„The Evaluation of Systemic and Conceptual Projects in PA 3 of OP RDE“ - Evaluation Area C

1st Interim Report

Date: 31st January 2018

Evaluator:

Consortium of enterprises

Evaluation Advisory CE, s.r.o., Palackého tř. 10, 612 00 Brno, UTR: 25342282
Naviga 4, s.r.o. Pobřežní 249/46, 186 00 Praha 8, UTR: 26756102

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Content

1 Executive Summary 6

2 Research summary and the upcoming activities 10

3 Findings and evaluation questions f answers 12

3.1 Introduction, context 12

3.2 EQ C.2 What is the benefit of the project as perceived by the actors in supported municipalities in time 12

3.3 EQ C.3 Are the project implementers aware of complementary activities created in other IPs and IPc? 35

3.4 EQ C.5 To what extent was the Methodology for internal project evaluation helpful to the implementing teams? 41

4 Conclusions and recommendations 44

5 List of sources 47

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

List of abbreviations

IEAP A	The Inclusive Education and a Step-by-Step Assistance to Schools - Implementation of the Inclusive Education Action Plan: Methodical Support Project.
IEAP B	The Promotion of Inclusive Education in Classes Project
ASI	Agency for Social Inclusion
CAWI	Computer Assisted Web Interviewing
CSI	Czech School Inspection
CCCYP	Cultural centre for children and young people
FTE	Further training of educators
EQ	Evaluation question
IDI	In-depth interviews
IP	Individual project
IPc	Individual project with a conceptual framework
IPs	Individual project systemic
IHQE	The Inclusive and High-Quality Education in Territories with Socially Excluded Localities Project
IROP	Integrated Regional Operational Programme
KA	Key activity
RAP	Regional Action Plan
chap.	chapter
QICD	The Support of Quality Counselling Services in Schools and School Counselling Centres Aimed at Promoting Inclusion: Quality-Inclusion-Counselling-Development Project
CLIMA	Culture of Education, Leadership, Inclusion, Mentoring - Methodical Support to a Teacher, Active Learning Methods (an acronym for a conceptual framework of projects)
CASEL	Coordinated Approach to Socially Excluded Localities
LAP	Local Action Plan
LAG	Local Action Group
MoLSA	Ministry of Labour and Social Affairs
LPI	Local Plan of Inclusion
MS2014+	Programming Period 2014 - 2020 Monitoring System
NS	Nursery schools

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

MEYS	Ministry of Education, Youth and Sports
MVT	Modernisation of Vocational Training Project
NIFE	National Institute for Further Education
NGO	Non-governmental organisation
OP RDE	Operational Programme Research, Development and Education
OPE	Operational Programme Employment
BSLPC	Body for a social and legal protection of children
ERAP	Enhancement of the Regional Action Plan Project
TWSP	Teachers' Work Support Project
PR	Public relations
WG	Working group
MA	Managing authority
SISP	Social Inclusion Strategical Plan
SISA	Social Inclusion Systemic Assurance Project
SDP	Strategic Direction and Planning in Schools and Territories
SS	Secondary schools
SEL	Socially excluded localities
CEA	Czech Employment Agency
EAMS	Extra-scholar arts and musical school
ES	Elementary schools

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

List of charts

Graph 4: Graf 4: In which phase is the preparation of Local Plan of Inclusion? 17
Graph 6: Involvement of municipalities in LAP 19
Graph 7: Types of stakeholders, who replied that their municipality is involved in existing LAP 19
Graph 8: Are you satisfied with the methodical support of ASI during the phase of preparation of your project proposal? 20
Graph 13: The discussions on inclusive education setting take place at regular meetings with school representatives 27
Graph 14: Answers to the question of whether inclusive education is being discussed at regular meetings with school representatives – by respondent groups 28
Graph 15: In the working group, have you succeeded in sharing or clarifying your needs in inclusive education? 28
Graph 16: Are the activities and measures defined in the LPI implemented as planned? 29
Graph 17: Are the activities and measures defined in LPI implemented to a sufficient extent? 30
Graph 18: Are the funds available in your municipality for inclusive education sufficient? 31
Graph 19: Do the schools in your municipality manage to lead to inclusive education? 32
Graph 20: Has the project succeeded in changing the attitudes of relevant stakeholders in your community to the issue of inclusive and quality education? 33
Graph 21: Do the schools in your municipality manage to involve the children from SEL? 33
Graph 22: Indication of the respondents' knowledge of individual projects (Choice of options for the "identify projects which you know" question and the spontaneous knowledge of the question "List the names or abbreviations of the projects you know") 37
Graph 23: How do you know these projects? (Multiple choice) 38
Graph 24: Have you met, as a result of implementing complementary projects, with some of the following barriers? (Multiple choice) 39
Graph 25: What specific benefit do you see in the complementarity of systemic projects for the implementation of the IHQE project? (Multiple choice) 40
Graph 26: Were you (at least partly or marginally) involved in the project self-evaluation, that is in the Interim Self-Evaluation Report compilation? 41
Graph 27: Was the self-evaluation itself beneficial from the following points of view? 42
Graph 28: Do you consider the Methodology for Internal PA 3 of OP RDE Project Evaluation to be beneficial for the self-evaluation of your projects? 43

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

1 Executive Summary

The assessment of the Evaluation Area C, that is, of the individual systemic project "Inclusive and High-Quality Education in Territories with Socially Excluded Localities" (IHQE), forms part of the systemic and conceptual project evaluation in the PA 3 calls of the OP RDE. This evaluation was initiated in spring 2017. Present interim evaluation report is based on a research conducted by the evaluator at the turn of 2017 and 2018.

The IHQE project is in its first fourth, which started on the 1st of July 2016 and is planned to finish on the 30th of April 2022. The total budget is 229 billion of CZK, out of which 12 % has been disbursed so far. According to the plan on fulfilling of indicators (Annex 2 of the application for funding), the first intermediate outcome of the project, The Evaluation Manual, was to be finished until the end of 2017. This manual was presented in the 6th Implementation Report on the 29th of January 2018. However the fulfilment of the 54902 indicator (the number of national systems and of their components), that will be shown by the IHQE project in compliance with the plan on fulfilling of indicators, is expected on the 30th of April 2022. (See Annex 4 Conditions for the implementation of research no. 15_001/0000586-01).

As part of the IHQE project, the Agency for social inclusion (ASI) leads the cooperation of 46 municipalities (in 6 waves of cooperation) out of the total of 70+10 municipalities[1]. 20 Local Plans of Inclusion, 24 Initial Analyses of Localities and the Evaluation Manual were compiled. Also the Analysis of School Segregation was initiated (these documents have not yet been reflected in the number of indicators presented).

Present evaluation **examines continuously benefits of the project as perceived by the actors in the supported municipalities.** Following aspects of the implementation were evaluated: the fulfilment of intermediate goals and of the project's main goal, that is, to apply successfully the principles of inclusive and high-quality education based on participation and to create conditions for sustainability and a long-term development of measures set up on local level during the project. Evaluation will be carried out every year throughout the upcoming 4 years (until 2022). Conducted observation of variables will enable assessment of progress made in time. Research from 2017 provides therefore baseline values to which following research can be compared. A total of 15 parameters was set to enable a clear quantified comparison of values with upcoming years' findings. 54 interviews were carried out to find out the opinion of the actors in 18 cooperating municipalities. Information on respondents' portions presented below is based on the responses provided by the 54 mentioned respondents.

No significant deviation from the expected was recorded in any of the parameters. All activities are performed (with a moderately higher level of satisfaction in municipalities that joined in the first waves of cooperation).

The strategical documents (the Social Inclusion Strategical Plan (SISP) and the Local Plan of Inclusion (LPI)) have been approved by local governments (or are being prepared) in most cases as 64 % out of

[1] 70 municipalities within the CASEL and 10 municipalities within the so called long-distance intermediate support (out of CASEL).

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

54 respondents said in the case of SISP and as 54 % said in the case of LPI. Municipalities where the LPI does not exist yet mostly joined in the cooperation in the 6th wave. Not always do the actors have all the information on the document preparation and approval processes (in some cases responses of actors from one town differ from one another). Respondents mostly agree that where LPI was prepared, it was with the help of all or almost all relevant actors. Responses on the fulfilment itself - timely and sufficient performance of activities and implementation of measures set in the LPI will serve as a basis for evaluation in the upcoming years because only a little more than a half of the respondents was able to comment on the LPI fulfilment (56 % of respondents commented on the plan and 52 % commented on sufficiency). The involvement of municipalities in the existing Education Development Local Action Plans is very high (municipalities' involvement according to 78 % of respondents). Quite often, however, respondents mixed up the activities carried out within the LPI with the activities from LAP. Sometimes the documents themselves got mixed up.

ASI's methodical support in project preparation is seen as beneficial (45 % out of 54 respondents are satisfied, 26 % are partially satisfied). In most localities ASI proved successful as a key actor and working group organiser. Respondents praised ASI's methodical support in project preparations. Only in individual cases does the evaluation of ASI's work come across as problematic (changes in local consultants or changes in ASI's executive staff; new consultants were not informed about the situation in the municipality).

Most school actors do not prepare projects with ASI. Projects in which ASI is involved are prepared mainly by towns or NGOs, schools being partners. These actors, by contrast, consult projects with ASI very thoroughly. Individuals consider ASI's asset to be a complex perspective from which it looks upon matters. It addresses housing issues, social affairs and education, it brings these issues together and it interconnects them, which is, according to the respondents, highly desirable. Actors do not perceive a significant difference between the Coordinated Approach to Socially Excluded Localities (CASEL) and other ways of presenting projects. They look on CASEL positively (methodological consultation, better chances of success).

Cooperation on local level is functional (involvement of relevant institutions, functioning communication, high quality of communication, course of discussion, sharing of needs). Working groups are organised in compliance with the established plan and with sufficient frequency (there are some complaints regarding too many meetings and "fatigue caused by over-planning"). Most actors think meetings are (rather) of a high quality and stimulating for the support and development of inclusive education in the municipality (a slight inclination towards lower satisfaction with the quality of meetings in later waves can be observed). Usually all relevant actors participate in working groups and respondents consider discussions in WG fruitful.

More than a half (54 %) of respondents cannot asses whether funding of inclusive education in the municipality is sufficient. Responses on whether funding is sufficient vary considerably from positive to negative. Even those who say that funding of inclusion is now sufficient point out that this can change swiftly in the future (considering that assistants and other staff at schools are paid for instance from OP RDE projects).

Respondents assess positively that schools aim at inclusive education. 19 % of respondents say that first achievements and a great progress are visible. One third observes gradual progress towards

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

inclusion. The question whether the project manages to change municipality actors' attitudes towards inclusive education received more negative evaluation (only 11 % out of 54 said that a considerable progress can be observed). It may be too soon to assess changes in attitudes as long-term work is needed to bring about changes of behaviour in actors' attitudes. Therefore there is a potential that the evaluation will improve in the upcoming years.

Furthermore, present evaluation also assessed **project implementers' awareness of complementary activities within IPs and IPc**, that is, whether projects can be fully interconnected and systemic changes can be brought about.

Members of the implementing team are most often familiar with Social Inclusion Systemic Assurance Projects (SISA)[2], Strategic Direction and Planning in Schools and Territories Projects (SDP), Quality-Inclusion-Counselling-Development Projects (QICD), The Inclusive Education and a Step-by-Step Assistance to Schools Projects. Implementation of the Inclusive Education Action Plan: Methodical Support Project (IEAP A), The Promotion of Inclusive Education in Classes Project (IEAP B) and Enhancement of the Regional Action Plan Project (ERAP). This corresponds with the significance of these projects according to project application. Of course, SISA, which together with IHQE makes one whole, has a unique position - more than 90 % of the implementing team are familiar with this project, its outcomes are often applied and members of the IHQE team are involved in its activities. Interconnectivity is significant, which contributes to a comprehensive implementation of both projects. Only a minimum of respondents mentioned application of other projects' outcomes or continuation of other projects' activities.

After leaving SISA out, the remaining 77 % of all responses showed that the respondents only knew other projects or that they knew they existed. Interconnection of IHQE with other projects (besides SISA) therefore exists and it partially works - although it does not often concern all members of the implementing team. Most members of the team think that the interconnection with other projects exists rather on a formal level.

Implementation of complementary projects presents obstacles in terms of a more difficult coordination of interconnected activities (38 % of respondents) - according to the respondents joint processes are uncoordinated, identical information is being found out, interconnection and a more efficient exchange of information among projects is lacking. Also, there is no platform for sharing internal documents and materials, e.g. at what school or in what locality an IPs is being implemented. According to the MA, this interconnection should take place within the Cooperation key activity and at the joint meetings of IPs implementers. In this respect several meetings have already taken place at the MEYS. A disproportionate increase in administrative load (32 %) related to the fact that joint activities of IHQE and SISA must be reported separately presents another obstacle.

Most respondents, however, see benefits in the complementary projects implementation - application of good practice from other projects (59 %), enforcement of positive systemic changes (59 %) and stimulative brainstorming at the meetings of implementing teams (56 %). Only 18 % of respondents do not see specific benefits resulting from systemic project complementarity, which is a very positive result.

[2] Project funded from the Operational Programme Employment

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Last point dealt with in the Interim Report for 2017 is the **utility of the Methodology for Internal Project Evaluation for the implementing team**. Questionnaire interviews showed that only a small part of implementing team's members was involved in the IHQE project self-evaluation (they were not even involved partially or marginally in the Interim Self-Evaluation Report compilation). A significant part of the respondents (85 %) said they were not involved in the evaluation. Two thirds of these respondents that were not involved said that until then they had no knowledge of the project self-evaluation. The remaining third knew about it but had no knowledge of its outcomes. Only 15 % (5 respondents) said they took part in the project self-evaluation. The following evaluation, therefore, needs to be interpreted therefore bearing in mind that the data is based on a very small sample of respondents.

2 out of 5 respondents that participated in the activity consider the form of self-evaluation (rather) appropriate, other 2 see it as rather inappropriate, and 1 could not assess. According to the respondents, the self-evaluation brought about several new intermediate findings and in general an opportunity to sum up last year's progress. Nevertheless, there was some criticism concerning its excessive formality, the need to submit it "outside the organisation", lack of information on how the report would be used and whether the information in it is binding.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

2 Research summary and the upcoming activities

This chapter gives a brief summary of the research conducted within the IHQE project evaluation for 2017. For more details see Annex 1 - Technical reports. A brief summary of upcoming activities as well as recommendations for modification of methodology and for further reports are also provided in this chapter.

Research Procedure - research conducted

Area	Type of research	Respondents (type, number)	Response rate	Time span of research	EQ
C	CAWI	Members of the implementing team (62 members addressed, that is, all members except for administrative staff etc.)	55 %	December 2017	C.3, C.5
C	IDI	54 actors from 18 municipalities that cooperate with ASI	---	December 2017 – January 2018	C.2

Procedure summary for the upcoming period

1. According to the agreement with the contracting authority complete evaluation of the EQ C.1 will be carried out in 2018 as a continuation of the Evaluation Manual that will have been compiled by then together with other supporting materials.
2. In the Interim Report for 2018, the evaluation question C.2 will be assessed. Its methodology was carefully agreed on with the contracting party in autumn 2017 (after having been tested in the 1st week of the research, parameters, including omission of one, wording of open-ended questions and the method of interviewing were modified). In the subsequent field research and result processing no major problems appeared pointing towards a necessity of changing established methodology. Pursuant the processing of EQ C.1, last parameter concerning the fulfilment of the intermediate goal 6 will be added in 2018 - To arrange for evaluation of the effects of implemented project activities.
3. Evaluation question C.3 was set in 2017. Research was carried out without major problems. The question will be dealt with again in 2019 for the 3rd Interim Report in accordance with established methodology.
4. Evaluation question C.5 will be dealt with in 2019 for the 3rd Interim Report. 85 % of participants said in EQ C.5 that they were not involved in the self-evaluation at all, therefore only 5 members of the implementing team (15 % of respondents) answered the main questions in the questionnaire. According to the questionnaire interviews only very few members of the implementing team were familiar with the Methodology for Internal Project

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Evaluation[3]. The project manager confirms this saying that mainly the top project managers use it. The project manager also points out that primarily coordinators of individual key activities were involved in the Self-Evaluation Report compilation. Considering the small number of respondents (20 people max., in the case of Methodology only few individuals), the contracting authority thinks that a few individual interviews or one group interview would be more useful and effective, that is, more beneficial. Well-informed members of the implementing team that contributed with their inputs to the Interim Self-Evaluation Report would take part in such interviews as they can provide detailed information on the benefits of self-evaluation and established Methodology. Information they provide can further be verified through phone interviews among other members of the implementing team. For self-evaluation (EQ C.5) we propose therefore an interview or a round table with MEYS's representatives where a new, more suitable methodology for EQ research would be agreed on.

[3] Only one respondent said that he/she was familiar with the *Methodology for Internal PA 3 of OP RDE Project Evaluation*. Remaining 4 respondents said they knew the Methodology exists, but they were familiar with it only in part.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

3 Findings and evaluation questions f answers

3.1 Introduction, context

Project implementation stage

The IHQE project is in its first fourth, which started on the 1st of July 2016 and is planned to finish on the 30th of April 2022. The total budget is 229 billion of CZK out of which 12 % has been disbursed so far. According to the plan on fulfilling of indicators (Annex 2 of the application for funding), the first intermediate outcome of the project, The Evaluation Manual, was to be finished until the end of 2017. This manual was presented in the 6th Research Report on the 29th of January 2018. However the fulfilment of the 54902 indicator (the number of national systems and of their components) that the IHQE project in compliance with the plan on fulfilling of indicators will show, is expected on the 30th of April 2022.

The Agency for social inclusion (ASI) leads within the IHQE project the cooperation of 46 municipalities (in 6 waves of cooperation) out of the total of 70+10 municipalities[4]. 20 Local Plans of Inclusion, 24 Initial Analyses of Localities and the Evaluation Manual were created. Also the Analysis of School Segregation was initiated (these documents have not yet been reflected in the number of indicators presented). Mentioned documents are available to the Evaluator on demand.

3.2 EQ C.2 What is the benefit of the project as perceived by the actors in supported municipalities in time

The objective of the evaluation question is to assess continuously and independently the fulfilment of the project intermediate goals as well as of the project main goal, that is, to apply successfully the principles of inclusive and high-quality education based on participation and to create conditions for sustainability and a long-term development of measures set up on local level during the project. In this phase, the evaluation question focuses on the first 5 intermediate project goals that are directly related to the fulfilment of the main goal. Intermediate goal no. 6 *"To arrange for evaluation of the effects of implemented project activities"* will be evaluated in relation to the compilation of the Evaluation Manual and the assessment of the EQ C.1 during 2018. Evaluation of the effects will be

[4] 70 municipalities within the CASEL and 10 municipalities within the so called long-distance intermediate support (out of CASEL).

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

carried out based on the Evaluation Manual when prepared and in accordance with the evaluation design suggested by the project implementer.

As in 2017 first series of data was collected, information is not compared in time yet. Effects will be assessed every year and results will be included in all Interim Reports (as well as in the Final Report). In these reports it will be possible to make use of the longitudinal method in the observation of each variable and to evaluate progress in time. In this respect, research from 2017 provides baseline values with which following research will be compared. In the case of the intermediate goal no. 6, in relation to the process of compiling of the Evaluation Manual, the observation of awareness about the arrangement of evaluation as well as its conduct will build on 2018 baseline values, that is, when evaluation design and Evaluation Manual will have been created.

The evaluation was carried out directly in the municipalities in the form of a field research; semi-structured interviews were conducted in 18[5]municipalities[6], in each municipality 3 respondents were addressed[7]. In order that individual actors' responses could be compared further in the report, the actors were divided into the following groups[8]:

- **Education:** headmasters of schools and educational centres, school staff and educational centre staff.
- **Towns and cities:** mayors and local authority staff, education authorities.
- **Organizations working with children:** representatives of organisations active in education, counselling centres, educational care centres, bodies for a social and legal protection of children, parents associations' representatives.

Results presented herein are based on information obtained from 54 respondents.

Field research focused on the evaluation of every area of cooperation with municipalities lead by ASI, that is, on the evaluation of 5 intermediate goals of the project[9]. Based on the above-mentioned goals, 15 follow-up parameters were defined. For each parameter 4-5 categories (that is, possible answers) have been defined in order that a quantified comparison with the upcoming years is possible. These parameters are complemented with open-ended sub-questions to make it easier to understand why respondents chose a given category in each parameter and to allow them to complete the parameters with written comments.

[5] Research will be conducted in a total of 30 municipalities, in each of them for a period of three years.
[6] Term "municipality" refers to municipalities or to groups of municipalities that participate in the cooperation with ASI within the project. Sometimes a whole group of local authorities (e.g. three) take part - in these cases the term "municipality" is used as an overarching term.
[7] In the Initial Report, a summary of three surveys in a municipality is named a case study - however this kind of a study is not conducted within the framework of the question C.2. Case studies form part of the question C.4. Field research within the EQ C.2 will serve as a basis on which case studies in the question C.4 will be selected and EQ C.4 will be evaluated.
[8] As agreed with the contracting party, respondents from originally planned groups: members of managing meetings, inclusive education consultants and WG for education manager, were not included in the research. These respondents work on the side of the project implementer and their opinion is for that reason complementary (research focuses on the benefits in municipalities). They can be included in the upcoming research if requested by the contracting party.
[9] Last intermediate goal - no. 6 - will be evaluated in the upcoming waves of research in the context of EQ C.1 answers.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Chart: the connection of intermediate goals to established research parameters

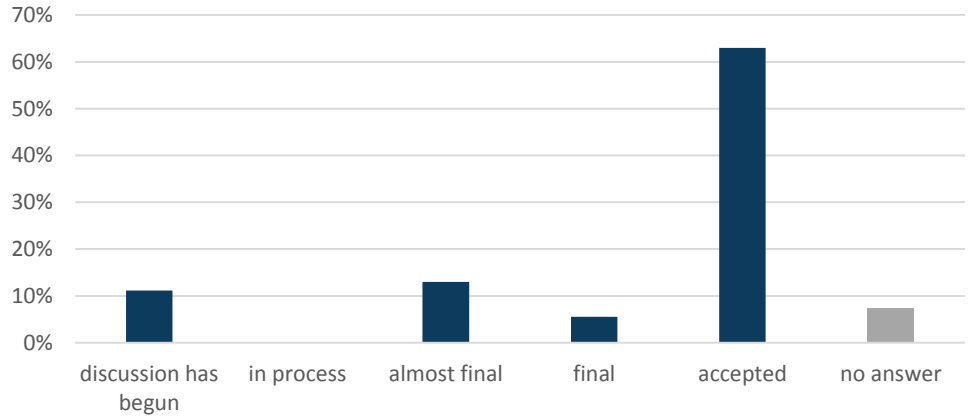
Project intermediate goals	Parameters						
1 To build capacities for promotion of inclusive education in territories with SEL	(2) LPI	(6) Functioning communication	(7) High quality of communication	(8) Course of discussion on settings for inclusive education	(9) Sharing of needs		
2 To support a change of municipality actors' attitudes towards inclusive education	(6) Functioning communication	(7) High quality of communication	(8) Course of discussion on settings for inclusive education	(9) Sharing of needs	(5) Involvement of relevant institutions	(12) Municipality funds for inclusive education	(13) Aim of schools a inclusive educatio
3 To promote communication, cooperation and sharing of good practice in inclusive education among municipalities	(6) Functioning communication	(7) High quality of communication	(8) Course of discussion on settings for inclusive education	(9) Sharing of needs	(5) Involvement of relevant institutions		
4 To provide involved municipalities with assistance in formulating needs and goals related to inclusive education.	(2) LPI	(1) SISP	(3) Education LAP	(4) Methodical support from ASI			
5 Assistance with the design of project ideas and implementation thereof	(4) Methodical support from ASI	(10) LPI implementation as planned	(11) Sufficient LPI implementation				
6 To arrange for evaluation of the effects of implemented project activities	*The parameter will be added in 2018 in relation to the compilation of the Evaluation Manual and the asse*						

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Social inclusion strategical plan (SISP)

On the question of whether the municipality has processed SISP, 63% of respondents replied that the document has been approved. The other categories are represented to lower extent. 11% of respondents (i.e. 6 respondents) chose a category *Start a discussion about the preparation of the document*. The discussion has started in two villages only, as the municipalities joined the cooperation with the ASI in sixth wave, and therefore the documents have not been completed yet (listed by of five respondents). In one case the replies of stakeholders from one city did not match each other (in this case, SISP had already been approved and this answer was influenced by low knowledge of the current situation).

Graph 1: In which phase is the preparation of SISP?

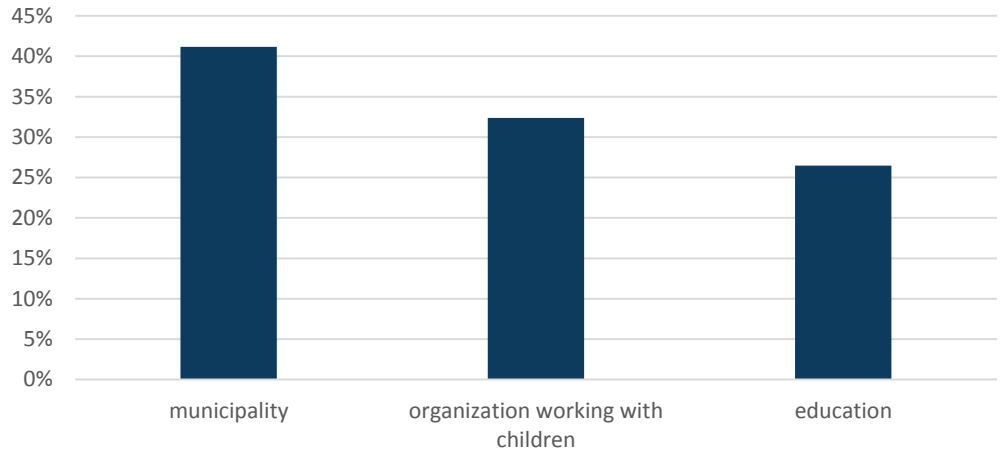


Source: Questionnaire survey (N = 54)

Among the respondents who reported that the document had been approved, mainly prevailed the representatives of the municipalities and organisations working in education sector. In theory, the number of these responses for all three types of stakeholders should be the same. Nevertheless smaller number of responses among the school staff suggests that awareness about this document is lower among them comparing to other type of stakeholders (these stakeholders are connected to this document indirectly, therefore they do not seem to be interested in it much). This cannot be generalized to the whole area, as in some cases staff actively participated in the preparation of the SISP. The stakeholders from organizations, who are focused on children, are often engaged in education as well as in social area, which directly covered in SISP. This can explain their grater knowledge of the process of preparation of the document.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

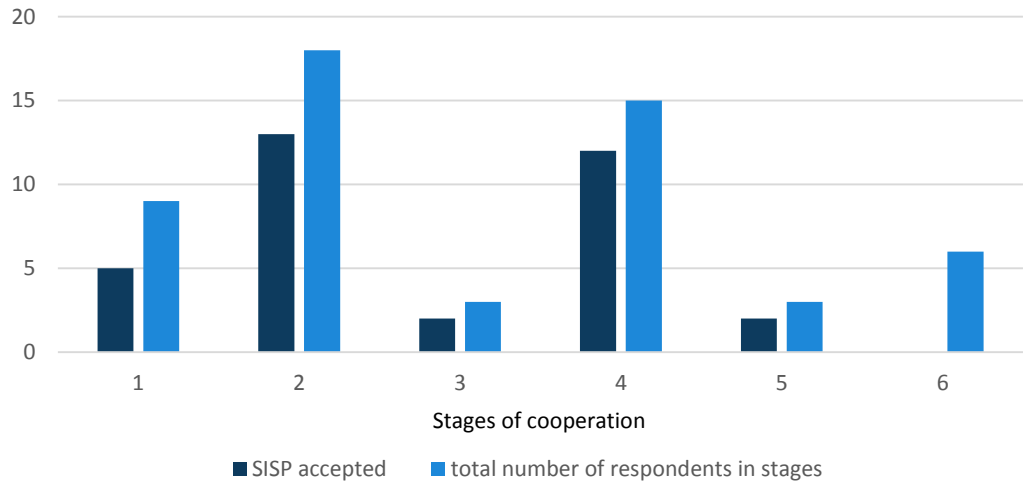
Graph 2: Types of stakeholders who replied that SISP had been accepted.



Source: Questionnaire survey (N = 54)

When comparing the responses with the municipalities divided by the waves of the cooperation with the ASI can be observed, that only in municipalities from the sixth wave of cooperation none of the respondents indicated that "the document was approved", which was expected due to the short time the action of the ASI took place there.

Graph 3: Number of responses that „SISP was approved“ by waves of cooperation with ASI



Source: Questionnaire survey (N = 54)

Local Plan of Inclusion (LPI)

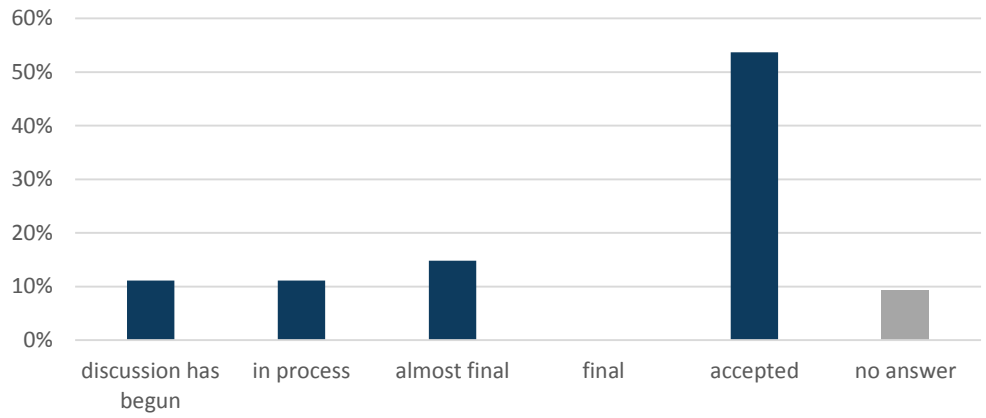
The similar pattern as in the case of SISP preparation can be observed in the question on the status of preparation of the LPI. Almost 54% of respondents said that LPI has been approved. This is a lower percentage than in the case of SISP, as the cooperation in municipalities was previously initiated in the framework of the project OPE, so preparation of LPI usually follows the SISP, to which LPI is annexed.

The question about the phase of LPI preparation was not answered by 5 respondents. In several municipalities (in number of few units) the diversity of responses among different stakeholders has been observed.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

In several municipalities is the LPI missing entirely. As two municipalities joined the cooperation with ASI in the sixth wave, the Working Group on Education just started gathering and working together. In these municipalities the attitutde to LPI creation is rather coyly. Nevertheless, from the testimony of some of the places where LPI is already finished, can be traced, that similar attitudes of the stakeholders were present at the beginning of the work on the LPIs in these municipalities as well, and over time the discussions began to mitigate the scepticism of the participants against the MPI. One municipality, which joined the cooperation with the ASI already in the first wave, did not evaluate the LPI as necessary, therefore it was not created "given the fact that another big project deals with the topic of inclusion it is not necessary to create a new special document for it".

Graph 4: Graf 1: In which phase is the preparation of Local Plan of Inclusion?

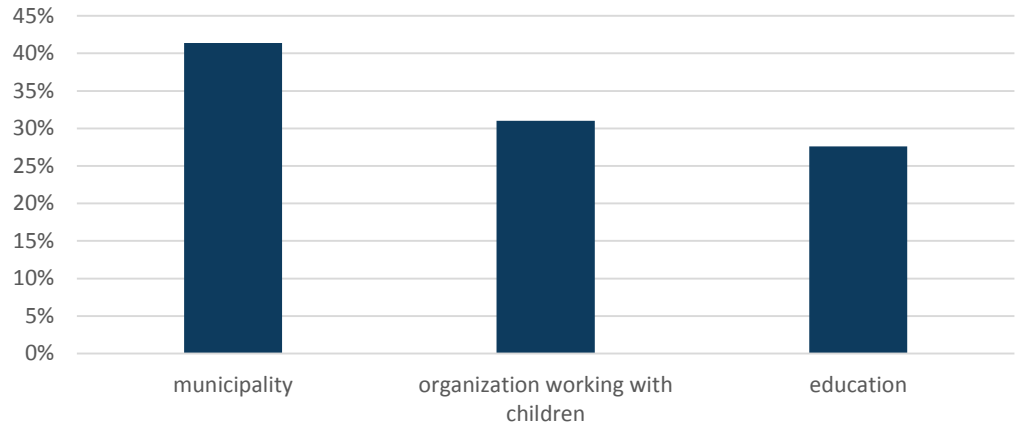


Source: Questionnaire survey (N = 54)

Once again, it was shown that the biggest overview of stage of completion of the document have the representatives of the municipalities, who prevail among the respondents in this type of response (12 respondents). Nevertheless, the difference in the awareness of the LPI between representatives of education institutions and other organisations focused on education has not been demonstrated (8 and 9 respondents), in contrary to the difference which can be observed in the case of SISP. Representatives of the schools apparently pay more attention to it, because LPI directly affects their work.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Graph 5: Types of stakeholders who replied that LPI had been accepted.



Source: Questionnaire survey (N = 54)

In open replies respondents generally coincide, that if the LPI had been developed in the municipality, it would have been done with the contribution of all or almost all relevant stakeholders. Most of the stakeholders were involved in the creation of LPI through commenting on the text and several representatives of municipalities and organizations involved in education were preparing the text, which was mainly prepared by ASI. The schools also often provided data for LPI (the number of socially disadvantaged pupils, their participation in the school clubs, and other school and extracurricular activities, etc.).

The issues, which appeared during the preparation phase, include disagreements between stakeholders on the proposed measures. Small activity of some of the actors was mentioned in the case of several cities (the criticism in different municipalities concerned different actors – the directors of the primary schools, who did not participate on the preparation actively, because as was mentioned "the result of the work will be the paper only with no practical use"; representatives of the municipality, who were criticized for "delegating of the plan preparation to civil servants '; BSLPC, was blamed for its passivity). Some actors would appreciate greater participation of Secondary Schools or the Police, the Labour Office, EAMS or Kindergartens. In other municipalities these stakeholders were invited, but they did not have an interest in the creation of LPI. In several cases, some stakeholders (mostly NGOS) wanted greater involvement of concerned Roma families. These are rather local problems derived from local circumstances and the approach of the different stakeholders.

The slow pace of the preparation process and following discussions was also criticised. In contrast to that in some other cases was criticized the precipitance and lack of time dedicated to work on the plan, manifested in its reduced quality. Again this happened in some cases of local importance.

As factor motivating the working groups´ members to actively participate on the preparation of the document was mentioned that LPI is a condition for the possibility of getting some funding. On the other hand some stakeholders consider it to be a disadvantage, as a whole new document should be prepared solely for having some grand opportunity. Some respondents talk about LPI as "a dead document", "lost time", or as a document that was drawn up for the sole purpose. Most of the

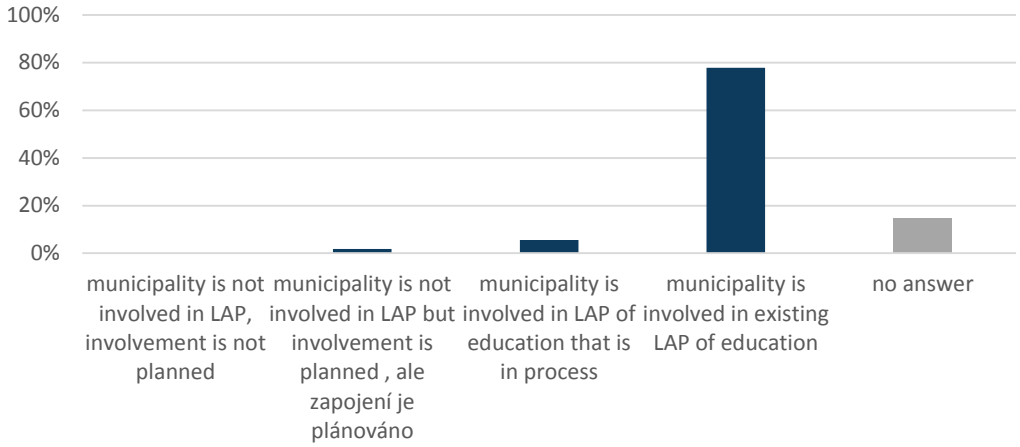
EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

comments are more positive and gradually LPI is incorporated into the activities of individual organizations.

Local Action Plan (LAP)

The municipality of almost 78% of the survey respondents is being involved in the existing LAP, which shows that involvement of the municipalities is very intense. Among the stakeholders, who selected this response, the representatives of the communities and workers prevail. Only three stakeholders said that the municipality is involved in the emerging LAP, each of them came from different village (this is probably caused by lack of knowledge).

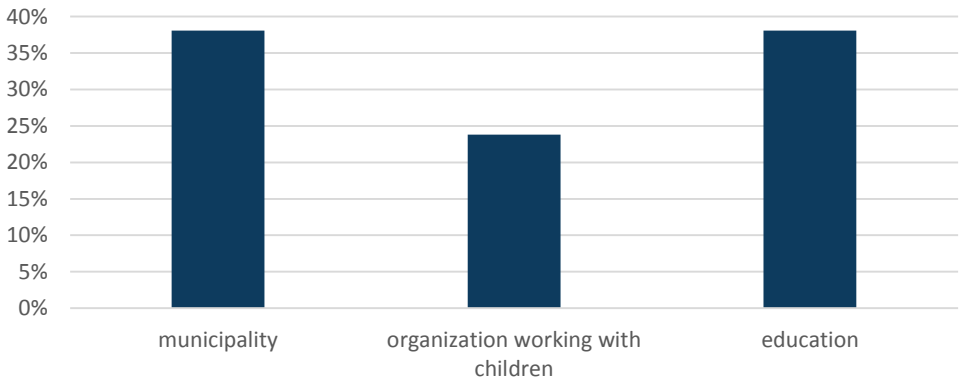
Graph 2: Involvement of municipalities in LAP



Source: Questionnaire survey (N = 54)

Representatives of organisations working with children are less likely to be involved actively in the LAP than other stakeholders (among the stakeholders, who could not answer the question about the LAP greatly outweigh these stakeholders - 6 of the 8 respondents).

Graph 3: Types of stakeholders, who replied that their municipality is involved in existing LAP



Source: Questionnaire survey (N = 54)

The respondents mixed up the activities carried out in the frame of the implementation of LPI with activities of the LAPs, or mixed up the documents themselves. In several municipalities the efficiency

and proactive approach of the LAG overshadowed the activities of ASI, which got into the passive role in these municipalities.

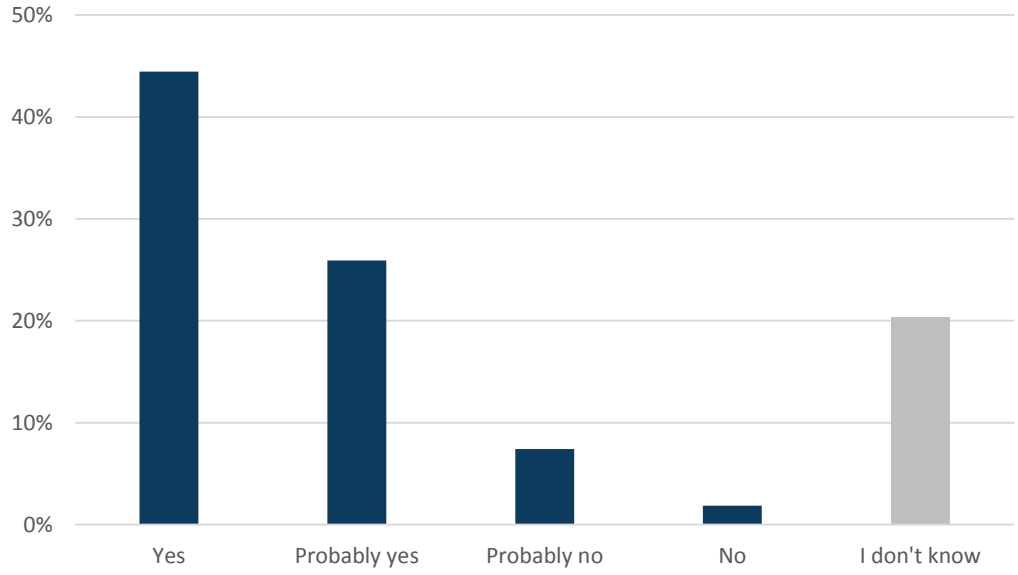
According to most respondents, LAP and LPI are related to a certain extent. Because in LAP working groups are involved some members of the LPI working groups and vice versa. However, we cannot say that these documents are interdependent, but there is an intention of mutual complementarity that activities proposed in LPI and in LAP should not overlap. Some form of document specialisation in certain kind of activities might be observed. For example, in one location there is LPI focused on socially disadvantaged and disabled children and LAP mainly focused on exceptionally gifted children.

Activities of ASI

Almost half of interviewed respondents (45%) replied that they are satisfied with the methodical support of the ASI in the process of project preparation. Another 26% of the respondents replied that they are partially satisfied with the support of the ASI. Four respondents indicated that they are rather dissatisfied, one school employee then chose the option to "no". Total is only 9% of (rather) dissatisfied respondents.

Further 20% of respondents did not know how to answer a question. Among them is 5 actors from education sector, 5 employees of organizations working with children and only one representative of the municipality. Low ratio of respondents from municipalities who selected this response, shows an increased rate of contacts between these stakeholders and the ASI, comparing to other stakeholders.

Graph 4: Are you satisfied with the methodical support of ASI during the phase of preparation of your project proposal?



Source: Questionnaire survey (N = 54)

Most of the stakeholders evaluate the action of the ASI positively. Stakeholders alleged that without the contribution of the ASI would some of the projects in the area of inclusive education would not be created or approved at all.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

ASI is a key actor here, it organizes the working groups for education, and also arranges networking of local actors, mutual contacts between them, and without ASI there would not be that many. In other locations, as was mentioned by respondents, contacts between stakeholders would be kept even without the ASI's input, e.g. because the stakeholders know each other for long or the role of the local "networker" is taken over by LAG or the municipality.

The fact that ASZ is ready to clarify ambiguities or questions which appear on the working groups is rated positively. The stakeholders appreciate the methodical assistance in the process of projects preparation, when project proposals are commented on and edited so that they can be successfully approved. According to many respondents the communication with ASI is fast and the comments are factual and relevant. Knowledge of the ASI staff in area of the project administration helped many stakeholders.

According to almost all responses, ASI offers training courses, seminars and workshops in the field of inclusive education. In many cases, they are attended by respondents and positively evaluated. Problems in this area – for some of the stakeholders, it is difficult to find the suitable time of the course (especially for teachers, since the courses are often held at school time). At one site, respondents also talked about the fact that courses and trainings are offered and arranged mainly by LAG, and trainings arranged by ASI are then seen as redundant. Another respondent spoke about the total overlap in this area, in which offered training from ASI can be drowned.

In individual cases, then the stakeholders pointed out that no opportunities for participation in courses and training courses have been offered to them, or have been offered to other stakeholders in the location, but not specifically to them. One respondent mentioned a problem, when ASI promised to the Working Group the speaker about the truancy, but then ASI has been unable to provide him.

The evaluation of ASI activities seems problematic in some individual cases only, among all the interviewees are negative attitudes in the minority. Even for those interviewees who are otherwise satisfied with the work of the ASI mentioned the problem of changes of local consultants and personnel changes in the leadership of the ASI, which affected the quality of provided services. The respondents consider it a negative factor that often undermine the operation of the working groups. New local consultants were not sufficiently familiar with the previous activities within the working groups or with the procedure of the work at the LPI, and therefore, some of the topics that have already been dealt with and solved, were discussed again. In units of the cases it was also pointed out that new local consultants are young and without sufficient experience, comparing with previous local consultants, their activities were less beneficial. An inexperience with the administration of the project proposals was mentioned as another negative factor. According to one respondent was the change of local consultant beneficial.

Among the problems with the ASI was for individuals mentioned also the long response period of its workers during the communication with the stakeholders, longer and sometimes several months long delays in communication, failure to activate and motivate stakeholders to participate in the meetings and also the fact that in some matters, the stakeholders must have turned both to the ASI and the MEYS. The dissatisfaction with the fact that ASI local consultants are in charge of such a large area that they cannot dedicate enough time to the location as was expected, appeared in one case.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Among examined municipalities there was one municipality, where stakeholders expressed negative attitude towards ASI. This municipality express an opinion that it does not need the help from ASI and that it is able to fix all its problems in the field of inclusive education itself. As one of the causes of this statement was mentioned the theoretical character of advice provided by ASI and it woudl rather use the practical help in outreach work. According to local stakeholders´ self-report ASI "pushes for cooperation" and "tells them what to do, and yet is not involved much itself." According to a respondent from other locations, ASI is too focused on project consultancy, with the aim of its operation is to promote projects at the site, while a more comprehensive spectrum activities of ASI was expected at the beginning.

In some areas the presence of ASI was less significant. Particularly, this happened at sites where the area of inclusive education is taken over by strong local player, for example the municipality or LAG. In two locations, special meetings of the working groups for education were not held and were replaced by meeting groups for community planning. In these locations the ASI was present only as an observer, who only commented on suggestions of other stakeholders or ASI role was limited to the elaboration of LPI.

Projects

Most of the stakeholders from the sector of education have not prepared any projects with the ASI. The stakeholders from the schools also point out that they always prepared projects even without the ASI presence and that they will continue with that. Examples of such projects include mainly projects of templates granted by OP RDE (which provides inter alia, activities and job positions related to inclusive education). Projects where ASI is involved are mostly prepared under the auspices of the municipality or the NGO and schools participate there as partners only.

Therefore, in this regard, schools are provided with rather minor consultation and advice on how to get involved in projects submitted by the founder or some non-profit organization. These stakeholders then consult the projects with the ASI intensively; the ASI workers assist with the needs definition, provide methodological support, they comment on and prepare the project proposals, etc. Among the respondents, some individuals, who stated that without the ASI help of these project proposals could not succeed. Projects prepared with the ASI are mostly OP RDE, OPE and IROP projects.

According to the respondents opinion the advantage of the ASI is that it sees the problem comprehensively; it deals with the topics of housing, social affairs and education, and links these areas, which is a very desirable according to respondents. ASI also tries to coordinate the projects not to intervene with each other. In addition to the working groups ASI also organizes the project days, involving only the institutions which are involved in the project.

Between CASEL and other modes of project submission and administration many stakeholders do not see any substantial difference. However, the majority of respondents are positive about CASEL. As the benefits of the CASEL are stated the methodological consultations provided for the project preparation or the fact that within CASEL the projects have a better chance to succeed, since there is not that strong competition. Another benefit is that the projects designated within CASEL are discussed participatively, which may increase their relevance to more stakeholders.

On contrary few interviewees, said that they preferred templated projects out of CASEL mode, because these are administratively simpler. Individual stakeholders in particular from education sector, criticize

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

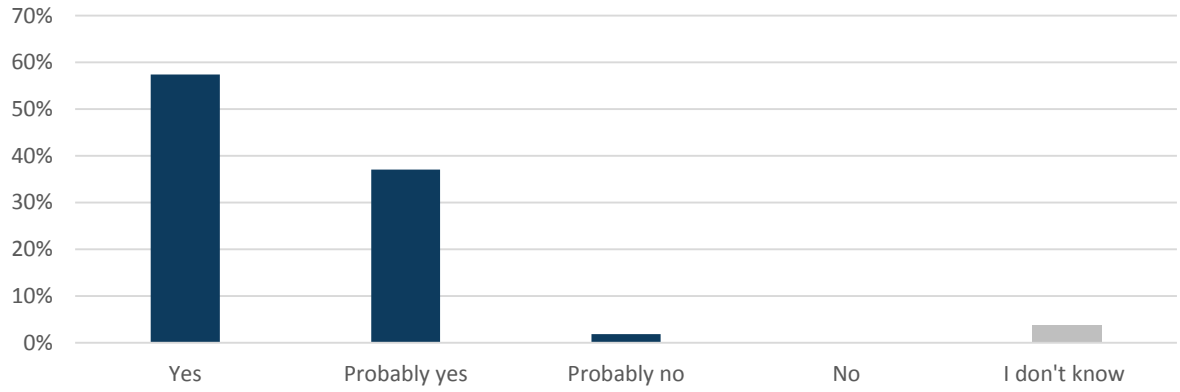
CASEL because it focuses on the children from SEL, while directors would be interested in projects that would support all children.

Cooperation

More than 57% of respondents said that all the relevant actors were involved in the transformation of the local educational practice. 37% respondents chose the response partially yes. Only one respondent pointed out that the process of transformation of education includes only a minority of all relevant actors. Satisfaction with the functioning of the cooperation is, therefore, a significant

According to more detailed analysis of responses shows slightly less satisfaction with the scale of stakeholders involved in the discussions on the transformation of educational practice in municipalities show representatives of organizations working with children.

Graph 9: According to your opinion, are all the relevant institutions involved to collaborate on transformation of local educational practice?



Source: Questionnaire survey (N = 54)

The vast majority of those interviewed expressed satisfaction with the involvement of stakeholders in discussions on education. Range of stakeholders who participated in the meetings, according to them, is sufficient and no one important was not missing, or when in the course of discussions, it appears that some specific stakeholder would be needed, he is operatively invited as a guest.

Only a minority of respondents indicated that some important actor missed in the discussions. Among the most frequently mentioned organisations who are not engaged in the process, and their involvement would be desirable, are the kindergartens and secondary schools. On the contrary, others did not consider the participation of representatives of secondary schools necessary in terms of the schools themselves, nor from the perspective of other actors. In several cases, mostly in the larger cities, the respondents said they lacked the active participation of a greater number of primary schools directors. Some directors initially came to the meeting, according to several respondents, but after some time, they have stopped attending.

In some cases was criticised too passive participation of the municipality or BSLPC or the absence of part of the organizations working with children in the localities they operate. Some individual respondents then said that in addition to the officials in the municipality was desirable to include also elected politicians, the representatives of the municipalities or their leadership. The participation of the political representation in the meetings was especially common in smaller municipalities, in bigger once the elected representatives were often replaced by non politician office workers.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Several respondents saw a problem in the non-participation of parents from SEL comparing to other parents and the general public. Among the causes of the absence of these stakeholders was mentioned disinterest in participation of families from SEL, or inadequate information on the venue of the working groups from the municipalities.

Other institutions, which should participate in the meetings and do not do that sofar, are according to the individual respondents also the representatives of the non-formal education, such as EAMS and CCCYP, representatives of the community, the probation and mediation service, members of the police, the workers interest associations and organizations, such as the. Scout, personnel of the hygiene stations or representatives of church organizations. Nevertheless in all cases, this was only mentioned by some respondents and was not consider a general problem.

As the reason why some stakeholders were not interested in participation in the meetings, is being mentioned the time demand, and also a little relevance for the work of certain actors. Some of the respondents mainly from larger towns mentioned that the stakeholders may not have a interest in the meeting because there are too many working groups – in the context of LPI, LAP and the community planning. It is sometimes hard to orientate and participate in all types of working groups for some stakeholders, it might be over their time capacities as well.

In two municipalities the LPI working groups were not formally established, as they already preceded the content very similar meetings of actors within the groups for education organised by the municipality, the present agenda of the WG was naturally incorporated into the programme of these WS organized by the municipality. In both these municipalities is the ASI regular participant in groups, even though it does not have significant role there.

Working groups functioning.

More than half (52%) respondents indicated that the Working Group on education are carried out in accordance with the plan, which is from their point of view sufficient. Nearly one third (30%) of the respondents indicated that WG take place whenever there is a need to address or clarify a problem or discuss over the setting of objectives.

Only two respondents (both for organizations working with children) responded that the group are in accordance with the plan, which is, however, insufficient. Similarly, two other representatives of organizations working with children, stated that groups meet less often than is needed.

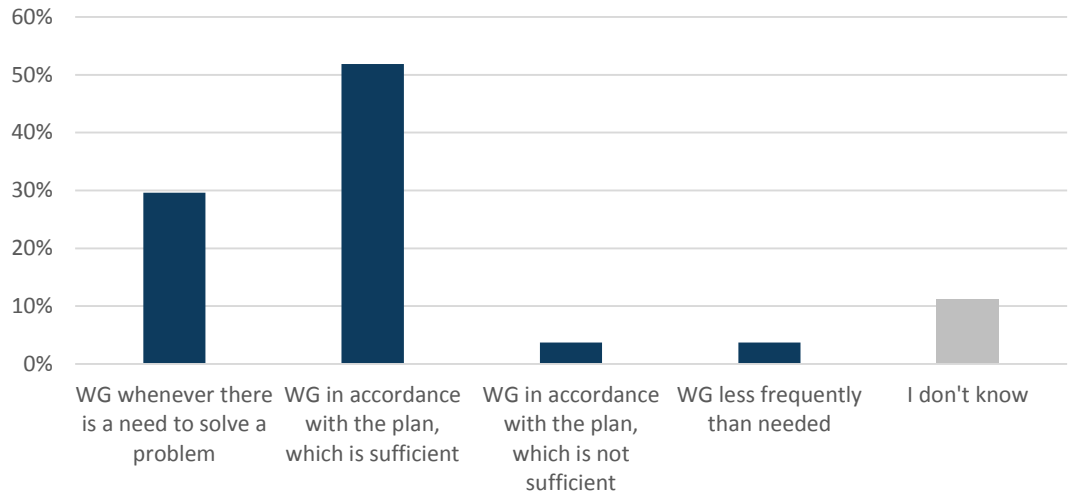
The frequency of the working groups meetings is according to the comments of the majority of the respondents sufficient. Nevertheless some stakeholders, in particular, from education sector and of organizations working with children state that there are too many meetings on several levels, which results in the "fatigue from the oveplanning" Therefore, the decreased ability to orientate in topics that these groups address.

Majority of the respondents expressed satisfaction with the course of working groups. The technical side, i.e., areas of the venue, sending out invitations, negotiation of terms and send the WG minutes of the meeting, was, according to nearly all of the respondents, all right. The tasks of the convener and organizer of the groups in most of the municipalities was the city. The character of the group, according to several of the stakeholders changed after the LPI completition –from theoretical considerations to

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

practical implementation of the measures recorded in the LPI. This second phase is for some of the participants less abstract and thus more attractive.

Graph 10: According to your opinion, do WG work as was expected?

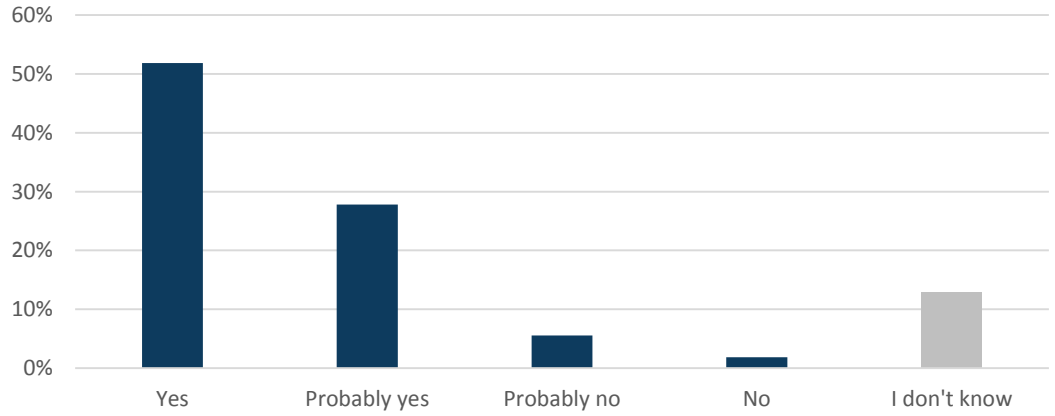


Source: Questionnaire survey (N = 54)

Once again, **more than half (52%) of respondents consider meetings high quality and challenging for promotion and development of inclusive education** in the municipality. As partially quality and inspiring are meetings considered by 28% of respondents. Only one single respondent marked the meetings a completely low-quality and uninspiring.

The greatest satisfaction with the quality of the meetings in the area of inclusive education issues was expressed by school representatives, from whome only two chose a different answer than "Yes" or "partially Yes". The representatives of the municipalities and organizations working with children were reluctant to answer, more and more often chose the reply "I can't judge". A possible reason for these positions is that they are not directly involved in the educational process, as they mentioned in many cases during the interviews.

Graph 11: Do meetings have good quality and are the inspiring for supportu and development of inklusive education in the municipality?

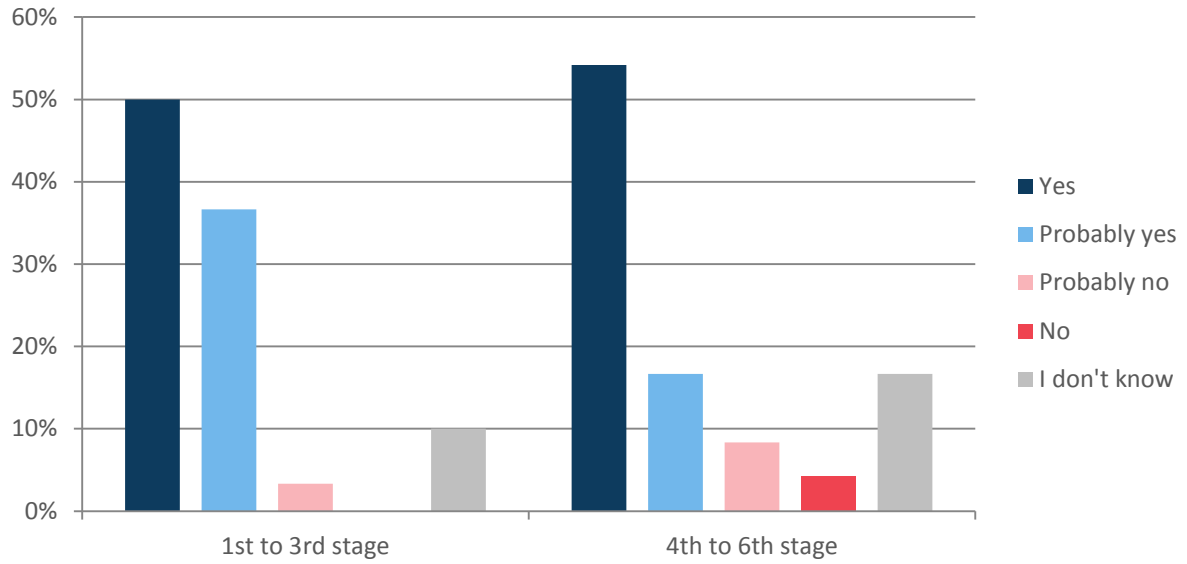


Source: Questionnaire survey (N = 54)

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Comparing the distribution of responses to this question with the distribution of respondents according to waves of cooperation with ASI, slight trend to more negative reviews (lower satisfaction with the quality of meeting) in later waves (4 to 6. wave) can be observed. This may be caused by short period of time for which the WG meetings are taking place, and the resulting inability to evaluate the meetings and possibly "too theoretical orientation" of the meetings in the first phase (see above).

Graph 12: Answers to the question; whether the meetings are high quality and challenging for support and development of inclusive education in the municipality – according to waves of cooperation with the ASI



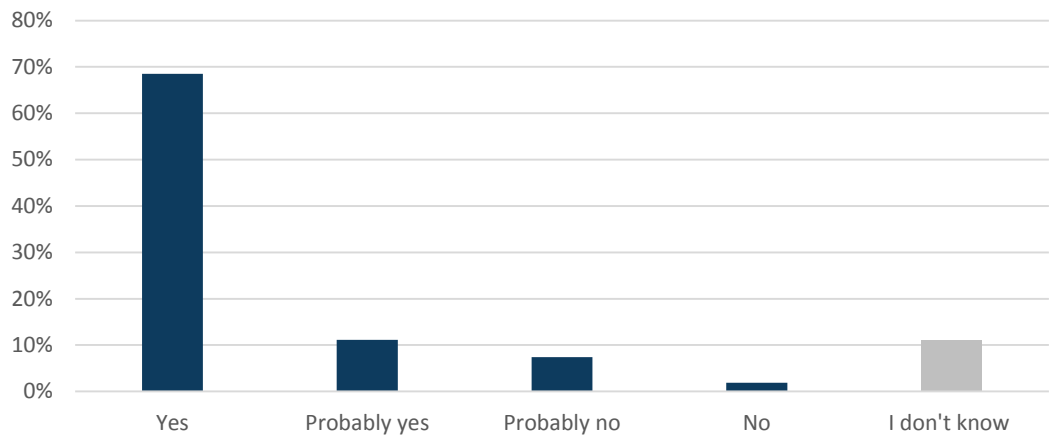
Source: Questionnaire survey (N = 54)

Another rated aspect was, whether at **the regular meetings is the discussion on inclusive education settings taking place. With that statement, 69% of respondents agreed** to a partial agreement with the statement cited 11% of those surveyed. Response "Probably no" chose 7% (4 respondents), only one respondent (2%) disagreed with the statement.

As with the previous aspect, it was shown that most representatives of education sector agreed with this statement, in none of the cases the response " Probably no" or "no" occured. On contrary the organizations working with children shown to be more critical.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Graph 5: The discussions on inclusive education setting take place at regular meetings with school representatives



Source: Questionnaire survey (N = 54)

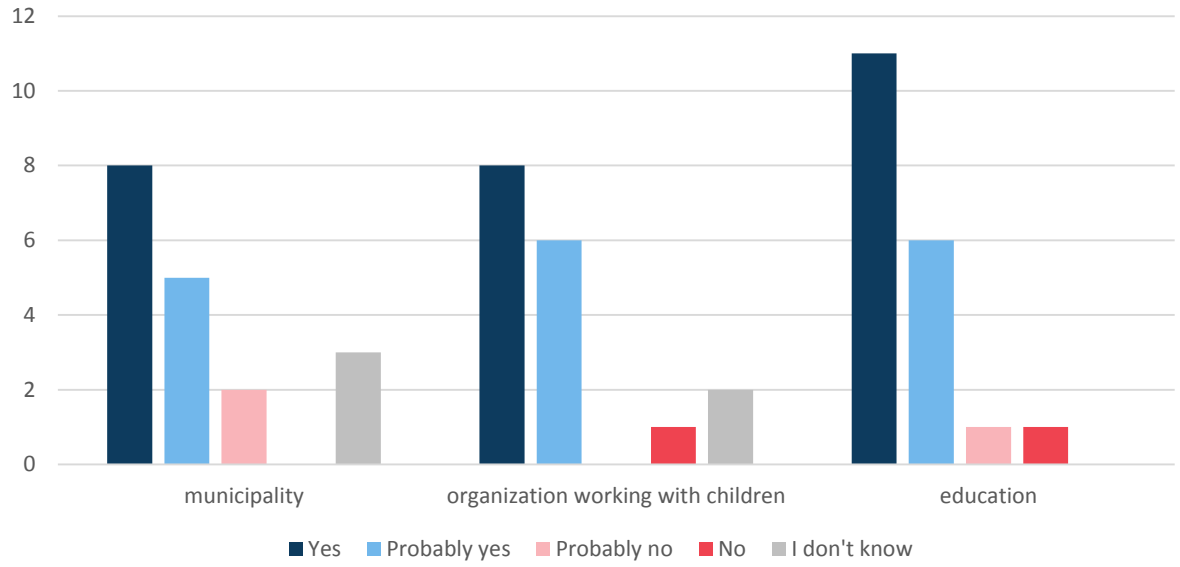
The majority of the respondents consider the discussion as substantive and addressed topics as relevant. The topics included for example the settings of education for the children from SEL and children with disabilities, tutoring, career counseling for integrated pupils, medical care for children from SEL, truancy, examples of good practice, (teacher assistants, school psychologists, inclusion coordinators, etc.) or the creation of methodologies. The key issue was also the planning of the projects and setting their parameters. Then all these activities were summarised into into LPI that was or will be the main output of the working groups.

At the meeting, respondents especially appreciate the opportunity to get acquainted with other actors and consult their activities or to establish cooperation with them. In particular, organizations working with children welcome this, as they may not otherwise have strong links with other actors. The respondents also highlight the meetings as the possibility of sharing experiences and coordinating activities between actors, eg. between schools, representatives of the city, NGOs and BSLPC. Most of the actors stated that the working groups could clarify their needs in the area of inclusive education, and that their opinions and remarks were other participants heard and taken into consideration. According to one respondent, on the contrary, ASI was trying to make the views of all actors heard, but they were not interested in presenting them. Some respondents report that there were conflicts among the actors in the working groups. In particular, more radical proposals by some NGOs met with resistance from other actors, and therefore all proposals could not be enforced in the original form. One respondent from NGOs talks about his disappointment with the meeting, he said "all the proposals he presented were rejected by the other participants, especially the representatives of the city". Nevertheless, the respondents add that in the vast majority of cases, these disputes are solved, settled and reached a compromise.

The problem of working groups was, according to several individuals, insufficient facilitating discussion by the ASI staff who "were bland and weak and could not regulate the discussion". According to several respondents, ASI representatives failed to explain to the meeting participants the importance of working groups and LPI. In individual cases, the participants note that the debate has sometimes stalled in the complaints of teachers and school leaders about the inclusion problems they face.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

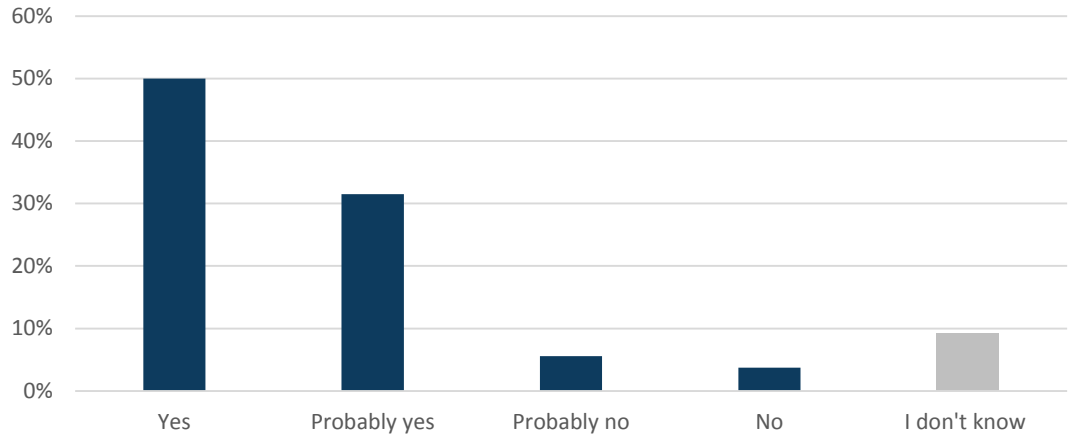
Graph 6: Answers to the question of whether inclusive education is being discussed at regular meetings with school representatives – by respondent groups



Source: Questionnaire survey (N = 54)

The last parameter of the functioning the working groups looked at **whether respondents were able to share or clarify their needs in inclusive education**. Again, **a significantly larger group of respondents is satisfied** (half respondents answered "Yes", the option “Probably yes” was chocen by 31% of respondents). The answer "Probably no" was chosen by three respondents, the option "No" was chosen by 2 respondents.

Graph 7: In the working group, have you succeeded in sharing or clarifying your needs in inclusive education?



Source: Questionnaire survey (N = 54)

However, a smaller number of actors state that they will not learn new, yet unknown knowledge from the field of inclusive education. Nevertheless, they appreciate that they have been presented with the possibilities of submitting projects in the field of inclusive education and that the project proposals within the groups are still working. New and beneficial, according to individual respondents, are also information on personnel issues, such as the position of inclusion coordinator, school psychologist or special pedagogue, about the possibility to equip elementary schools with aids or a compulsory pre-school year in the kindergarten.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

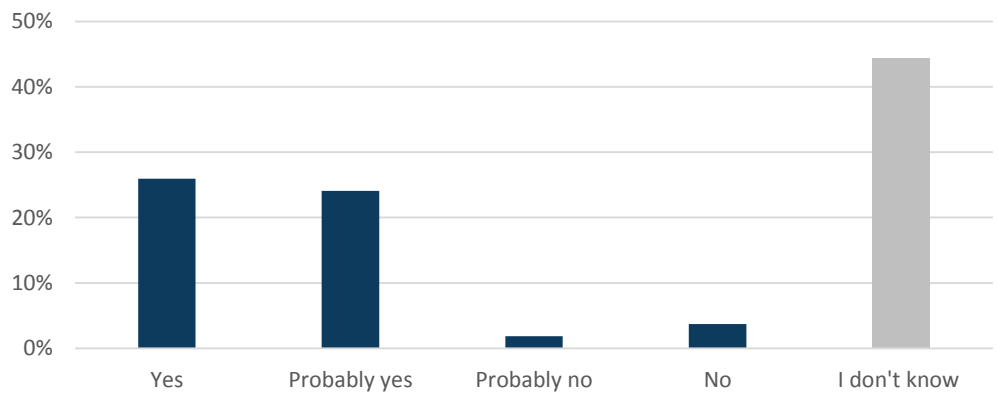
In two municipalities that have joined into cooperatin with ASI in the 6th wave, meetings of working groups are only at the beginning. Five of the six respondents in both locations agree that they do not see much sense in the meeting and LPI so far. The working groups in these places are in the spirit of clarifying the terms, introducing the possibilities of cooperation and analyzing the situation in education in the given locality. However, according to one respondent, the topics that are on the programme of the working groups are completely intimate with the needs of the given locality. The negative attitude of these actors may be related to the fact that the information provided at the initial meeting was too general and some actors subsequently discouraged it from attending the working groups. It was also very unfavorable to see the time consuming of the working groups, especially in the other of the mentioned municipalities, where the initial working group lasted from "from morning until evening, sometimes up to 8 pm", during which the participants of the groups had to clarify the situation in the village, they knew from their own experience.

LPI implementation

Another set of parameters focused on the implementation of the LPI - it was investigated whether the activities and measures defined in the LPI were implemented according to the plan and to a sufficient extent. Almost half of respondents (44%. respectively 48%) said that they did not know whether the activities and measures were being implemented on a planned basis and to a sufficient extent. Thus, a large number of actors do not have enough information about implementation. This response was also naturally chosen by actors from the municipalities where the LPI is not yet finished (mainly from the municipalities of the newer waves).

Of the respondents, who assesed the implementation of the LPI, most of them responded positively. 90% stated that activities and measures are, or are partly, implemented according to the plan, 86% said that they are or rather are being realized at a sufficient level. The responses that the implementation of the plan is not running as planned or to a sufficient extent have been recorded only in a few units. A more detailed analysis shows that the least certainty about LPI implementation was reported by representatives of organizations working with children who most often voted the answer "I don’t know" and on the contrary, among the other actors, they picked the least answers "Yes" and "Probably yes".

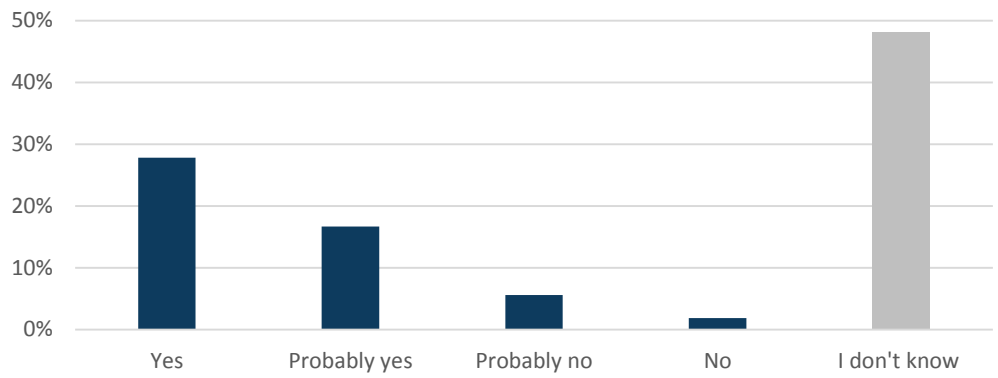
Graph 8: Are the activities and measures defined in the LPI implemented as planned?



Source: Questionnaire survey (N = 54)

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Graph 9: Are the activities and measures defined in LPI implemented to a sufficient extent?



Source: Questionnaire survey (N = 54)

Approximately half of the LPI localities are either not yet approved or approved shortly, and measures are not yet implemented or implemented, but their results can not yet be seriously evaluated. That is why the actors can not or do not want to comment on the implementation of the planned activities. In several locations, the project evaluation is set only after one year from the start of the project, which in some cases will only occur after mid-2018.

In places where LPI measures have been implemented for a long time, the actors usually say that the implementation of the plan is sufficient to cover a substantial part of the LPI through the activities being carried out. In one locality, the respondents agree that the implemented measures go beyond the LPI. The municipality, in cooperation with ES, has a long-term vision of inclusive education that had been created before the establishment of LPI and only incorporated it into the document.

In individual cases, interviewees say that some measures are delayed or lacking staffing capacities (school psychologists, special educators, inclusion co-ordinators), financial resources or the willingness of actors to implement them. Implementation of some goals in LPI also depends on whether they open up the relevant Call, which in some cases did not occur.

In some cases, a large urban project failed to be implemented in the localities of the CASEL, which was a key element in the LPI. This was due, for example, to the fact that it was not approved by the City Council or lack of interest of the actors or lack of personnel capacity in the city. Therefore, measures prepared for this project need to be replaced by other projects, such as LAP or templates.

In two cases LPI was written mainly with regard to the needs of one particular type of actor, kindergartens in one large city, or NGO working with children from SEL in another smaller town. LPI had to be set up because it was a condition for drawing money, so the other measures were not given any particular emphasis in the document - for example, they were more general objectives that were not consulted more closely with other actors.

Municipal finance

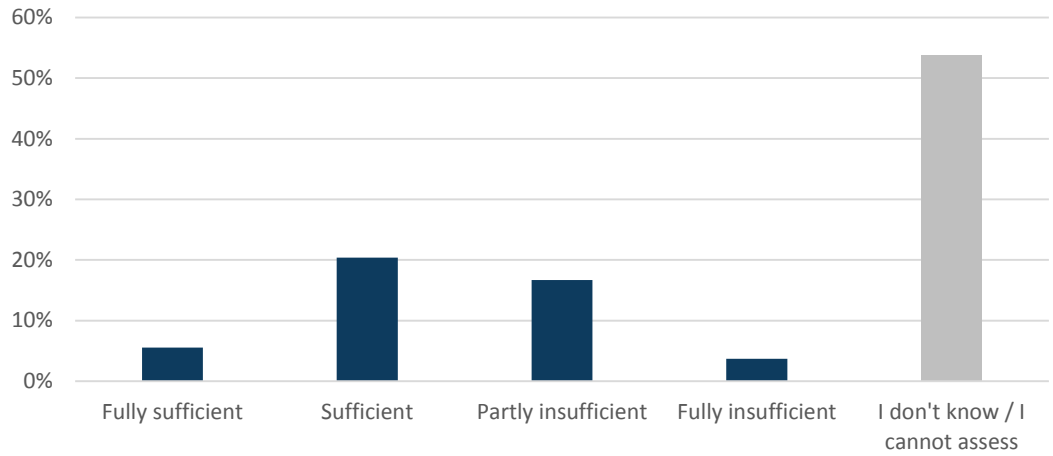
More than half (54%) of respondents can not assess the sufficiency of funds in the municipality. These respondents did not want to comment on the issue because they do not have enough insight into these issues. Respondents who rated the sufficiency of funding were very different (see graph

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

below). A quarter (26%) considers the funds to be sufficient or sufficient, whereas 20% say that the funding is partially or totally inadequate.

The representatives of schools (10 persons) predominate among those who consider finance to be sufficient. On the other hand, the lack of finance was more often expressed by representatives of organizations working with children (5 persons), who proved to be the most critical actors.

Graph 10: Are the funds available in your municipality for inclusive education sufficient?



Source: Questionnaire survey (N = 54)

Even the respondents who say that the resources for inclusion are now rather sufficient, they note that this is a current situation that can change very quickly in the future. The problem is the uncertainty of funding for assistants and other pedagogic and non-pedagogical staff whose funding is still provided by projects or the school templates Call. However, after the completion of these projects, the cost of these jobs will have to be covered by the budget of the municipalities. It turns out that in the long run inclusive education is financially very demanding and unsustainable unless there is a major change in the school funding system.

A part of the respondents said that municipalities are provided with the technical functioning of schools, but that funding for inclusive education should be a matter for the state or regions. Individuals among respondents consider that state funding of inclusive measures is insufficient and slow. Low salaries for teachers assistants (and their low qualifications) are repeatedly mentioned, and similarly problematic is the occupation of the positions of school psychologists.

In several locations, educational actors with the founders approach are satisfied and point out that in the event of a sudden financial need, the municipality will meet them. Another form of community support for schools is partnership or direct project support, which reduces administrative burdens and saves resources of the schools.

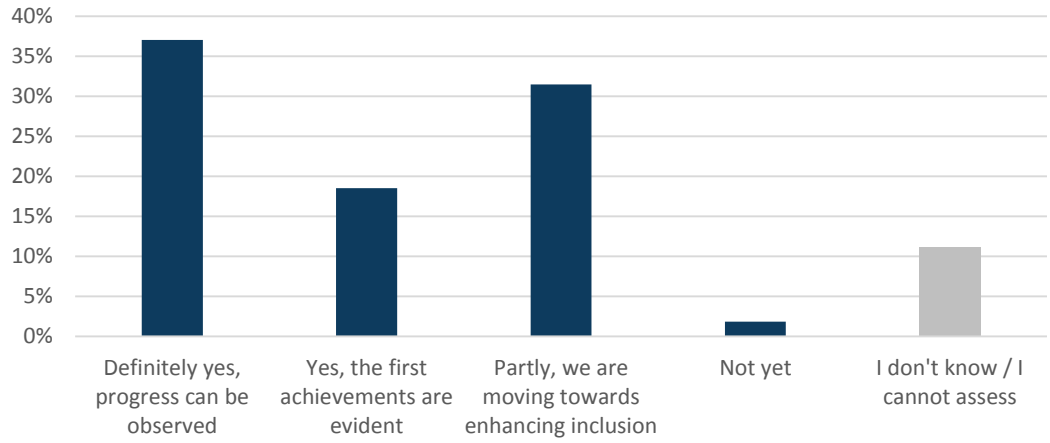
Inclusive education in schools

The largest share of respondents (37%) **believes that schools in the municipality are conducting inclusive education** and that great progress can be observed. These respondents are dominated by representatives of education (10 people), who tend to be more positive because they are mainly speaking about their own work. Five respondents are represented in this category by representatives of municipalities and organizations working with children.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

First successes are apparent from 19% of respondents, with 31% of the respondents heading for inclusion. The fact that schools do not manage to embark on inclusive education for the time being is considered by only one respondent.

Graph 11: Do the schools in your municipality manage to lead to inclusive education?



Source: Questionnaire survey (N = 54)

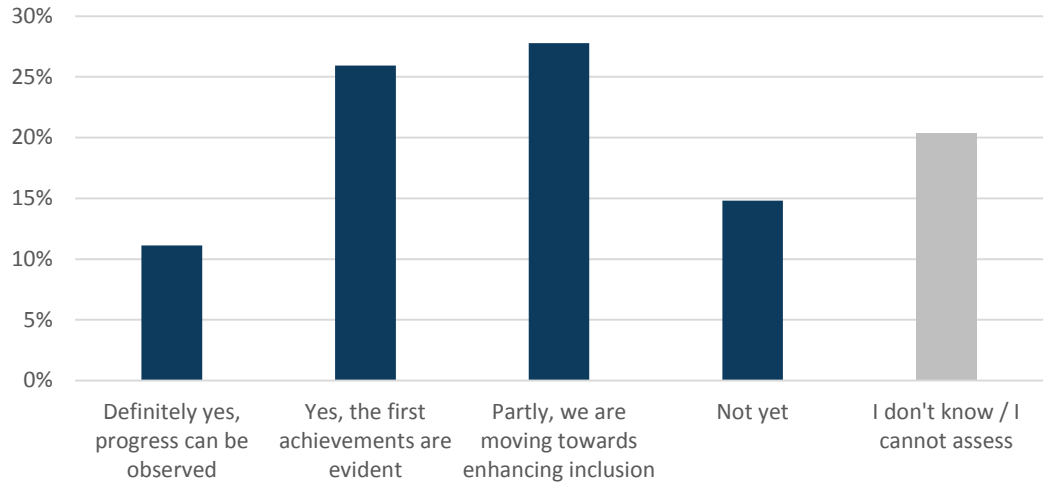
The interventions that the past year has taken in the area of inclusion, include, in addition to classifying disadvantaged pupils in joint training, receive a new teaching assistants, school psychologists and special educators, initiating afternoon tutoring, introduction speech clinic for free, career counseling, build a school counseling staff, organizing courses and internships for teachers, setting up a preschool club, meeting the educational group, buying aids or scholarships, and paying lunches, bills or fares free of charge to parents of children from SEL.

Respondents generally perceive inclusion as successful in the formal aspect of the matter, i.e. that children from SEL or slightly mentally handicapped pupils are not included in special schools, but in standard schools among children from the majority population.

Somewhat more negative is the assessment of whether the project succeeds in changing the attitudes of the actors in the municipality towards the issue of inclusive education. It is **only 11% of respondents convinced that the attitudes of actors are changing successfully.** A significant part (54%) perceives some progress or trends towards enhancing inclusion, but there is also a large proportion of respondents (15%) who are not aware of any shift. A large number of actors were not quite sure about this issue. In terms of changing attitudes to a working meeting, the changes can be traced back to them - the initial mistrust has turned into active participation in most cases.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Graph 12: Has the project succeeded in changing the attitudes of relevant stakeholders in your community to the issue of inclusive and quality education?

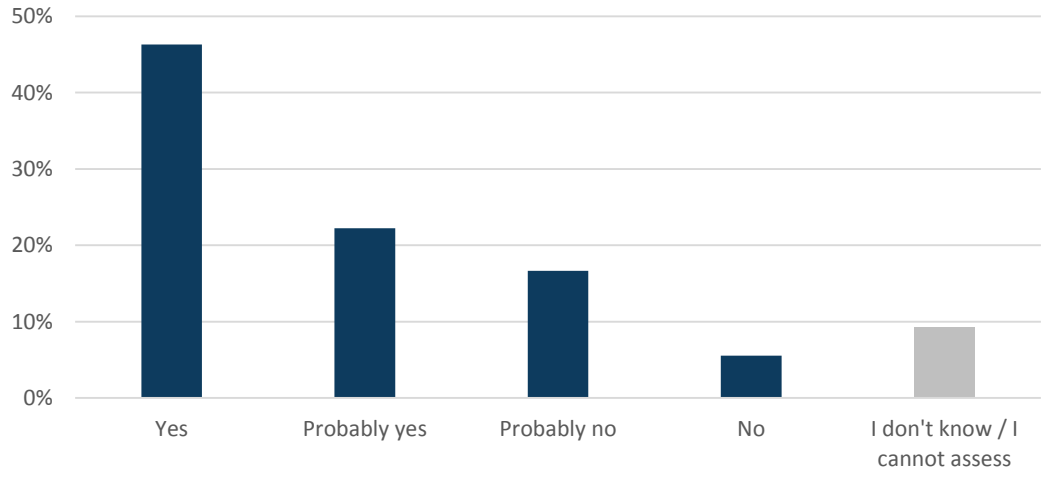


Source: Questionnaire survey (N = 54)

Respondents assess the involvement of children from SEL rather positive. **Two thirds (68%) report that schools (certainly) succeed in involving children from SEL in teaching.** Only 3 people assess that children from SEL are involved in teaching not successfully.

According to most actors, children from SEL receive the necessary support. The problem, however, is that children, for example, participate in the activity either irregularly or not at all. In the first stage, according to several respondents, they are working better with children from SEL, they are inquisitive and diligent, but after their transition to the second stage, their interest in teaching falls, also under the influence of parents' lack of interest. A big problem for these children is the passivity of parents who do not pay enough attention to their children's education. Some actors then consider care of children from SEL as overly large and unnecessary, making too much effort, and the results are debatable.

Graph 13: Do the schools in your municipality manage to involve the children from SEL?



Source: Questionnaire survey (N = 54)

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

In open comments, however, most of the teachers have a negative impact on inclusive education and, above all, on its current legal setting. Inclusion, according to some of them, has led to the neglect of talented pupils. Several actors have said that teaching children with an inadequate understanding of common children is harmful to these children as well, as they could experience a feeling of success in special schools or special classes that they can not feel among ordinary children. Advancing and supporting pupils in inclusion can be perceived by other children as injustice, creating barriers among pupils. Excessive support and care, according to respondents in the children involved, can make the pupil more comfortable. The greatest difficulty is the inclusion of multiple classes where the teacher can not dedicate enough space or time to the inbred child. According to more respondents, joint education is possible only if class teams have a small number of pupils (max 10-15).

In some places, inclusion topics had to be presented from ASI as "joint education" or "prevention of school failure" to meet the needs of inclusion but also to make the public unnecessarily uncomfortable with an unprompted term. In one locality, where all actors have found a consensus on the need for inclusive education and they are working intensively on this topic, it is the relationship with the public, which refuses to accept the inclusion of Roma pupils in particular. Actors would therefore be grateful for a PR specialist to help them communicate with their working groups outputs and positively influence local public opinion.

Respondents on the contrary welcome the inclusion because they see a chance to improve the situation of children from SEL. Individual respondents said, that the main advantage of the decree on inclusion is the increase in funding for this education. However, practically all school actors have agreed that the decree of joint education has brought a disproportionate increase in bureaucracy associated with registering pupils enrolled and reporting support interventions. Teachers criticize the fact that they should focus first on pupils, and then bureaucracy, but now it is often the opposite.

Several actors, especially from education and childcare organizations, agreed that "inclusive education as such is not bad, but its current implementation, both methodical and administrative, is not right".

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

3.3 EQ C.3 Are the project implementers aware of complementary activities created in other IPs and IPc?

The objective of this evaluation question is to verify whether the project implementers are sufficiently aware of activities created in other projects so that individual projects can be fully interconnected and systemic changes through cooperation can be brought about, as stated in methodological instructions for the Call no. 02_15_001. This evaluation question also looks on the benefits of cooperation among project implementing teams and on obstacles that implementers encounter, ensuring in this way the most effective cooperation.

The question is specially divided into areas surveying the level of respondents' awareness of complementary projects, degree of cooperation with individual complementary projects, as well as benefits and obstacles in the IHQE project implementation that are directly caused by the complementarity of projects.

Answers to this question were obtained from an electronic questionnaire filled in by the IHQE project implementing team. 34 perfectly completed questionnaires were sent back[10]. Questions evaluating coordination meetings could be displayed only by ASI head office staff. As a result, these questions were answered by only 10 respondents. Data in this point could have been inadvertently distorted as the contracting authority learned only later that coordination meetings can also be attended by staff from regional offices. Therefore, in next research, staff from regional offices will also be included.

Representation of team members in the questionnaire

Respondents were asked in the questionnaire about their position in the implementing team - whether they work in one of the regional centres (Centre/East/West) or they work on the level of ASI head office. 10 out of the total of 34 respondents worked on the level of ASI head office and 24 worked in regional offices.

Familiarity with complementary projects

Respondents were asked in the questionnaire first about their immediate knowledge of other systemic projects[11]. The project **that appeared most often** in the responses was the **SDP project** (16

[10] 62 members of the implementing team were addressed (except for those who have been working on the project for a short time, work minimum time or whose involvement is marginal - e.g. administrative staff). The questionnaire was filled in by 34 respondents, response rate being 54,8 %.

[11] Wording of the question: The IHQE project is being implemented as a part of a complex of projects - other MEYS' and other ministries' (e.g. MoLSA) systemic projects. Are you familiar with any of these systemic projects? Please provide names or acronyms of the project you are familiar with:
The objective of MEYS' systemic projects is to jointly help to increase the quality of education in the Czech Republic (e.g. within so called action CLIMA) and promote processes of social inclusion, creation of new conditions and opportunities for disadvantaged residents of socially excluded localities.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

respondents out of a total of 25), **followed by the QICD project** (15), **IEAP A** and **IEAP B** (each mentioned by 12 respondents) and **ERAP project** (11). The team members' immediate knowledge reflects the significance of these projects - the Charter of the project assumes closest cooperation during the IHQE implementation with the SDP, QICD, ERAP and KSE projects[12]. The IEAP A and IEAP B projects were launched only in 2017, which is probably why they are not mentioned in the Charter of the project. Their interconnection with the IHQE project seems from the responses, however, to be very strong.

By contrast, **no respondent mentioned spontaneously the MVT project**. As this project is directed to vocational education, whereas IHQE is destined to pre-school and elementary education, it is probable that the IHQE implementers do not come across the MVT project very often.

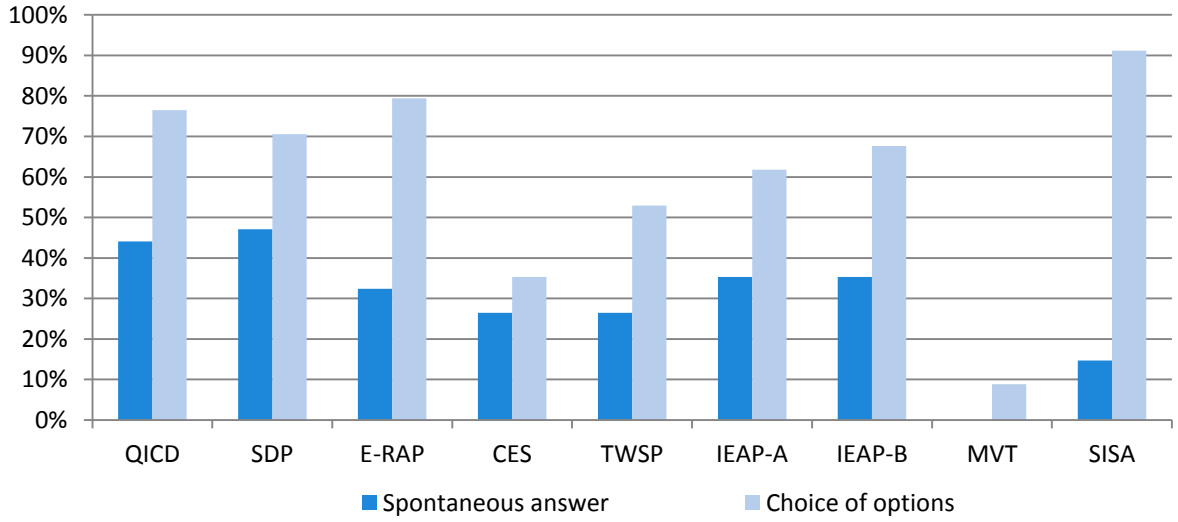
Besides the education systemic projects, respondents also mentioned the Education Development Local Action Plan and the Systemic Development and Instrument Support Project. The Social Inclusion Systemic Assurance Project was spontaneously mentioned only by a fifth of the respondents - it can be argued here though that this project was merely omitted to be mentioned as another question demonstrated that the implementing team knows this project very well. Questions are compared in the graph below, where the difference between mentioned familiar projects and spontaneously mentioned projects is most prominent in the case of the SISA project.

The graph also shows that the strongest connections through the members of the implementing team exist between the IHQE project and the QICD, SDP and ERAP projects, plus of course the SISA project with which IHQE forms one whole. The proportions between the responses of head office staff and regional centres' staff were almost identical. More significant differences appeared in the case of the IEAP A and IEAP B projects that were ticked by 80 % of the head office staff, but only by 54 % (and 63 %) of the regional centres' staff. As Graph 23 shows, the IEAP projects are mainly known from IPs and IPo coordination meetings attended by project senior staff.

[12] 9 respondents in total mentioned the CES project. Same number of respondents mentioned the TWSP project.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Graph 14: Indication of the respondents' knowledge of individual projects (Choice of options for the "identify projects which you know" question and the spontaneous knowledge of the question "List the names or abbreviations of the projects you know")



Source: Questionnaire survey (N = 34)

Almost exclusively for the project SISA, respondents said they are *involved in its activities*, what again corresponds to the linking of these projects. In the comments they mentioned the particular positions in which they are involved in the project (e.g. a local consultant, researcher), or specific activities (setting the platform of cooperation actors, cooperation in the framework of the Working Group, the creation and revision of SISP and its annex LPI, etc.). Other projects were discussed only by few respondents (SDP, E-RAP and TWSP), where the respondents were involved primarily in the activities of attendance at meetings, in microteams, at conferences, etc.

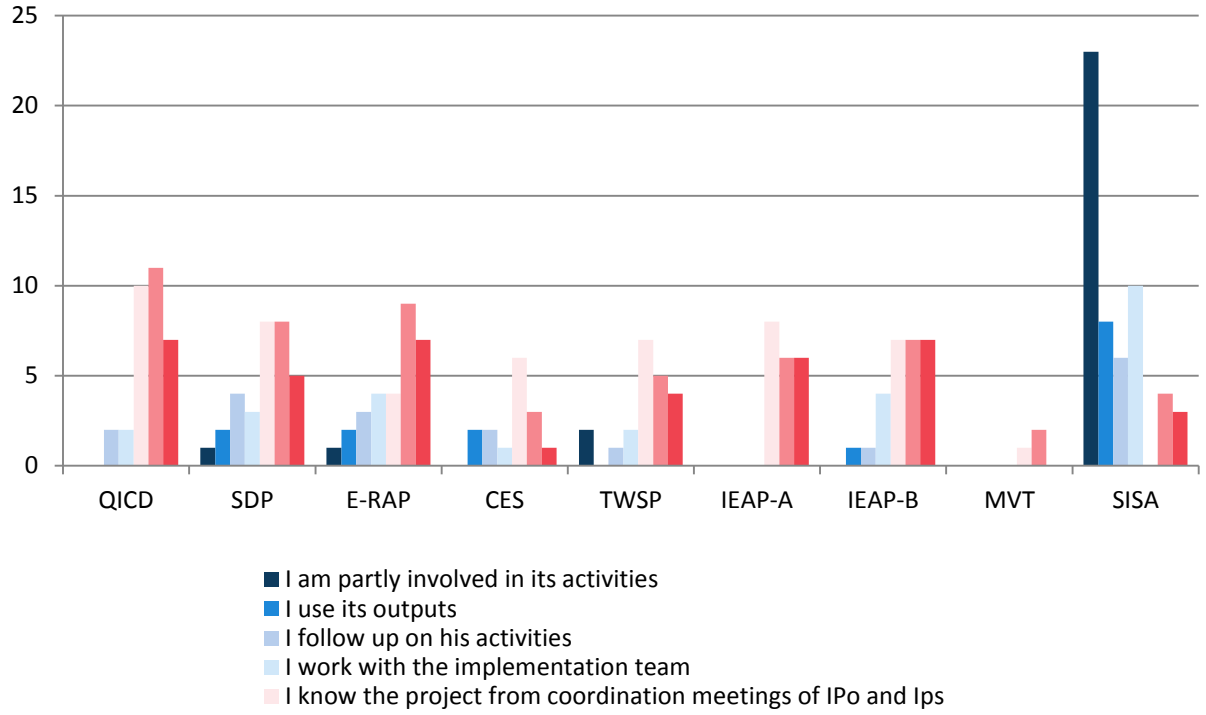
Also for the *use of the outputs* of the projects, the SISA is the most represented project, where the use of outputs is natural, given the scope of the projects "side by side". Utilisation of the outputs in other projects were mentioned in the minimum extent. Outputs of SDP, E-RAP and CES projects are, according to respondents, specifically used for discussions with the directors; as the background materials for internal and external negotiations or in the context of sharing via webinars.

The continuity of the activities of and cooperation with the implementation team of complementary projects are already placed for most if the projects. In case of activities respondents state e.g. that "*the results of the project help them handle the QICD outputs*". For SDP project, one of the respondents stated that it "*facilitates the FTTS in NIFE for localities*", the next states that he uses Inspiromat. For CES project, the coherence of the project manifests itself in the field of research--"ASI is preparing an analysis of the segregation of schools and coordinates it with the CES". Cooperation with the implementation team is for example in the framework of the meeting of microteams or in passing information about co-operating schools (QICD), sharing news and information about forthcoming events (SDP), the preparation of the seminar for supervisors of the inclusion of E-RAP, etc. A specific example of linking was stated by one respondent for the project TWSP: "the agreement on further cooperation, when teachers from TWSP will enter the projects working groups within the framework ASI and inform about the issue of literacy and on the activities of the project TWSP, which the schools can use.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Most often, however, for all projects there appear the answers *as I know the project from coordination meetings* of IPo and IPs, *I know the project, but I don't meet with its outputs/activities*, and *I know that the project exists*. When you subtract SISA project (which has an exceptional position to project IHQE) these options were included in77% of all responses.

Graph 15: How do you know these projects? (Multiple choice)



Source: Questionnaire survey (N = 34)

Barriers as a result of implementing complementary projects

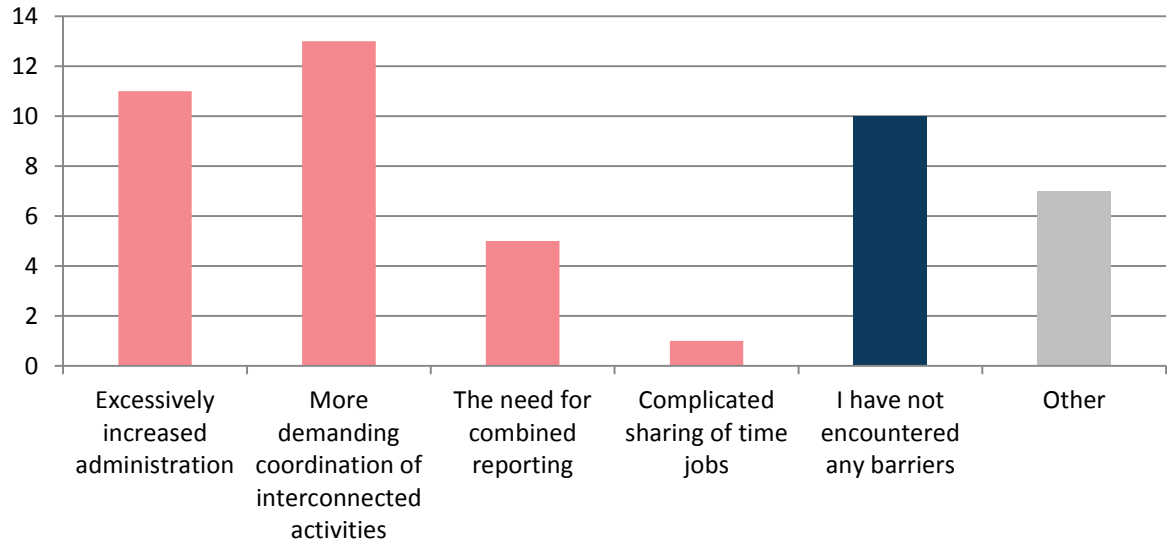
Differences in the perception of barriers between ASI headquarters and regional centres were not significant. A third of all respondents stated that they *did not meet with any barriers caused by the implementation of complementary projects*. However, the remaining **2/3 of respondents perceive certain barriers**.

Among the barriers the most frequently mentioned was *demanding coordination of loosely coupled activities* (38%). Implementer representatives alleged that on the on hand more representatives from different projects enter the territory, but common practices are uncoordinated, the same information is being reviewed, the interconnection and greater exchange of information between projects is missing. One respondent specifically stated that "given the number of parallel running projects and a lack of skilled workers it is hard to reconcile and coordinate (even know) the activities of all projects and effectively initiate the cooperation". Important note said one of the respondents, who wrote that "**there does not exist an environment where I could share internal documents and materials like on what school or what site that IPs operates**". Another respondent adds that "the terrain is swamped with offers of aid, and it is hard to see out what actor had already been addressed. If the IPs are likely to have eg. shared calendar and a table with the involved actors, it would help to coordinate ".

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Another said the barrier is excessively increased administration (32%), where the respondents mention the known but significant issue of common activities of the projects OHQE and SISA, that must be reported separately ("inability to report the activities as common causes the projects "accumulates" activities for their projects "). For technical matters, complaints are on the need for a lead fall work statements, then authorization petition sheets, ensure agrees to photos, etc. ("the important thing is not the content, but mainly to write down").

Graph 16: Have you met, as a result of implementing complementary projects, with some of the following barriers? (Multiple choice)



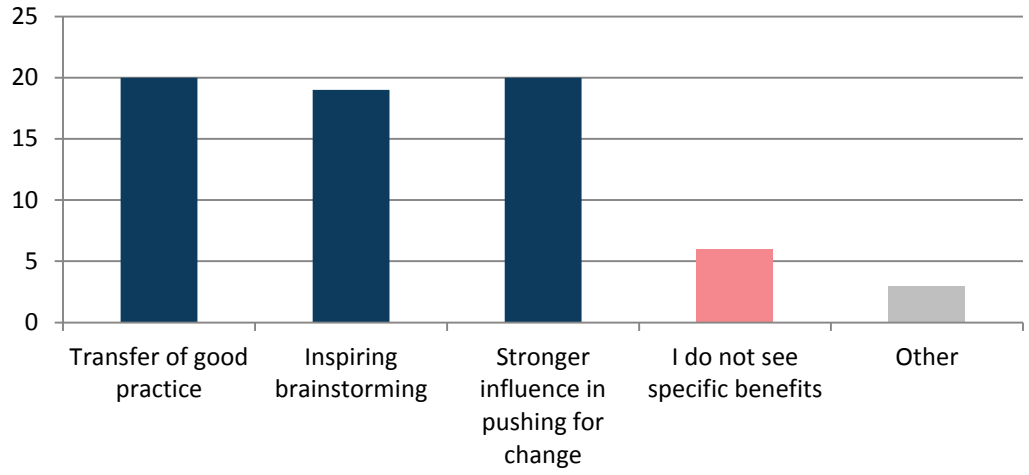
Source: Questionnaire survey (N = 34)

Benefits resulting from the implementation of complementary projects

The benefit of the complementarity of system projects is mainly seen in *transferring good practice from other projects*, which was reported by more than half of all respondents in the questionnaire (59%). Specifically, there were "exchanges of interesting contacts" and "use of partial activities in implementation projects". Other significant part of respondents appreciate the complementarity of projects *to promote positive systemic changes* (59%) and *stimulating brainstorming in meeting of implementation teams* (56%). **Only 18% of respondents do not see the specific benefits of complementarity.**

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Graph 17: What specific benefit do you see in the complementarity of systemic projects for the implementation of the IHQE project? (Multiple choice)



Source: Questionnaire survey (N = 34)

Evaluation of coordination meetings

Questions for coordination meetings were only addressed to staff from the ASI head office, so only 10 respondents answered. At this point, data may have been unintentionally distorted, as the evaluator found out that regional center staff could also attend the coordination meetings. Future surveys will also include regional center staff. They perceive **the coordination meetings with the implementation teams of other IPs in terms of their contribution to the IHQE project as rather beneficial (8 respondents) or very beneficial (2)**. Again, there is an exchange of information, sharing good practice, meaningful coordination, discussion over barrier removal, reconciliation of analysis and investigation, data transfer, etc. One of the respondents even said: "I can not imagine that similar meetings did not take place. IPs need to proceed in a coordinated way simply because they are system projects. They can (and are) helping each other, for example, by providing their professional capacities. ASI offers its know-how in the field of social inclusion and inclusion. You also need to know what other IPs do to let us know the terrain and provide the necessary contacts. We are competent in the field if we know each other. If the objectives of inclusion are to be achieved, cooperation and mutual support from projects and the MEYS is necessary".

Representatives of the implementation team are rather positive about whether the coordination meetings are *beneficial to achieving the objectives* of the CLIMA action. One of the respondents stated for the meetings organized by the MEYS that they should "carry more in the spirit of methodological support for the implementation of the inter-project activities". According to another respondent, the achievement of the objectives of the CLIMA action would be helped, among other things, by a better PR by the MEYS and a single strategy for the publication of information on inclusion ("the transmission of the same information to regions and IPs"). Very positively, however, respondents rate the contribution of meetings with other IPs implementation teams to *better link projects.*

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

3.4 EQ C.5 To what extent was the Methodology for internal project evaluation helpful to the implementing teams?

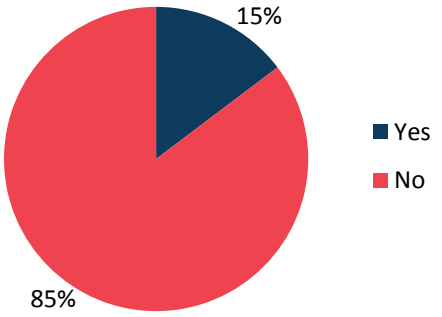
This evaluation question seeks to find out the extent to which the self-evaluation tool was used by receivers in order to improve their project implementation, that is, in what way was the methodology useful. The contracting party also wanted to learn how the Interim Self-Evaluation Reports are compiled in implementing teams. For this reason, all members of the implementing team were asked to fill in the questionnaire.

The main objective of the questionnaire was to find out whether the respondents were involved in self-evaluation, and subsequently it surveyed opinions of those involved as well as of those who were not. 62 members of the implementing team were addressed (except for those who have been working on the project for a short time, work minimum time or whose involvement is marginal - e.g. administrative staff). The questionnaire was filled in by 34 respondents, response rate being 54.8 %.

Project self-evaluation

The questionnaire interviews demonstrated that most members of the implementing team, 29 people (85 %) out of 34 respondents that filled in the questionnaire were not involved in the IHQE project self-evaluation, that is in the Interim Self-Evaluation Report compilation. Out of 29 respondents that were not involved in the preparation of the project self-evaluation, two thirds said that until then, they had no knowledge of the project self-evaluation (that is 19 questionnaire respondents). Remaining third knew about the self-evaluation, but did not know its outcomes (10 respondents).

Graph 18: Were you (at least partly or marginally) involved in the project self-evaluation, that is in the Interim Self-Evaluation Report compilation?



Source: Questionnaire survey (N = 34)

Only 15 % of the respondents, that is 5 implementing team members, said they were involved in the Interim Self-Evaluation Report compilation. All of them are employed on a full-time basis. One of these respondents worked on the overall processing of the other members' inputs for self-evaluation, 2 worked on the Part B compilation (project activities - activity focus), 1 respondent worked on the key activity evaluation and 1 specified that he provided "individual consultations that lead to the overall

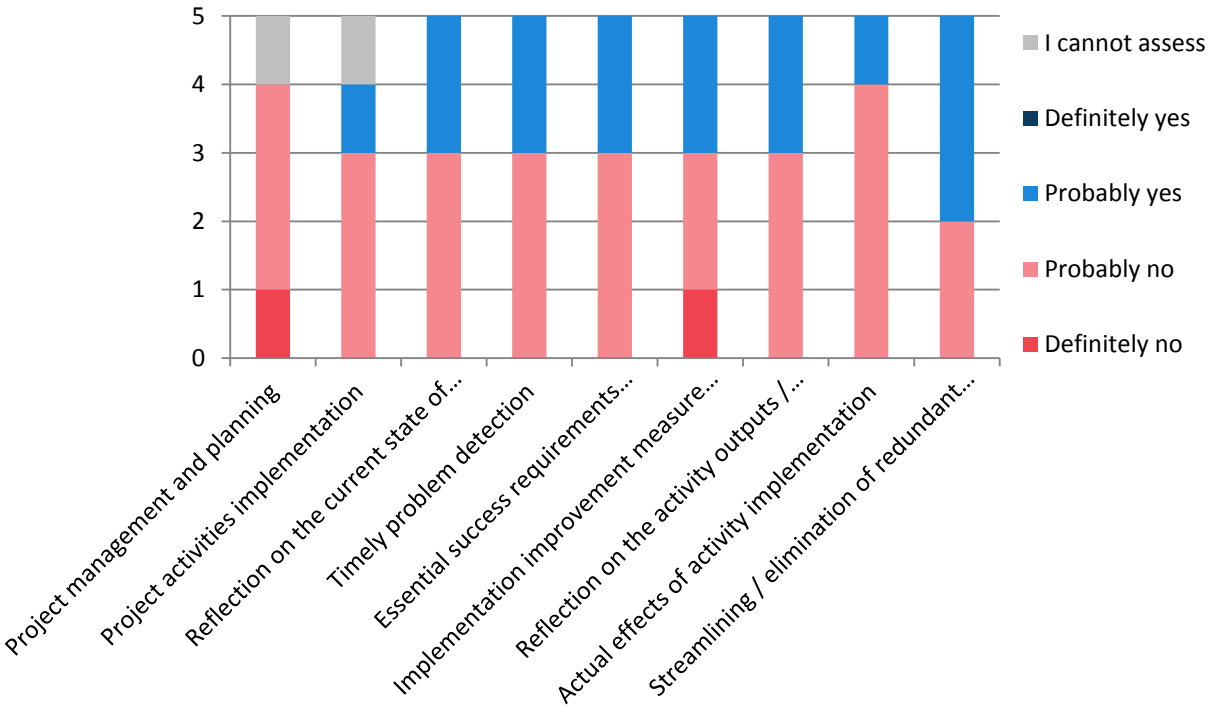
EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

report compilation". The following evaluation, therefore, needs to be interpreted bearing in mind that the data is based on a very small sample of respondents[13].

2 out of 5 respondents that participated in the activity consider the form of self-evaluation (rather) appropriate, other 2 see it as rather inappropriate, and 1 could not assess. One part of the project is an internal self-evaluation process that underlies the Interim Self-Evaluation Report. One respondent therefore said that "no new findings are revealed in the Report compilation process as it only summarises already obtained findings".

The evaluator looked on the benefits of self-evaluation for the implementing team from various points of view. There was no mention in any of the categories that self-evaluation was definitely beneficial (that self-evaluation brought significant findings). According to the respondents, self-evaluation provided most insights in the field of *procedure streamlining / elimination of redundant activities*, and in the fields of *reflection on the current state of improvement, timely problem detection, essential success requirements identification and reflection on the activity outputs / results / benefits*. One respondent said for the category of *implementation improvement measure definition* that the time spent on self-evaluation could be spent better on a different activity, so did one respondent in the category of *project planning*.

Graph 19: Was the self-evaluation itself beneficial from the following points of view?



Source: Questionnaire survey (N = 34)

Respondents spontaneously named the opportunity for 12-month progress summary and overall project state assessment as benefits of the self-evaluation. One respondent said that for him

[13] Based on the questionnaire interview results, the evaluator suggests the methodology be modified for future research – see chap. 2 of the Interim Report.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

"continuous assessment of own activities that is independent of the requirement for self-evaluation within the project" is more beneficial.

The implementation team members see this form of self-evaluation as just another administrative load. One respondent said in particular that self-evaluation "is introduced too late and in a difficult way only to comply with the requirements of several MAs coming from the outside". Another respondent said that "the requirement of submitting the report together with the IR makes it official". Among responses comments also appear that the implementing team lack information from the MA. One respondent said in particular that "it is not clear how the MA uses the report, to what extent data included in it are binding or how the report is assessed".

The respondents are in favour of systemic self-evaluation that would cover implementer's environs in a broader context (beyond the scope of the project), that is the whole organisation. One respondent adds that "such evaluation can be used for internal purposes only and should not be sent outside the organisation".

Methodology and Self-Evaluation Report Template

Only one respondent said that he/she is familiar with the Methodology for Internal PA 3 of OP RDE Project Evaluation. Remaining 4 respondents said they knew the Methodology exists but they knew it only partly. This could have been reflected in the Methodology evaluation itself in which 4 out of 5 respondents said that the Methodology is not very beneficial for the self-evaluation process itself. One respondent said specifically that the Methodology is "very general, leading towards a too voluminous report."

Graph 20: Do you consider the Methodology for Internal PA 3 of OP RDE Project Evaluation to be beneficial for the self-evaluation of your projects?

Source: Questionnaire survey (N = 5)

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

4 Conclusions and recommendations

Main conclusions

- No significant deviation from the expected was recorded in any of the parameters covering the project activities in municipalities. Moderately higher satisfaction was observed in the municipalities that joined in the first waves of cooperation.
- Strategic documents have mostly been approved by municipality governments (or are being prepared). They are mainly absent in municipalities that joined only in the 6th wave of cooperation.
- In some cases actors are not fully informed about the strategic document preparation and approval process (in some cases responses of actors from one town differ from one another).
- LPI was created in cooperation of all or almost all relevant actors.
- Relatively often respondents mixed up LPI activities with LAP activities, in other cases documents themselves were mixed up.
- ASI's methodical support in project preparation is seen as beneficial. In most localities ASI proved successful as a key actor and working group organiser. Respondents praised ASI's methodical support in project preparation. Only in individual cases does the evaluation of ASI's work come across as problematic (changes in local consultants or changes in ASI's executive staff; new consultants were not informed about the situation in the municipality).
- Actors do not perceive a significant difference between the Coordinated Approach to Socially Excluded Localities (CASEL) and other ways of presenting projects, alternatively they see CASEL positively.
- Cooperation on local level is functional, working groups are organised in compliance with the established plan and with sufficient frequency (there are some complaints regarding too many meetings and "fatigue caused by over-planning").
- Most actors see meetings as being (rather) of high quality and stimulating for the support and development of inclusive education in the municipality. Moderately lower is the satisfaction of respondents from municipalities that joined in later waves.
- Usually all relevant actors participate in working groups and respondents consider discussions in WG fruitful.

- The SISA project occupies a prominent place in the evaluation of implementers' awareness of other complementary projects. It was spontaneously mentioned (without a list of projects) by more than 90 % of respondents.
- Besides this project, the implementing team members know, that is, mention most frequently, the SDP, QICD, IEAP A, IEAP B and ERAP projects, which corresponds with their significance according to the project application.
- The interconnection itself between the IHQE project and other projects besides SISA (application of outputs, continuance of activities, etc.) exists and it partly works - although it does not often concern all members of the implementing team. Most members of the team think that the interconnection with other projects exists rather on a formal level.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

- Implementation of complementary projects presents obstacles in the form of a more demanding coordination of interconnected activities and a disproportionate increase in administrative load as it is necessary, for example, to report joint activities of IHQE and SISA separately.
- Respondents say that joint processes are uncoordinated, identical information is being found out, interconnection and a more efficient exchange of information among projects is lacking, there is no platform for sharing internal documents and material. According to the MA, opinion this interconnection should take place within the Cooperation key activity and at the joint meetings of IPs implementers. In this respect several meetings have already taken place at the MEYS.
- Most respondents, however, see benefits in the complementary projects implementation - application of good practice from other projects, enforcement of positive systemic changes and stimulative brainstorming at the meetings of implementing teams. Only one fifth of the respondents do not see any specific benefits resulting from systemic project complementarity.

- Only a small part of the implementing team members was involved in the IHQE project self-evaluation (they were not even involved partially or marginally in the Interim Self-Evaluation Report compilation). Significant part of the respondents (85 %) said they were not involved in the evaluation - they did not know about self-evaluation until then or if they did, they did not know its outcomes.
- Respondents differ in the self-evaluation form assessment. 2 out of 5 respondents that participated in the activity consider the form of self-evaluation (rather) appropriate, other 2 see it as rather inappropriate, and 1 could not assess.
- According to the respondents the self-evaluation brought about several new intermediate findings and in general an opportunity to sum up last year's progress. Nevertheless, there was some criticism concerning its excessive formality, the need to submit it "outside the organisation", lack of information on how the report would be used and whether the information in it is binding.

Recommendations

No.	Recommendation heading	Recommendation	Description of risks and effects of not adopting the recommendation	Conclusion it arises from	Chapter which includes the conclusion
1	**ASI: To raise new local consultants' credit**	To try to prevent fluctuation of local consultants and other team members working in the localities. If staff is replaced, to see to their	Decrease of local actors' trust in ASI's work, destruction of existing links, lack of possibilities to	Personal links are especially important in inclusive education and its promotion on local level. A local consultant has to gain the trust of local actors, among	chap. 3.2, EQ C.2

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

		training, that they receive all information on the locality and are familiar with previous developments in the municipality.	follow up in work that has already been done.	others, with their knowledge. Personal contacts and knowledge of the environs and actors are fundamental for cooperation.	
2	**ASI and other IPs implementers: To pass on and share information on project implementation**	To enhance sharing of information on compiled materials and project implementation (in localities, at specific actors, etc.) within the whole implementing team as well as among individual IPs. For sharing of information among projects key activity 2 can be used: Promotion of professional cooperation and already established coordination meeting among IPs.	Lack of possibilities to interconnect IPs activities in localities, reiterated addressing of and activity at the same actors/ localities. Lower project implementers' credit for local actors.	Respondents say that there is no platform for sharing internal documents and materials, e.g. at what school or in what locality an IPs is being implemented. "There are too many offers for support and it is difficult to learn which actor was already addressed." Cooperation and mutual support of projects but also with MEYS could increase competence and credit of project implementers for local actors.	chap. 3.3, EQ C.3
3	**ASI: To consider sharing of Interim Self-Evaluation Reports among other members of the implementing team**	The project implementer could consider sending of prepared Interim Self-Evaluation Report to other members of the implementing team in order to inform them of the implementation project progress.	Members of the implementing team will not know about self-evaluation, they can repeat mistakes (that they managed to avoid in the past), they will not learn from good practice, they will have not comprehensive information on the project implementation, they cannot contribute to other evaluations, etc.	A significant part of the respondents (85 %) said they were not involved in the self-evaluation. Out of 29 respondents that were not involved in the preparation of the project self-evaluation, two thirds said that until then, they had no knowledge of the project self-evaluation (that is 19 questionnaire respondents). Remaining third knew about the self-evaluation, but did not know its outcomes (10 respondents).	chap. 3.5, EQ C.5

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

5 List of sources

List of sources

- Project charter including annexes
- Internal materials for the projects (municipalities' Local Plans for Inclusion, municipalities' Initial Analyses, implementation team contact list, etc.)
- Monitoring Reports including annexes (IR), information from MS2014+ about project implementation (both financial and in kind)
- MEYS's materials and information, e.g. on CLIMA action, Methodology for Internal Evaluation: http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitrni_evaluaci_PO3_IPs_verze2.pdf apod.
- Interim Self-Evaluation Report
- ASI website (http://www.socialni-zaclenovani.cz/)
- MYES website (http://www.msmt.cz/, http://www.msmt.cz/strukturalni-fondy-1/vyzvy-op-vvv, http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitrni_evaluaci_PO3_IPs_verze2.pdf)
- Questionnaire and IDI respondents (see chap. 2)

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
Operační program Výzkum, vývoj a vzdělávání
MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY