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

2nd Interim Report

Date: 31st January 2019

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Evaluation Advisory
Central Europe

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

Obsah

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List of abbreviations

ASI	Agency for Social Inclusion
CAWI	Computer Assisted Web Interviewing
CATI	Computer Assisted Telephone Interviewing
TG	Target group
EQ	Evaluation question
EQ C.1	Evaluation question C.1: Are the evaluation methodological design and the input data collection sufficient for evaluating the impacts of this project and the complementary projects intervening in the target SEL municipalities?
EQ C.2	Evaluation question C.2: What is the benefit of the project as perceived by the stakeholders in supported municipalities in time?
EQ C.3	Evaluation question C.3: Are the project implementers aware of complementary activities created in other IPs and IPc?
EQ C.5	Evaluation question C.5: To what extent was the Methodology for internal project evaluation helpful to the implementing teams?
EM	Evaluation Manual
IDI	In-depth interviews
IP	Individual project
IHQE	The Inclusive and High-Quality Education in Territories with Socially Excluded Localities Project
IROP	Integrated Regional Operational Programme
KA	Key activity
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
NS	Nursery schools
MEYS	Ministry of Education, Youth and Sports
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
EPCC	Educational and Psychological Counselling Centre
WG	Working group

EH	Evaluator's Handbook
MA	Managing authority
SISP	Social Inclusion Strategical Plan
SISA	Social Inclusion Systemic Assurance Project
SS	Secondary schools
SEL	Socially excluded localities
IA	Initial Analysis
IR	Implementation Report
ES	Elementary schools

List of charts

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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 2018 and 2019 and reflects the project status by the end of 2018.

The project is almost in the middle of its implementation (29 months of 70 planned), 23 % of eligible expenditure has been disbursed so far. The first outcome of the project, which was to be declared according to the plan on fulfilling of indicators, is finalized - the Evaluation Manual. Another outcome - the Analysis of School Segregation – has not been finished so far[1].

Other documents presented in 9th monitoring period (2018/7-2018/9) include 16 Local Plans of Inclusion, 26 Initial Analyses of localities, 41 working groups of IHQE support and 19 communication strategies. 36 expert workshops and 8 public meetings were held. Within the IHQE project the cooperation in 46 localities is taking place (in 6 stages of cooperation).

One of the goals of this evaluation was to **check the state of the project evaluation methodological design for evaluating the impacts, and – in the form of recommendations for project evaluation team – to increase the possibility of evaluation of the impacts at the end of the project**. Evaluating the methodological design of the evaluation was complicated by the fact that the system of the evaluation is just being prepared and is currently changing. Using the available documents, methodological design of the evaluation is not quite clear. According to the project implementer, some of the documents are currently being processed (Evaluator's Handbook, „Bank of Impacts", „evaluation design" for individual localities), and the revision of the Evaluation Manual (EM) is planned.

The project evaluation is based on several pillars, from the initial data collection during the beginning of cooperation, through the continuous monitoring, evaluating factual content of the project, to Evaluation reports on the project impacts in localities (being processed). Since the project started, the implementer has backed off from originally planned blanket evaluation of all the characteristics of social exclusion (as was set in EM checklists) and he plans to create more specific impact evaluation for each locality, regarding Local Plan of Inclusion and to evaluating the impact in places that were actually affected by the project. Creating the individual evaluation designs and working with the bank of the impact will be in charge of the evaluators operating in each locality. To avoid any inconsistency and low quality of the evaluation reports, it is recommended to systemically train and lead all the workers who will make the impact evaluations in localities.

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[1] According to 9th IR, the document finalization is planned to be done in the first half of 2019. At this time the research design is created, the research in territories is being processed and the quantitative data collection is under way. As written in 10th IR, the time schedule of this outcome was postponed on the basis of the project modification request. The 10th IR was submitted at the end of January but it hasn't been approved yet, this is thus an unofficial information.

The evaluation of factual content of the project was deferred. According to ASI, two questionnaire surveys are currently being prepared (on evaluating the partnership and on evaluating the project consultancy). Evaluator perceives the evaluation of factual content as a significant input into the overall evaluation and, therefore, it is **recommended to implement the activities of a factual evaluation of the project (evaluating the partnership, evaluating the project consultancy, or evaluating the attitudes to inclusive education)** as soon as possible, to let the results of the survey be used for the transfer of good practice.

At the time of processing the evaluation question, it is clear that the evaluation methodological design can lead to a high-quality impact evaluation, but there are some substantial risks and i tis necessary to work on them and eliminate them. The evaluation system lacks a summary document or a link among existing documents. Most of the documents is not in final form, the existing documents (the Evaluation Manual, Evaluator's Handbook, „Bank of Impacts", partial evaluations etc.) are not linked, their relation is not clear. Into the documents it is necessary to add an introductory information, to unify the terminology, to indicate to whom they are addressed, to notice how and when they should be used, etc. Is not explicitly known, what data will be collected repeatedly and when, nor how the data will be further evaluated. It is not clear how the partial evaluations of the localities ought to be linked and whether and how they will alternate the complex evaluation. No information is available about the timing of the evaluation. **The system of evaluation tools and the supportive documents needs to be improved.**

Next, the present evaluation **examines continuously the benefits of the project as perceived by the stakeholders 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 3 years (until 2022). Conducted observation of variables will enable assessment of progress made in time. A total of 18 parameters was set to enable a clear quantified comparison of values with upcoming years' findings. 81 interviews were carried out to find out the opinion of the stakeholders in 27 cooperating municipalities. The information on respondents' portions presented below is based on the responses provided by the 81 mentioned respondents.

No significant deviation from the expected was recorded in any of the parameters. All activities are performed. Compared to the last year survey, the values of the parameters have slightly changed. The most considerable positive shift was recorded in those parameters that are mostly affected by ASI activities, i.e. the approval of SISP and LPI documents (as the co-operation in the new localities goes on, the creation and approval of the documents proceeds). In contrast, the deterioration was detected in the quality and content of the discussions on working groups and in evaluating the adequacy of LPI implementation.

The strategic 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 69 % out of 81 respondents said in the case of SISP and as 69 % said in the case of LPI. Approximately 1/6 of the respondents did not know the stage of the documents preparation and, as before, the responses of stakeholders from the same town differed. The stakeholders have lower awareness of the Initial

Analysis of the locality (IA), when one third of the respondents did not know about its preparation (considering the representatives of education, only 52 % of respondents were able to answer; a higher level of awareness was noticed within the stakeholders in the later stages of cooperation). The other ones mostly reported that the document is approved (63 % out of 81 respondents), and that they contributed indirectly to the document creation (as the interview respondents or by data delivery). The respondents generally agree that LPI was developed without any significant problems, and with the help of all or almost all relevant stakeholders. On the fulfilment itself – timely and sufficient performance of activities and implementation of measures set in the LPI – only a small amount of responses was gained again (although, in comparison to 2017 survey the number of „I don't know" answers declined from 46 % to 38 %). The activities are mostly implemented, but only partially (as opposed to the setting in LPI). As barriers there are given the lack of human resources (for the project proposals preparation as well as on the positions in projects), the administrative burden of the projects and, in general, a fear of their implementation.

This year's survey confirmed that the involvement of municipalities in existing Education Development Local Action Plans is very intensive (municipalities' involvement according to 75 % of respondents). Quite often, however, maintained the fact that the respondents mixed up the activities carried out within the LPI with the activities from LAP, or the documents themselves got mixed up.

ASI's activities are assessed as beneficial (42 % out of 81 respondents are satisfied, 31 % of them are partially satisfied – this is a similar result as in the last survey). The difference in satisfaction can be observed, depending on the institution represented by the respondents (89 % of the municipalities representatives are at least partially satisfied, in the case of schools and other organizations the satisfaction hovers around 64 %). The most highly acclaimed feature is the ASI's support in preparing project applications and in stakeholders networking. Among the reported problems in the framework of the ASI's activities there were mentioned frequent changes in local consultants or activities that are insufficiently focused on the result.

The majority of the respondents involved in the preparation of project applications stated that ASI played a significant and positive role in the preparation process thanks to its knowledge, capabilities and personnel capacities. Very appreciated was the possibility of taking consultancy. Even in the context of this year's survey, it was confirmed that most school stakeholders did not prepare any projects with the ASI. Projects in which ASI is involved are prepared mainly by towns or NGOs, schools being partners.

Critical voices were heard in terms of calls conditions (e.g. strict determination of the finance only for SEL, the ambiguity of the call requirements, time and administrative burden of preparing project applications). Furthermore, there was a concern about the sustainability of the activities (such as jobs created in the project). The strict conditions often discouraged the stakeholders from becoming the project implementers.

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 enough frequency. Most respondents agreed that in the cooperation there were involved all the stakeholders, who should be involved in their opinion (among participants there are particularly the representatives of

municipalities, ES, NS, NGOs, non-formal education, or the representatives of police, employment office, churches etc.). In technical and organizational way, the groups were – according to most respondents – arranged well (a number of respondents, in particular from the field of education, would rather appreciate less frequent meetings). It was appreciated that people from various fields could meet and discuss the topics in education together. The participants of the groups have also confirmed that they were allowed to present their opinions and that these were reflected.

Among the school directors there were a frequent opinion that the meetings of the working groups are pointless. Discussions on the working groups were – mainly due to the negative attitudes of the representatives of the ES – in some cases complicated (the quality of the meeting is assessed as less favourable where the stakeholders were not willing to participate in the discussions). The control of this problem by local consultants differed, but the ASI workers assessed the overall facilitation and moderation of the groups as rather favourable.

Compared with the 2017 evaluation, the overall satisfaction with the quality and stimulative nature of the WG and with ongoing discussions. The meetings were pointed as unnecessary by some school representatives who do not support inclusion. There could be also an effect of the fact that the main goal of the working groups – LPI creation – had been done in the localities, so the group thus lost its main meaning for participants.

There is still a large proportion of respondents who cannot assess <u>whether funding of inclusive education in the municipality is sufficient</u> (in the year 2017 it was 54 %, in the year 2018 40 %). Half of the respondents indicates the funding as sufficient or partially sufficient. They indicate that the total resources for inclusion are relatively adequate, however, the problem is in their fragmentation. As much of a problem repondents point out an insufficient valuation of positions such as teacher assistants (which causes the significant lack of this personnel). Respondents argue that funding of the personnel for inclusion (e.g. school psychologists) should be systemic, directly from the budget, not within the projects.

Respondents reacted quite positively when assessing the parameter of <u>schools aiming at inclusive education</u>. first achievements and a great progress are visible according to 58 % of respondents, one third of them perceive gradual progress towards inclusion (i.e. similar numbers as in 2017). Municipality stakeholders, however, comment their observations by words that "schools do have to practice the inclusion" – in most cases, this is practising in schools only to comply with obligations imposed on schools by law. Still, most of the stakeholders in education have a negative attitude to current form of inclusive education. The success of inclusive measures is, according to many respondents, very small. The change of the teacher assistants funding system was perceived mostly in negative way, because it reduces the capability to employ the full-time workers in these positions.

More adversely does sound the evaluation of the question whether the project manages to change municipality stakeholders' attitudes towards inclusive education (only 7 % out of 81 respondents said that a considerable progress can be observed; in 2017 it was 11 %). A significant part (58 %) sees some progress or heading for inclusion strengthening, however, there is still a considerable portion of respondents (17 %) who do not perceive any progress. According to some respondents, this is a matter that cannot be affected by such a short-term activity of ASI or by the project.

According to the respondents' responses, schools are definitely or rather succesful in involving children from SEL in schools (56 %), while the number of more positive responses is increasing in the last three stages of cooperation with ASI. The involvement of children in schools is ranked more successful on the first level of elementary school or in small schools. The support of the children from SEL is considered by the respondents as rather sufficient, but the problem is the lack of interest of the parents of the SEL.

2 Research summary and the upcoming activities

This chapter gives a brief summary of the research conducted within the IHQE project evaluation for 2018. 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.

For 2018 (within 2nd Interim Report) these evaluation questions were evaluated:

- EQ C.1: Are the evaluation methodological design and the input data collection sufficient for evaluating the impacts of this project and the complementary projects intervening in the target SEL municipalities?
- EQ C.2: Evaluation question C.2: What is the benefit of the project as perceived by the stakeholders in supported municipalities in time?

Research Procedure - research conducted

Area	Type of research	Respondents (type, number)	Time span of research	EQ
C	IDI	81 stakeholders from 27 municipalities cooperating with ASI	November 2018 – January 2019	C.2
C	CATI	5 local consultants (31 % of local consultants[2])	January 2019	C.2
	Total	86 interviews		

Procedure summary for the upcoming period

1. In the Interim Report for 2019, the evaluation question C.2 will be assessed again (*What is the benefit of the project as perceived by the actors in supported municipalities in time?*). Its methodology was carefully agreed on with the contracting party in autumn 2017 and supplemented by parameters and open questions concerning the intermediate goal 6 in 2018. During the field research and processing of the results, there were not any major problems indicating the need for changing the set methodology.

2. Evaluation question C.3 (*Are the project implementers aware of complementary activities created in other IPs and IPc?*) was set in 2017. Research for Interim report for 2017 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.

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[2] The total number of local consultants working in the framework of the project by March 2019.

3. Evaluation question C.5 (*To what extent was the Methodology for internal project evaluation helpful to the implementing teams*?) will be dealt with in 2019 for the 3rd Interim Report. First evaluation of this EQ took place in 2017 and 85 % of survey participants said 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. Only one respondent was familiar with the Methodology for Internal Project Evaluation. 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. 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 Findings and evaluation questions answers

3.1 Introduction

Project implementation stage

Individual and systemic project „The Inclusive and High-Quality Education in Territories with Socially Excluded Localities" (IHQE) is almost in the half-time of implementation (30 months of 70 planned) – it is running from 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 54 billion CZK has been disbursed so far, i.e. 23% of resources.

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[3].

In September 2019, the Analysis of School Segregation was supposed to be finalized as well. However, it has not been completed yet[4]. Until 9th monitoring period (7-9/2018), a total of 16 Local Plans of Inclusion, 26 Initial Analyses of Localities, 41 Working groups in support of IHQE, 19 Communication Strategies and 1 Evaluation Manual were reported. A total of 36 professional workshops and 8 public meetings were held. According to 9th Implementation Report, within the framework of IHQE a cooperation in 46 localities (in a total of six stages of cooperation), from a total of 70 + 10 localities[5], is carried out.

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[3] 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 document has not been counted yet in the indicator value.

[4] The finalisation of the document is, according to 9th IR, planned in the first half of the year 2019. The research design is being processed, the research in the territories is running and also the quantitative data collecting is currently being processed. The Schedule of outputs was, acoording to the information from the 10th IR, corrected on the basis of submitted application for a substantial change in the project. 10th IR was committed in the end of January, and at the time of processing the evaluation the report has not yet been approved, so this is an unofficial information.

[5] 70 localities within the CASEL and 10 localities within the so called long-distance intermediate support (out of CASEL). The implementer of the project is preparing a substantial change in the project that would adjust the number of localities to 50 + 10. 70 ' within the CASEL and 10 ' within the so called long-distance intermediate support (out of CASEL).

3.2 EQ C.1 Are the evaluation methodological design and the input data collection sufficient for evaluating the impacts of this project and the complementary projects intervening in the target SEL municipalities?

The goal of the evaluation question is the external controlling and support in the form of recommendations and cooperation for project evaluation team in order to increase the possibility of quality evaluation of the impacts at the end of the project.

According to contract documentation, the evaluation question is based on these documents:

- Evaluation Manual (available version 1, 2017/12/31)
- Initial Analyses of local education networks (80 analyses planned; 26 analyses finished at the time of evaluation)
- Analysis of School Segregation (the project implementer is still working on it; wasn't available)

Due to the fact that the evaluation design is in the project IHQE still being adjusted and new methodological and supporting documents are created, the Evaluator was working even with the following internal documents:

- Evaluator's Handbook (|2018/10/29 | ver17) – internal document of ASI, as the supplement for the Evaluation Manual.
- Questionnaire survey on evaluating the partnership (pre-final version from 2019/01/24)
- Bank of Impacts – „Indikativní dopady projektů OPVVV KPSVL (výzvy č. 21, 39 a 51) ve vazbě na realizované aktivity/podaktivity výzev" (version 9 from 2018/12/03)
- Pilot design and evaluation questions (Příbram, Slaný)

Information on the status and planned evaluation design was taken from the presentation for ASI management – „Evaluace v projektech ASZ" (2019/01/25) and from the ASI materials „Evaluace v projektech OPZ a OPVVV: souhrn k prosinci 2019" (2018/12/10)

Within the analyses, some foreign entities implementing similar projects were addressed and the examples of foreign practice were obtained, which can be inspiring in designing of evaluation materials of IHQE project.

3.2.1 Evaluation / methodological documents

The following chapter presents the evaluation (methodological) materials that are currently created within the project.

Analysis of School Segregation

During the summer of 2017 a personnel training was running to begin the qualitative data collecting in localities, then the preparation the investigation itself proceeded – the research design was prepared. Subsequently, research in the territories and the collection of quantitative data focused on the segregation of schools were initiated.

First, basic research has been made of the resources of the CR and abroad and the trends in social disadvantage have been reviewed. The „LAPing" of localities, collection of good and bad practice and of data from the statistical statements of the ES and SS and from school registers (support measures). Searching for a socio-demographic profile by the municipality and the field research in the form of case study were carried out. The contract was launched (quantitative analysis – survey among parents of pupils in ES), the collection of quantitative data focused on the segregation of schools was held even by the end of 2018. The finalisation of the document is, according to 9th IR (also according to information of ASI workers) planned for the first half of the year 2019[6].

Initial Analyses of local education networks

Initial analyses (IA) are the basis for the initiation of cooperation in the locality and at the same time allows to analyse the situation at the beginning of implementer's tenure. In the context of Initial Analyses in each municipality, the data collection and their analysis occur, and the formulation of Input Analysis including the identification of the target group, the main actors in the area of inclusive education, a description of the structure of the school network in the site, etc. is being created.

An important part of Initial Analyses is also a part dedicated to the indicators that are standardized across the municipalities (set in the Evaluation Manual). The same set of indicators should be observed also after the end of ASI work in the locality, to compare the development in the municipalities.

Data collection took place most often in the form of desk research, when the data from the municipalities themselves are used, but also the data of the MEYS and other data from the locality (e.g., by individual schools). In-depth interviews with representatives of key institutions, semi-structured interviews with residents of the excluded localities, participating observation, etc. were also used. For this activity, the workers of the project team assigned to the position of the "researcher" are chosen for this work - these subsequently move to the position of "evaluator" and they will participate in the evaluation of data collection for the evaluation of interventions.

The Initial Analysis will be created for each of the participating locality. Currently, according to 9th IR, the implementer reported 26 finalised documents (a total of 70 + 10 Initial Analyses should be created).

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[6] The output was, according to the Application, annex (overview of key outputs to fulfilling of the indicators of ESF project) planned for 9th monitoring period, which runs until the end of September 2018. The schedule of the output was, according to information from the 10th IR, corrected on the basis of submitted application for a substantial change in the project. 10th IR was committed to the end of January 2019, and at the time of processing the evaluation reports it is not yet approved, so this is an unofficial information.

Chart of locality

In the chart of locality, there the consultants report the running of interventions in localities. The charts include structured information about project outputs in the locality – the projects applied, working groups, workshops, the degree of the document creation etc. Data are collected in each locality and serve to ASI for the continual monitoring of the project and for the Implementation Reports creation.

The charts started to be used in the end of 2017, currently they work in a little reduced form (it do not affect the evaluation of the outcomes and impacts of the project).

Evaluation Manual

Evaluation Manual (EM) was being prepared in beginning of the project. Regarding the interconnection of two systemic projects being run in the regions with SEL (Social Inclusion Systemic Assurance Project (SISA) and Inclusive and quality education), the theoretic base of the manual was created within one of the projects (SISA) and in the evaluated project IHQE the works on the manual application (the creation of goals structures, indicators, checklists for the education issues etc.) are funded.

The annex of the theoretic part of EM includes the created structures of problems, set indicators and checklists, that should have been used as the basis for the evaluation design – the had been used from the beginning of ASI activities in the municipalities, when the Initial Analyses of local education networks were being created).

EM was submitted according to plan in the 6th IR. Due to some obstacles (i.a. long-term indisposition of one of the head workers of the implementation team), the revision and update of EM are postponed for now.

Evaluator's Handbook

In 2018 the document Evaluator's Handbook (EH) was created as well – its goal is to clearly describe the evaluation process, practically and illustratively describe the frame of usual practice of the evaluator within a project. The evaluation theory is supplemented by individual examples of OP RDE in order to unify the approach to evaluation process. EH will be used by ASI workers (evaluators) during evaluation of impacts and during the creation of Evaluation reports in localities.

At the same time, the training of implementation team in basic evaluation framework is taking place (the theory of change – evaluation design – evaluation tools – data collection – evaluation – creation of evaluation report), and the pilot design of the theory of change, evaluation design and evaluation tools was done.

EH is currently undergoing a commenting process inside the ASI. Better interconnection among EH and EM and other documents (i.e. the bank of impacts) will be part of the EH revision. Document finalization is planned in 2019, while EH will be used as recommendations for evaluation team of IHQE project.

Bank of Impacts

The working document „Bank of Impacts" will be used as a clue during the preparation of the design of impact evaluation of individual LPIs. It consists of individual activities (sub-activities), to which the planned impacts on target groups are matched.

The identified impacts are supplemented by evaluation questions, indicators, measurement method (methods, tools, criteria), the method of proof, etc. It is therefore a battery, which is universally usable for a specific activity (sub-activity), will facilitate the preparation of the evaluation designs and at the same time it will consolidate the approach to evaluation - therefore, it will be a system of standardizing the approach to reviews. The evaluators in localities may not proceed exactly as described in the Bank if impacts, which is rather an inspiration. They can consider the local specifics and adapt the evaluation design – e.g. collect the recommended data by using individual interviews instead of questionnaire, etc.

The Bank of Impacts is being prepared by the team of ASI (across departments) and should be in accordance with the Evaluator's handbook (within the completion of the EH, the link should be done). This is a living document that will be recommending for the evaluation team of the project IHQE – it makes up the recommended basic procedure.

3.2.2   Realization of evaluation

Within the EQ evaluation a general flowchart[7] was drawn up, that visualize the course of intervention, showing the individual steps in the process of evaluation. The milestones in terms of evaluating the impact (the so-called critical points – the collection of input data, continuous monitoring, evaluation of the content, etc.) are described in the following paragraphs.

Further, more specific sample flowchart was developed showing in more detail also the methods, time aspect, the content of the evaluation activities, etc. Sample flowchart is based on i.a. from internal materials of the project (preparation of evaluation designs in localities of 1st and 2nd stage).

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[7] Having regard to the fact that the project has no set expected impacts, the Evaluation manual specifically does not specify when and what data will be collected (out of the input data being collected according to the set of checklists), nor how the data will be evaluated, the Flowchart is simplified compared to the tender documents. However, it is possible to handle the desired representation from the model of flowchart, at least on the example.

Activities	Outputs	Outcomes	Direct effects	Induced effects

Activities
- Participative planning within WG, activation of stakeholders
- Analysis and research of local education network
- Expert consultancy for support plans creation
- Training, workshops at local level
- Project consultancy

Outputs
- Working groups formation
- Problems identified
- Local plans created
- Support of local stakeholders
- Project applications created

Outcomes
- Stakeholders networking (functional partnerchip at local level)
- Well-designed measures for inclusive education issues
- Well-designed project goals
- Resources for projects / measures

Direct effects
- Improvement of abilities of the stakeholders in the region in solving problems of inclusive education
- Outcomes of supported projects

Induced effects
- Equal conditions and opportunities in education

Initiation of cooperation in localities

Supported municipalities : 6 stages of cooperation, 46 localities

TG: local partnership, SEL residents

- Baseline data collection (checklists, interviews)
  - Initial Analyses in Localities
- Continuous monitoring of outputs
  - Charts of localities, Implementation reports
- Evaluation of project material content
  - Reports on cooperation progress (localities + project)
- Evaluation of fulfilling of plans (measures)
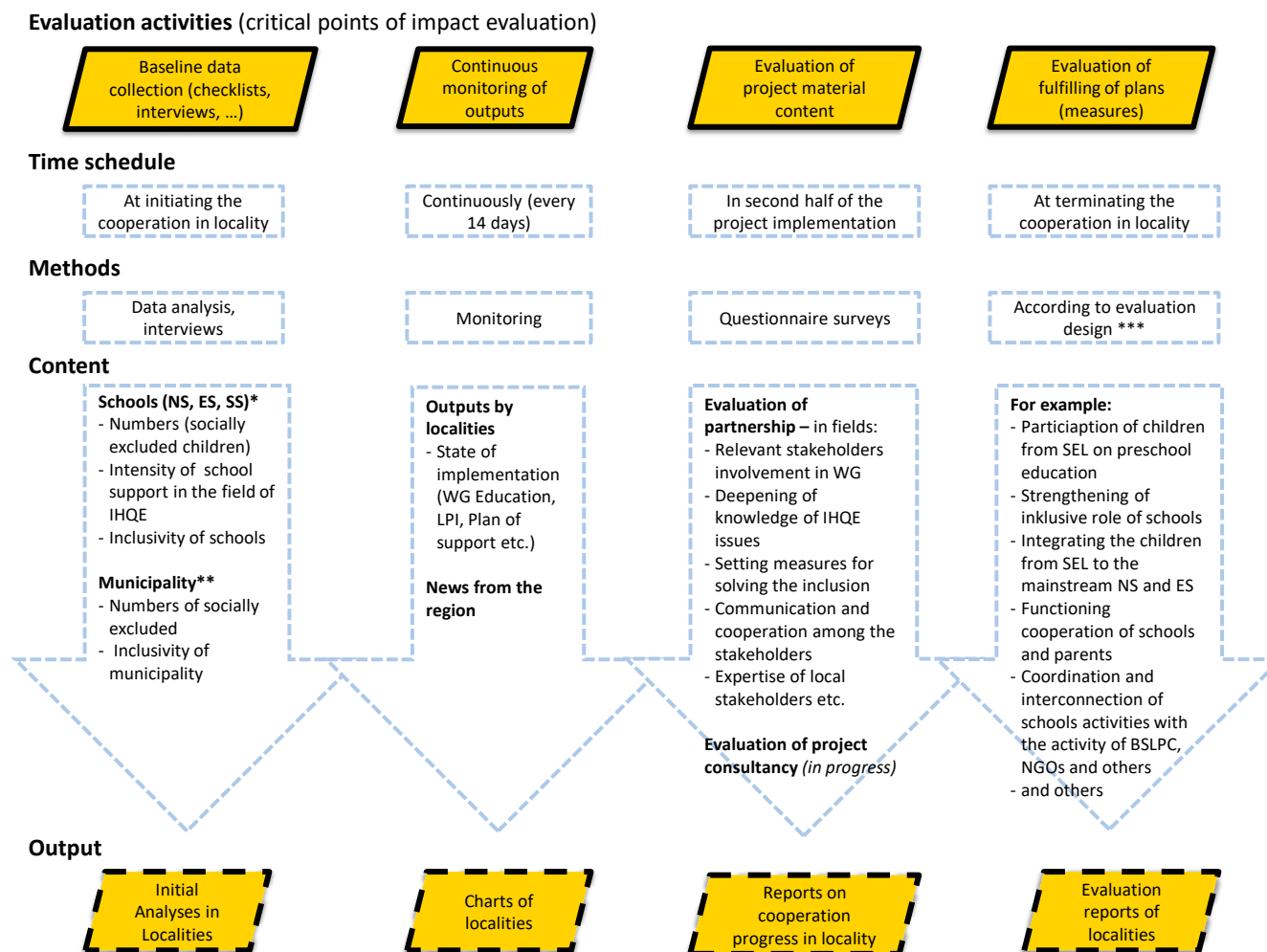 - Evaluation reports (localities + project)

Source: Evaluator

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[8] One flowchart was processed, because a generic (vague) way of data collection and evaluation is similar for all target groups as for various localities. Flowchart focuses on the expected impacts of the project as a whole.

Chart 2: Model flowchart of the course of evaluation activities in locality

Evaluation activities (critical points of impact evaluation)

Baseline data collection (checklists, interviews, …)	Continuous monitoring of outputs	Evaluation of project material content	Evaluation of fulfilling of plans (measures)

Time schedule

At initiating the cooperation in locality	Continuously (every 14 days)	In second half of the project implementation	At terminating the cooperation in locality

Methods

Data analysis, interviews	Monitoring	Questionnaire surveys	According to evaluation design ***

Content

Schools (NS, ES, SS)* - Numbers (socially excluded children) - Intensity of school support in the field of IHQE - Inclusivity of schools **Municipality**** - Numbers of socially excluded - Inclusivity of municipality	**Outputs by localities** - State of implementation (WG Education, LPI, Plan of support etc.) **News from the region**	**Evaluation of partnership** – in fields: - Relevant stakeholders involvement in WG - Deepening of knowledge of IHQE issues - Setting measures for solving the inclusion - Communication and cooperation among the stakeholders - Expertise of local stakeholders etc. **Evaluation of project consultancy** *(in progress)*	**For example:** - Particiaption of children from SEL on preschool education - Strengthening of inklusive role of schools - Integrating the children from SEL to the mainstream NS and ES - Functioning cooperation of schools and parents - Coordination and interconnection of schools activities with the activity of BSLPC, NGOs and others - and others

Output

Initial Analyses in Localities	Charts of localities	Reports on cooperation progress in locality	Evaluation reports of localities

Source: Evaluator

* Specifically, for example: The number of socially disadvantaged pupils; The number of pupils who have not completed ES; The number (share) of pupils who, during compulsory schooling, have gone into special needs education system; The number of pupils with the IEP; The number of pupils who have repeated the class of ES; The number of pupils truanting (more than 20 unexcused hours); The number of students supported by free lunches; The school has an active School Advisory; The school has a freely available tools in classrooms; The school enables to handle homework in school; The school actively cooperates with the EPCC and the SPC; School has a selection class; The school has a special class according to § 16 para. 9 of the Education Act; The school has a sufficient number of teacher assistants; There exists a school development strategy reflecting the inclusive education; The school is inclusive education coordinator; The school is wheelchair accessible (entrance, classrooms, restrooms, etc.); The school accepts all pupils regardless of their SEN

** Specifically, for example: The number of (share) of young (15-19) registered in the Labour office; The number (share) of socially disadvantaged pupils who attend extracurricular education / SPC / EPCC; The number of jobs of the social workers of social interactive services for families with children; The number (share) of youth under 18 years old registered on ATS; The municipality organizes seminars and public events on the theme of inclusion; Representatives of the town regularly invite the Directors to the Department (section) of education; The municipality contributes financially to the programmes of further education for pedagogic staff; The municipality has established a position as coordinator of inclusion and/or methodologist of teacher assistants; The municipality has set up a social activate services for families with children

*** Such as: interviews, questionnaire surveys, data analysis

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As the above flowchart shows, the evaluation process within the project stands on several pillars. The following sections describe the state of a running and planned evaluation process (in January 2019).

Baseline data collection

The basis for the collection of baseline data is the Evaluation manual (specifically part 2: Thematic applications of analysis). In this section there are defined checklists (specially for nursery, primary and secondary schools). For the impact assessment the key is that the situation in the area is mapped out before the project intervention. The process of data collection is in progress, as was planned from the beginning –both quantitative and qualitative data are used (collected from the local levels – schools, communities as well as from the records of the MEYS, and also in the form of depth interviews). The captured data is collected in the Initial analysis for each locality. The same set of indicators and checklists should be collected at the end of the project, in order to evaluate the situation before and after the intervention. The project management has stepped out from this repeated data collection, because the evaluation at each locality will be prepared more individually taking into account the local specificities and the LPI – instead of the originally planned area evaluation of all the characteristics. Baseline data and their recurring capture will be used where it is relevant in the context of the activities of the LPI (where the activities are related to the already gathered data), the range of impact evaluation of the project IHQE is compared with the original intent of the modified.

Continuous monitoring of outputs

The second pillar of the evaluation is a continuous monitoring of when the data is collected in each municipality (e.g. whether the Working Group was established, how active it is, the approval status of LPI, submitted projects, and other news from the site). Data is collected using the so-called charts of the locality and other tools. Charts of the locality are delivered to project management every 14 days. It is therefore a monitoring, which runs continuously and the data is collected by ASI. In the course of the implementation of the project was to reduce the information contained in the charts of the locality, but still, this tool is being used (the reason for the reduction was to reduce the administrative burden on local consultants, and also to be more connected to the evaluation design - some of the data collection is enough during the evaluation itself, so it is not required on an ongoing basis).

Evaluation of project material content

Furthermore, for the evaluation there are to be used the tools for investigating specific aspects of material content of the project. Information about this assessment is not part of EM or EH, yet it is calculated to use the information obtained for impact evaluation. According to the 6th IR in the autumn of 2017 there was carried out a specification of implementation methodologies and creating specific evaluation tools for the evaluation of the following factual aspects of the implementation of the project (as confirmed in the autumn of 2017 by project manager of IHQE):

- Evaluation of partnership
- Evaluation of project consultancy
- Evaluation of attitudes towards inclusive education

Preparation of evaluation of changes in attitudes towards inclusive education is suspended for the time being, due to methodological obstacles that were encountered during the preparation[9].

Preparation of the questionnaire survey to the project consultancy was suspended in the year 2018, according to the information from the beginning of the year 2019 the team will run the questionnaire this year.

Currently the evaluation of partnership is being prepared, which will be based on the questionnaire survey on members of the local partnership/working groups of OP RDE in the form of online polling. The questionnaire will be focused on reviews of key areas of the project:

- Networking, cooperation and motivation of local stakeholders
- Improving their expertise in the field of inclusive education
- Communication of inclusive education towards the public
- Transfer of good practice from other municipalities

Currently the finalisation of the questionnaire is in progress (consulted with ORK, necessary revision of partial questionnaires with regard to the ongoing external evaluation of OP RDE), the investigation should be launched at the beginning of the year 2019.

The output of the evaluation of the project material content will be the reports evaluating the quality of the cooperation of OP RDE project in localities, and the review will be set out also in the Summary evaluation report on the implementation of the project. Information about the planned evaluation are not enshrined in any of the methodological evaluation documents.

Evaluation of fulfilling of plans

The essential tool for evaluation system of the project is final evaluation, when the evaluation reports on project impacts are to rise for each of the cooperating localities, and one Summary evaluation report on the implementation of the project.

In the course of the implementation of the project, evaluation team came to the conclusion that checklists set in the evaluation manual - for all localities the same — are not the most appropriate tool for assessing impacts. Practice of realization of the project has shown that individual localities vary greatly both to the content of LPI, but also in the degree to which the plan is formulated. Evaluation includes as well the evaluation of the activities of the public policies and, therefore, the evaluation team of ASI newly sympathize to evaluation of only those areas that was planned to be changed[10].

The impact evaluation will use checklists to fill in the framework of Initial analyses only in limited way, the impacts of the project will be evaluated more on an individual basis in relation to the setting up of a specific LPI at the locality. At each locality the outputs (activities) that have been planned in the LPI will be taken into account, while the effects from the "Bank of the impacts" will be assigned to them. According to the identified planned impacts, the pre-set sets of questions will then be used

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[9] It is not known, for example, the default status of "attitudes"; personnel changes; attitudes are created by individuals, but the project goes on entire institutions, etc.

[10] The principle of the individual instead of an area collecting information from the checklists is embedded in EH (creation of evaluation design at each locality).

in the locality and the questionnaire survey will be implemented (or other evaluation methods). An impact evaluation, therefore, emphasizes the same/similar evaluation indicators to be collected when similar outputs and impacts and because of the nature of objectives/outputs of the LPI the evaluation design goes more in depth (not only at the level of the polling of the WG, but also other actors targeted by measures). Evaluation will take place in all locations. The evaluation of the achievement of the specific impacts (by location) will be the subject of evaluation reports on the impact of the project in localities and the source for a summary evaluation report on on the implementation of the project.

From the beginning of the year 2019 the initial collection of data in localities of 1st and 2nd stages of CASEL is scheduler. Other localities will follow according to the termination of the cooperation.

3.2.3 Evaluation of the methodological design of the evaluation[11]

The following chapter summarizes the findings of the evaluator to methodological design of the evaluation, including recommendations, to increase the probability of quality evaluation of impact at the end of the project.

At the outset, it is necessary to say that the evaluation of the methodological evaluation design was complicated by the fact that evaluation system is still in preparation and is currently experiencing its transformations – how i.a. was presented in the previous texts. This system, including the connections, is not recorded in any document (which the evaluators would have known), the Evaluation Manual does not fulfil this role of an overarching manual document as originally planned in this evaluation question. The Evaluator had to draw the information from internal documents of ASI (presentations, the documents for negotiations), including information from the workers of ASI to uncover the entire planned system of evaluation. To keep the continuity of information (e.g. with respect to possible personnel changes in implementation team), the Evaluator recommends to finish the documents so that they are complete ("self-existing"), without the need for the additional oral information to use them. While most of the documents is currently not in the final form.

Evaluation Manual should serve as the main guide for a full evaluation. This is a theoretical document, which has set up a system of indicators (in the checklists), but the evaluation is currently being planned outside of it. Evaluation Manual is already out of date, now other methodological documents outside of the EM are created and an overall link is missing — for example, EM assumed the continuous updating of the document (approx. in six-month cycles), but (inter alia from personal reasons) it has not already been changed or updated for min. 1 year.

In the Evaluation manual there are well described the steps that could be used at the beginning of the project (at the formation of Initial analyses), it forms a practical framework in defining the issues and their context (using the Trees of causes, Impacts of causes, and impact of the objectives). The evaluation was appropriately set in the beginning of the project and thanks to the Evaluation manual settings the input data collection has occurred in locations when initiating the cooperation. The data

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[11] The Evaluator notes that the evaluation is based only on materials that were available in the time of the report creating.

gathered using the checklists should be used to compare the state before and after the intervention, which is a common practice used in evaluations of foreign projects (for example, inspire in organization *La Rueca asociación social y cultural*[12]).

The evaluation was chosen as interim, which is at the long-lasting project a suitable solution. Due to changes in the IHQE project, however, it is not possible anymore to take into account the lessons learned from the first stage for later stages (evaluation as a tool for learning), the recruitment of new localities has been almost completed, and the results from the evaluation are not yet known.

As opposed to theoretically ambitious Evaluation manual, the Evaluator's Handbook consecrates the reader into the basic evaluation terminology, the importance of evaluation, represents the different types of evaluation and monitoring – in contrast to the EM, the EH target the readers much less experienced in the evaluation practice. EH describes the approach to evaluation independently from EM. This is a high-quality material which is compatible to the evaluations of other projects (e.g. SISA) and can help to unify the evaluation practice. The Evaluator do not recommend to use it as a stand-alone document of the evaluation of IHQE (the only clue, which should drive the evaluators), as the individual steps are described very briefly. Evaluator's Handbook should be supplemented by training and by providing the underlying information for authors of the evaluations in the localities. Information about where you can search for more detailed/follow-up information should be listed in the document.

Evaluation question has to evaluate the methodological design of the evaluation, but the evaluation design is not fixed for impact evaluation for the time being.

Evaluation manual is highly theoretical document, for which there have not been revisions to the current project settings. Evaluator's Handbook, which leads the evaluators through the planning process to creating evaluation reports, however, does not contain specific design of the evaluation, that is individually prepared for each locality with regard to its specifics[13]. The result of the preparation will be the internal document "evaluation design" for each locality that will only specify the evaluation tools, data collection method, etc. Evaluator will focus evaluation in localities specifically, according to the established plan, its objectives and measures with the use of the "Bank of the impacts", which is also currently in preparation. From the perspective of the evaluator the specific steps cannot therefore be recommended for the improvement of evaluation tools, to improve data collection and improving the quality of their analysis. The evaluator is therefore focused on recommendations for the completion of the methodological materials so that they are consistent and some important aspects are not omitted. However, we can recommend the implementation of workshops with evaluators to share practice in the preparation and implementation of the evaluation[14]. Due to the fact that the evaluators will make the evaluation

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[12] Organization *La Rueca asociación social y cultural*, which carries out projects to reduce social exclusion and improve society, uses, according to its internal evaluation materials, „before and after" measurement – for each competency the measuring areas are set, including the results of the rating criteria and a points method of measurement.

[13] For each locality it is not currently given, when and what data will be collected for evaluation and how they will be evaluated. The flowchart is therefore generic, designating the main points of the collection and analysis of data.

[14] The so-called "debriefing workshops" are recommended for example. in the document *"Evaluation methods for the European Union's external assistance"*

design for the localities separately, it is suitable to schedule a meeting of evaluators (e.g. after evaluation of localities from 1st and 2nd stages) for the transfer of good practice. They can also use regular meetings, where the topic of setting up designs will be discussed.

In the context of the evaluation of material content, there currently occurs the finalisation of the scenarios to questionnaire survey to evaluate the partnership. It is relevantly focused on changes that can be observed in the project localities, and uses a simple method of "grading" of individual claims, which is appropriate to the target group of the survey (including the representatives of the schools). A good idea is to resolve the overlap (supplement) with this external evaluation, since some questions are doubled.

According to current information, there are no plans for the evaluation of project consultancy – but from a field research within the evaluation question C.2 is shown that right the project consulting is an important part of the ASI work in localities. Therefore, the Evaluator recommends to consider the re-inclusion of this evaluation, as soon as possible, so the results of the research can be used[15]. The results of the survey can help individual members of the team (especially the local consultants working in localities) to improve their activities.

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[15] The importance of interim evaluation is mentioned also in the document *"Evaluation of EU Activities – A Practical Guide for the Commission Services"*, which highlights the option to direct feedback and influence on other measures taken.

3.3 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 all the 6 intermediate project goals.

Research to assess this evaluation question was initiated in 2017 and served to establish baseline values, which the following researches will refer to. In 2018, it was already the second of a series of data collection, and therefore the analysis is already enriched by a comparison of the development of the monitored parameters in time. Evaluation will continue to be carried out in each year (2019, 2020, 2022) and its results will be included in all other Interim reports (as well as in the Final report).

The evaluation was carried out directly in the municipalities in the form of a field research; semi-structured interviews were conducted in 27[16]municipalities[17], in each municipality 3 respondents were addressed. A total of 81 interviews were made. In order that individual stakeholders' responses could be compared further in the report, the stakeholders were divided into the following groups:

- **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.

The information obtained was verified in the context of telephone conversations with five local consultants operating in the surveyed localities. The presented results are based on responses of 81 individual respondents, while the verbal assessment is in some cases supplemented by the answers of five local consultants[18].

Field research focused on the evaluation of every area of cooperation with municipalities lead by ASI, that is, on the evaluation of first 5 intermediate goals of the project and then on the process goal no. 6 (to arrange for evaluation of the effects of implemented project activities). Based on the above-mentioned goals, 18 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

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[16] Research will be conducted in a total of 30 municipalities, in each of them for a period of three years.

[17] 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.

[18] The information in the charts are always based on the mentioned base of 81 respondents.

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.

**Chart: The connection of intermediate goals to established research parameters**

Intermediate goals of project	Parameters names								
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) Schools heading to inclusion	(14) Change of attitudes	(15) Integrating children from SEL
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	(16) Input Analysis of Locality	(17) Evaluation of the impact of IHQE project	(18) Evaluation report on the impact of the project in locality						

Social inclusion strategical plan (SISP)

On the question of whether the municipality has processed SISP, 70% of respondents replied that the document has been approved. Only one respondent stated that the discussion on the document was only launched (and here it was rather the ignorance of the actor, since at that site is a document already approved). In other cases, the respondents a document as a tagged in various stages of completion, and even here, in some cases, it was the document already approved.

Graph 1: In which phase is the preparation of SISP?
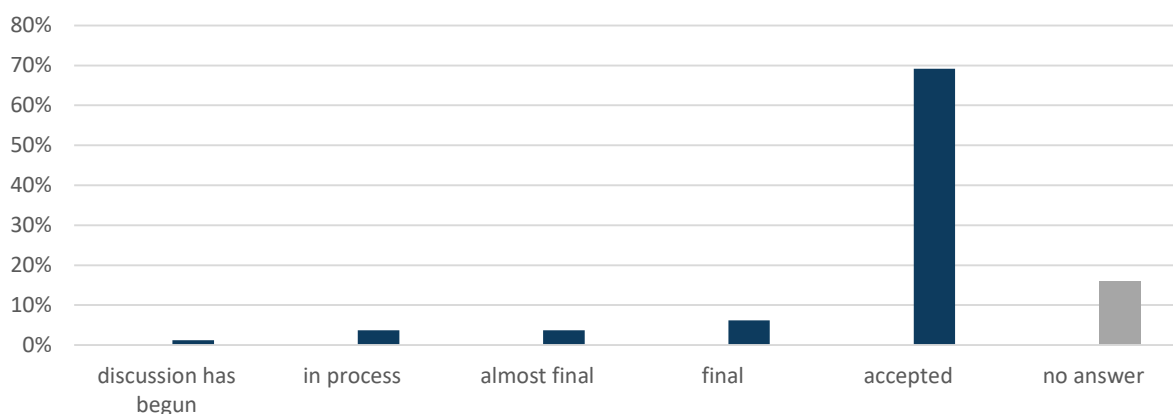
Source: Questionnaire survey (N = 81)

The distribution by type of actor shows the highest representation of the finished SISP in the responses of the representatives of the municipalities, at least represented is for representatives of educational institutions. As in last year's investigation, the smaller number of responses between the school staff suggests that awareness about this document is lower than for other types of actors (these actors are the document often refers to vicariously, and therefore it does not seem so significant interest in). For schools, it is also the highest share of answers „I don't know" (up to 33%), which corresponds to the previous findings.

Graph 2: Types of stakeholders who replied that SISP had been accepted
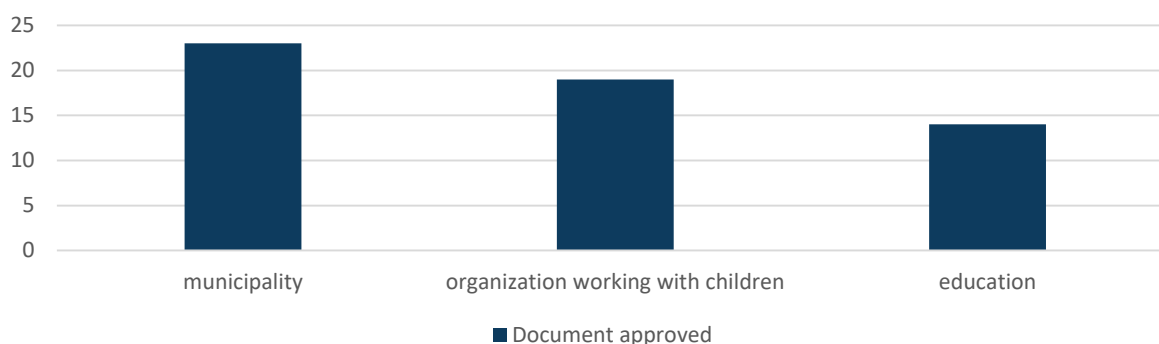
Source: Questionnaire survey (N = 56)

In comparison of the various stages of cooperation with the ASI, there can be seen a slightly higher proportion of finished SISP for the first three stages. Of these the first three stages only 6% of respondents stated that the document only works; in the case of the fourth, fifth and sixth stages as follows 20% of respondents voted for the actors.

Input Analysis of Locality (IA)

Almost two-thirds of respondents, mostly the municipal representatives, rated the IA as completed and approved. Similarly to the previous parameter, the knowledge of the document was the smallest among school representatives (52% of respondents from schools, but 89% of respondents from municipalities and 69% of respondents from other organizations were able to assess its status). The difference in IA knowledge was also recorded among the stages of cooperation with ASI. From the first to third stage of cooperation, 42% of respondents could not assess the document, only 20% of the newer stages chose the answer "don't know / can't say".

Graph 3: In which phase is the preparation of Input Analysis of Locality?
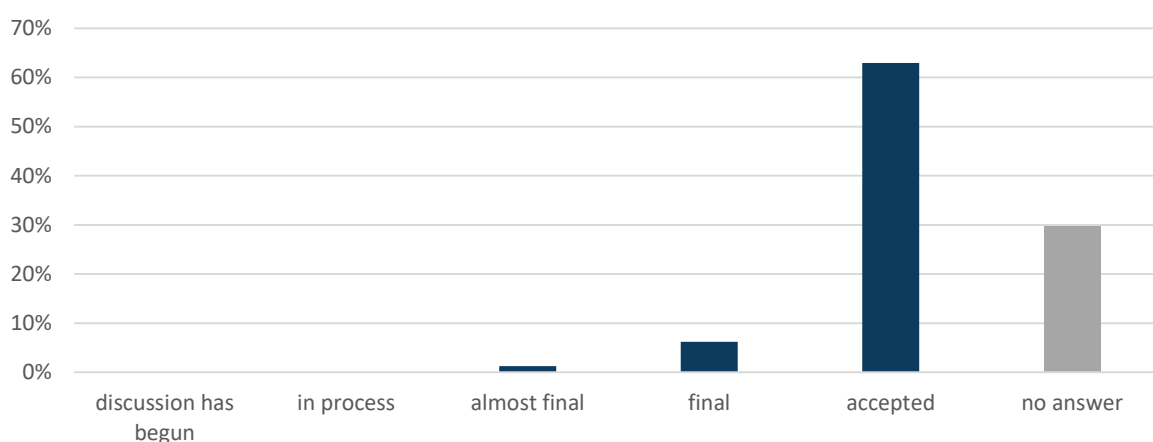
Source: Questionnaire survey (N = 81)

In most cases, respondents indicated that the collection of data for the input analysis have contributed, although not always had an awareness of the fact that this data was intended for the IA. Some respondents mixed up the IA with the analytical parts of the LPI, or with other documents produced by ASI, e.g. with the input analysis of the social area by ASI, with knowledge of the document was deeper in the later stages of cooperation.

The representatives of cities most often alleged that they had supplied information for the IA (whether the data itself, or contacts, or directly provided ASI meetings with directors, etc.). Other respondents also reported that they had provided data for the IA (especially the respondents from the field of education). Researchers from ASI attended school personnel, mostly the Directors, or Deputy Directors, or also the educational consultant. Research conducted for example in the form of interviews or filling out a questionnaire. Several representatives of NGOs complemented that researchers from ASI talked with their clients.

Most respondents did not name any of the problems that would be encountered when creating IA. Only in individual cases, for example the respondent from the education could not identify himself with some of the outputs of the IA ("Some people's opinions of the SEL were unacceptable for us, because they see it from their point of view."). In another case, the outputs from the IA were surprising for actors of working group education and potentially dangerous for the atmosphere in the municipality ("it's not public, because some people would be insulted here"). As being the most

problematic in this case were the outputs from the inquiry, which was conducted by the representatives of the ASI in the streets of the municipality.

In several cases, respondents appreciated the quality of IA outputs, the majority of respondents, however, said that they do not use the outputs from the IA and do not know whether the document is currently being used in other places. Among the positive assessment, it was mentioned that IA was as a quality basis for the preparation of the LPI, that "data has been important for the activity of the Group and for the setting up of cooperation" and that the IA has served as a decision-making basis for politicians in the field, in which they otherwise do not have enough information.

Local Plan if Inclusion (LPI)

Almost 70% of the respondents confirmed that LPI has been in the case of their locality already approved. Only in 13% the document is only being created. Compared to results from previous interim reports, when the document was being prepared by 37% of respondents, this is a significant decrease (and here as well as in the higher knowledge of the rather SISP actors, since the document is approved in most visited sites). The largest overview of progress remains mainly the representatives of the municipalities; regarding representatives of schools and other organizations, about one quarter of respondents did not comment on the LPI. The differences between the stages are negligible.

Graph 4: In which phase is the preparation of Local Plan if Inclusion?
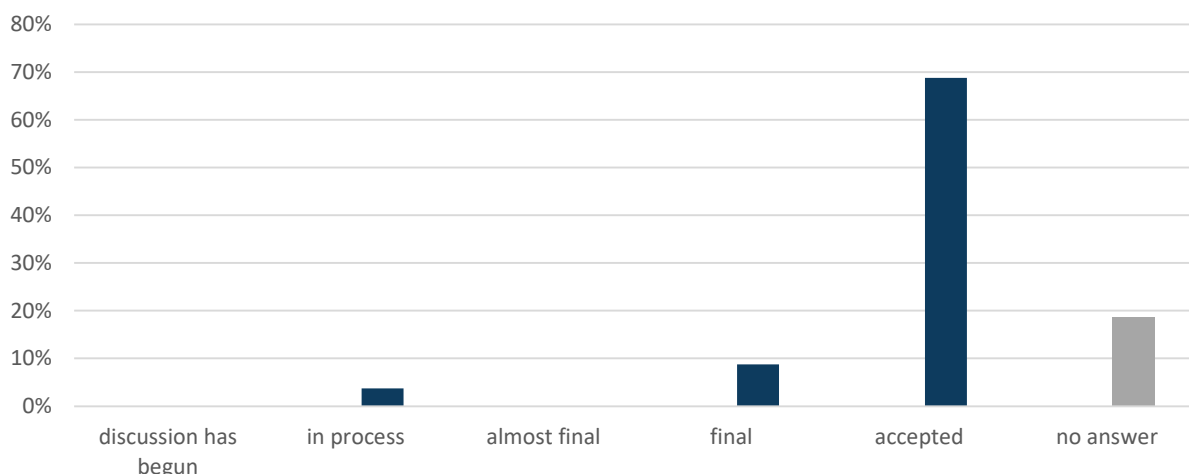
Source: Questionnaire survey (N = 81)

In most cases, respondents in the open answers indicated that they participated in the creation of MPI, somewhere is already gearing up to revision of the document.

In units of cases respondents rated the LPI negatively (as unused, poorly prepared document, written just for the sake of realization of the project). Some did not know about the existence of the LPI, or were unable to say at what stage of its preparation is located. The discussion focused on players from the field of education, who generally had more reserved position. Ignorance of the document,

however, was found among the city representatives and NGOs. As in the last survey, some respondents were unable to distinguish the LPI from other documents, such as LAP and SISP.

The creation of the document was taken by ASI or by representatives of the city. Representatives of education and NGOs participated mainly in the control and commenting on the document. The greater part of the actors stated that the creation of documents was not accompanied with any ultimate issues and drafting all relevant actors. However, the respondents name a few minor problems – unwillingness of some actors to discuss the theme of inclusion, too long duration of the preparation of the LPI, lack of time to prepare, or too thorough preparation of the LPI, particularly time-consuming meetings. Several times they mentioned the problem of too frequent and abrupt personnel changes among ASI consultants, who led the preparation of LPI ("three-four people overall were replacing here"), divergences with the ASI staff were in some cases listed as a barrier of plans development. Some respondents thought the excessive verbosity of the final plan, the other on the contrary the incompleteness or lack of detail. There was also a problem of too many subjects and lack of coordination between them on the part of ASI. The problem of documents such as LPI is that actors have exaggerated expectations, in particular concerning the amount and availability of funding, which was also confirmed in the field research in municipalities.

Local Action Plan (LAP)

Exactly three quarters of the respondents have argued that their community is involved in an existing LAP, which is comparable to the number in the previous report. In comparison to it, the number of replies "I can't judge" decreased and on the other hand, there increased the the answer that the municipality is not involved in the LAP and has no plans to engage (those respondents are approximately 10%). Involvement in the LAP confirmed similar high percentage of representatives of municipalities and schools (78%), again there was a higher level of knowledge of the situation with a LAP at the representatives of the municipalities.
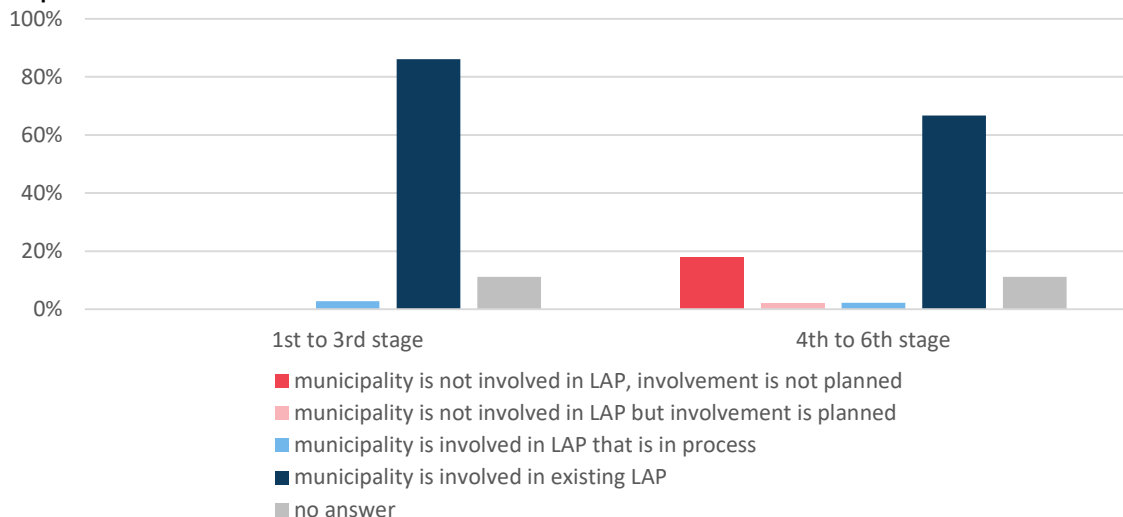
Graph 5: Involvement of municipalities in LAP
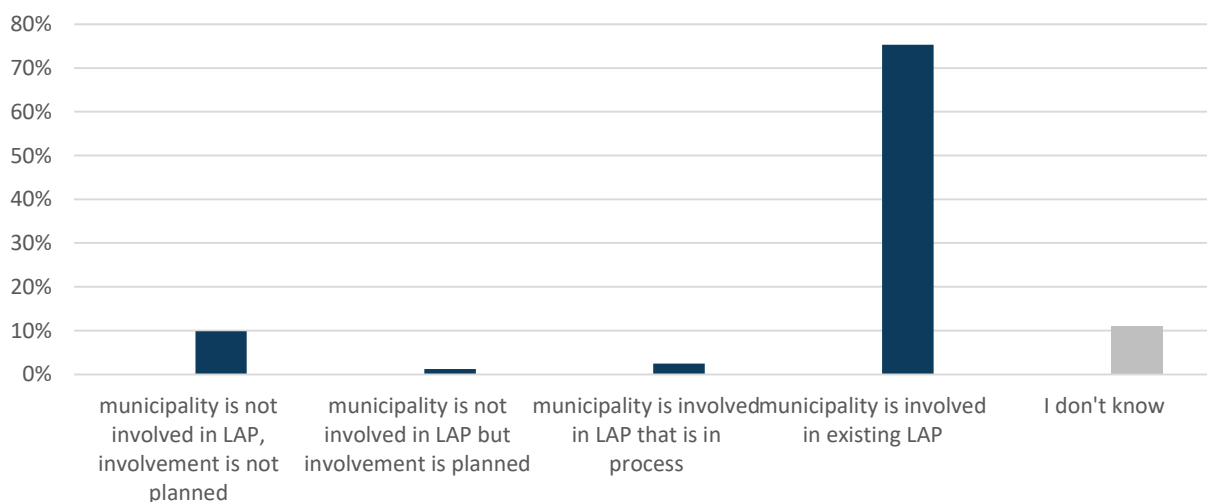
Source: Questionnaire survey (N = 81)

The differences can be seen between the earlier and later stages of cooperation with ASI, as shown in the chart below. In later stages of cooperation, the number of municipalities involved in the LAP

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decreases at the expense of an increased percentage of responses that the municipality is not involved in the LAP, and even will not be in future[19].

Graph 6: Representation of the responses on the involvement in the LAP according to the individual stages of cooperation with ASI

- municipality is not involved in LAP, involvement is not planned
- municipality is not involved in LAP but involvement is planned
- municipality is involved in LAP that is in process
- municipality is involved in existing LAP
- no answer

Source: Questionnaire survey (N = 81)

Most respondents agreed that their municipalities are involved in the LAP. A number of municipalities no longer prepares and implements the LAP II, while LAP II is in some cases rated better than the LAP I ("*LAP II has a better organization and working groups by theme*").

In the activities of LAP there are involved primarily schools, partially also the representatives of the municipalities, but the organization part is provided in most cases by the workers of the Local Action Groups or associations of municipalities. Working groups within the LAP also take place in some cases more frequently than the LPI working groups. There were even localities in which working groups for LPI were entirely replaced by working groups within the LAP.

A number of actors consider LAP as more usable tool than LPI – as the main advantage of the LAP some respondents named that it is not limited only to measures for pupils from socially disadvantaged backgrounds, but is for all pupils. In some localities, LAP activities partially or completely replace activity of LPI *("LAG works here very well. The teachers then do not have the time to go through the same thing from ASI. ").* Among the surveyed localities there was also the opposite case, when LPI is a more important tool than the LAP.

Many respondents could not assess the degree of interconnection between the LAP and LPI. In several locations, in particular where documents were made in the same period, the documents were deliberately designed to complement each other. Elsewhere, however, documents themes overlap. In several municipalities there is an interconnection between the human resources of LAP and LPI, when processors of LPI participate in the meetings of LAP. Respondents confirm that

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[19] As the reason there was mentioned for example a LAP failure (fail to realize any project through it), or personal relationships.

representatives of ASI are invited even to the meetings of LAP or they are directly involved in the Management Committee of LAP.

Activities of ASI

Compared to the last report, fewer respondents expressed a complete satisfaction with methodical support of ASI in the process of project preparation (42%, i.e. about 3pp less). On the other hand, the share of answers "probably yes" increased from 26 to 31%. Overall, almost three quarters of respondents are fully or partially satisfied with a methodical support of the ASI. A further 14% of respondents did not know how to answer the question and (probably) dissatisfied is therefore only 14%.

Graph 7: Are you satisfied with the methodical support of ASI during the phase of preparation of your project proposal?
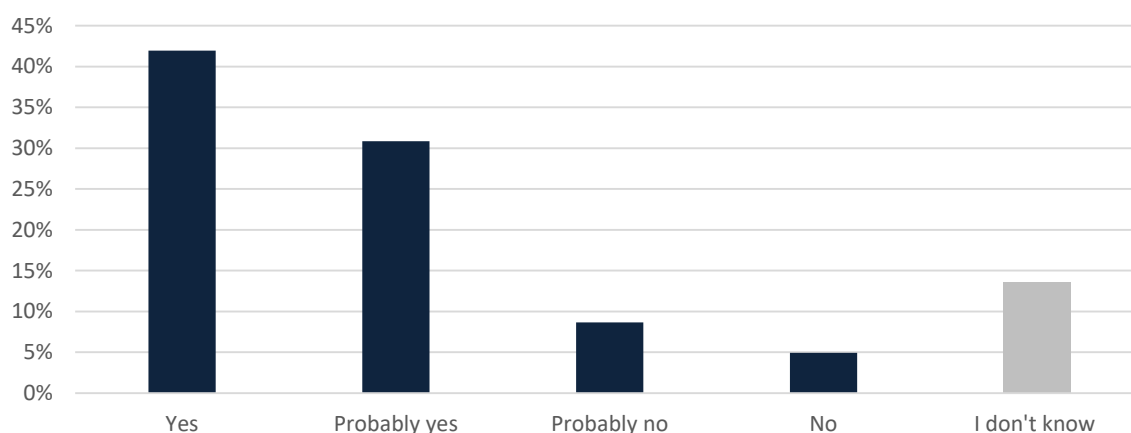
Source: Questionnaire survey (N = 81)

The difference in satisfaction with methodical support can be observed, depending on which institution respondents represent (see graph below). While the highest satisfaction is with stakeholders of municipalities (89% at least partially satisfied), in the case of schools and other organizations the satisfaction hovers around 64%.

Graph 8: Representation of responses on the satisfaction with the methodical support of ASI with project preparation according to the types of stakeholders
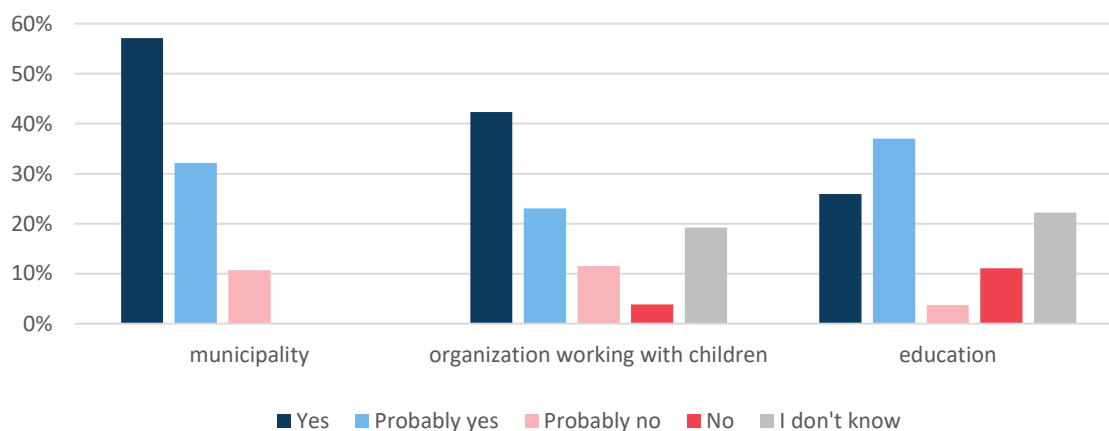
Source: Questionnaire survey (N = 81)

The next graph displays a significant increase of the respondents who are completely satisfied with methodical support of the ASI for the newer stages of cooperation.

Graph 9: Representation of responses to the satisfaction with the methodical support of ASI with project preparation according to the stages of cooperation
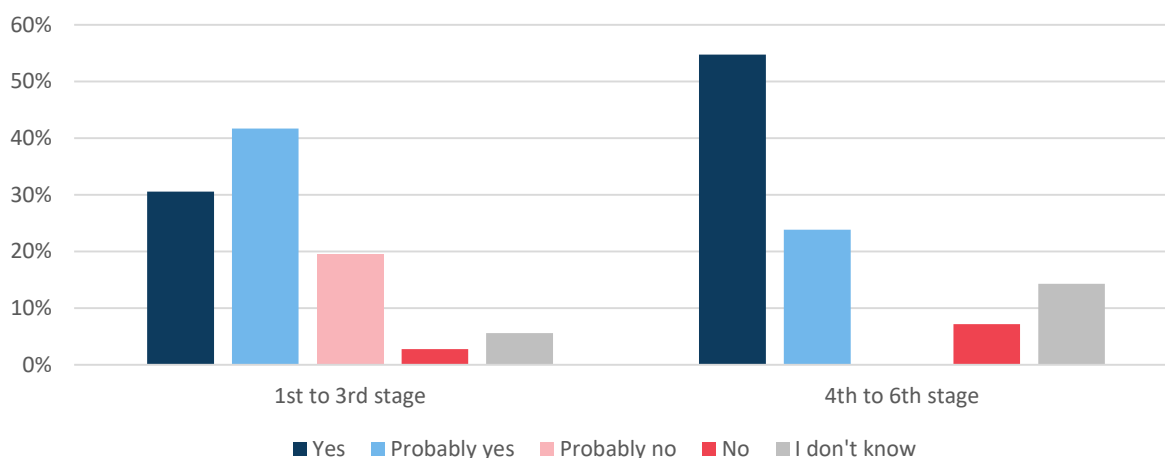
Source: Questionnaire survey (N = 81)

Among the respondents there were a lot of positive feedback to the work of the ASI (*"I'm absolutely thrilled of ASI. They are amazing and I would not change anything. Without a local partnership those people would not get together, in the social field there is a tradition of community planning, but in the education sector nothing would change." "ASI leads, links, it helps, shows options and directions.")*. The most highly acclaimed is the help of ASI when preparing project applications (see below).

The greater part of the respondents agreed that ASI works in the localities as stakeholder, that networks local stakeholders (*"Never before has the nonprofits and schools been meeting together." "Acts as a bridge, an agent between stakeholders. We sat down with them to one table and planned.")*. In the smaller part of the municipalities, rather a municipality or a city is the main

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MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

networking stakeholder in localities, and that's where the local stakeholders' cooperation in education works over the long term, and so the ASI only subscribed to the existing functional network of stakeholders. Where the partnership already works, ASI activities were assessed as redundant *("NGOs are very experienced and active here and they collaborated with ES by themselves." "I would say that in our city ASI does not have too much work. Our city is trying to secure those things itself by LAP and LAG. ")*.

Satisfaction prevails for most respondents, however, certain shortcomings in the activity of ASI were mentioned. The most mentioned problem were frequent personnel changes in positions of ASI consultants and methodological specialists that fundamentally disrupted the continuity of the functioning of the working groups for education and work on the LPI *("Because there was a personnel change in ASI, so there was a certain time vacuum." "Every six months it was starting from the beginning.")*. Some stakeholders have complained about the lack of the presence of local consultants in the municipality (which, of course, may be due to low awareness of these stakeholders). The activity of the workers was also sometimes ranked under-professional and little practical results-oriented *("Their activity is not seen, they would just meet, discuss and evaluate and nothing practical would do – and no results")*. In one case, the respondent complained that ASI unilaterally targeted only the Roma, with the projects *"should be given to all children with handicaps"*.

Some respondents, especially those from education, valued, when workers of ASI are rather more restrained in their activities *("We are pleased that the ASI does not burden us with too frequent appointments.")*. These stakeholders generally show a reserved attitude to ASI activity. Schools, for example, received offers for courses and workshops from ASI, but took them only rarely, in particular because of the workload and of the disinterest in that type of activity.

So, in three localities the practical cooperation of municipalities and ASI was, according to the respondents, almost discontinued (although it was not officially ended for the time being). Some stakeholders have refused the cooperation with ASI because of opinion discrepancies (*"They contacted me, but we couldn't find a common language.")*. The opinion that ASI cannot cause any significant shift in the issue of social inclusion was quite common in these localities as well.

Projects

A large number of respondents agreed that ASI had a significant and positive role in preparing the projects thanks to the knowledge, capabilities and personnel capacities *("They bring the know-how, they are insiders, so they know some things before we do. Can fine-tune projects. " "They helped us a lot, without them, it would not be approved, 3 people were reading it there and 4-5 times they edited it.")*. Respondents agree that thanks ASI the projects are administratively simpler, but the advantage of cooperation has, for example, just the possibility of consultations. In some localities the cooperation with ASI works even during the implementation of projects, for example by using contacts on experts, tips on foreign practices, provision of lectors, etc., but during the implementation ASI is mostly in the in the background *("ASI knows about those projects, is actively interested in them, but is not taking part in the implementation.")*.

Projects that succeeded with the assistance of ASI include mostly finance of tutoring and the introduction of some support positions, for example school inclusion coordinators, school assistants,

school psychologists, special educators, social assistants who ensure contacts between the school and the family in solving school problems. Furthermore, a mediation in schools, career advice, the creation of pre-school clubs, organization of seminars and informative seminars on inclusive education is funded (with awareness events about inclusion being the least successful elements of the projects). Outputs from completed projects are most often evaluated favorably, while in more cases, it was noted that the projects are only a temporary and partial solution to the issue of inclusion (*"Project is a partial solution, a systemic change is needed."*). The respondents better rated the "hard" investment projects, for example a reconstruction of buildings or a construction of new classrooms, than "soft" educational projects.

In some cases, the role of ASI in the preparation of projects was less essential - some respondents mentioned that the municipality had implemented projects in the field of education and inclusion before joining IHQE; that ASI had only observation role in CASEL projects and that projects are implemented by NGOs or by municipalities without the significant contribution of ASI.

Only in exceptional cases ASI activity in the field of project consultancy services was rated negatively. Some complained about the lack of appropriate ASI staff in the preparation of project applications or inability to influence the approval of project applications. ASI was perceived negatively as "next controlling authority", since projects must pass its approval. In some cases, when submitted project applications within the CASEL were rejected, this failure was interpreted by the respondents as the problem of ASI work.

Respondents reported that the most common implementers of the projects of CASEL were the municipalities and then NGO. The school mostly are more skeptical to ASI projects and do not have much interest in being their implementers. Most of the representatives of education stated that ASI did not help them when submitting their project applications. This is because i.a. some of the activities within the framework of inclusive education (teacher assistants, school assistants, tutoring, etc.) are adequately covered in schools by Templates (*"They offered us a project to support children of SEL, but we eventually solved it from the templates." "For most of the schools the Templates are easier, and therefore, they denied the participation in our project."*).

Critical voices were heard in the direction to calls conditions (e.g. strict binding of finance only on SEL - *"According to the conditions of the region, we, as a social service, have to take people living 1 km out of town, but according to the project from CASEL, on the contrary, we must." "The problem is when these people officially live elsewhere - then we can't involve them in the project"*), the ambiguity of call conditions, the need for consultations with the ASI or MEYS. As one of the biggest barriers to proposals over the CASEL, time and administrative burden of preparing project applications and the implementation of projects was mentioned, then the representatives of the schools feared that after the end of the projects the jobs created by the project would not be sustainable. Strict conditions often discourage stakeholders from becoming the implementers of the projects (*"We cannot be responsible for the partners of the project"*, *"The project was rejected because of the banality. I feel that the evaluators do not see the work behind and see only faults."*). As the problematic issue, a required follow-up to strategic document has been also marked, that complicates the process.

On the contrary, it has been positively evaluated, that when connected to CASEL there is greater certainty of success of project applications, because they are not exposed to such strong competitive environment as in the other cases.

Cooperation functioning

Almost 52% of respondents said that according to their opinion, all relevant stakeholders are involved in cooperation on transformation of local educational practice. Response *Probably Yes* was chosen by 36% of those asked. In this respect, it is a relatively similar result as in the previous interim report.

Graph 10: According to your opinion, are all the relevant institutions involved to collaborate on transformation of local educational practice?
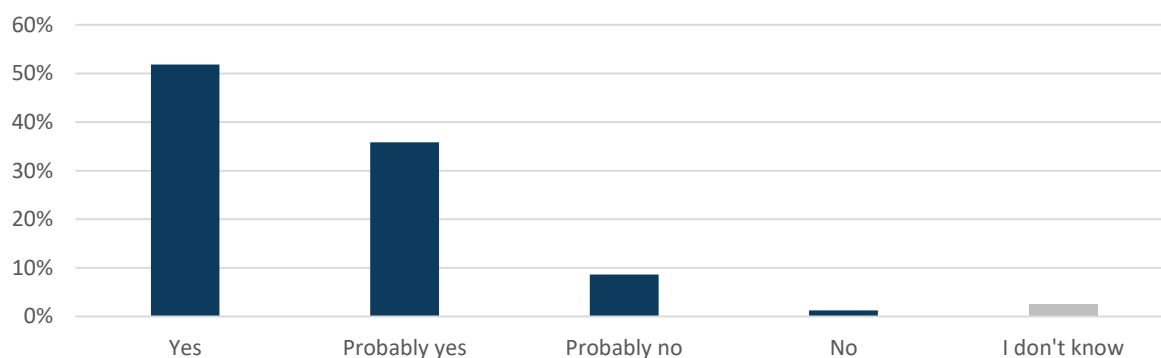
Source: Questionnaire survey (N = 81)

The greatest level of satisfaction was reported by representatives of schools and then the respondents in later stages of cooperation with ASI.

Graph 11: Representation of responses to the satisfaction with the involvement of relevant institutions according to the stages of cooperation
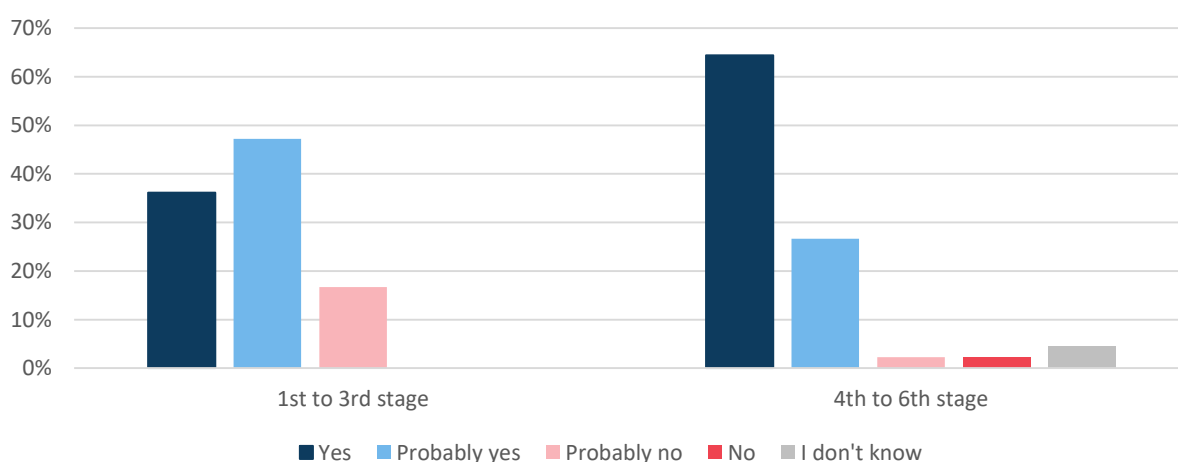
Source: Questionnaire survey (N = 81)

Most respondents agreed that in the transformation of the local educational practice there got involved all the stakeholders, who should be involved there in their opinion. It is mainly the representatives of the participating municipalities, primary schools, kindergartens, NGOs, non-formal education, even some of the other stakeholders, such as representatives of the police, the Labour Office or the Church. Some meetings have been organized in cooperation with the LAG, in order to coordinate the creation of LPI with LAP. One respondent, on the contrary, described the high participation in the meetings as a factor complicating the progress of work on the LPI ("*All of them met there, and, therefore, groups were really long. Someone spoke, and then we had to come back.*").

In multiple localities, as problematic point was showed the participation of Directors of schools who were coming reluctantly and irregularly at the meetings. Stakeholders from the basic education exhibit rather skeptical position to the meetings, but due to the fact that meetings are organized by their founder, they participate in most cases. In contrast, the stakeholders from the SS are not motivated to participate in any way (municipalities are not their founders) and therefore they participate rather rarely. In three localities there have been pointed the reluctance of BSLPC representatives to engage in cooperation ("*BSLPC act as it is the government, and that it has nothing to do with it.*"), in some cases the respondents complained about the non-participation of representatives of the nurseries or EPCC.

In some municipalities the cooperation of local stakeholders in the field of education has worked for a long time without the contribution of the project IHQE, and so the ASI could only connect to an existing network of stakeholders. In some municipalities the working group on education were not even established within CASEL, and education topic and LPI were discussed on the working groups of the LAP, under community planning and local so-called round tables.

Functioning of working groups

In other issues, respondents commented on the quality of the working groups for education in their municipalities. Approximately half of the respondents (49%) assesses that the working groups take place in accordance with the plan, and this quantity is sufficient – these include mainly representatives of municipalities and other organizations. Another 23% of respondents said that the WG are always when you need to solve a problem. In this category the representatives of the schools are the most, similarly the representatives of the municipalities.

Graph 12: According to your opinion, do meetings (e.g. WG for education/workshops/expert groups) work as was expected?
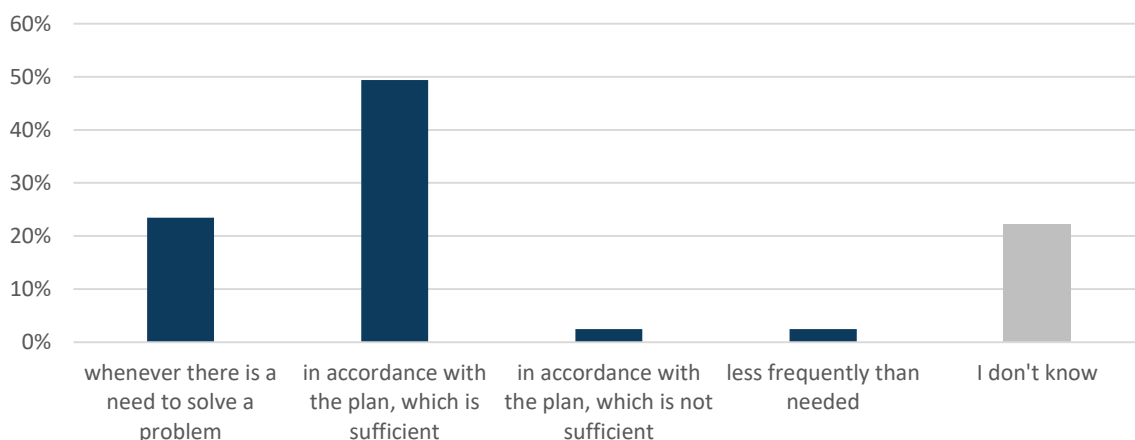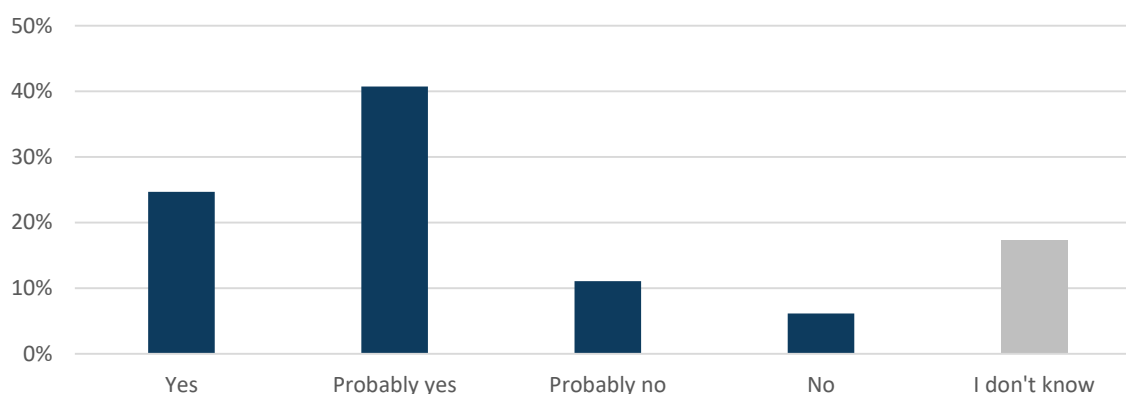

Source: Questionnaire survey (N = 81)

Technically and organizationally, the groups were secured well according to most respondents. A minor complaint then occurred only towards the late announcement of the meeting *("I need an invitation for more than 14 days in advance.")*. A number of respondents, in particular from the fields of education, on the contrary, value when the meetings are less intensive *("It is not necessary to meet the very often, just once in a few months.")*. There was also the view that there is too many different types of meetings over similar themes, and therefore the stakeholders do not have the capacity to participate in them *("I understand that people who submit those plans, they need the input information, but we can't always sit in the working groups.")*.

In particular, where the municipalities are involved in the cooperation with ASI in earlier stages, the meetings are already finished or take place with reduced frequency. In several localities, the working group had not raised at all, and the issue of inclusion is dealt with on other existing platforms (e.g. LAP), in the only case the meetings took place only a short time and soon ceased to exist.

When asking on the quality and level of stimulation of the meeting due to the development of the inclusion, the majority of the respondents (41%) answered "probably yes". A higher rate of satisfaction was seen by the representatives of the municipalities (up to 36% of them expressed their full satisfaction with the quality of meetings).

Graph 13: Do meetings have good quality and are they inspiring for support and development of inclusive education in the municipality?
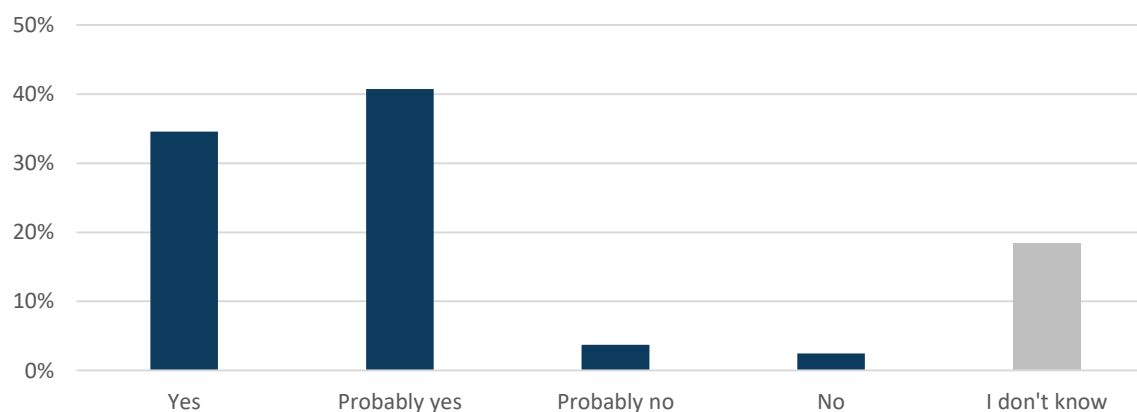

Source: Questionnaire survey (N = 81)

Among the directors of the schools, in many cases there was the view that the meetings of the working groups are pointless *("For us, the negotiations do not bring new things." "The session was lengthy; the creation of analyses was a year long and no result.*"). Also, stakeholders from other fields often bandied about, that the participants from the education sector were negative toward the groups. Discussions on the working groups were, mainly due to the negative attitudes of the representatives of the ES, in some cases, complicated – and overcoming this problem by ASI was various *("The first meeting of the WG was a lot of emotion. From the side of ASI they made it great, hats off" "With the school it was a disaster. People from ASI identified the degree of negation, which can occur on the group.*"). But overall, the facilitation and moderation of groups by workers of ASI was assessed rather favorably. Some respondents then involved in groups only for pragmatic reasons.

A total of 76% of the respondents agreed at least partially with the fact that at the meetings with representatives of the schools, there is a debate about inclusive education settings. Compared to the previous interim report, however, there is more answers „probably yes" (from 11% to 41%). While in the case of respondents from municipalities there were more answers "Yes" (50% to 36%), answer "probably yes" was chosen by a larger share of respondents from the schools and other organizations (from 26 to 43%).

Graph 14: The discussions on inclusive education setting take place at regular meetings with school representatives

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Source: Questionnaire survey (N = 81)

Meetings of the working groups are in many cases evaluated as successful, and especially by the representatives of the cities, partly also from NGO actors ("*Discussions are taking place in a favorable climate." "There was great willingness to solve our problems."*). Most respondents appreciated just to be able to meet people from different areas and jointly solve topics in education. The participants of the groups have also confirmed that they could present their views on the groups, and that these were reflected. Less favorably was evaluated the quality of the meeting where the actors were not willing to participate in the discussions.

As well, in the case of the question whether the respondents on the Working Group succeeded to clarify needs in the area of inclusive education, answer "probably yes" raised from 31 to 41%, and „yes" answer fell from 50 to 33%. Mostly, the statement was agreed by the representatives of the municipalities (almost 90% yes or probably yes), the least were the representatives of other organizations working with children (23% yes and 38% probably yes).

Graph 15: In the working group, have you succeeded in sharing or clarifying your needs in inclusive education?
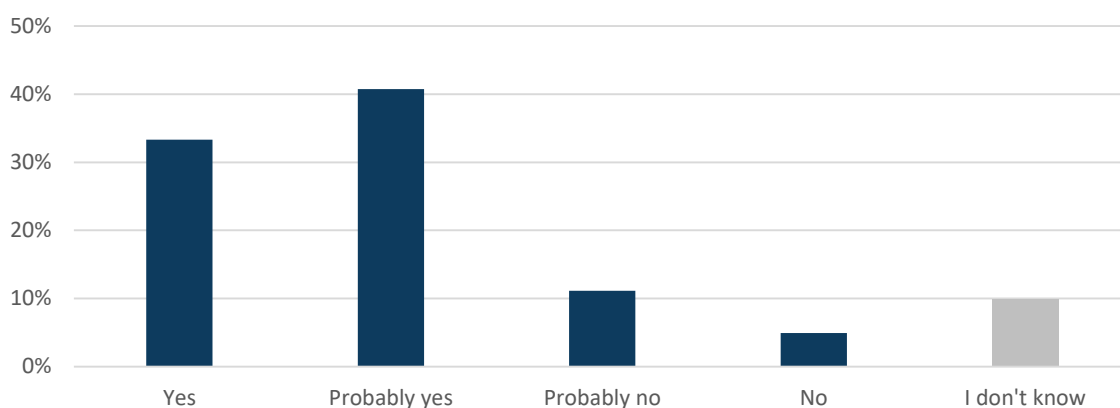
Source: Questionnaire survey (N = 81)

According to most respondents it was actually being managed to clarify needs and build up a meaningful output at the meetings.

In some cases, it was problematic among the members of the group to achieve a match in which topics should be discussed ("*everyone out there solved their own problems and we completely did not match."*). Some respondents stated that the problems in education and inclusion should be dealt with systemically, rather than project-based, and therefore the meetings of the working groups cannot be as helpful as they could be.

The content of the working groups was evaluated rather negatively by some stakeholders from education. The so-called method „stromování" („tree-like"), which ASI use to identify the causes of problems that appear in the localities, was taken inconsistently ("*Sometimes it was incomprehensible for us, made with a variety of trees, it has poisoned the man.*"). In other cases, the respondents identified a method „stromování" (tree-like) as interesting and valuable ("*ASI nonviolently encouraged people to get themselves involved in the activities.*").
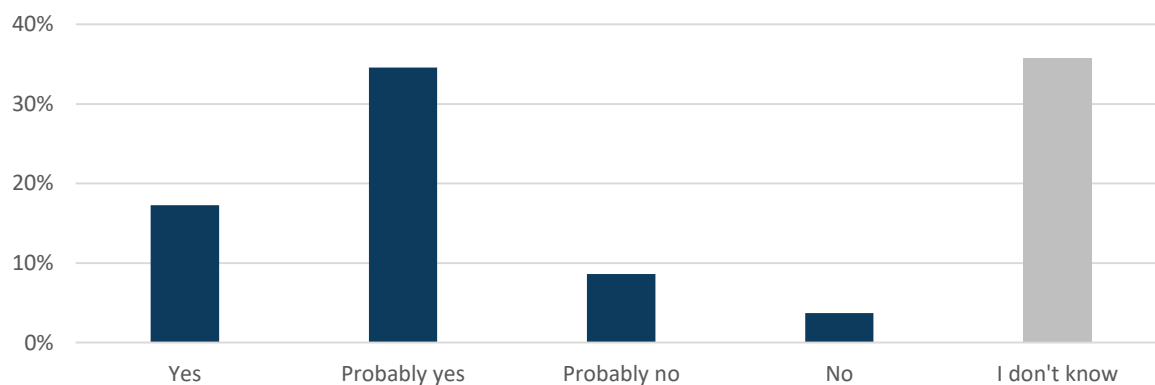
LPI implementation

Similarly as in the previous interim report, it is now being shown that a majority of respondents is unable to assess whether the LPI activities are carried out according to plan and to a sufficient degree (40 or 36% of all respondents). Partial or complete agreement with both claims was expressed by 55% and 52% of the respondents. If we look at the differences according to the jurisdiction of the respondents, it turns out that in the LPI implementation the are mostly involved the representatives of municipalities and the least the representatives of schools – who have the largest share of answers "I don't know ".

Graph 16: Are the activities and measures defined in the LPI implemented as planned?
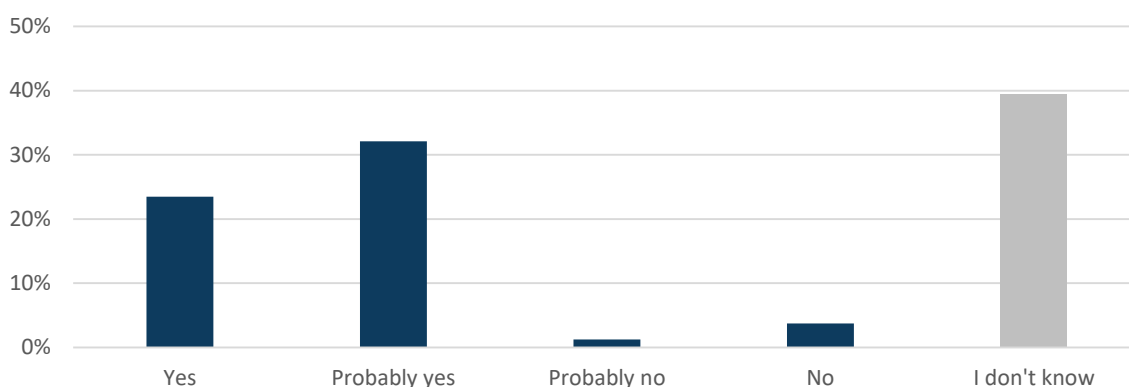
Source: Questionnaire survey (N = 81)

Graph 17: Are the activities and measures defined in LPI implemented to a sufficient extent?

Source: Questionnaire survey (N = 81)

In most municipalities the respondents declare that they implement the activities, but usually rather partially. Only in a minority of municipalities the current implementation is ranked by stakeholders as completely sufficient and satisfactory, and on future possibilities are considered optimistic.

An obstacle to the implementation of certain activities in the field of inclusive education are also frequent changes in the legislation in this area. In many cases the lack of or directly the absence of human resources was mentioned as a barrier for the realization of the scheduled activities – both

capacities for the preparation of the project, as well as casting the jobs planned in projects. This issue has been mentioned more often in small municipalities or in remote regions (where the productive part of the population is rather leaving. *"When I see what it means to do the project from OP RDE, we would not manage more here."*). More respondents spoke about the fact that the obligation to deal with topics of education and social affairs projects separately, which is problematic.

Among the other problems in the implementation of planned activities there was more often mentioned the lack of interest of the target groups of the projects, then a concern of local stakeholders of the projects implementation, the time gap between the activities and their realization or the uncertainty of activities sustainability even after the end of implementation – positions (e.g., school assistants or psychologists), or project activities (tutoring, hobbies. *"It's not conceptual, the project is over, the man is gone. The State is lagging behind in this regard."*).

In some municipalities the implementation of the LPI in practice does not occur, according to respondents, especially in the case when e.g. the municipality as an implementer had proposed a project request, which was rejected, or if the municipality finally decided to not propose the project at all. In several municipalities no project proposals have been prepared.

Many respondents, particularly from education, do not have detailed information about the implementation, although the LPI activities are surely taking place. Several respondents are not interested in the question of the LPI implementation ("*I'm going the projects as I need, not according to documents.*"), while the lack of knowledge of the contents of the LPI by local stakeholders was assessed as an obstacle to its implementation by some respondents ("*It would be good if all involved actors know what activities are in LPI, and lead their activities accordingly.*").

In one case, LPI was handled poorly, because it was not compatible with the current calls, and therefore it needs to be updated. In a certain part of the municipalities the LPI has been approved only for a short time or it just will be approved, so that it is not yet possible to assess its implementation.

Finance for inclusive education

The largest proportion of respondents (40%) did not dare to say whether the resources available for inclusive education are sufficient. A similar number of respondents (approximately one quarter) concentrated in the answer "sufficient" and "partly sufficient". Together, therefore, half of the respondents decided to choose answers in the middle of the range. At the same time, on the basis of detailed analysis, we can conclude that the representatives of the municipalities in this case more inclined to a more positive response "sufficient", representatives of schools and other organisations then replies "partly sufficient". Of the respondents who deemed the resources as totally inadequate, it is 6%, which is more than those for whom the resources are quite sufficient (4%). Differences according to individual stages are not essential, there only increase the shares of answers "I don't know " (from 33% for the first three stages to the 44% for newer three stages).

Graph 18: Are the funds available in your municipality for inclusive education sufficient?
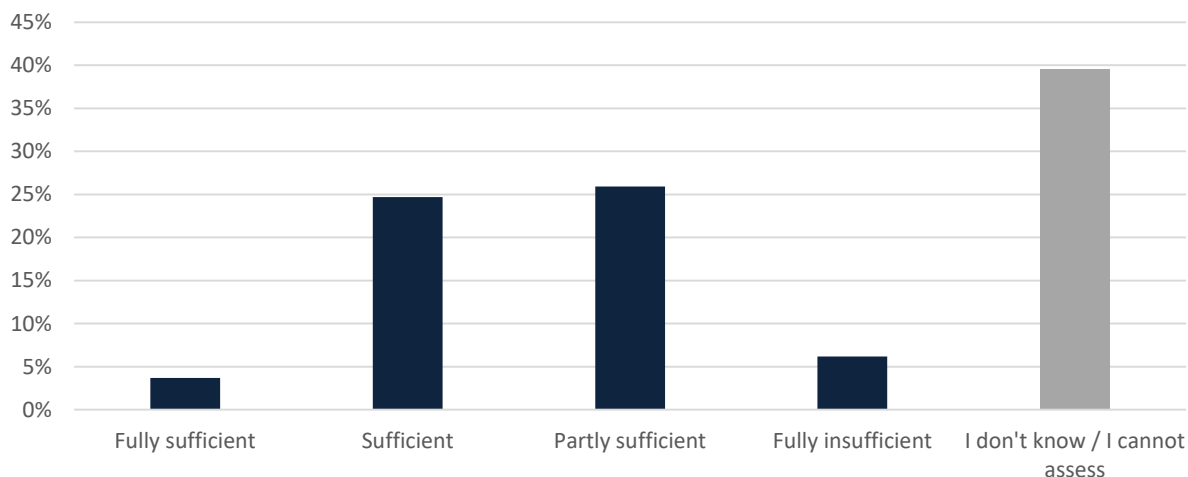
Source: Questionnaire survey (N = 81)

In the comments there occurred to a greater extent the claim that the total resources for the inclusion are relatively enough (Templates, IROP, financing of the regions, municipalities...), however the problem is mainly in their focus and fragmentation. Very often mentioned was the lack of evaluation of school assistants (especially those who have partial job).

A number of respondents mentioned that the lack of evaluation of the positions causes the significant personnel shortages, that is a problem that much of the institutions solve. Respondents would like the funding of for example school psychologists be rather direct from the budgets, not from a project. The need to apply for the same activity eg. after two years leads to uncertainty again.

Another area where respondents would like to see an influx of resources, is particularly the support of school psychologists and overall higher support of specialist positions, as well as preventive activities, tutoring.

Inclusive education in schools

The largest share of respondents (37%) believes that schools in the municipality are conducting inclusive education only partially. Compared with the last interim report it is a similar share of respondents. A percentage of respondents who say they are already seeing the first successes increased ("Yes" answer – from 19 to 27%). On the other hand the percentage of those who say that much progress can be observed in the municipality decreased (the answer "definitely yes", from 37 to 31%). Of these respondents, is the most is within the representatives of the municipalities.

Representatives of the newer stages of cooperation with ASI (4th to 6th stage) agree with the statement more than respondents from the first three stages of cooperation (share of answers is "Definitely yes" and "Yes" is for newer stages 62%, in the former stages 53%).

Graph 19: Do the schools in your municipality manage to lead to inclusive education?
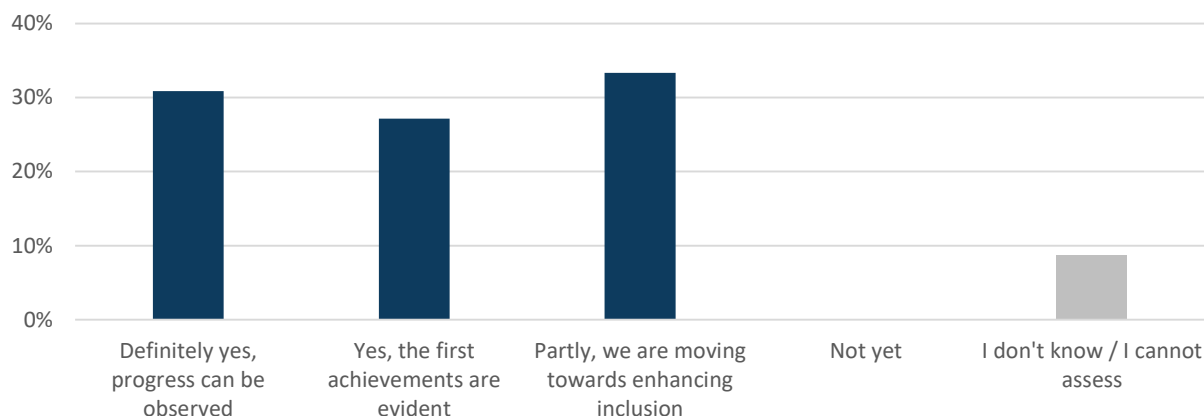
Source: Questionnaire survey (N = 81)

The majority of respondents indicated that the schools are doing at least work towards inclusive education, but in most cases, this is happening only in order to comply with the obligations placed on the schools by the law ("*All schools just must do it, if the child comes there*.").

Most of the stakeholders from the field of education have significantly negative attitudes to inclusive education ("*When you mention the inclusion near any teacher from the locality, they have hives. They learn to live with it. " "The directors have taken note of the inclusion, but are not excited about it.*"). The process of integrating segregated children into the normal elementary schools that was started by a decree of the MEYS No. 27/2016 Coll. is pointed as ill-conceived, unprepared and ineffective with enormous costs that its implementation requires. The success of inclusive measures, according to many respondents, however, is very small. During introducing a common education there was underrated, according to some respondents, that educators did not agree with new measures ("*The school environment is extremely conservative. There must be an evolutionary change. There isn't a revolution. Because the people play the main role there. And when a significant proportion of them will stand up to those efforts, it will not work.*").

The fundamental problem is, by many of the respondents, that in inclusive education the ordinary students are placed at a disadvantage, but at the same time the inclusive education is not suitable for the integrated pupils who cannot experience success in ordinary primary schools. The most significant problem that inclusive education has brought, according to many of those interviewed, is the decline in the quality of teaching in schools ("*Children from the SEL are screaming there, Assistant can't do it to calm down and it is not possible to teach there. The other children are not developing there. "*) and disruption of teaching by the presence of children with educational problems.

One of the big problems is also an increase of bureaucracy that accompanies the implementation of inclusive education ("*We are overwhelmed by paperwork, our State will perish on the papers one day.*"). Reporting of support measures is, according to respondents, too complicated and illogical. Time and psychological stress for teachers is ranked as one of the most pressing problems of inclusive education. Educators must often prepare a twofold program of teaching hours, individually for common students and individually for students in the inclusion. For them, of course, it means a significant time investmentthat is not, moreover, passed to their remuneration.

On the question of whether the project has managed to change positions of relevant stakeholders in the municipality on the issue of IHQE, the most (27%) respondents chose the answer "partly". Similar number of them were unable to assess the situation's amount. Only 7% of respondents believe that the attitudes of the stakeholders are being changed. A slightly larger portion of respondents (17%) sees no shift in this regard so far.

The least positive is the perception of the situation by the representatives of other organizations working with children. Only 12% of them turned to the first two options, while it was approximately 36% of representatives of municipalities and schools. If we split the respondents according to the stages, in the last three stages you can record the rise in the number of respondents that have already felt the first achievements.

Graph 20: Has the project succeeded in changing the attitudes of relevant stakeholders in your community to the issue of inclusive and quality education?
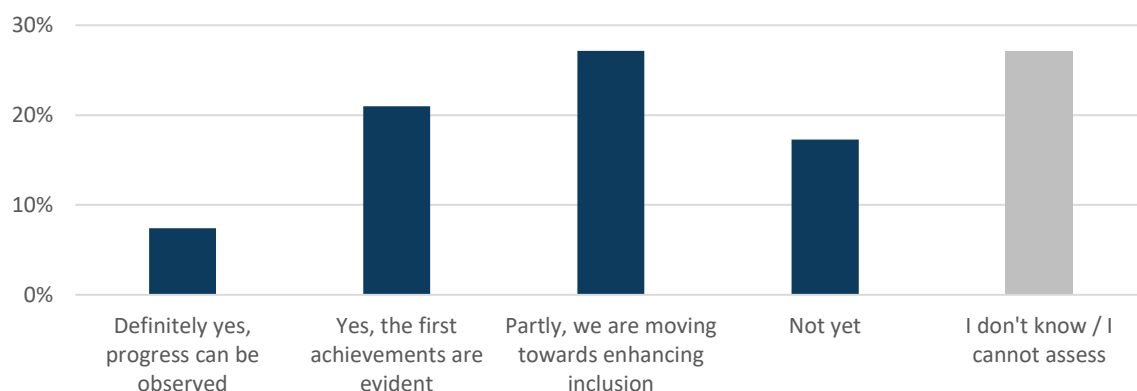
Source: Questionnaire survey (N = 81)

Graph 21: Representation of the responses on the change of the attitudes of the relevant stakeholders in the municipality on the issue of IHQE, according to the individual IHQE stages of cooperation
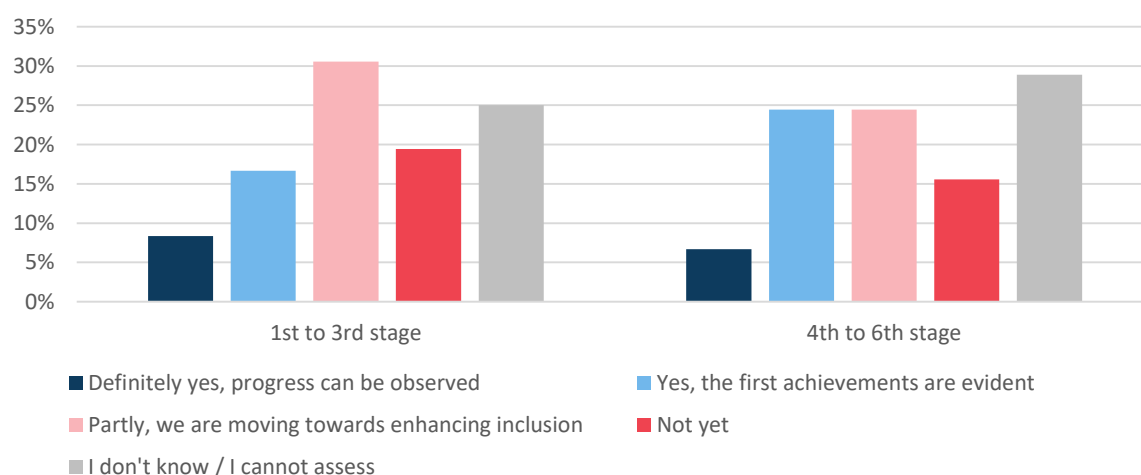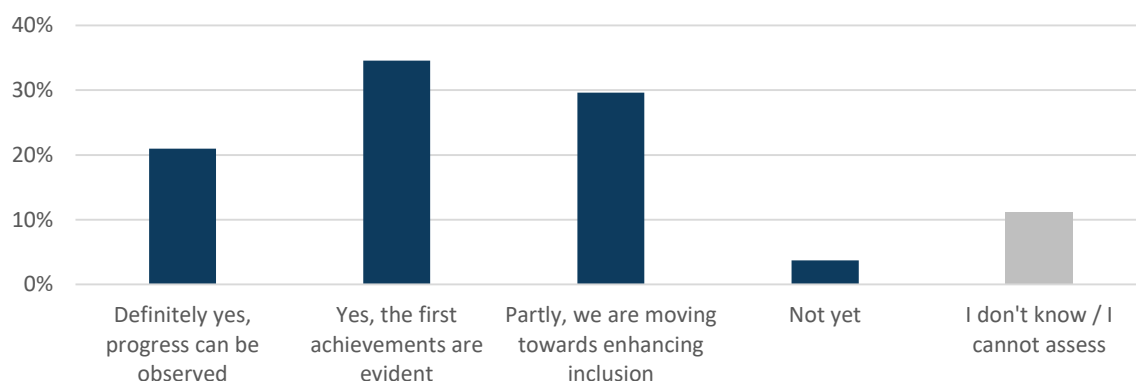

Source: Questionnaire survey (N = 81)

The majority of respondents indicated that attitudes towards the problems of inclusive education are not changed in the localities. According to many of them it is a matter that cannot be affected by an

action or project of ASI or IHQE project. Some of the responses are indicating that the attitude towards inclusive education moves from position a priori unfavourable to a position slightly more conciliatory.

Another question in this area is facing on whether the schools in the municipality are managing to engage children from the SEL. In comparison with the same question evaluated in the previous interim report, in this case the respondents opted rather to a partial consent (answers "yes" and "partly yes"), where these answers are represented by up to two-thirds of respondents. Approximately 21% respodents are completely convinced of the successful involvement. There are being shown only insignificant differences in the institution the respondent represents, although the most positive answer is again from representatives of municipalities. Even in this question a rise of more positive responses can be seen in the notice an increase in the last three stages of cooperation with ASI.

Graph 22: Do the schools in your municipality manage to involve the children from SEL?

Source: Questionnaire survey (N = 81)

The pupils of the SVL, according to a series of interviewees, are being integrated in schools, however, according to some respondents, this process is significantly more successful in the first stage of ES ("*The transition to the second stage, the interest in a school for children of the SEL is plummeting.*"), a higher success rate is also recorded in small schools, where is low number of pupils in classes. Respondents reported that the success of inclusion is very individual and differ even between schools within the same municipality. As well as the success of the integration of different depending on the type of disability or disadvantage of the child.

The success of the support measures the respondents see differently – the success of children of SEL, according to some, thrive to improve, mainly thanks to the action of teacher assistants; others do not see no more significant shifts in the success of these children.

Support for children of SEL is sufficient in most localities. Students have assistants and also participate in extracurricular training. As the most successful, the tutoring programs are usually evaluated. Respondents mostly agreed that offers of tutoring, clubs and leisure activities for the pupils of the SEL are colourful, and that these students have the opportunity to participate in these activities (although not always withstand leisure activities regularly) – support for children of the SEL is according to some actors overly generous. In most visited schools there are also operated programs on free lunches for children from socially disadvantaged families.

A number of respondents indicated lack of interest of the parents from SVL in the grades of their children as the basic problem, while the attitude of the family is crucial for the successful inclusive measures ("*There must work the entire triangle school-parents-child, then the inclusion works*."). Therefore, some people see the employment of the parents as the basis for the success of the inclusion, so that they can provide adequate patterns for children. Similarly, it must be, according to some interviewed, debt issues should be addressed at the same time with education.

In certain locations there occurs a spontaneous segregation of pupils of the SEL by concentrating into one primary school, which is located in the vicinity of the SEL. The school thus becomes a "Roma school" where pupils the majority of the population occurs only in small amount. Furthermore, the very frequent migration of the population tends to be a major obstacle for the SEL successful inclusion.

At some schools, the problem is the often absence of pupils from SEL and so-called hidden truancy, when the absence of children in school is excused by parents. Truancy and unexcused hours mostly are not the problem, because it is fixed undoubtedly by school with representatives of BSLPC fixes, sometimes with the assistance of the police, that the families of children of SEL have fear of.

Several respondents is assessed the support for the children of the SEL as inadequate e.g. because in the localities there has been cancelled previously successful club for socially disadvantaged children. Many of the actors see the support only on the basis of ethnicity as an unfair ("*We can encourage children from socially disadvantaged families, but either everyone or no one. All shared equally.* ").

In the last year, according to most respondents, there weren't any fundamental changes in the field of inclusive education. The most frequently mentioned was the change in the system of financing assistants that is but mostly negatively evaluated, because it reduces the ability to employ the employee in these positions to full-time jobs. Often mentioned was either that in the last year, there was increased attendance at tutoring.

Evaluation report on project impact in localities

When asked whether the respondents know about the preparation of the evaluation of the impact of the project IHQE, 40% of respondents replied that do not know about the implementation of the evaluation, other 31% did not respond to the question. Approximately 30% of them have the awareness of the evaluation, however, the vast majority has only general information. All respondents who reported detailed knowledge of evaluation, represent the school facilities. A high ratio of respondents who do not have awareness about evaluation, matches the type of evaluation (realized from the top, by the Agency for social inclusion).

As well, the selected local consultants, who should be informed about processes at the level of ASI, were asked this question. All of them had an awareness of the fact that evaluation will be prepared (they were at the presentation organized by ASI or are directly in contact with the evaluators), even if they don't have specific information available ("*So far, no one told us anything in particular – when, who, what*."). The transfer of information from the implementer of the project towards the members of the team in this regard works.

Graph 23: Do you know that the evaluation of the impacts of IHQE project is being planned/processed?
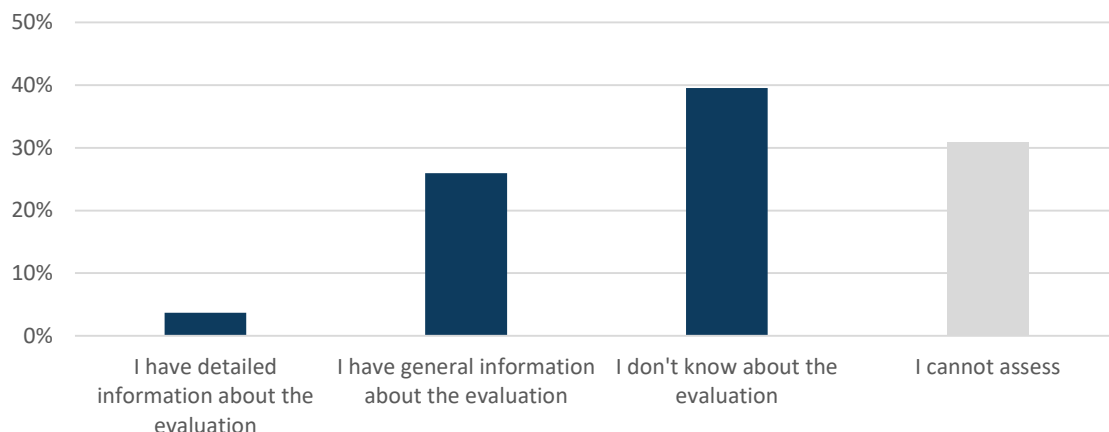
Source: Questionnaire survey (N = 81)

Only 10% of respondents said that the report was already on the level of preparation and the discussion was started. The vast majority of respondents (90%) did not know the stage of the current preparation of the evaluation report on the impact of the project in localities, that is partially in line with the fact that the realization of evaluation reports is only planned and will be initiated in the localities, which terminates the/ are at the end of the cooperation with ASI – the percentage of respondents who encounter the report should rise in the coming years.

This question was asked to local consultants, too, while 4 out of 5 knew that the evaluation report would be prepared in their locality, knew who will realize it, or even participated in the commenting. In some locations the preparations are already initiated ("W*e are in contact with the evaluator, for now, the organizational part of the evaluation is being discussed.*"), elsewhere the cooperation is just beginning and the set up of the evaluation report is not being discussed for the time being.

3.3.1 Progress of parameters

Evaluation of the progress of the set parameters can be already discussed in this interim report. In the last research 15 parameters were defined. As mentioned in the introduction to this chapter, for each parameter 4-5 categories were defined (that is, the possible answers), and these categories have been used for the quantification of the response. Categories have been assigned by numbers 1 to 4, where 1 indicates the ideal state (approval of the document, the answer is "yes", "definitely", etc.) and the average of the values obtained was detected.

In general, therefore, if there is a decline in parameter value from the year 2017, this is a positive trend and improvement of the situation. In the case of parameter growth, the respondents evaluate the situation more negatively.

Graph 24: Parameters values in 2017 and 2018
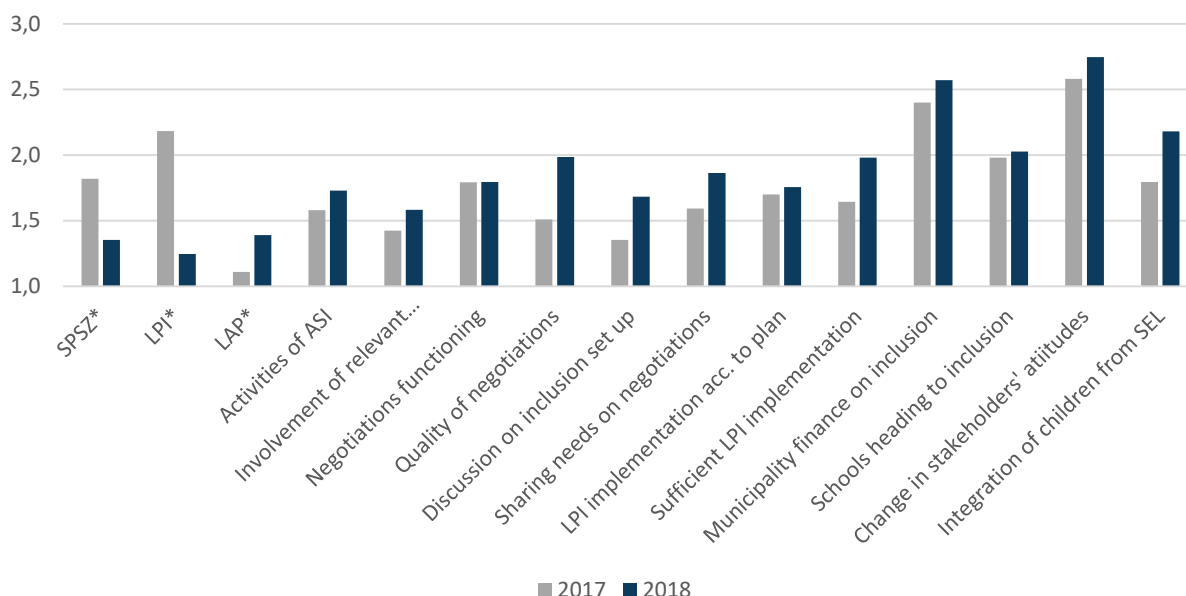
Source: Questionnaire survey (N in 2017 = 54; N in 2018 = 81)
Note: Included only the parameters that can be compared (those collected in 2017 and 2018)
* Parameters that have 5 categories.

The most pronounced positive offset was in the parameter of LPI, where there have been improvements of one category (from 2.2 to 1.2). SISP was also pointed by the respondents more often as "approved document". These are the parameters on which ASI has the most striking influence in the project, with the procedure of cooperation in new localities their creation and approval proceeds.

In any of the remaining parameters, the situation has not improved. The sufficiency of the realization of the LPI decreased (the lack of human resources is frequently mentioned obstacle – for the preparation of the project and for the planned positions; or lack of interest of the target groups of the projects) and for the quality and content of the discussions in the working groups (mainly from workers from the education, some of which are dedicated to the topic of inclusion only reluctantly; impact may also be caused by that the main objective of the working groups – LPI – was already drawn up in the localities and the WG then lose their main sense to the participants).

The comments of stakeholders in individual years are similar, they do not show the larger variations (mentioned similar problems, complaints, barriers and opinions). There has been no drastic change in the situation, which could be used to explain the change of attitudes. Mild aggravation of these parameters can be attributed to the frustration that stakeholders have experienced after the initial enthusiasm; changes of local consultants in the course of the implementation of the project (which disrupts the continuity of work) and in municipalities where cooperation is taking place for a long time, and even that the negotiations were held before and the respondents remember them.

4 Conclusions and recommendations

Main conclusions of the methodological design of the evaluation

The scope of the input data collection in localities for evaluation of the impact in localities is sufficient, however, further use of these input data remains unclear.

During the project, the overall concept of the impact evaluation is being changed. The project managers currently have stepped back from the repeated collection of initially planned data in their full range, because the evaluation will be prepared more individually in each locality, considering the local specifics and in accordance with the MPI – instead of the originally planned global evaluation of all characteristics.

Furthermore, it is not possible to evaluate the temporal aspect of the repeated data collection and of its scope, since no information is available about the planned course of the data collection.

For the next (even the complementary) project and for the unification of evaluation practice, it is possible to use the Evaluator's Handbook, which provides the guidelines for doing an evaluation.

The methodological design of the evaluation is not entirely evident from the available documents, mainly due to the inconsistency (unlinking) of individual documents. According to the information from the project implementer, the work on some of the documents is currently underway (Evaluator's Handbook, "Bank of Impacts", "Evaluation Design" for individual localities) and the revision of the Evaluation Manual is foreseen. Since the start of the project, the implementer has retreated from the originally planned global evaluation of all social exclusion characteristics (set by checklists in EM) and focused the impact evaluation in each locality more specifically, considering the set-up of the Local Plan of Inclusion and evaluating impacts where the project actually worked.

At the time of the evaluation, it is necessary to conclude that the methodological design of the evaluation can lead to a quality impact evaluation, but there are significant risks on which it is necessary to work and eliminate them. The following is a summary of the main risks and shortcomings:

- Evaluation design for the impact evaluation is not fixed, the design of the evaluation is still being set up, in process (although in some localities the cooperation is already terminating)
- It is not clear how the partial evaluations of the localities ought to be linked and whether and how they will alternate the complex evaluation (inter alia, there is no reference to the bank of impacts that should play this unifying role).
- The emerging methodological materials are not always embedded in the project documentation as the relevant part of the project.
- Most of the documents are not in the final form; the terminology in documents is not unified; they are not interconnected (their connection is not clear).
- It is not possible for the evaluators (and therefore also for the project implementation team) to evaluate the temporal aspect of the data collection because the information on the planned data collection is not available.
- The Evaluation Manual theoretically describes many partial analyses and evaluation methods, which, however, are not further elaborated in the Evaluator's Handbook (their

processing is not planned); currently it is not explicitly known when and what data will be repeatedly collected and further evaluated.

- The Evaluator's Handbook does not come from the theoretical Evaluation Manual (e.g.it works with the tool of Logical Framework Matrix, while EH works with the intervention logic and the Theory of change; The EM elaborates the network value analysis or the stakeholder analysis, which are not taken into account in EH.
- The intended use of the Bank of Impacts is not mentioned in the Evaluator's Handbook (nor in the EM).
- ASI probably counts with the distribution of EM and EH together with complementary commentary, while training courses are part of putting into practice as well. Nevertheless, both materials should be complete (self-supporting), without the need for additional oral information for their use. This includes, for example, introductory information – within which project it is created (or used), to whom it is intended, how to use it etc. There is also no relevant information on the stage at which the steps are to be applied.
- The creation of evaluation designs and the work with the Bank of Impacts will be in responsibility of the evaluators in individual localities – and for now, the system of their control and management is not described anywhere.
- Information on the planned factual evaluation of the project is not enshrined in any of the methodological evaluation documents.
- Surveys on the evaluation of partnerships and the evaluation of project consultancy were delayed and are only in process. The preparation of the assessment of changes in attitudes towards inclusive education is currently being suspended.

Specific recommendations on the methodological design of the evaluation

To finalize (or update) the methodological documents as soon as possible (at the latest by the end of 2019).

To improve the texts in documents (at least EM, EH, Bank of Impacts, or others)

- To add a list of abbreviations; to unify formatting; to remove tracking changes mode, etc.

- To link the Evaluation Manual, the Evaluator's Handbook and other supporting documents of the evaluation or draw up a summary document.

- To describe the system of evaluation in localities more specifically, incl. schedule of data collection and other evaluation activities, sequence of activities, roles of individual stakeholders, responsibilities etc.

- Similarly, to supplement the documents with more specific information on the progress of the overall impact evaluation of the project (incl. schedule of data collection and other evaluation activities, monitoring of activities, roles of individual stakeholders, responsibilities etc.).

- To supplement methodological documents with the introductory and practical information for their use.

- To create a system of management and control of the evaluators operating in localities (evaluators will be creating evaluation designs, they will work with the Bank of Impacts etc.).

To implement the activities of the project's factual evaluation (i.e. the evaluation of partnerships and the evaluation of project consultancy, or the assessment of attitudes towards inclusive education)
- For the transfer of good practice.
- As an input to the overall evaluation of the project.

To realize workshops / follow-up with evaluators to share practice of evaluation preparation and realization in localities
- For unifying evaluation designs and controlling the correct use of prepared tools within the Bank of Impacts.
- For the transfer of good practice.

Main conclusions on the project benefits

- The monitored parameters that cover project activities in municipalities are of expected values.
- The parameter values have slightly changed compared to the last year's survey.
- The most striking positive shifts were in the parameters on which ASI's activities had a direct influence – that is, the approval of SISP and LPI documents (as the co-operation in the new localities goes on, the creation and approval of the documents proceeds).
- There was found a deterioration in the quality and content of the discussion on working groups and in the assessment of the adequacy of LPI implementation.
- Strategic documents are mostly approved by the municipal council.
- There are still some cases where the stakeholders (mainly in education) are not aware of the process of preparing and approving strategic documents.
- The involvement of municipalities in existing Education Development Local Action Plans is intense.
- A relatively common phenomenon was that respondents confused the activities carried out within the framework of the LPI with LAP activities, or even the documents themselves were mixed up.
- The stakeholders have lower awareness of the Initial Analysis of the locality (IA), when one third of the respondents did not know about its preparation
- Respondents that they contributed indirectly to the IA creation (as the interview respondents or by data delivery).
- The activity of ASI is assessed as beneficial. Representatives of municipalities are more often satisfied with the methodological support of ASI than schools and NGOs.
- The most appreciated is the ASI's support in preparing project applications and in stakeholders networking.
- Among the reported problems in the framework of the ASI's activities there were mentioned frequent changes in local consultants or activities that are insufficiently focused on result.
- Cooperation on local level is functional in most cases, although a slight deterioration in the quality and content of the discussion on working groups was found.

- Working groups are organized in accordance with the set plan and at a sufficient frequency, limiting the frequency of meetings appears in municipalities that have engaged in cooperation in earlier stages.
- In the context of the survey, the respondents (mainly of education) have again had a lack of confidence in inclusive measures (too demanding for educators, with a negative impact on the education of other pupils).
- Some of the local stakeholders involved in the project were sceptical about changing the attitudes of the stakeholders in municipality to the issue of inclusive education in such a short time. One sixth of these stakeholders do not perceive any shift in changing attitudes of key stakeholders.

Recommendations regarding the conclusions

No.	Recommendation heading	Recommendation	Description of risks and effects of not adopting the recommendation	Conclusion it arises from	Chapter which includes the conclusion
1	To improve the system of evaluation tools and the supportive documents	When editing documents, to ensure that: - already collected data from checklists has been used to the maximum extent (but also taking into account the situation in the locality and in the LPI) - evaluation tools included all pillars - individual instruments are interconnected - e.g. by unifying terminology and cross-referencing (the basis which is followed) - all documents are obtained by accurate identification (to whom they serve, what they evaluate, when and how to use them)	The fragmentation, inconsistencies and unspecificity of methodological materials can lead to a misguided evaluation of the project.	There exist some risks that the methodological design will not lead to a quality impact evaluation. The design of the evaluation is still being set; It is not quite clear how the partial evaluation of sites should be coherent; Documents do not have unified terminology and are not interconnected (their continuity is not clear, they do not cross-refer, although they should be used by evaluators – e.g. missing Bank of Impacts); The time schedule for the implementation of the impact evaluation and data collection is not set; The Evaluation Manual theoretically describes a large number of partial analyses and evaluation methods, which, however, are not further elaborated in the Evaluator's manual Handbook (their processing is not planned); currently it is not explicitly known when and what data will be	chap. 3.2, EQ C.1

				repeatedly collected and further evaluated.	
2	**To systemically train and manage for all workers who will make impact evaluations in localities, incl. sharing experiences in preparation and implementation**	To create a system of management and control of evaluators operating in localities so that the methodological documents are correctly understood, the evaluation designs are of good quality and the evaluation designs are set up comparatively.	Fragmented/inconsistent/poor quality evaluation reports of localities will not be usable for the overall impact evaluation of the project. There will be no transfer of good practice.	The creation of evaluation designs and the work with the Bank of Impacts will be in charge of the evaluators in individual localities – and for the time being, the system of their control and management is not described anywhere.	chap. 3.2, EQ C.1
3	**To implement the activities of the project's factual evaluation (the evaluation of partnerships and the evaluation of project consultancy, or the assessment of attitudes towards inclusive education)**	According to original plan, to implement the activities of the project's factual evaluation (the evaluation of partnerships and the evaluation of project consultancy, or the assessment of attitudes towards inclusive education) among local stakeholders in localities, and survey results then reflect in the project activities.	Disregarding mistakes made in project consultancy and other activities of the project. Failure to use the opportunities to improve.	The evaluation of the factual content of the project is important for the overall evaluation of the project (individual questionnaires focus on particular important components of the ASI activity in localities), the results of the survey can be used to improve the work in localities.	chap. 3.2, EQ C.1

5 Assessment of the incorporation of previous recommendations

According to the information from the project implementer, the recommendations from the Interim report were reflected as follows:

No.	Recommendation heading	Recommendation	Incorporation of the recommendation by project implementer
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 training, that they receive all information on the locality and are familiar with previous developments in the municipality.	Efforts to avoid fluctuations have been intensively solved in the long term. In recent times, the job time of the HR staff has been increased, the field positions are designed to be maximally flexible, and selection procedures have the highest priority in order to avoid disrupts of cooperation in localities. Information sharing within the teams for possible substitutability is also in progress. The problem of fluctuations and difficult recruitment of employees is presented in the long term by the ASI to the MA, while it is thoroughly described in both interim self-evaluating reports.
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 stakeholders, 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.	For this purpose, the ASI project has worked on so called mind maps of relevant projects, which suggest intersections in activities that imply the possibility of interproject cooperation, but also pose a risk of duplication. These maps are shared with the partner IPs. Project representatives also participate in a number of interproject meetings where they actively discuss and present their activities in localities. In addition, these actions are used for networking of implementation teams. In specific localities, locally-competent workers are continually analysing the effects of other IPs representatives. In the opinion of the project implementer, it is also necessary to mention that problems have arisen within the framework of interproject cooperation, but the IHQE project seeks to effectively share information with other IPs in the ways described above.
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.	In the preparation of the second interim self-evaluating report, the leaders and key staff for each thematic area of the project were approached (as before). This time, however, they were asked to directly involve as many of their collaborators as possible. Their output was thus an aggregated attitude of the whole team. The form of involvement was left to the discretion of the manager/key worker. In some teams, each worker worked out a separate written statement, elsewhere it was a topic of team deliberations, or a lead/key worker carried out a personal consultation. The final self-evaluation report was then sent by the project manager entirely to the project team as recommended.

6 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)
- 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.
- ASI website (http://www.socialni-zaclenovani.cz/)
- MEYS 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)
- Evaluation and work materials of IHQE project:
  - Evaluation Manual (version 1, 2017/12/31)
  - Initial Analyses of local education networks (80 planned analyses, at the time of evaluation 26 analyses finished)
  - Evaluator's Handbook (10/29/2018 | ver17)
  - Questionnaire survey on evaluating the partnership (pre-final version from 2019/01/24)
  - Bank of Impacts – „Indikativní dopady projektů OPVVV KPSVL (výzvy č. 21, 39 a 51) ve vazbě na realizované aktivity/podaktivity výzev" (version 9 from 2018/12/03)
  - Pilot design and evaluation questions (Příbram, Slaný)
  - Presentation for ASI management – „Evaluace v projektech ASZ" (2019/01/25)
  - ASI materials „Evaluace v projektech OPZ a OPVVV: souhrn k prosinci 2019" (2018/12/10)
- Evaluation materials of foreign entities:
  - Project Evaluation of Inclusive Education Policies and Programmes in Armenia
  - Organization La Rueca asociación social y cultural
  - Project Quality Framework for Traineeship
  - Iniciative Promoting helth-enhancing physical activity across sectors
  - Project Paving the way for successful inclusion – Investing in the development of inclusive primary schools in the western cape (A Programme of Inclusive Education Western Cape)
  - Evaluation EU Activities – A Practical Guide for the Commission Services
  - EU Commission – Evaluation methods for the European Union´s external assistance
- Respondents of individual and telephone interviews (see chap. 2)

7 Annex I: Technical report including a detailed description of the research

External annex.

Annex I gives a detailed description of the research conducted in order to collect information needed for the Interim Report.

Information on the conducted research is for the sake of easier orientation in the report sorted by evaluation questions.

8 Annex II: Complete documentation

External annex - file including the materials.

9 Annex III: Dashboard