspiration for work, exchange of experience together with networking, getting familiar with the new methods of work with clients and pupils with the need for support measures.

**Graph 18: How would you assess your employee participation in training programme due to his work?**

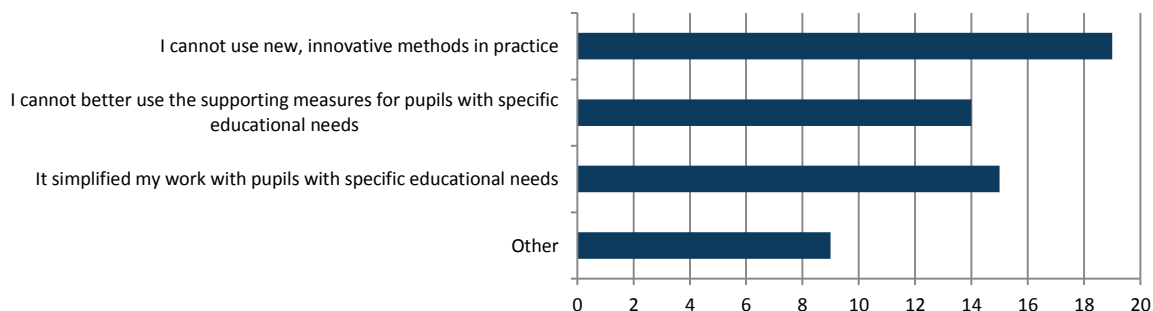


Source: Questionnaire survey (N = 30)

From the perspective of a participant, the particular benefit of participation in the educational training was most often the *use of new and innovative methods in practice*, which is mentioned by almost a third of respondents. A quarter of the respondents then point as a specific benefit the *facilitation of*

*the work with pupils with SEN and the ability to use the support measures for pupils with SEN more appropriately.* In the context of option „other“ 3 participants list the higher orientation in legislation, recommendations for practical implementation of the support measures and adjustments of expected outputs. In three cases, the respondents stated the understanding of and the ability to take advantage of new diagnostic tools and the assurance of the correctness of the interpretation of their results.

**Graph 19: What specific benefit do you perceive in your participation in the training programme?**



Source: Questionnaire survey (N = 64)

When querying for capabilities to enhance the training programme, respondents in 7 cases provide the inclusion of more practical examples and interactive solutions of some specific or controversial cases, some then mention the need for more time to specific questions of the participants and practical testing of the procedure/method. In addition, two of the respondents appreciated the "clear methodical interpretation of the procedure of ECC and schools - filling out a form, the allocation of the individual PO, reporting, etc." For training related to legislation and filling out forms and reporting, some of the respondents also mentioned the need for their permanence in the course of the school year. Two more respondents then submit a proposal to higher time grant for the seminar, or if appropriate, their distribution to more days after short sections.

In the issue of the missing topics in the education offer list, two of the respondents point out a seminar in the area of education, the other two then point a seminar focused on education of foreigners and the other on work with gifted children. Additionally, there occurred individual proposals to include the training for ECC staff in the field of RVP, mainly the editing of the content, of outputs; experience with editing the graduation exams, courses of newer diagnostic tools (eg. CAS 2, MABC2, MSCEIT), course of Zulliger test; educational problems for medium-heavy and heavy mental disability; psychological diagnostics and the therapeutic specifics for children with hearing disabilities; the course of mathematical ability reduction; options for the development of children with delayed development (not just the speech); behavioral disorders of children of younger school age, and the appropriate intervention; working with children with anxiety disorders.

## EQ B.6 Are the project implementers aware of complementary activities created in other IPs and IPc?

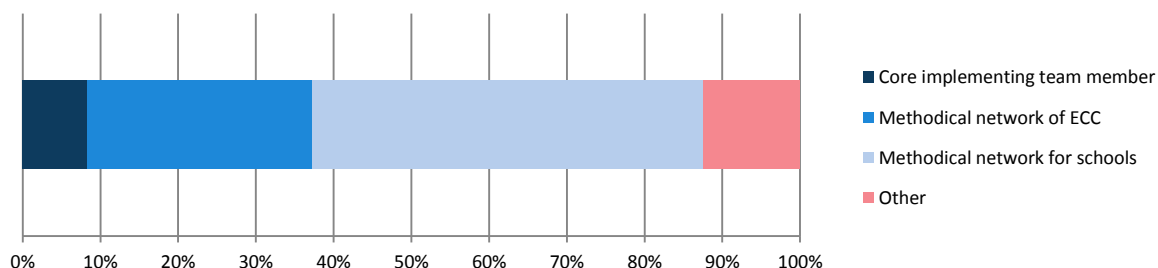
The evaluation question focuses on verifying if the project implementers are sufficiently aware of activities implemented in other projects, if individual projects can be fully connected and if it is possible for them to work together towards achieving systemic change, as expected by the methodical interpretation in call no. 02\_15\_001. The evaluation question also deals with the benefits that cooperation brings for the implementing teams of the individual projects and the obstacles the implementers encounter, so that the cooperation can be as efficient as possible.

The question is divided into parts focusing on the respondents' awareness of the existence of complementary projects, on the extent of cooperation with individual complementary projects and also on the benefits of and the obstacles to the implementation of the QICD project which directly result from the complementarity.

### Representation of individual roles within the team in the questionnaire

Questionnaire respondents were divided into groups based on the roles they play in the implementation of the project. The sample of respondents resembles the distribution of individual roles within the implementing team to a great extent; the research can therefore be considered representative. Members of methodical networks form the largest group. Members of the methodical network in schools make up almost a third of respondents (29 %) and members of the methodical network in Education Counselling Centres (ECC), which include Pedagogical-Psychological Counselling Centres (PPCC) and Special pedagogical centres (SPC), form half (50 %) of all respondents. Respondents also include members of the core implementing team, namely managers of key activities and of the expert section of the project, who make up almost one tenth of all respondents (8 %). The "other" category includes a wide group of respondents – they are administrative assistants, training course lecturers and a few participants of the project activities, namely of expert panels, who are also financed by the project.

**Graph 20: Questionnaire respondents by role within the implementing team**



Source: Questionnaire survey (145)

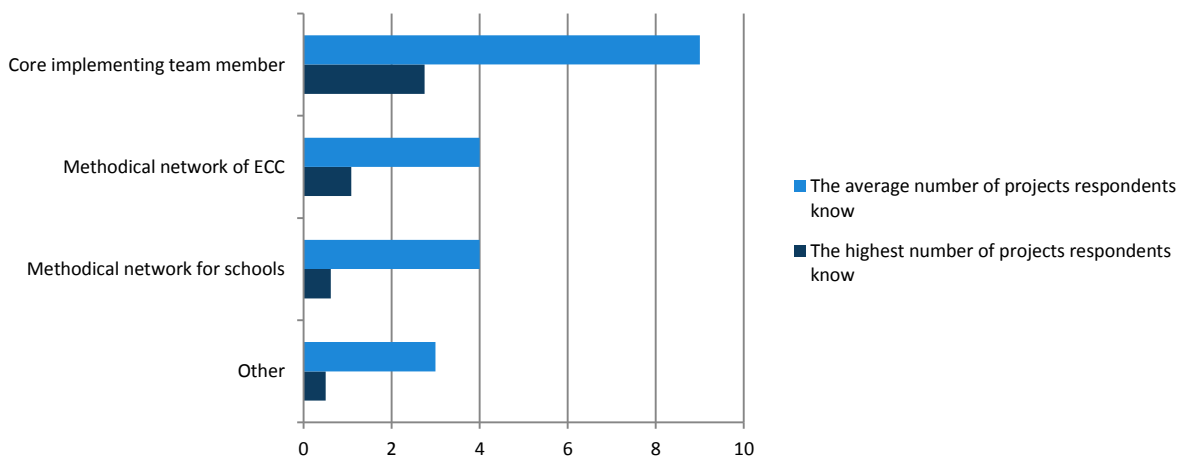
### Awareness of complementary projects and how it relates to respondents' roles within the implementing team

When looking at awareness of complementary projects according to the position in the team, the chart below shows that core members of the implementing team are the most informed. These employees are responsible for coordinating the implementation of activities at the national level, they ensure that



the Project Charter is being fulfilled and that requirements for complementarity, which arise, among others, from methodical instructions in calls (namely call no. 15), are being met. Awareness of complementary projects is lower among members of the methodical network, especially of the network for schools, where the average knowledge is lower than one project per respondent (0.60). Members of the ECC methodical network spontaneously recalled on average 1.1 projects, members of the core implementing team knew 2.8 projects and others 0.5. Nevertheless, they still take part in the implementation of complementary activities in some cases (for example by offering consultations, participating in training courses or cooperating on training activities across projects) and they are aware of the implementation of other systemic projects. Awareness of complementary projects among other positions is also rather low on account of narrow position specification and the scope of their work on the project.

**Graph 21: The QICD Project is being implemented along with other systemic projects of the MEYS and other ministries (for examples MoLSA). Do you know any of these systemic projects? (the focus is spontaneous knowledge of systemic projects)**

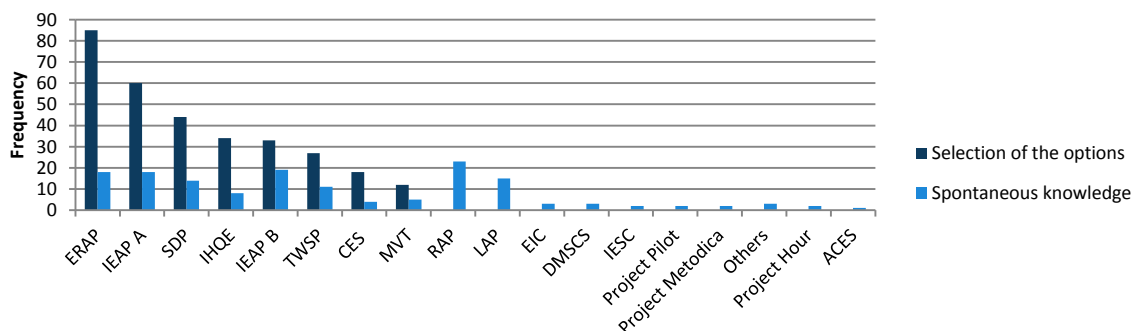


Source: Questionnaire survey (145)

The projects most often recognised by respondents include namely RAP, IEAP B, ERAP, and IEAP A projects. A greater level of cooperation with the regional methodical network can therefore also be expected for these projects. The most often mentioned projects also include mainly those listed in the methodical instructions of the call as complementary to the QICD project, outside of projects organised within the framework of support for the creation of RAP and LAP, which often naturally include educators from the different regions.

Some of the older systemic projects were also occasionally mentioned (DMSCS, IESC, HODINA etc.) as well as some other MoLSA projects outside of the IHQE focused primarily on developing social services.

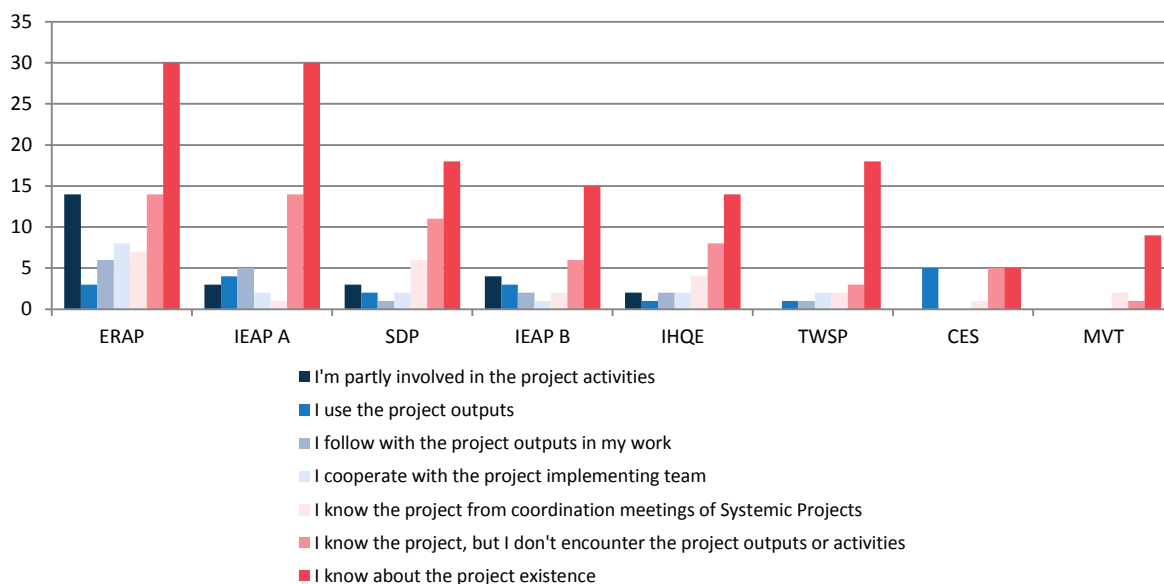
**Graph 22: The QICD Project is being implemented along with other systemic projects of the MEYS and other ministries (for examples MoLSA). Do you know any of these systemic projects? (the focus is spontaneous knowledge of systemic projects)**



Source: Questionnaire survey (145)

The majority of respondents have an awareness of the existence of complementary projects, actively with them, however, do not cooperate at present and meet with them directly. It shows the Graph below, on which the respondents specify their level of knowledge about individual projects. For most projects, the bulk of the respondents only knows that it is currently being implemented. Slightly better is the knowledge of the projects P KAP, APIV, SRP, APIV B and IKV, where a significant proportion of the respondents replied that they know the project better, but not with its outputs or activities. The highest level of cooperation may be identified with the project P KAP, who knows a significant number of respondents from the coordination meeting of the IPs and the IPo. A significant proportion of the respondents is at the same time directly involved in project activities.

**Graph 23: How do you know the following project(s)? (The ability to select multiple variants, Graph therefore shows a frequency of the variants)\***



\* The projects were selected on the basis of the methodological challenges that interpretation also defines the mutual complementarity of systemic projects.

Source: Questionnaire survey (N = 145, however, for the individual projects were evaluated only by the respondents who in the selection of complementary projects selected that particular project know)

Intense awareness in particular is about the project, where respondents are in more than 10 cases involved in the process of creation of regional action plans (RAP), especially in working groups and in the form of expertise, and also participate in related training activities. Furthermore, the respondents

shall cooperate and make use of the outputs of the project and, specifically the IEAP in 2 cases the methodology for working with students, foreigners and working with experience of working with these students. Similarly, in cooperation with the project IEAP B said after two characteristics cooperation on the implementation of training activities, mutual participation in project aid in promoting teaching staff when working with the pupils of the foreigners and the sharing of information about the needs of schools. The project team then cooperation specifically IHQE targets according to the comments of one of the respondents to the "creation of the educational module for pupils with a different sociocultural environment" and, according to another of the respondents to "prevent their school failure." In cooperation with the project QICD project staff use CES according to 3 of the respondents ' knowledge of the results of benchmark tests of pupils ". Level of awareness of the other projects (TWSP and MVT) is based on the results of the questionnaire investigation and was rather less in the framework of the questionnaire more specified.

### Barriers arising from the implementation of complementary projects

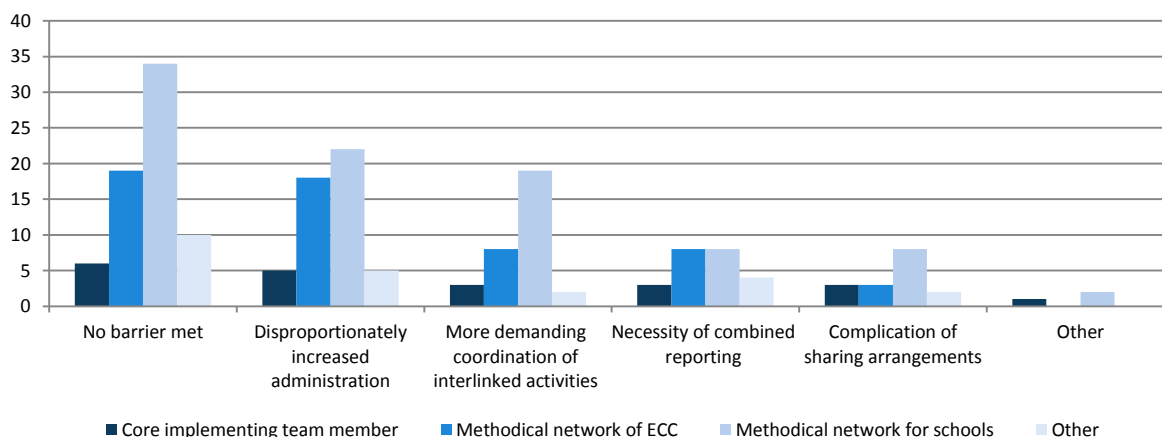
Almost half of the respondents (in total 69) did not record any barriers is limited in fulfilling their tasks in the implementation of the project. The most common barrier, whom he met the other half of the respondents, was *disproportionately increased administration*, according to the results of the questionnaire, a total of 50 respondents have encountered. More than 10 methodologists on schools and ECC duplicate reporting activities, criticising the repetitive job descriptions and activities, and an overall emphasis on administration and in two cases, also high time demands of its processing. In the two cases was specifically mentioned high frequency presentation of the status report and the three-monthly reports, and in particular with regard to the need to send both electronically and by mail. By MA was an attempt to solve this problem by establishing the position of the organizational-Administrative Assistant, that helped out with the provision and processing of documents relating to the reimbursement of travel expenses for individual project personnel and other operations in under the project. However, the position was 2/2017, yet according to the evaluation made by the 12/2017 the problem still persist.

Some of the respondents in the course of the implementation of the project then met with *more demanding coordination of interlinked activities* (in total 32), *necessity of combined reporting* (in total 23) and another 16 with *complication of sharing arrangements*. In five cases, the respondents took advantage of the opportunity to mention a specific barrier. It was a "overloading of the target group projects (locally), less willingness to cooperate, experts because it is consumed more projects", the "employer's reluctance to support the involvement of employees in projects," "confusion in assigning tasks" and "communicating with more partners from the NIE".

Respondents (in total 6) perceive also frequently confusion in the exact definition of the individual activities that are due to be made several times and/or insufficiently effective and for implementers is then demanding their reporting, as it is unable to classify the to a specific project. At the same time, the respondents mention the challenging output and information sharing within the project QICD and with other complementary projects, which is confirmed by the narrower implementation team, which for the purposes of realization demands a web platform to share information, calendars, and outputs for example, to comment on the issue across methodological networks, but also for the purpose of effective coordination between the activities of interlinked projects. There were mentioned in 4 cases the emphasis on accurate and timely planning of the implementation activities, including deadlines.

The need for combined reporting, in particular complex sharing arrangements between the various projects and also between project and tribal institutions also complicate the work of respondents.

**Graph 24: Have you met any barrier arising from the implementation of complementary projects? (It was possible to select multiple variants, so the frequency of the given Graph shows the variants of the possibility.)**

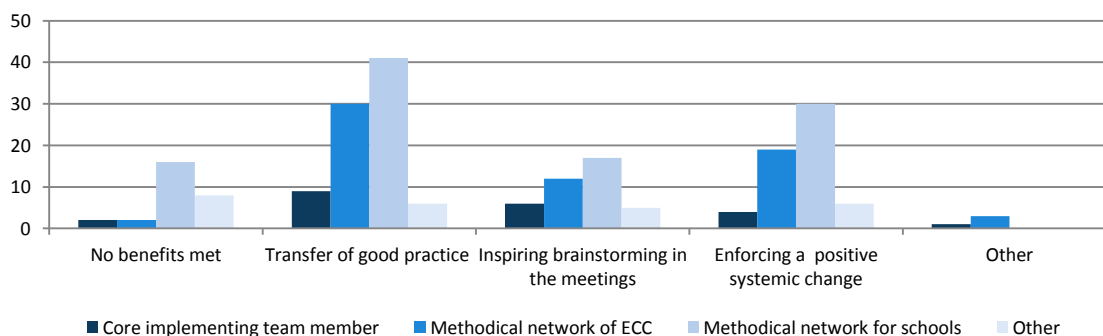


Source: Questionnaire survey (N = 145)

### Benefits arising from the implementation of complementary projects

The benefit of the complementarity of the systemic projects is seen especially in the *transfer of good practice* from other projects, which have more than half (60%) of all respondents to the questionnaire. One of the members of the core implementing team, for example, states that "the TWSP project from them recently acquired a model contract for the conclusion of the cooperation with schools", it could not, therefore, need to create completely new. Another of the members of the core implementing team also specifically appreciates "the opportunity to establish activities implemented" so that the nezahľcovaly audience, and led to a gradual positive change. These benefits are appreciated, in particular, by methodologists in regions. Forty percent of the respondents, particularly methodologists on schools in ECC also significantly appreciated the benefits in a chance for *enforcing a positive systemic change*. Two of the respondents mentioned the benefit of a broader menu of education for teaching staff and the opportunity to meet with experts in the field of inclusion, etc.

**Graph 25: What benefit in complementarity system projects for realization of the project QICD you see? (It was possible to select multiple variants, so the frequency of the given Graph shows the variants of the possibility.)**



Source: Questionnaire survey (N = 145)

## Evaluation of coordination meetings

Coordination meetings is a meeting of the main managers of individual systemic projects, organized by Project Office NIE for projects realized by NIE. Meetings are held every two weeks, their object is sharing the information on the progress of project implementation, barriers and risks, which teams have met. The aim is to promote cooperation between projects, possible prevention of repeating the same work, transfer a good practice and brainstorming solutions to problems.

At the same time, the members of implementation teams invite each other and meet the expert panels and conferences for individual projects.

Co-ordination meetings rated only respondents who indicate that are involved in the management of the project, a total of 20 respondents. More than half (12 in total) of them assesses the co-ordination meetings as rather and very beneficial to the implementation of the project QICD. They see benefits especially in sharing the experience with the implementation and management of projects, in particular appreciated is also an opportunity to share information, debate, inspiration and the transfer of good practice (e.g. shared use of already established tools). One of the respondents considered the coordination meeting for the rather non-beneficial and one for non-beneficial for the project, but do not specify your answer. The rest do not feel entitled to benefits.

According to the majority of the respondents (in total 18) contribute to greater coordination meeting link to the complementary projects and to achieve the objectives of CLIMA. Respondents most valued the opportunity to exchange experience and share. Only two of the respondents don't see contribution of co-ordination meetings for greater link among complementary projects and for achieving the objectives of CLIMA action.

## EQ B.8 To what extent was the Methodology for internal project evaluation helpful to the implementing teams?

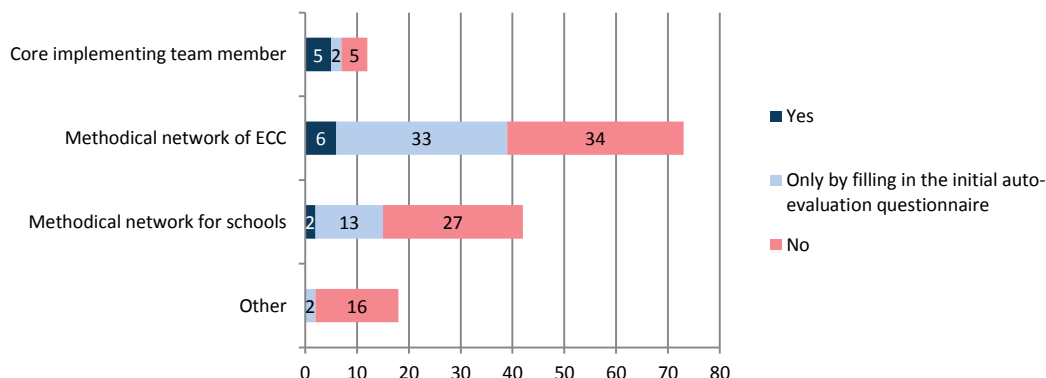
The aim of this evaluation question according to the tender documentation is to find out to what extent self-evaluation was used to improve project implementation, that is in what way the methodology was helpful. The contracting authority's goal was also to examine how Interim Self-Evaluation Reports are created in implementing teams, and all implementing team members were therefore asked to participate in the questionnaire survey.

The Self-Evaluation Activity is implemented on the basis of the Methodology for the Internal Evaluation of PA 3 of OP RDE projects – self-evaluation is carried out every 12 months according to the defined evaluation questions, it should be conducted in cooperation with the implementing team and it is submitted to the MA – MEYS in accordance with the set template. Project self-evaluation has so far taken place once and according to information from the core implementing team members (mainly employees of the NIE at the headquarters in Prague), the whole team takes part in it by regularly filling in the auto-evaluation questionnaire and the questionnaire assessing the cooperation between the participating institutions and the project. The report is then completed primarily by the main project evaluator and the main project manager.

### Project self-evaluation

The results of the questionnaire show that 13 respondents participated in the Self-Evaluation Activity – 5 of them were core implementing team members, 2 take part in the project implementation as methodology specialists for schools and 6 as methodology specialists for ECC. A large part of the implementing team (50 respondents) then participates in self-evaluation by filling in the auto-evaluation questionnaire, which served as the basis for the self-evaluation report. But about half of the questionnaire respondents (57 %) did not take part in self-evaluation. Five members of the core implementing team also said they did not participate in self-evaluation, including certain key activity managers, whose nonparticipation in activity implementation is rather unlikely as some of them confirmed during the conducted interviews. So there was probably some confusion among respondents who did make the connection between the Self-Evaluation Activity and filling in a questionnaire or communicating with the main project evaluator who was in charge of putting together the Interim self-evaluation report.

**Graph 26: Were you (albeit partially or marginally) involved in the self-evaluation of the project, i.e. did you help put together the Interim self-evaluation report? (absolute number of respondents)**

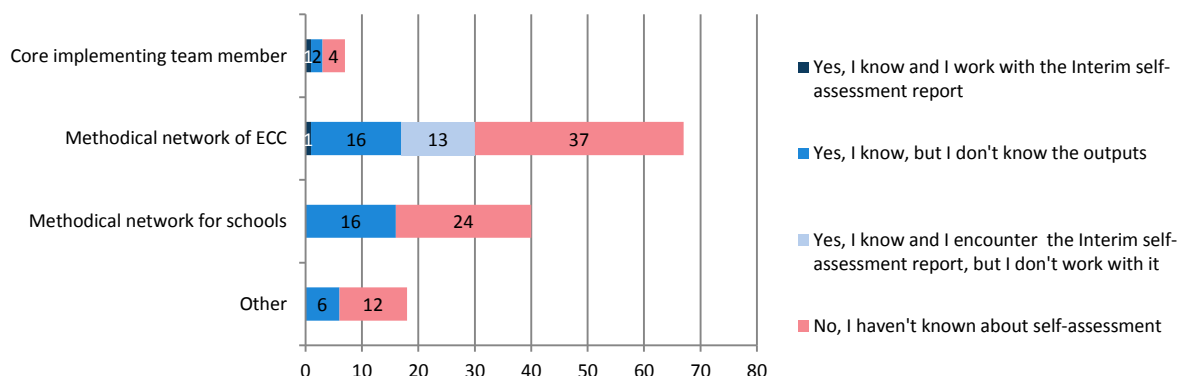


Source: Questionnaire survey (N = 145)

Half of the respondents (77 of them in total), regardless of their position, state they had no information about the implementation of the Self-Evaluation Activity so far. Part of the respondents (40 in total), namely methodology specialists and those who took part in project activities, knows about the implementation but isn't aware of its outcomes (the Interim Self-Evaluation Report). Thirteen ECC methodology specialists knew about the implementation of self-evaluation and of its outcomes but they do not work with them further or use them in their work. **The questionnaire results show that only 1 member of the core implementing team and 1 methodology specialist for ECC work with the finished Interim Self-Evaluation Report.** Active use of the Interim Self-Evaluation Report is therefore not very common in the implementing team, nevertheless even the process of self-evaluation itself, in which 13 respondents in total took part and 50 filled in the auto-evaluation questionnaire, can have a positive impact on the implementation of the project if it leads to reflection and evaluation of individual participants' work. Both respondents specified how they work with the evaluation report in comments. One stated it "inspired him to improve his own methodical work" and the other that he "compares it to his own methods and then chooses the approach which works better". This shows that the self-evaluation report could potentially be useful for the work of the team members and purposefully spreading it among implementing team members should be considered.



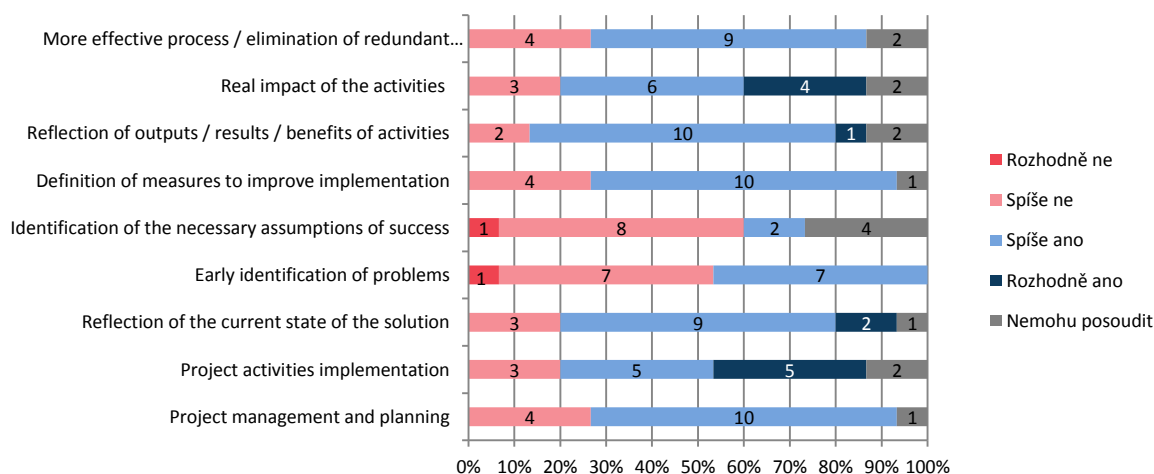
**Graph 27: Are you aware of the implementation of the self-evaluation of the project, i. e. on the formation of Interim self-assessment report? (in absolute numbers)**



Source: Questionnaire survey (N = 145)

Furthermore, the respondents, who at least knew about the implementation of self assessment, evaluate the benefits of self-evaluation activities from different perspectives, see graph below. Category *project activities implementation* and the *real impact of the activities*, and four of five respondents were marked as certainly beneficial, bringing new insights. As a concrete contribution to implementation of the self-evaluation of respondents named the two identifying problems and setting conditions for their resolution. Another of the respondents then individually appointed a reflection of the status of implementation of the project, getting to know the experience of other sub-teams of the project and the ability to implement an efficient good practices in the implementation of activities. On the contrary, the category *early identification of problems* and *identification of the necessary assumptions of success* marked one of the respondents for the non-beneficial. These categories were also often other respondents assessed as rather non-beneficial. Three of the respondents provided as incentives to improve the actual implementation of changes in the project on the basis of the results of the self-evaluation. The other four of the respondents mentioned the need for more effective then setting the communication within the team, especially among the members of the select team and methodological networks project. One was mentioned also the availability of the results of self-assessment and the stability of the managers of the project.

**Graph 28: Does the self-evaluation itself represent a benefit from the following points of view? (Respondents that were involved into the self-evaluation process)**

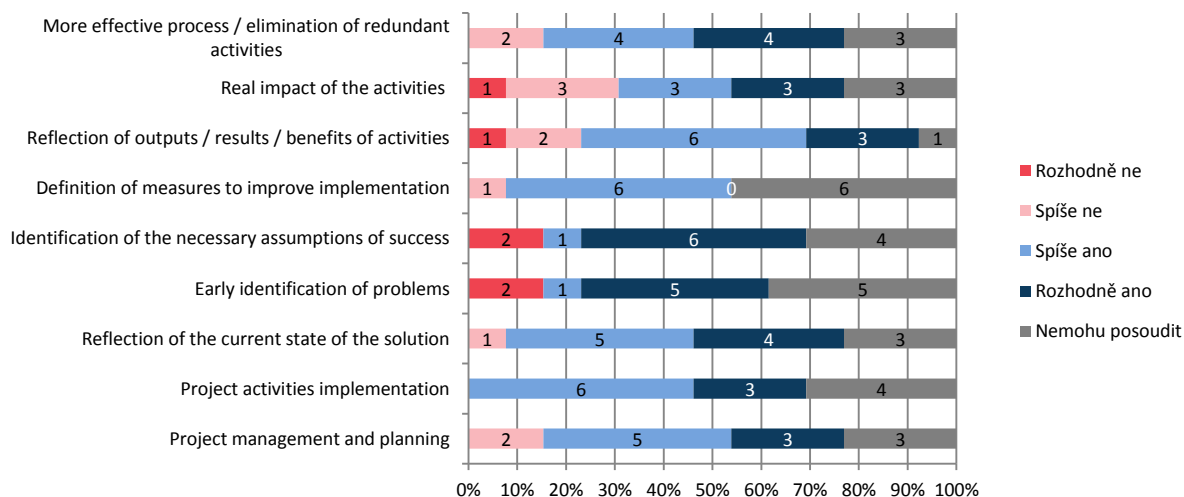


Source: Questionnaire survey (N = 15)

The graph below is then showing reviews activities self-assessment respondents who indicated that the formation of Interim self-assessment reports directly. The surprising part in most of the categories they feel they cannot assess the benefits of activity. Categories, which was based on reviews of all respondents strongly or rather beneficial and bringing new knowledge is the implementation of the activities, similar to the current state of *reflection of the current state of the solution* and *reflection of outputs / results / benefits of activities* only after one of the respondents are evaluated as more nepřínosné are evaluated positively. On the contrary, as with the visitors on the realization of the respondents ' self-evaluation, the category naming issues *early identification of problems* and *identification of the necessary assumptions of success* marked the two respondents for non-beneficial.

Five of respondents perceives as a specific contribution to the realization of self assessment feedback for project implementation, with particular emphasis on the individual team members, and the possibility of streamlining the implementation of the project. One of the respondents points out the absence of long-term planning in the framework of the implementation of the project activities and to enter the ambiguous work activities. Another of the respondents proposed to "at some stage, the involvement of the management team of the project from MEYS, who would be able to strengthen their authority taking into account the results of the evaluation, but it would also have their risks. in the course of this could impede the openness of the representation, so this would be for a thorough consideration. " One respondent also proposes to consider the "greater range of these studies to compare the work of trainers from within the region itself."

**Graph 29: Does the self-evaluation itself represent a benefit from the following points of view? (Respondents that were involved into the self-evaluation process)**

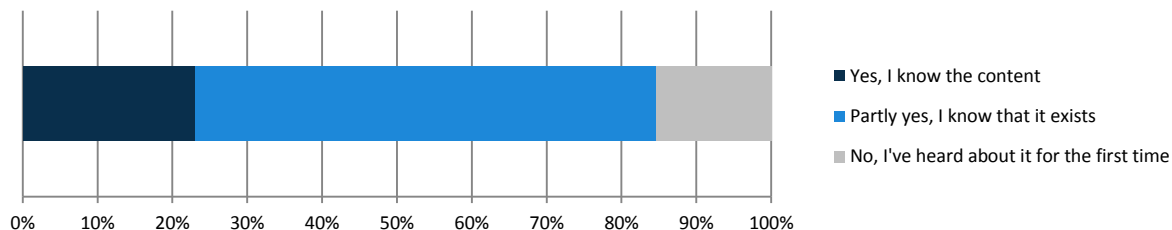


Source: Questionnaire survey (N = 13)

## Methodology and Template of self-evaluation reports

The graph below shows the evaluation of the respondents form a self-assessment Methodology for Internal Project Evaluation of PA 3 of OP RDE. The graph shows that the lead of respondents considers the form of realization of self-evaluation as an appropriate given the objectives of the self-assessment (self-reflection, improve project implementation, assessment of the existing project implementation and proposing measures to improve), only one the respondent is a rather inappropriate. The only comment appeals to a higher awareness of our production team in the context of self-evaluation.

**Graph 30: Do you assess the Methodology for Internal Project Evaluation of PA 3 of OP RDE as beneficial for the implementation of self-evaluation? (Respondents that were involved into the self-evaluation process)**



Source: Questionnaire survey (N = 13)

Respondents involved in the implementation of the self-evaluation were also asked whether they know the Methodology for Internal Project Evaluation of PA 3 of OP RDE, and if yes, then the benefit of ratings methodology for implementation of the self-evaluation project. Only 3 of the respondents said they know the content of the methodology, a further 8 afterwards that they know of its existence and the others said they hear about it first. Of the respondents who are familiar with the contents of the methodology, her two considered to be certainly beneficial and one for rather beneficial. One of these respondents then proposes to her enhancements "option more extensive reports, although I understand that this option is for processing easier for our team."

## 4 Conclusions and recommendations

Main conclusions:

- The intensive form of support (meant only for educators from the 64 participating schools) while working with the Education Support Plan and implementing supporting measures at level 2–5, especially the opportunity to attend training courses, is evaluated positively by respondents.
- More than 90 % of the addressed training course participants evaluate the training as useful, they appreciate its focus and certainty in the issues it deals with, the fact that it provides inspiration for their work and the opportunity to exchange experience and learn about new methods of working with clients and pupils who need supporting measures.
- Most (60 %) members of the implementing team think the spread of good practices is a benefit of project complementarity. Nearly half of them have also never encountered any obstacles resulting from complementarity.
- The potential of cooperation with foreign experts (cooperation with foreign associations – N.E.P.E.S., EFPA and ISPA) is not fully realised and only happens in the form of cooperating with one of the participants of the expert panel which took place on the 28<sup>th</sup> of March 2017. She also facilitates cooperation with the Comenius University in Bratislava. The project is currently not cooperating with any of the specified foreign universities (in the UK and the US).
- The global form of support while working with the Education Support Plan and implementing supporting measures at level 2–5 currently only has a very small impact – the website is visited on average by 214 people (or 44 individual visitors) per month. The number of visitors was higher after the website was first launched in October 2017, when there were 183 individual visitors and 816 repeat visitors. Later on, the numbers stayed at around 100 repeat visits and 10 individual visits per month. Only half of the educators who received direct (intensive) support said they were asked to spread their knowledge and experience further within their region.
- Members of the implementing team see sharing of workloads and duplicate reporting of work resulting from the complementarity of systemic projects as problematic.
- Only 2 members of the implementing team work with the Interim Self-Evaluation Report and 13 other members know its content.
- Completion of the education module for self-experience activities no. 4.9 has not yet begun and only one training course had been organised in the Education of Pupils from Different Cultural Backgrounds and with Different Living Conditions module no. 4.6 in December 2017. Completion of training within the framework of these modules is one of the indicators of the project.



- One of the planned project outcomes is the conception and organisation of case study conferences – 28 conferences are meant to be organised, 6 have taken place so far. The conferences are meant to be organised in between the 6<sup>th</sup> and 10<sup>th</sup> monitoring period, which means by the end of January 2019.
- The awareness of complementary projects among implementing team members is rather superficial.

No.	Recommendation heading	Recommendation	Description of risks and effects of not adopting the recommendation	Conclusion it arises from	Chapter which includes the conclusion
1	Implementing team of the QICD / MEYS: Reducing the administrative burden placed on members of methodical networks.	Consider ways to lower the number of reports, review whether they are necessary and whether they need to be submitted not only online but also by post. Consider the possibilities of introducing a unified reporting system for all systemic projects in order to simplify reporting.	Neglecting working on the actual project implementation to be able to manage administrative work, insufficient staff capacity.	Team members feel overburdened with demanding administrative work related namely to the implementation of complementary projects.	Chap. 3.2, EQ B.6
2	Implementing team of the QICD / MEYS: Focus on careful activity planning	It is recommended that the implementing team carefully plan activities within the framework of KA 4 and 6 while taking into account the time restraints placed on the target groups of individual activities.	If the set amount of hours for any of the education modules of KA 6 defined in the Project Request is not completed and/or if the 28 set case study conferences are not organised, target project indicators might not be fulfilled.	The Project Request annex sets a target value for the KA 6 indicator – the creation of 9 education modules with a set amount of hours and including methodology. Since training has not yet (in November 2017) started in one module and only one training course has been organised in another, it is recommended that the organisation of training be planned carefully.  So far, 6 out of the envisaged 28 case study conferences have taken place. The conferences are also	Chap. 3.2, EQ B.5

				part of the project outcomes and careful planning is required.	
3	The Main Project Manager: Consider establishing a unified platform which would make it possible to share information about activities within and across projects.	Consider establishing a unified platform which would make it possible to share information about activities within and across projects, where information about the activities which have been realised and those that are being planned in the different areas could be shared, including the participating experts and target groups.  The platform could also facilitate communication between members of the core implementing team of the NIE and employees in the field, especially within methodical networks.	The risk not adopting these measures poses is namely overburdening target groups and experts with participation in multiple projects in case different project activities coincide.	Respondents state that there is no real opportunity to share internal documents and materials containing information such as which IPs is running in which school or region and which employees are involved in it.  The core implementing team also expressed a need for a way to share internal information across methodical networks (for example during the comment procedure on a unified set of rules) including a shared calendar.	Chap. 3.2, EQ B.1, B.6
4	Implementing team of the QICD project: Intensify the global form of support for schools	1) Intensify global support through further use of the website (continuing to publish methodical material, focusing on promoting the website, making it more attractive and user-friendly). 2) Consider the pressure placed on organisers of regional training courses financed by the project	The potential of the financial resources invested into the project will not be fully and efficiently used to reach project goals.	The current form of global support is based on the opportunity to ask questions and on methodical support on the website which currently has 214 visitors (or 44 individual visitors) per month. The global form of support also counts on the educators who received support sharing and spreading their knowledge but only half of them say their colleagues from	Chap. 3.2, EQ B.4

		to allow employees of surrounding schools to participate in them and to promote them.		surrounding schools turn to them for help.	
5	Implementing team of the QICD project: Sharing the Interim Self-Evaluation Report	Consider sharing the Interim Self-Evaluation Report among members of the implementing team so that they can make use of the conclusions and recommendations it contains.	The potential of the finished Self-Evaluation Report not being utilised to improve project implementation.	More than half of the members of the implementing team who filled in the questionnaire are not aware of the implementation of Self-Evaluation. Only 2 respondents further work with the finished Interim Self-Evaluation Report. Sharing the report could potentially help improve the work of the respondents (members of the implementing team).	Chap. 3.2, EQ B.8



## 5 List of sources and literature

### List of sources

- Project charters including annexes
- Methodological sheets and methodologies of SDP and E-RAP projects
- Monitoring Reports incl. Annexes, information from MS2014+ to implementation and financial performance
- MEYS's materials and information, e.g. to CLIMA action, Methodology for internal evaluation of projects etc.
- Self-evaluation Reports
- Accepted RAP
- Calls and the Annexes
- Project websites
- Respondents of questionnaire surveys and individual interviews

