

Evaluation of Systemic and Conceptual Projects of the PA 3 OP RDE calls

- Evaluation Area B

2. INTERIM REPORT

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List of Abbreviations

| | |
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| ASI | Agency for Social Inclusion |
| CATI | Computer Assisted Telephone Interviewing |
| CAWI | Computer Assisted Web Interviewing |
| CSI | Czech School Inspection |
| ECC | Education counselling centres |
| QICD | The Support of Quality Counselling Services in Schools and School Counselling Facilities Aimed at Promoting Inclusion: Quality-Inclusion-Counselling-Development Project |
| EFPA | European Federation of Psychologists Associations |
| EIG | Education – Information – Guidance Project |
| EQ | Evaluation question |
| ES | Elementary schools |
| ESF | European Social Fund |
| ESIF | European structural and investment funds |
| ESP | Individual project systemic |
| HEI | Higher education institutions |
| IDI | In-Depth Interviews |
| IP | Individual project |
| ISPA | Computer Assisted Telephone Interviewing |
| KA | Computer Assisted Web Interviewing |
| LAP | European Federation of Psychologists Associations |
| MA | Key activity |
| MEYS | European structural and investment funds |
| MoLSA | Evaluation question |
| MVT | In-Depth Interviews |
| NEPES | The Inclusive and High-Quality Education Project |
| NGO | Individual project with a conceptual framework |
| NIE | The Education Development Regional Action Plans Project |
| NIFE | Individual project |
| NS | European Social Fund |
| OP RDE | The Education Development Local Action Plans Project |
| PA | The Inclusive and High-Quality Education in Territories with Socially Excluded Localities Project |
| PPCC | Enhancement of the Regional Action Plan Project |
| QICD | The Inclusive Education and a Step-by-Step Assistance to Schools – Implementation of the Inclusive Education Action Plan |
| RAP | The Inclusive Education Support Centres Project |
| SAP | School Action Plan for Education |
| SCC | School counselling centres |
| SDP | Agency for Social Inclusion |
| SEL | Socially excluded localities |
| SEN | Culture of Education, Leadership, Inclusion, Mentoring – Methodological Assistance to a Teacher, Active Learning Methods (an acronym for a conceptual framework of projects) |
| SPC | Regional action plan |
| SS | Secondary schools |
| TD | Tender documentation |
| TPS | Tertiary Professional School |
| TWSP | Strategic Direction and Planning in Schools and Territories Project |

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1 Executive Summary

The assessment of the Evaluation Area B, that is of the individual systemic project "The Support of Quality Counselling Services in Schools and School Counselling Facilities Aimed at Promoting Inclusion: Quality-Inclusion-Counselling-Development" (QICD) forms part of the systemic and conceptual projects evaluation in the PA 3 calls of the OP RDE. This evaluation was initiated in spring 2017. Present evaluation report is based on research conducted by the evaluator at v 10/2018 – 11/2018.

The project evaluated the cooperation activity, which is implemented in the framework of the project mainly in the form of expert panels, where representatives of the cooperating institutions are invited:

- Universities, the Agency for Social Inclusion (ASI), the
- Non-governmental organizations (NGOs)
- Implementers of complementary projects,
- Departments and organizations of the Ministry of Education, Youth and Sports (MoEYS), others.

Although the interest in professional panels is lower than expected, the organization of expert panels is evaluated in principle positively. This resulted in a shift from the previous period, when the evaluation was rather neutral. Participants are more reserved for the content of the events, but the ratings do not reach negative dimensions.

If specific suggestions are made on the content page of professional panels, they are meant for their higher "practicality", participants in such cases perceive the content as little practical.

Cooperation with other actors defined in the project control documentation is ongoing. All representatives of the cooperating institutions evaluate the project as beneficial for the education system in the Czech Republic. In the past period, representatives of the cooperating institutions have assessed the project as beneficial only to a lesser extent. Cooperation is ongoing with foreign experts and other actors – universities, agencies for social inclusion, implementers of complementary projects etc.

Representatives of other system projects consider cooperation with the QICD project to be beneficial with partial reservations, for example in relation to the balance or mutual benefit of cooperation.

In the period January-October 2018, **135 training** was carried out (at national and regional level) attended by a total of **2 435 participants**. **Activities in all educational modules are implemented**. During the reference period (01/2018-10/2018), the most frequently visited module is *4.3. Support programmes to implement appropriate support measures (degrees, specific situations) for schools and educational counselling facilities* 2. 5. followed by the *4.5 module. Communication and cooperation in the care of pupils with special educational needs*. In the period considered, education was attended mainly by **school teaching staff**, followed by staff of the **SCC staff**.

Replies of **218 respondents** were received as part of an investigation into training participants. A total of **54 executives** completed the questionnaire for managers in the training participants' institutions.

The basic structure of motivation to participate has not changed, clearly prevares authentic interest in personal development in the given topic. The most common reason for attending training for participants was the **potential usefulness of training for the participant's work**.

The expectations of the training participants were fulfilled by the vast majority of participants (90%). If reservations were formulated, then in the categories of practicality, clarity and values of training for practice. Similarly, the courses are reflected by executives.

The training courses and training carried out in the project are **evaluated positively** in terms of benefits - As definitely or rather beneficial (less than 89% for training participants, 87% for executives). Compared to the previous period, a segment of executives and training participants grew slightly, who reported the benefits negatively or neutrally.

As a concrete contribution to its participation in an educational course or training, respondents are most often given the ability to use support measures more appropriately for pupils. When questioning the possibilities of improving the educational programme, the participants and managers most often request the inclusion of more practical examples from practice or **the practice of the training /method**.

Within the key activity Education, **all 9 thematic modules defined by the project application are being realized**. The education module concept has been developed for all educational modules, based on which educational courses and seminars are implemented.

As part of the proposed change in the QICD project, educational activities will continue in the extended period from 1. 5.2019 to 31. 1.2020 in selected modules.

2 Research summary and the upcoming activities

The report shall be based on the following data sources and carried out surveys.

| Research method | Respondents (type, number) | Response rate ¹ | Research period | EQ |
|-----------------|---|----------------------------|-----------------------------|-----------|
| IDI | Main project manager, KA 6 manager | --- | October 2018, January 2019 | B.1, B.5, |
| CAWI | Participants of training courses (addressed 1007) | 22 % | November 2018 | B.5 |
| CAWI | Managers (329 addressed) | 16 % | November 2018 | B.5 |
| CATI | Members of the cooperating institutions - panel participants (5 interviews conducted) | --- | December 2018, January 2018 | B.1 |
| CATI | Members of the cooperating institutions (8 interviews conducted) | --- | February 2019, March 2019 | B.1 |

The final report will include replies to all evaluation areas and questions, EO B. 1, EO B. 2, EO B. 3, EO B. 4, EO B. 5, EO B. 6, EO B. 7, EO B. 8, including the implementation of case studies.

The stage plan will be prepared and will reflect the anticipated approval of the project implementation extension.

¹The response rate of the questionnaire relates to the total number of respondents addressed – for example for the CAWI of participating schools, 31 schools were addressed and 24 respondents answered the questionnaire.

3 Evaluation questions findings and answers

1. Introduction, Context

3.1.1 Project implementation Status

The QICD project is currently planned to submit a substantive change request – Extending the QICD project implementation period (out of 30. 4.2019 to 31. 1.2020). There will also be partial changes in the implementation of key project activities.

30.4. 2019 the following activities will be terminated:

- KA 5-Integration of support measures at school level
- KA 6-completion of training in the module
 - 4.2. Support programmes for the introduction of support measures at first support level
 - 4.3. Support programmes for the implementation of appropriate support measures (levels, specifications of the situation) for schools and educational counselling facilities, 2.- 5. level
 - 4.5. Communication and cooperation in the care of pupils with special educational needs (including training on processes and case conferences as a tool for professional communication and a form of improvement of pupil care)
 - 4.6 Education of pupils from different cultural backgrounds with different living conditions (including education aimed at changing attitudes towards the Roma marginalised community)
 - 4.7. Early recognition of support needs for pupils with a risk of school failure
 - 4.9. Educational module for self-learning activities.

30.6. 2019 The following activities will continue:

- Realization of super Vision in SCF and SCC
- Implementation of Case conferences

The following activities will continue during the period from 1. 5.2019 to 31. 1.2020:

1. KA 1-Project management
2. KA 2-Cooperation
1. KA 3-Verification and implementation of "Uniform rules for the provision of consultancy services in school counselling facilities"
1. KA 4-Integration of support measures at the level of the SCF (PPC, SCC)
1. KA 6-Education to implement changes in consultancy (module 4.1 Only Implementation procedure § 16-degrees of support, overview of support measures; 4.4 Education oriented towards uniform rules and processes in the provision of services; 4.8 implementation programmes for new Intervention Procedures-Dynamic diagnostics)
- KA 7 – Evaluation

The proposed change to the project is not a change in the project budget. Due to the lower implementation of the project budget, there has been financial savings allowing for an extension of the project lead time as well as a further financial saving of CZK 6,949,652.30, which will be reduced from the total budget of the QICD project (planned change).

The reason for the financing of the planned funding is mainly the lower absorption of wage expenditure at the time of the initial implementation. The project has long been faced with insufficient staffing capacities and frequent turnover of employees within the implementation team. As of 31. 10.2018, 84,798,792.10 CZK was spent from the project budget. Within the next stage of the project i.e. 1.11. 2018 – 31. 1.2019 is assumed to be spent another 12 189 165 CZK. The indicators are continuously being met with sub-outputs and will meet the commitments at the latest on 31. 12.2019.

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

The activity is carried out mainly through **expert panels**. Other options for cooperation are then specific to individual actors. 4 expert panels were carried out within the activity:

- 26. 10. 2016,
- 16. 11. 2017
- 28. 3. 2018
- 13. 11. 2018

The objective of the evaluation questions is to continually evaluate the success of the **key activity and its contribution**. A total of 10 regular expert panel participants were contacted by phone or email to evaluate the question (5 representatives of the cooperating universities and other cooperating entities, i.e. ASZ, IEAP B, EUROPSY, ISPA). Due to their workload, four out of five respondents preferred to answer questions by email. The information was also complemented by a communication provided by the main project manager.

3.2.1 The benefits of the project for the Czech education system

Compared to the previous period, the **positive perception** of the benefits of the project for the education system in the Czech Republic increased. The respondents said they considered the project to be a beneficial educational system in the Czech Republic. Respondents see the greatest contribution of the project in the possibility of **meeting and exchanging experiences of experts from various spheres of tertiary and continuing education**. Specifically, the option "*in the preparation of target groups (i.e. Future Teachers) to reflect the needs of the field. To reflect these needs in the undergraduate preparation of students*".² The suitability of the project continuity was also mentioned, or on the basis of the creation of a similar platform for meeting experts of educational Institutions for pedagogical institutions. Other respondents report as a supporting contribution to the project **standardization Services** of School consultancy facilities. However, one of the respondents also draws attention to the question of the **success of the transfer of standards into practice**, in particular with regard to the diversity of the founders of the ŠPZ and the decentralized management of these institutions. For this reason, the impact of the project is limited by the respondent.

²Respondent No. 2 (Deputy target group in KA 2 cooperation), interview dated 10. 12th 2018

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

The respondents also **increased the positive perception of the usefulness** of participation in the implementation of the QICD project compared to the previous period. All respondents marked cooperation as beneficial. Respondents from representatives of **the participating Universities** appreciate above all the discussion on "The content of *undergraduate studies and ethical codes*".³ Others see the benefits especially in "*updating information and methods that can then be reflected in teaching*".⁴

Other respondents were representatives of other system projects. They consider cooperation with the QICD project for the institution they represent as a beneficial

However, the next evaluation is divided. While one of the respondents considers cooperation to be **mutually beneficial**, and as a main asset, he considers the '*synergy between the activities of the other directly managed by MŠMT*⁵, another opinion considers cooperation to be **beneficial but "unbalanced"**.

The impression of imbalance stems from the perceived benefit of the QICD project for a partner project:

"I can only speak for the Project I lead. From this point of view, the cooperation could have been more vivid, seemed to me rather as unbalanced.

*Whether My colleagues or I have personally participated in the meetings of the expert panels of the QICD project. I feel that the representatives of this project have often not accepted invitations to the panels of our project. Nor do I recall that sometimes the project would address us to a separate meeting to deal with a issue."*⁶ This respondent would also welcome "more intensive personal contact of the implementers, from which closer cooperation at regional or local level could be inferred.

"The work was carried out at the beginning of the project, where the activities of projects and their field of competence were defined in order to avoid overlaps and duplication (...)

The QICD project representatives participated in working groups and comments on the material. "

"I feel that the representatives of this project have often not accepted invitations to the panels of our project."

3.2.3 Expert Panels

Four expert panels were carried out as part of the project implementation:

- 26. 10. 2016 Expert panel

³Respondent No. 1 (representative of the target group in KA 2 cooperation), email of 12. 12th 2018

⁴Respondent No. 3 (representative of the target group in KA 2 cooperation), email of 7. 12th 2018

⁵Respondent No. 5 (representative of the target group in KA 2 cooperation), email of 30. 11th 2018

⁶Respondent No. 4 (representative of the target group in KA 2 cooperation), email of 10. 12th 2018

- 16. 11. 2017 2. expert panel of the project QICD, transformation of special educational needs into the editing of the curriculum by types of handicaps
- 28.3. 2018 3. expert panel of the project QICD methodical support of psychologists and special educators
- and 13. 11. 2018 expert panel of the project QICD opportunities for cooperation between universities and school consultancy facilities.

All respondents assess positively the organisation of the expert panel.

"Organized perfectly, I would particularly highlight the support of the organizers"

One of the respondents mentions only *"problems with timing"*. It probably meant 1. The expert panel of the QICD project, when invitations were distributed with less than two weeks in advance. Other respondents evaluate the organisation of a specialist panel very well specifically as *"organized perfectly, I would particularly highlight the support of the organizers"*⁷ and *"very good organization, flexible"*⁸. Another of the respondents has no reservations to the organization but would appreciate *"more practical demonstrations and less theory."*⁹

The most critical part of the expert panel is the respondent who assesses the low participation: *"I have no comments on the organisational aspect. Perhaps just a reminder of the lower attendance. Based on the experience of the realization of our panels, but also panels of other projects, I would expect a broader representation of participants. The discussion tends to be richer."*¹⁰

"More practical demonstrations and less

..." This is probably the 3. expert panel of the project QICD methodical support of psychologists and special educators. It is evident from the attendance list that (from 42 invited participants only 13 participants participated, of which 3 members of the QICD project implementation team, From 32 invited participants with 4. Expert panel participated in 17 participants). Representatives of the Government Office – ASI, MoEYS – OP RDE have not participated in the 3rd and 4. Panel.

" I would expect a broader representation of the participants. The discussion tends to be richer. "

3.2.4 Cooperation with other Systemic Projects

The key activity overlaps to some extent with the complementarities of system projects, where the compulsory cooperation of certain projects is already identified in a methodological interpretation for the challenge under which these projects are supported.

According to the information of the main project manager QICD, there are regular consultations of the project Office of NÚV, which are attended by project managers of individual system projects. It can be concluded that information and coordination between the various projects is dealt with and ensured. Representatives of NIFE (Project SMP, IEAP B), i.e. representatives of other system projects, are then

⁷Respondent No. 2 (Deputy target group in KA 2 cooperation), interview dated 10. 12th 2018

⁸Respondent No. 1 (representative of the target group in KA 2 cooperation), email of 12. 12th 2018

⁹Respondent No. 5 (representative of the target group in KA 2 cooperation), email of 30. 11th 2018

¹⁰Respondent No. 4 (representative of the target group in KA 2 cooperation), email of 10. 12th 2018

invited to expert panels organized within the framework of the QICD project. Representatives of other system projects (4 out of 6 respondents responded) confirm the ongoing cooperation between system projects. At the time of setting up the IEAP B, cooperation with the QICD project was carried out in the area of defining the activities of both projects and action in the target groups with the intention to avoid overlaps and duplicates. Cooperation was important in the period of the emergence of the new Action Plan on Inclusive Education for the years 2019-2020, as this document also contains the theme of school counselling. Representatives of the QICD Project participated in working groups and comments on this material, which was formed in the IEAP B project in the framework of the training Platform of joint education in 2018. Cooperation in the area of FEPS was currently established.¹¹ The objective of cooperation between the QICD project and the STW (Support to Teachers Work) system project is to share and transmit information on the outputs of both projects in areas of common interest. The representative of the STW participates in the expert panels of the QICD project.¹²

As definitely beneficial, is the cooperation with the project evaluated by 3 of 4 respondents, both in terms of the system and the respondent's perspective. The contribution of the project to the improvement of the advisory system is evaluated positively. According to one of the respondents, *"the project is beneficial for school counselling. The creation and revision of the rules for the provision of educational consultancy services and standardisation of these services is very important for the education system"*¹³. Another indicates *"The Project's contribution is in the area of school counselling. Targeting the rules of the provision of educational consultancy services. I consider standardisation of these services to be very important."*¹⁴ Another of the respondents also considers the QICD project to be beneficial in terms of improving advice, but the actual impact of the project can only be assessed in the longer term: *"I consider the production of the standard of the consultancy and its services beneficial. A successful implementation of this standard cannot be assessed now, it will show time"*.¹⁵

Recommendations for further implementation or negatives of the project respondents mainly indicate requirements to improve the efficiency and intensity of cooperation: *"I would welcome more intensive personal contact of the implementers, from which a closer cooperation at regional or local level could be inferred"*.¹⁶; *"in the QICD Project, it is not counted in the position of cooperation activity, therefore it is more difficult to realize the meeting"*.¹⁷; *"The creation of a cooperation manager that is not in the QICD Project could solve the effectiveness of cooperation"*.¹⁸ Another of the respondents *"do not consider necessary to change anything on the mode of cooperation"*.¹⁹

3.2.5 Cooperation with other stakeholders and institutions

The project cooperated with the **Agency for Social Inclusion**, which helped him with the identification of SUITABLE schools near SEL, which could be involved in the project, especially in the early phases of

¹¹ Respondent č. 9 zástupce cílové skupiny v KA 2 Spolupráce), email ze dne 12. 3. 2019

¹² Respondent No. 7 representative of the target group in KA 2 cooperation), email of 11. 3rd 2019

¹³ Respondent No. 9 representative of the target group in KA 2 cooperation), email of 12. 3rd 2019

¹⁴ Respondent No. 5 (representative of the target group in KA 2 cooperation), email of 30. 11th 2018

¹⁵ Respondent No. 4 (representative of the target group in KA 2 cooperation), email of 10. 12th 2018

¹⁶ Respondent č.4 (zástupce cílové skupiny v KA 2 Spolupráce), email ze dne 10. 12. 2018

¹⁷ Respondent No. 5 (representative of the target group in KA 2 cooperation), email of 30. 11th 2018

¹⁸ Respondent No. 9 representative of the target group in KA 2 cooperation), email of 12. 3rd 2019

¹⁹ Respondent No. 7 representative of the target group in KA 2 cooperation), email of 11. 3rd 2019

the project. This was the cooperation within the project inclusive and quality education in the areas with socially excluded localities, when ASZ, at the request of the QICD project, sent tips to schools that could be included in the intensive support of the KPIR project and ensured experts in Training events, in particular on the topic of inclusion coordinators. Evaluate the capacity of the QICD project by respondent from ASZ is not yet suitable: *"There is currently no implementation of uniform rules for the general public, it is not possible to evaluate the benefits of the project. The area of counselling services in school counselling centres is very important for the education system, therefore, the presentation and implementation of uniform rules at the level of all defined criteria should be intense for all those who are in education Involved. If the planned outputs are realised, they will be relevant to the agency's work. However, this has not yet occurred and, therefore, the benefit cannot be assessed before the project ends."* As an essential prerequisite for cooperation between the ASI and the QICD project to be evaluated positively, the ASI representative *sees in the "consultation of the work and final versions of the project deliverables and their completion in the form envisaged by the project"*.²⁰ In this respect, the evaluation in principle coincides with the evaluation in the first interim report. ASI representatives participate in expert panels, training seminars and meet at conferences.

MoLSA workers participate in the project within the framework of educational courses focusing on the social workers that the project provides. At the same time, they are invited to attend event conferences organised in regions with a wide range of relevant experts and aim at resolving a specific and challenging case to the institution. In total, the project plans to implement **28 case conferences**, all of which took place in the 28. The continuation of this project activity is also planned for the period 1. 5.2019 – 31. 1.2020. Case conferences are evaluated positively by OSPOD representatives: *"It was useful for us, and it had positive feedback, improved cooperation with that particular school"*²¹, Another respondent assesses the implementation of the case conferences as: *"We'll have one more case conference, so let's see if the previous thing fell on the fertile ground. The convening of the case conference was certainly beneficial, and I welcome this second."*²² The project also shows cooperation with representatives of NEF, NIFE and CSI. The contacted ČSI representative does not want to evaluate the project for time reasons but participated in the expert panel²³. The representative of the **SCF** sees the QICD project as *"very beneficial and necessary, especially at the time of the implementation of the so-called Support measures in the education of children and pupils with SEN. He evaluates his participation and project as an important not only for the advisory system, but also for the personal work of the SPC director."* As a project negative, the already mentioned personnel problems in the first stages of project implementation: *"The project would benefit if the key activity managers were not so often changed and all key positions were occupied for the duration of the project"*.²⁴

In the project application, a presumption of cooperation with foreign experts was also declared within the activity, namely

- **NEPES** (Network of European Psychologists in the Education System),
- **EFPA** (European Federation of Psychologists Associations)

²⁰Respondent No. 10 representative of the target group in KA 2 cooperation), email of 19. 3rd 2019

²¹Respondent No. 13 representative of the target group in KA 2 cooperation), CATI of 12. 3rd 2019

²²Respondent No. 12 representative of the target group in KA 2 cooperation), CATI of 18. 3rd 2019

²³Respondent No. 11 representative of the target group in KA 2 cooperation), email of 12. 3rd 2019

²⁴Respondent No. 6 representative of the target group in KA 2 cooperation), email of 11. 3rd 2019

- **ISPA** (International School Psychology Association)
- Cooperation with selected UNIVERSITIES in the Czech Republic, Slovakia, UK and USA).

Cooperation with EUROPSY and ISPA is implemented through the representative of the academic community, participant at the 3rd Panel. Another foreign expert with whom the project works is the deputy from the Catholic University of Ružomberok. The Department of Social Work at this university implements a project that deals with inclusions and possibilities of improving social work in excluded localities, cooperation with schools, ŠPZ and NGO. There **is an exchange of experience in the implementation of projects** in this area. The representative of this university participated in the conference "100 Years of Czech family" in Prague. In 2017 the project staff met at the conference in Brno, where the project outputs were presented, and another possibility of cooperation was discussed (documented in the 3rd RoR). Cooperation with the children's ombudsman in **France** is established. This year he also participated as a foreign guest of the conference in Prague and was fore-discussing the possibility of further visits to the Czech Republic and exchanges of experience in particular on the issue of education of children – foreigners, the issue of children of refugees and migrants in the territory of France, including school Attendance and work with the family. From the **Republic of Poland** is established cooperation with 2 academics who work at the University of Katowice in the Department of Pedagogy and Psychology. The topic of consultation on the QICD project is mainly work with endangered family, socially excluded families, opportunities for education of children of foreigners, migrants, possibilities of counselling services. Last year, an exchange of experience was carried out in the framework of the International conference in Brno. The Dynamic Diagnostics Seminar was also conducted under the guidance of the Professor from Israel. Cooperation with an expert from London in the field of support for education of pupils with autism is also underway. In terms of cooperation with foreign bodies, the ongoing cooperation can be noted mainly in the form and in connection with the participation of experts in the actions organized in the framework of project implementation.²⁵ the scope of cooperation in terms of the actors involved can generally be considered as corresponding the project documentation, however, the evaluation of the benefits of participation in the actions/implementation of the QICD project has not been obtained from the participating foreign entities.

Since the description of KA cooperation in the project does not imply any specific forms of cooperation, it can be concluded that cooperation takes place in some form, with all defined groups of actors. Some of the actors (these are representatives of the OSPOD) do not associate activities that participate in the topic of support of counselling services in schools and school counselling, with the QICD project (This information is not relevant to them, the participation in the project is confirmed only after the reference question), yet they consider them to be entirely beneficial Compared to the previous period, respondents increased the positive perception of the usefulness of participation in the implementation of the QICD project and the institution represented by the respondent. The scope of cooperation in terms of the structure of the actors involved can generally be considered as corresponding the project documentation.

²⁵Main project manager KIPR, email dated 26. 11th 2018

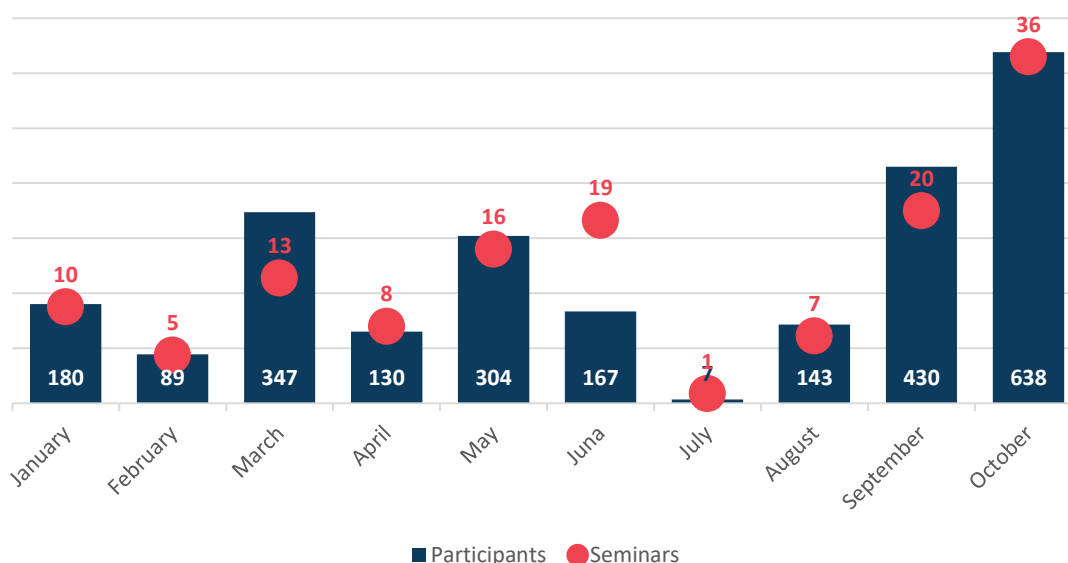
3.3 EQ B.5 How do the participating target groups (educators, ECC employees, review centre employees, students of HEI and TPS) evaluate the training provided through the project?

The training courses provided by the QICD project are implemented as part of key activity 6, which consists primarily of **9 modules** defined in the annex to the Project Charter Overview of key outputs to achieve indicators (51301 number of training modules with methodology and educational module). The education is organized centrally in Prague, In Brno and regionally, when it is organised with a closer focus, taking into account the needs of individual institutions in the region. The central management of the project is then supported by the organizers in search of a suitable trainer and the planned content is approved, as well as the outputs and attendance lists. Thematically, according to the manager, the key activity also seeks to accommodate the current needs and preferences of the target group. The objective of the evaluation question is to **continuously evaluate** the success of the key activity, in particular regarding **subjective evaluations** of the usefulness of training by participants.

3.3.1 Overview of training programs

The most educational courses took place during the period considered (01/2018-10/2018) in September and October, when the overall 56 courses took place (20 courses in September and 36 courses in October) involving 1 068 educated persons. In June, a total of 19 courses and seminars were held, but in 9 cases there were case reports, which are designed for a low number of participants (in particular, 3 participants) due to the content. The design of the seminars is again in some way corresponding with the organization of the school year. A total of 135 training events were organized in the January – October 2018 (nationwide and regional level), attended by a total of 2 435 attendees.

Figure 1 - Realized training courses 01/2018 – 10/2018



Source: Overview of seminars, QICD Overview, reports on implementation of the QICD Project

Training is carried out within individual modules. To populate the individual modules, it is necessary to fill the prescribed volume of hours for individual modules and for most of the modules also to create a methodology for the given topic and in several cases to complement it with other relevant outputs. At the same time, the number of supported participants and the number of training carried out are reported for each module. Overview of the completion of individual modules for the period 02/2018 – 10/2018 (the period is selected in particular with regard to the availability of the necessary information and documents) is given in table Table 1: Overview of implemented training programmes by inclusion in the thematic modules 02/2018-10/20181.

In the period under reference, no course was implemented within the training module 4.2. *Support programmes for the implementation of support measures at first instance*. However, in previous periods, a total of 7 seminars were implemented within this module. Educational module concepts have been developed for all educational modules, based on which training courses and seminars are implemented.

Compared to the previous period, **educational activities in all educational modules** are already implemented within the project. The table also shows that in the reference period the module 4.3 is the most populated engine. *Support programmes to implement appropriate support measures (degrees, specific situations) for schools and educational counselling facilities* 2. 5. followed by the 4.5 module. *Communication and cooperation in the care of pupils with special educational needs* (including learning about cooperation processes and case conferences as a tool of professional communication and a form of improvement of care for the pupil).

As part of the proposed change in the QICD project, they will continue until 31.1.2020 training activities in modules

- 4.1. Implementation procedure § 16-degree of support, overview of support measures;
- 4.4. Education oriented towards uniform rules and processes in the provision of services;
- 4.8. Programmes implementing new intervention procedures-dynamic diagnostics)

Educational activities within the other modules will be terminated at 30. 4.2019. According to the information of the project manager, the reason for the continuation or termination of activities in the above-mentioned modules is mainly the interest of participants in the topics in combination with the remaining budget of the project which is not possible to cover all modules.

Table 1: Overview of implemented training programmes by inclusion in the thematic modules 02/2018-10/20181

| Educational Module Number | Educational Module Name | Number of trainings | Number of participants |
|---------------------------|---|---------------------|------------------------|
| 4. 1. | Implementation Procedure § 16 (aid intensities, overview of support measures) | 10 | 251 |
| 4. 2. | Support programmes for the introduction of support measures at first instance | 0 | 0 |

| Educational Module Number | Educational Module Name | Number of trainings | Number of participants |
|---------------------------|--|---------------------|------------------------|
| 4. 3. | Support programmes to implement appropriate support measures (degrees, specific situations) for schools and educational counselling facilities 2. 5. Degree | 32 | 782 |
| 4. 4. | Education oriented towards uniform rules and processes in the provision of services | 10 | 251 |
| 4. 5. | Communication and cooperation in the care of pupils with special educational needs (including learning about cooperation processes and case conferences as a tool of professional communication and a form of improvement of care for the pupil. | 51 | 642 |
| 4. 6. | Education of pupils from different cultural backgrounds with different living conditions (including education aimed at changing attitudes towards the Roma marginalised community) | 10 | 211 |
| 4. 7. | Early recognition of support needs for pupils with a risk of school failure | 8 | 56 |
| 4. 8. | Programmes for implementation of new intervention procedures (dynamic Diagnostics) | 2 | 48 |
| 4. 9. | Educational module for self-learning activities | 1 | 14 |

Source: QICD Courses Overview, internal document from the implementation team

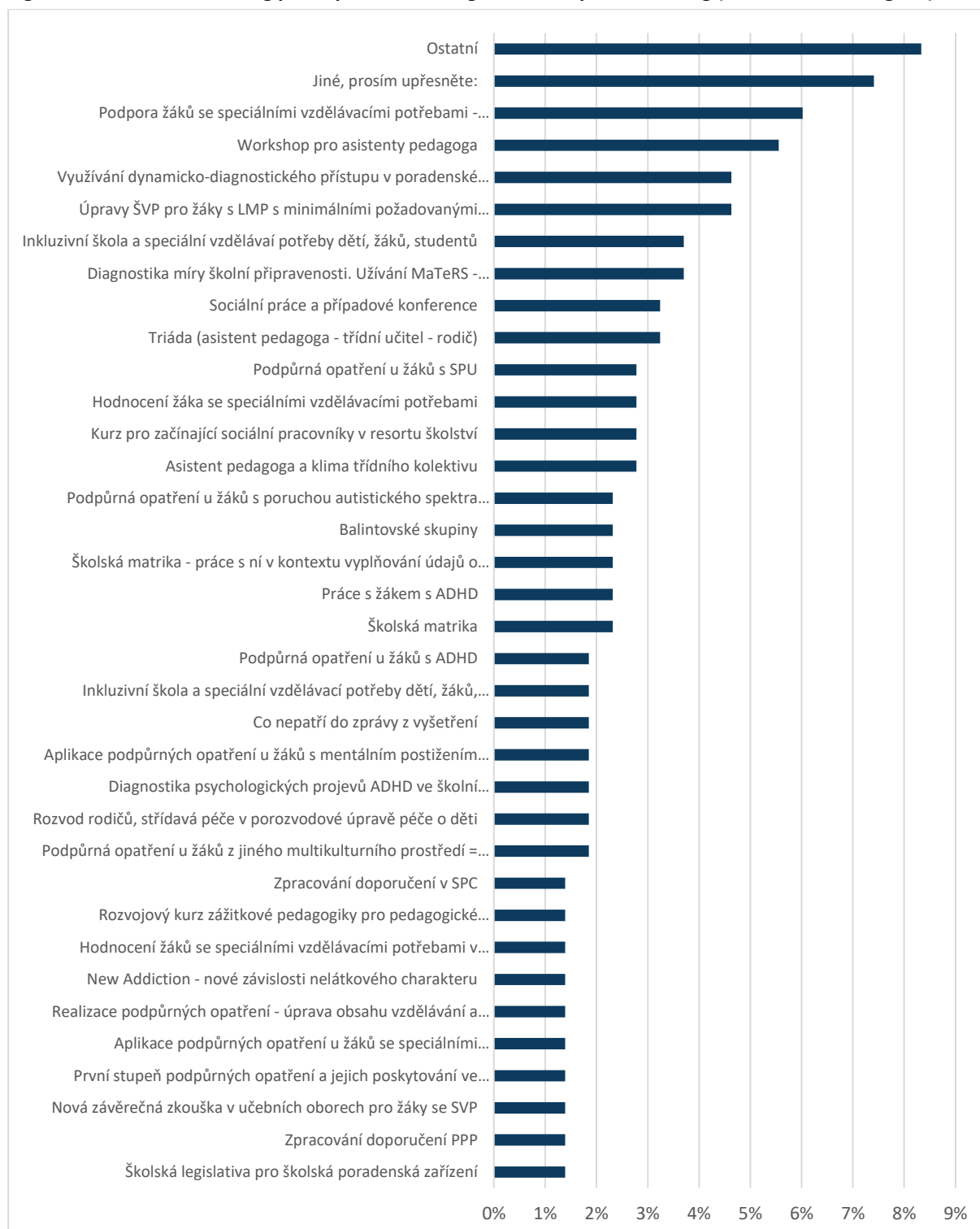
3.3.2 Evaluation of activity by participants

The questionnaire survey was answered by a total of **218 respondents**, with a total of **48 different trainings** in different regions. Most respondents received training **support for pupils with special educational needs – implementation of support measures at school** and **Workshop for assistants**. In order to obtain relevant results, all training participants in the reference period were approached across the board. The questionnaire is thus conceived in general for the identification of individual evaluation of the benefit of education, not specifically for the given training.

The evaluation question was answered based on two questionnaire surveys, with the latter being approached by the **executives** of the institutions whose staff participated in the training to try to provide an external appreciation of the benefits of training for Employees of their institution. The boards of directors of institutions whose employees participated in training courses regarding the availability of contacts to these workers were carried out. A total of **54 executive** officers completed the questionnaire.

Focus of training

Figure 2: Structure of training participants according to the completed training (course titles in original)

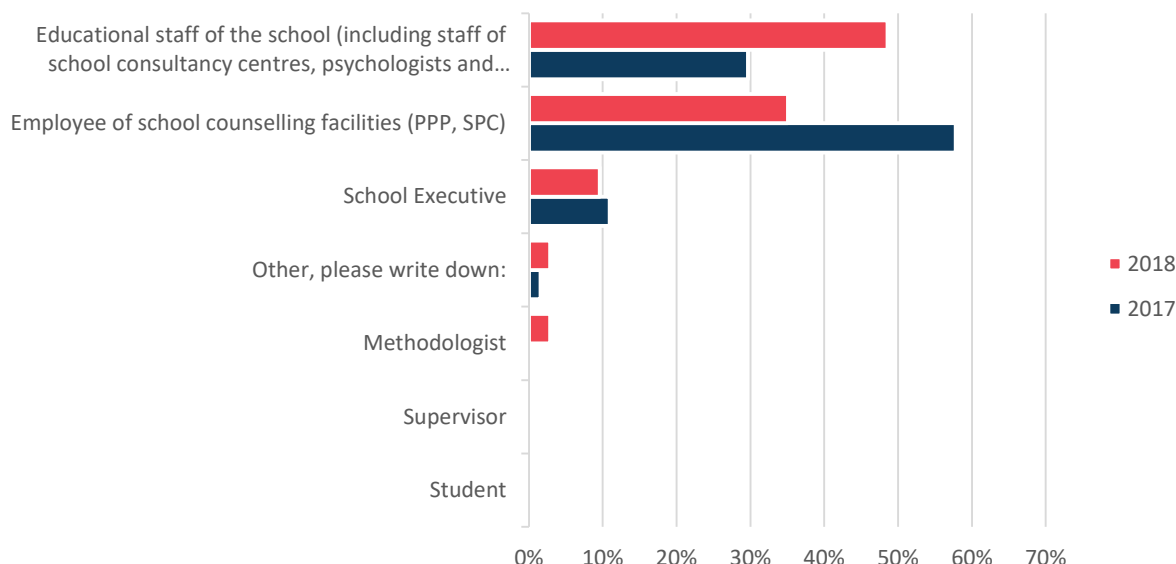


Source: Own Questionnaire survey (N = 200)

The chart below shows that in the reference period, education was attended mainly by **school educators, who comprise 49.03% of the participants**, followed by the staff of the SCF, who accounted

for 35.44% of all respondents. Another more numerous groups of respondents are executives, who account for less than a tenth of respondents, because, as in the past period, some of the completed trainings were focused on this target group i.e. Directors and managers.

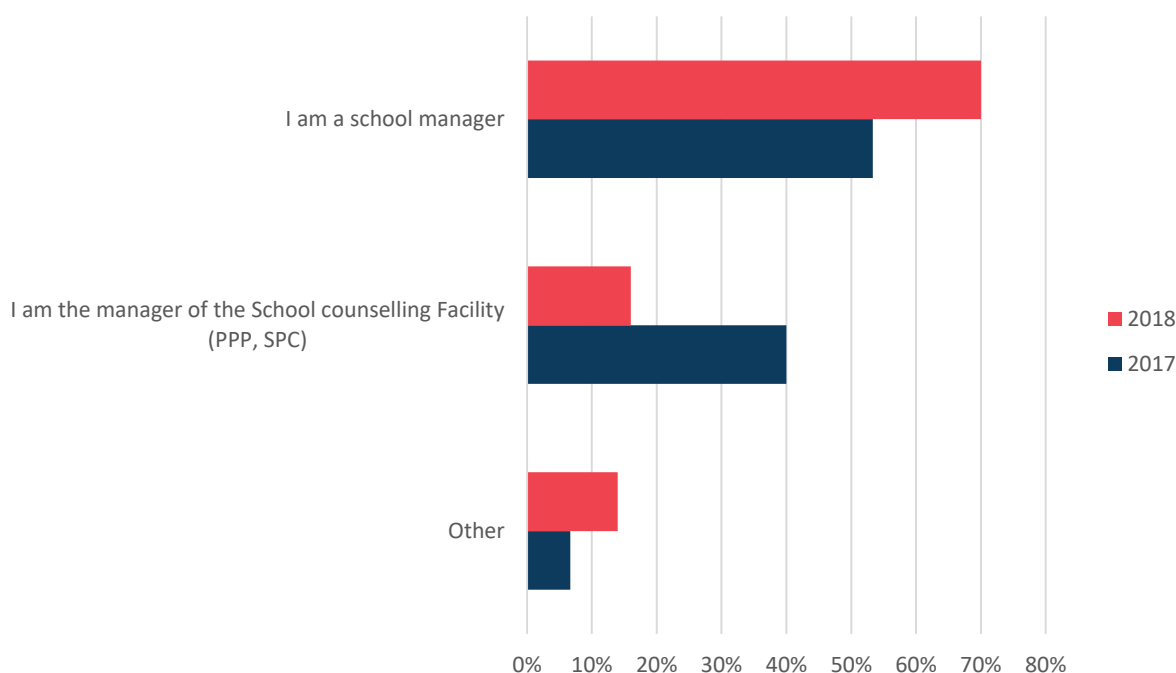
Figure 3: Structure of training participants by position



Source: Own Questionnaire Survey (N 2017 = 63; N 2018 = 202)

In the distribution of **executives** According to the supervised institution, whose employees participated in the training compared to the previous period, the **senior staff of the schools**, which make up 70%, are significantly outweighed. The ŠPZ executives then make up 17%.

Figure 4: Structure of executives by supervised institution



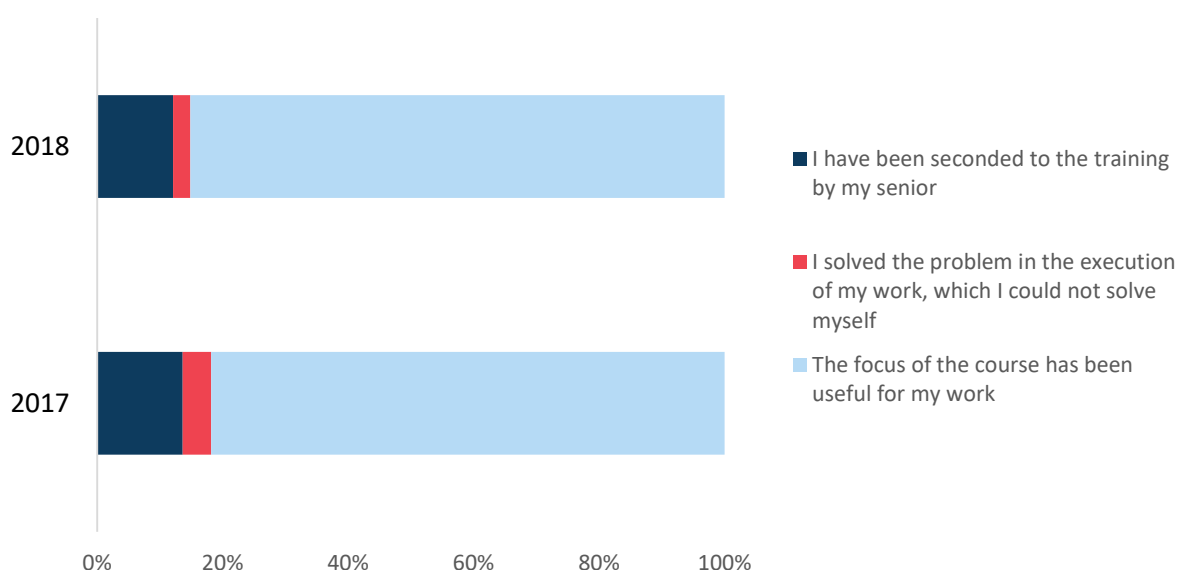
Source: Own Questionnaire Survey (N 2017 = 30; N 2018 = 50)

Reasons for participation

The graphs below show the reasons for attending an educational course or training for individual groups of participants. The most common reason for attending training for participants was the potential usefulness of training for the participant's work. However, other reasons also foresee a benefit for the participant's work e.g. "I wanted to know the news in the field under the changing legislation" or "I solved the problem in the execution of my work, which I could not solve myself." The posting on the training of the senior staff stated that less than 10% of the participants.

"I wanted to know the news in the area under changing legislation"

Figure 5: The most important thing that prompted you to decide to participate in education?

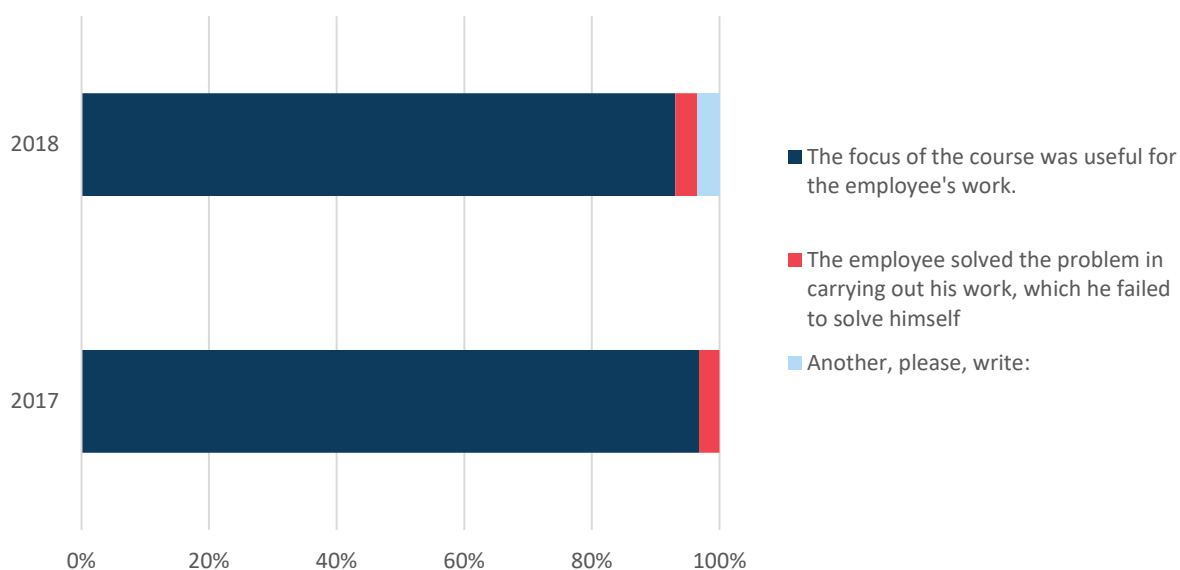


Source: Own Questionnaire Survey (N 2017 = 22; N 2018 = 256)

The basic structure of motivation to participate has not changed, clearly prepares authentic interest in personal development in the given topic.

In this respect, the motivation fully coincides with the declared motives of executives to send staff to project training. The executives then overwhelmingly, i.e. At 94.44%, as a reason for sending his staff to the training course, they indicated the usefulness of the employee's work. The participation of an employee in education training mainly due to the specific problem that the employee solves in the course of his work, and in attendance at the training sees the opportunity to solve it, was in this reference period as a reason for sending the employee for training only in 3.7% compared to the previous period when it was the overriding reason.

Figure 6: What reason has led you to send your staff to the training programme implemented in the QICD project?



Source: Own Questionnaire Survey (N 2017= 31; N 2018 = 58)

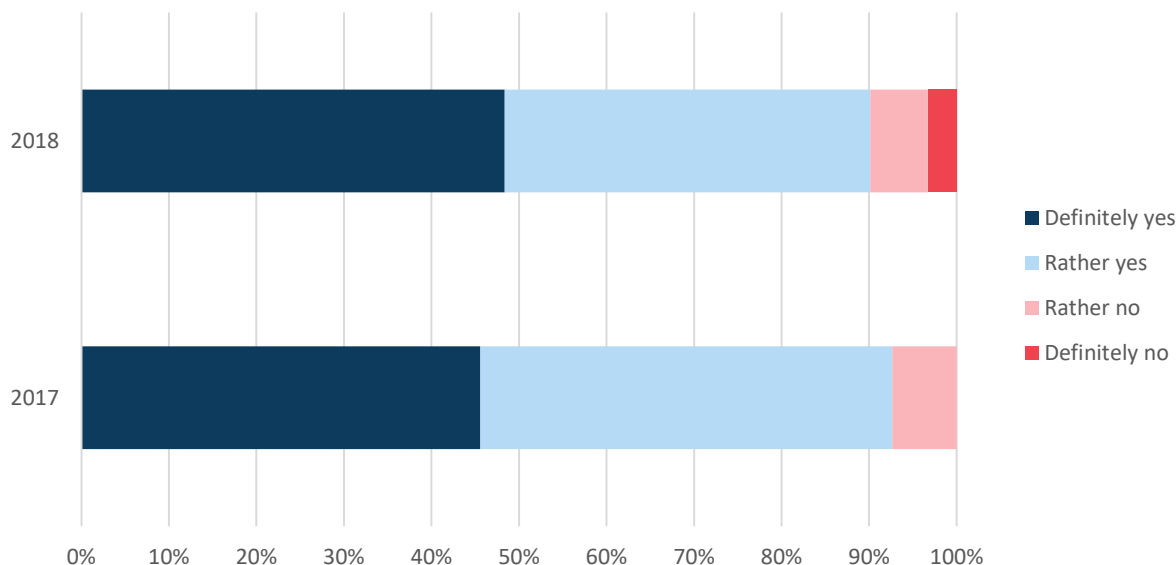
In the previous reference period, the management staff was in 2017, as the most frequent reason for the employee's participation in education training, the particular problem that employees dealt with in the course of their work was mentioned, and they saw the opportunity to deal with them in training.

Meeting the expectations

The expectations of training participants on participation in education were fulfilled in a positive sense for most participants (90 %). This is a still very high level of expectations, in the past period, more than 90 % of respondents reported these variants (certainly yes, rather yes). About a tenth of the participants said their expectations were not met. The declared reasons include

- Lack of information that would be of benefit to their work,
- A small amount of practical information or examples usable for work,
- In one case, the fact that non-pedagogical and non-psychological workers who have "disrupted" the programme were admitted to the course,
- 3.5 – A 4 % increase in respondents, corresponds to a statistically increase in negative response options.

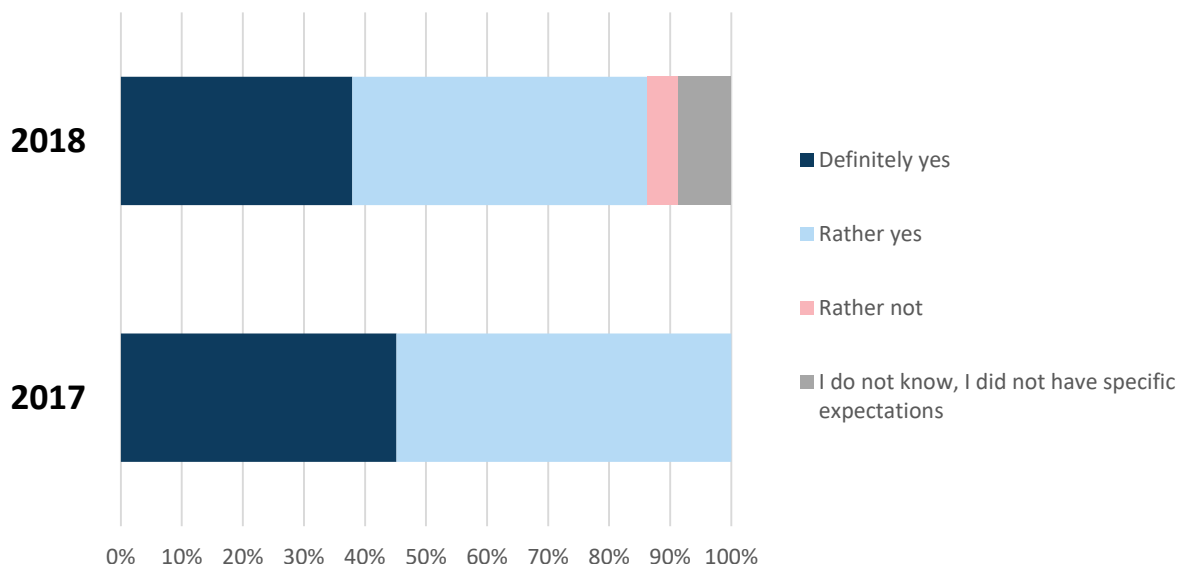
Figure 7: Has the education you participated in fulfilled your expectations?



Source: Own questionnaire investigated, (N 2017 = 68; N 2018 = 213)

The expectations of executives were also largely fulfilled, in 86% of the testimony. Rather dissatisfied was about 5%, certainly not none. The increase in negative responses corresponds to a flat-reaching address and a 2% increase in respondents. It also provides "too general information" as a reason for dissatisfaction.

Figure 8: Did the impact of your employee's participation in the education programme match your expectations?



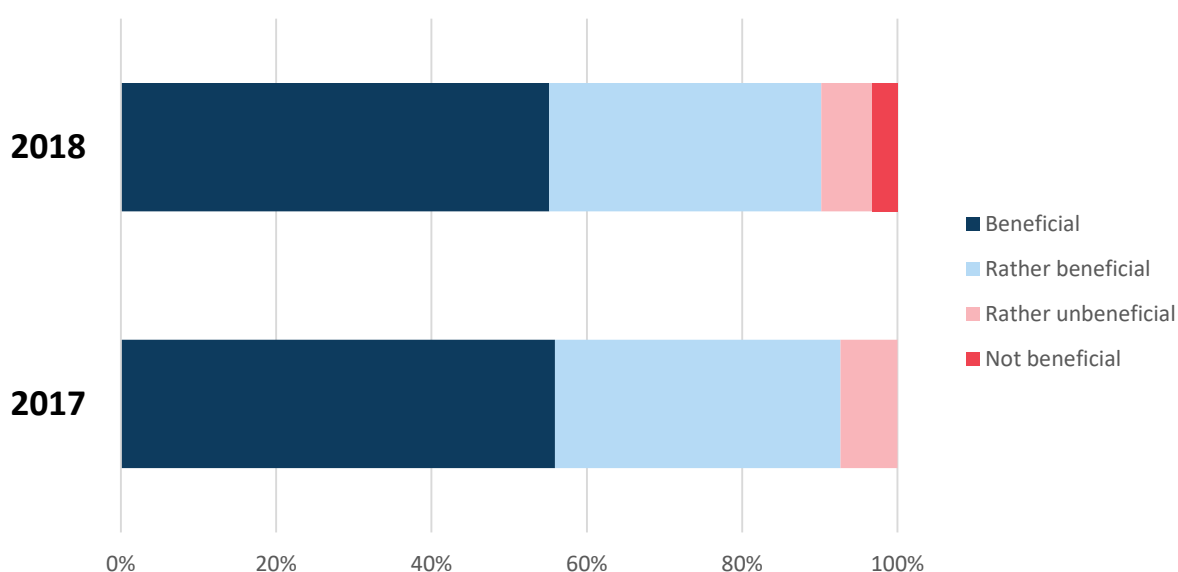
Source: Own Questionnaire Survey (N 2017 = 31; N 2018 = 58)

The benefits of training

In most cases, the training courses and trainings carried out in the project are **assessed positively** by the participants and managers whose employees participated in the training - or rather beneficial, see graphs below.

As a beneficial or rather beneficial, a total of 191 from 218 respondents considers **participation** in training. For a rather unbeneficial or invaluable part, it considers its participation in training 9.77% of respondents, i.e. A total of 21 participants. The increase in negative responses is probably due to a different sample of respondents based on the current outreach to all training participants. 3.5 – A 4% increase in respondents, corresponds to a statistically increase in negative response options

Figure 9: How do you evaluate the educational program you participated in?9

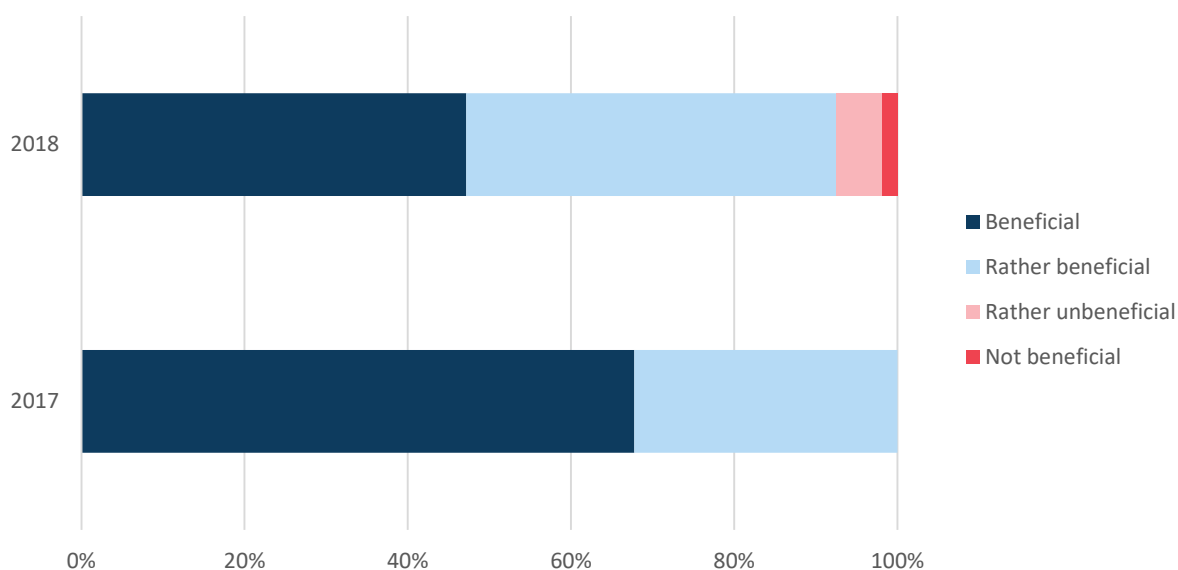


Source: Own Questionnaire (N 2017 = 68; N2018= 214)

A slight increase in dissatisfaction with training, both in overall frequency and in "intensity", nevertheless remains very low overall.

It considers the participation of its staff in training of 87% of executives as beneficial or rather beneficial. The participation of its staff in training is a rather unbeneficial 5.56% of respondents, i.e. A total of 3 executives. As a concrete contribution to the participation of its staff in educational training, senior executives are particularly concerned **with better orientations in the issue**, and thus the **increased certainty in the field** and the **sharing of good practice examples** as inspiration for your own work.

Figure 10: How would you evaluate the participation of your employee in the training programme for his work?



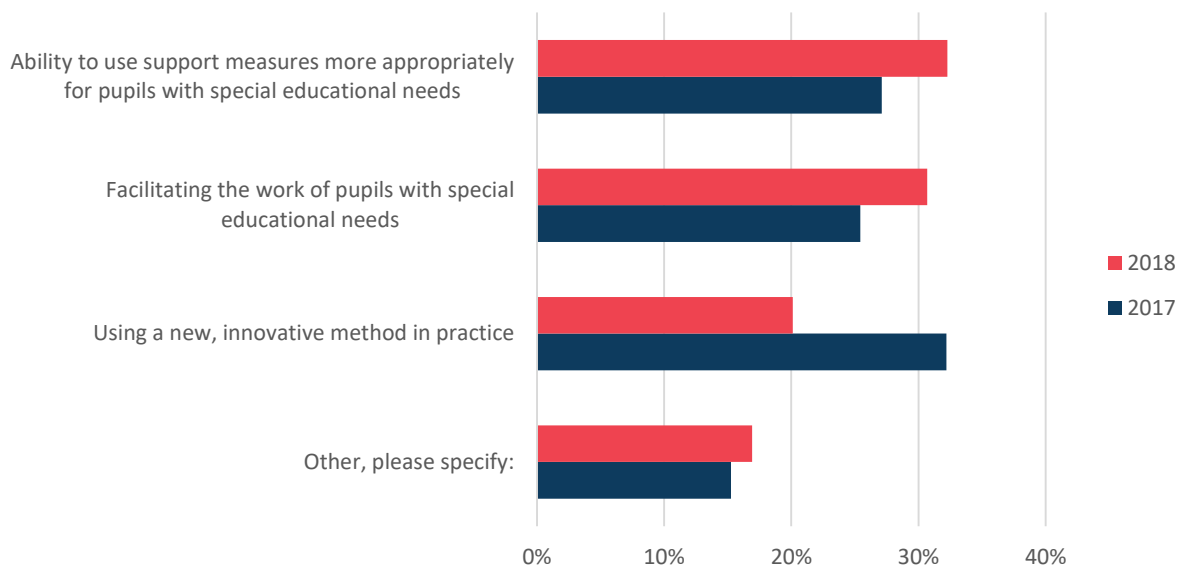
Source: Own Questionnaire Survey (N 2017 = 31; N 2018 = 58)

Compared to the previous period, a segment of executives who reported benefits negatively or neutrally grew slightly.

Specific benefits

As a concrete contribution to its participation in the education course or training, respondents most often report the *ability to use support measures for pupils with SEN* 32.62% and *facilitate THE work with pupils with Sen* 30.48% of respondents. The benefit *of using the new, innovative method in practice*, cited as the most common in the past period, is now mentioned by 20% of respondents. As part of the "other" option, participants in the training reported very individual benefits according to the course content, in general, they appreciated the improved orientation and awareness of the issue. In two cases they indicated a better insight into the work with the assistants of the teacher and the perception of their importance for the cooperation with the classroom teacher.

Figure 11: How do you perceive the specific benefits of your participation in the education programme?



Source: Own Questionnaire Survey (N 2017 = 59; N 2018 = 189)

When questioning the possibilities of improvement of the educational programme, respondents, both participants and managers involved most often request the **inclusion of more practical examples from practice or practical evaluation of the procedure/method**. Respondents would also welcome **more time to answer specific questions from participants**. In three cases, respondents were reminded to react more flexibly within the content of the programme to changes in legislation and their interpretation, and more to **stantiate the issue**(examples). Five respondents stated the organizational observations, namely the timely information on the inclusion or non-inclusion of the worker in the education programme, the improvement of awareness of the planned training programmes, the proposal for the award of graduation certificates Education, which is currently not granted by the respondent, or a request to send presentations as part of the course to the said email contacts of participants.

As missing topics in the Education menu, respondents (participants and executives) often **reported burnout in a pedagogical worker, prevention and resolution**, in several cases a seminar focusing on **the problem of pupils with visual or combined disabilities-visual therapy, visual stimulation in children and pupils with CVI**. The respondents also provided individual proposals for the inclusion of training courses, e.g. Following topics:

- SEP for teens
- Inclusions in a school company
- Crisis intervention
- Legislation for teachers
- Serious behavioural disturbances
- Supervision
- More Balint groups
- How to determine the level of support and to fill the
- Psychometric

- Test theory
- Statistics
- Sociometry
- Documentation of the ŠPZ
- Filing and shredding order
- Support of newly arrived pupils-foreigners with non-Slavic mother tongue (Arabic, Vietnamese, Hindi), who have excellent study assumptions, but come to the last year of elementary school and section 20 of Act No. 561/2004 Coll. (Education Act) are Not covered by

4 Conclusions and recommendations

Conclusions

It can be concluded that the cooperation activity takes place with all defined groups of actors. Some of the actors (these are representatives of the OSPOD) do not associate activities that participate in the topic of support for counselling services in schools and school counselling, WITH the QICD project (this information is not relevant to them, the participation in the project is confirmed only after Question), but they consider them to be entirely beneficial. The scope of cooperation in terms of structure of the actors involved can thus generally be considered as corresponding project documentation.

Compared to the previous period, the **positive perception** of the benefits of the **project in this activity** and the **perception** of the usefulness of participation in the implementation of the QICD project on the part of the cooperating actors has increased. Although the interest in professional panels is lower than expected (from 42 invited participants, 3. The expert Panel participated in only 13 participants, from 32 invited participants with the 4th expert panel participated in 17 participants) and the participating Panels are evaluated positively by the organizational page. Suggestions for the content page of the outputs are associated with the "illustrations" or perceived theoreticality of the content.

The expectations of training participants on participation in education were fulfilled in a positive sense for most participants (90%). Compared to the previous period, the number of participants, whose expectations were not met, grew slightly. If reservations were formulated, then in the categories of practicality, clarity and values of training for practice. Similarly, it assesses the courses of the executives, including the justification for any dissatisfaction (as a reason for dissatisfaction, they are given general or little practical information).

As a concrete contribution to its participation in an education course or training, respondents are most often given the *ability to use support measures for pupils*, while questioning the possibilities for improving the educational programme, Participants and managers most often request the **inclusion of more practical examples from practice or practical evaluation of the procedure/method**.

Compared to the previous period, all 9 training modules are currently being filled. The fulfilment of education within these modules is one of the project indicators. As part of the proposed change in the QICD project, educational activities in Modules 4.1 implementation Procedure § 16-degree of support, overview of support measures; 4.4. Education oriented towards uniform rules and processes in the provision of services; 4.8. Programmes for implementation of new intervention procedures-dynamic diagnostics) continue in the extended period from 1. 5.2019 to 31. 1.2020. Educational activities within the other modules will be terminated at 30. 4.2019.

One of the planned outputs of the project is also the design and implementation of the case conferences. The number of case conferences (28) was fulfilled in the implementation of the project, but their implementation is also foreseen in the extended period, i.e. 1.5.2019 – 31. 1.2020.

Recommendations in relation to conclusions

The evaluator does not formulate major recommendations in relation to the implementation of activities B1 and B5. In terms of perceptions of realized actions in both activities, the "demand" of

participants can be underlined after practicality, applicability of actions in terms of form and content. Both appear to be the factor/success of the actions, which is confirmed by the outputs of the internal evaluation. To the extent that it allows for the orientation and format of actions, it is therefore appropriate to accommodate the demand of participants.

5 Assessment of the implementation of recommendations from the previous report

The first interim report formulated recommendations relevant to the evaluation circuits of the solution in the second interim report. The following is a summary of the reflections on their incorporation based on the findings and conclusions of the second interim report.

| Č. | Recommendation title | Recommendation Text | Assessment of the implementation of recommendation | Description |
|----|---|---|--|--|
| 2 | QICD/MoEYS Implementation team: Focus on thorough planning of activities | The project implementation team is recommended to thoroughly schedule activities within KA 4 and 6, considering the time possibilities of the target groups of individual activities | The recommendation has been implemented | <p>Compared to the previous period, educational activities are already implemented in all educational modules.</p> <p>The planned number of case conferences (28) was fulfilled in the implementation of the project.</p> |
| 3 | Main project manager: Consider deploying a single platform with the ability to share information about intra-and cross-project activities | <p>Consider the introduction of a single platform with the ability to share information about activities within and across projects, where information about the activities carried out and planned in each area could be shared, including involved experts and target groups.</p> <p>At the same time, the platform could facilitate communication between the members of the NUV implementation team and the field workers, in the context of methodological networks.</p> | The recommendation was fulfilled to the extent appropriate to the implementation options at project level. | <p>The function of the "Platform for meeting experts of educational Institutions for pedagogical institutions" is perceived as one of the general benefits of the project.</p> <p>Formally, as part of ensuring coordination and complementarity, the platforms are established.</p> <p>However, the high workload of coordinating project activities is still evident from the testimony of the actors.</p> |

6 List of sources and literature

List of resources

- Project Charter incl. Annexes
- Internal documents for projects (attendance lists, overview of key deliverables to project indicators, seminars reports, etc.)
- Monitoring reports incl. (RoR), information from MS2014 + to material and financial performance
- Background materials and information from MoEYS, NIE, etc.
- Calls and their annexes
- Project Websites
- Respondents to questionnaire surveys and individual interviews (see chap. 2)

7 Annex I: Technical Report with detailed description of the investigation

External attachment.

The annex contains details of the investigations carried out and on which the resolution of the evaluation questions is based.

8 Annex II: Complete supporting documents

9 Annex III: Dashboard