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

## Part III: Evaluation area D – Project CAS evaluation

### 1. Interim Report

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## LIST OF ABBREVIATIONS

APIV	Action plan of Inclusive education
ASZ	The Agency for Social Inclusion
CSI	Czech School Inspection
ČÚZK	Czech Office for Surveying, Mapping and Cadastre
CAWI	Method of data collection - interviews on the web form (Computer Assisted Web Interviewing)
CATI	Method of data collection – telephone interview
EA	Evaluation area
EIP	Examples of inspirational practice
ESF	European Social Fund
IDI	In-depth interview
IKV ASZ	The Inclusive and High-Quality Education in Territories with Socially Excluded Localities project
InspIS SET	Inspection system of electronic testing (information system of CSI)
IPs	Individual projekt Systemic
IR	Interim reports in 2019 (2x), 2020, 2021
KA	Key activity of projects (KA1 – KA8)
KAP	Regional action plan
KC	Key competencies
KSH	Comprehensive Assessment System project
MA	Managing authority
MAP	Local action plan
MAS	Local action group
MPSV	Ministry of Labour and Social Affairs
MSC2014+	Monitoring system of EU funds drawing
MŠ	Kindergartens
MŠMT	Ministry of Education, Youth and Sports
NIQES	National System of Inspection Assessment of Educational System in Czech Republic project
OP RDE	Operational programme Research, Development and Education
P-KAP	Regional Action Planning Support project
PA	Priority axis
PPUČ	Support of Teachers Work Project
RIP	Regional information panels
SRP	Strategic Management and Planning in Schools and Areas project
T	Tender

ToR	Terms of reference
MR	Monitoring report
ZŠ	Elementary school
FR	Final report

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# 1 Executive summary

Evaluation of Systemic and Conceptual Projects of PA 3 OP RDE calls II, Part III: Evaluation area D - Evaluation of the CAS Project is a long-term evaluation that focuses on the the progress assessment of implementation and subsequent benefits of the Comprehensive Assessment System (KSH) project. The KSH project is implemented by the Czech School Inspectorate (CSI) and the focus can be briefly summarized into the following activities:

- Implementation of international surveys (PISA, TIMSS, PIRLS, TALIS) and subsequent dissemination of information (reporting) on the outcomes of these surveys, including training of teachers on how to use the tasks of these surveys for their teaching activities,
- Development of a methodology for detailed monitoring of selected criteria of a quality school for CSIs and schools, including the creation of Examples of Inspirational Practice (EIP) on selected criteria,
- Creation and pilot validation of tools for evaluation of key competencies (KC), including creation of an electronic module for input of results, creation and pilot validation of a comprehensive system of equity indicators at school level and creation of a map of socio-economic and other conditions for kindergartens and elementary schools (MŠ and ZŠ)
- Analyze complex data files created by linking more information from multiple data sources. Newly, data files will be created on the basis of outputs from other key project activities complemented by other available data.

This evaluation will be carried out throughout the implementation of the project, with four Interim Reports planned (2x in 2019 and 2020 and 2021) and a Final Report (in February 2022). In the framework of the 1st Interim Report, the evaluation focused on the evaluation of the following evaluation questions:

- EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application<sup>1</sup>?
- EQ D.4 To what extent do the key actors of initial education consider the output (or its part) of the KA4 project “Comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic” as useful and why?
- EQ D.7 What were the unintended impacts of the KSH project?

The evaluation was mainly based on an analysis of the information and data provided in the quarterly Reports on the implementation of the KSH project (the last 8th Report included the status as of January 2019) and other information in the information system (especially the fulfillment of indicators). The information gathered in the reports was further verified and supplemented during in-depth interviews with representatives of the CSI implementer (Chief Project Manager, CSI management representative, of KA4, KA6 and KA8 managers, regional consultants and internal review group members, CSI staff and

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<sup>1</sup> The term “grant application” is used both in programme and project documentation.

academic and involved NGOs) and a representative of the Ministry of Education, Youth and Sports (MŠMT).

Based on the available information and findings from field surveys (in-depth interviews with the involved actors), it can be stated that the project activities are taking place to the required extent and according to the planned schedule and with regard to the project progress so far. No risks or barriers to the fulfillment of the planned project schedule and objectives have been identified.

In accordance with the planned project schedule, the specific outputs of KA4 usable for the participants of the initial education are planned for the next period of project implementation. In terms of expectations of the benefits from KA implementing, the MŠMT and the CSI agree on the need to provide indicators that will enable the assessment of conditions (equity) at the level of schools and regions. The CSI emphasizes the benefits of taking into account the socio-economic aspects of education when formulating findings and recommendations in the framework of inspection activities, the MŠMT emphasizes the benefits for the management of the school system with regard to the socio-economic conditions of schools.

Within the project, work is still ongoing on the creation of methodological outputs, which will be put into practice after pilot testing. Most of the key activities are foreseen with the implementation of pilot testing during 2020, with the outputs being finalized and put into practice in 2021. Therefore, the expected or unexpected impacts of the project cannot be evaluated yet. In terms of unexpected impacts, however, the implementer highlighted the unplanned cooperation with the Czech Office for Surveying, Mapping and Cadastre (ČÚZK) regarding the possibility of a software solution for delimitation of catchment areas of municipalities and its subsequent updating. At present, discussions are under way on possible legislative amendments that would oblige municipalities to publish and subsequently update the delimitation of catchment areas in the ČÚZK system.

Findings from realized international surveys within KA2 and related outputs within KA5 are used by the Ministry of Education for systematical set up in the field of education (eg knowledge of specific factors affecting reading literacy).

# 1 Introduction and Report context

## 1.1 Report purpose

The objective of the evaluation is continuous monitoring and assessment of the project implementation progress, including the fulfillment of its stated objectives and evaluation of the compliance of the course of implementation with the settings specified in the grant application.

## 1.2 Goals and focus of KSH project

The aim of the “Comprehensive Assessment System” (KSH) project is to complete the process of linking external and internal assessment of schools and school facilities at all sub-levels (initiated under previous projects, in particular NIQES), support the sharing of the concept of quality in education and complete the system of assessment of the conditions, course and results of education with regard to the socio-economic and territorial context conditions, course and outcomes of education with regard to socio-economic and territorial context. The project will develop new methods, procedures and tools for evaluating key competences.

The KSH project Charter was submitted at the OP RDE Monitoring Committee 2nd meeting in September 2015 and this Project Charter was also approved. In the following period, however, there were external and internal influences, which caused a delay in the preparation of the grant application. These included, for example, the adoption of the Civil Service Act or negotiations on the Czech Republic's involvement in international PISA surveys (which are part of the project). On the CSI side, the preparation of the grant application was delayed, for example, due to more extensive discussions on the content of individual key activities and with regard to the interconnection of the KSH project with other IPs (eg IKV - ASZ, etc.)

The project is implemented through eight key activities, while KA2–6 are factual activities aimed at changing the status in the evaluation of schools, followed by KA 7, which aims to link the findings of the project with other IPs.



## 2 Summary of progress and implementation for the next period

### 2.1 Focus of evaluation activities

Evaluator's procedure and focus of the 1st Interim report are based on the ToR and the Evaluation Matrix prepared in the Initial Report. The Initial report focused on the detailed elaboration of the planned activities for individual evaluation questions primarily for the 1st and 2nd Interim Report (hereinafter referred to as “IR”), ie evaluation activities in 2019. The evaluator assumes that evaluation activities for 2020 and following years will be planned in detail with regard to the development of project implementation and in connection with the evaluation questions in the 1st and 2nd IR.

Within the 1st IR, the evaluation primarily focused on EQ D.1, EQ D.4 and EQ D.7.

### 2.2 Data collection

The scope of the investigation is based on the requirements of the ToR and the solution offered and, in particular, it is based on the plan of activities defined in the Initial report, respecting the current situation in the project implementation process. The scope and method of conducting the inquiry was continuously consulted and approved by the contracting authority.

With regard to the current phase of the project implementation, when it was not yet possible to focus the evaluation on the benefits and impacts of the project, the evaluation focused on the evaluation of procedural issues in relation to the project implementation progress, its direction towards meeting objectives and expectations of key actors. The aim of the field survey was, with regard to the requirements of the tender documentation and the solution offered, to address relevant actors involved in the implementation of project activities and actors who have the competence and information to formulate their expectations in relation to project activities.

The field survey for the purposes of the 1. IR included mainly in-depth individual and telephone interviews. The choice of in-depth interviews as a suitable method for field research was chosen with regard to the need to obtain qualitative information from respondents. In view of this, and given the small size of the target groups, the use of a qualitative in-depth interview was a more appropriate and robust tool than the possibly considered questionnaire surveys, which could not provide as much detail. The findings of the in-depth interviews at this stage of the evaluation will also make it possible to better structure and set up questionnaire surveys for evaluation purposes in the subsequent stages of the evaluation. These surveys will focus more on the qualitative aspect of the evaluation and will be used for wider groups of respondents (with a view to expanding the involved actors in project activities).

The survey included representatives of the implementer (project manager and KA managers) and other actors involved in the creation, commenting or dissemination of project outputs (CSI inspectors, academic representatives and NGOs, regional consultants, internal review group members).

Expectations in relation to project activities were verified by representatives of MŠMT and CSI, in addition to the involved actors in project activities. With regard to the EOs addressed in this report, the survey focused mainly on the actors involved in the implementation of KA4.

Representatives of schools (teachers) participating in piloting within KA4 will be addressed in the evaluation of EO D.4 only in connection with the implementation of piloting at schools. This is planned during 2020.

#### Carried out investigations:

Method	Respondent	Number of respondents	Date
IDI	Implementer representative (CSI) a KSH project manager	2	19. 11. 2018
IDI	Project administrator (MŠMT), Head of projects department	2	14. 11. 2018
IDI	Implementer representative (CSI) a KSH project manager	2	13. 3. 2019
Semi structured IDI	Implementer representative (CSI) a KSH project manager	2	29. 4. 2019
CATI	Regional consultants	10 <sup>2</sup>	6. – 7. 5. and 17. 6. 2019
CATI	KA6 manager	1	7. 5. 2019
CATI	KA4 manager	1	16. 5. 2019
CATI	Manager of KA Evaluation	1	19. 6. 2019
CATI	Internal review group members	2	6. and 10. 5. 2019
CATI	MŠMT representative (expectations of MŠMT in KA4)	1	16. 5. 2019
CATI	Representative of the relevant section of MŠMT	1	8. 8. 2019
CATI	CSI inspectors connected with KA4	6 <sup>3</sup>	12. - 14. 6. 2019
CATI	Educational actors involved in project with the KA4 activities implementation (two representatives of academic sphere and a NGO representative)	3	12. - 13. 6. 2019

<sup>2</sup> More than a representative sample (10 out of 14 regional consultants) addressed. The remaining consultants will be addressed in the evaluation for the 2nd IR.

<sup>3</sup> All CSI inspectors involved in KA4 addressed.

## 2.3 Progress summary for the next phase

For the 2nd IR with the deadline for submission on 18 October 2019, the investigation and evaluation will focus primarily on addressing the following evaluation questions:

- **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the project application?**
- **EQ D.2 What benefit do the different types of key actors perceive from the key outputs of KA2 (or their sub-parts)?**
- **EQ D.5 To what extent do the key actors of initial education and policy makers consider the “secondary analysis of inspection data” developed in KA5 to be useful and why?**
- **EQ D.6 How does cooperation with other IPs and IPo in KA7 work and what joint results have been achieved?**
- **EQ D.7 What were the unintended impacts of the KSH project?**

In order to evaluate the above evaluation questions up to the 2nd CA, the following groups of respondents are expected to be addressed in the field survey:

- Project team representative (beneficiary) - project manager, project evaluator  
Managers of KA2, KA5, KA6, KA7
- Representative of the relevant section of the Ministry of Education, Youth and Sports and representative of the grant provider (project administrator)
- Representatives of expected users of KA2 and KA5 individual outputs (representatives of MŠMT and CSI)
- Actors in education involved in the project in relation to the implementation of KA2 and KA 5 activities
- Representatives of the expert review group
- Selected representatives of other IPs and IPo cooperating within KA7

### 3 Answers and findings for evaluation questions

In accordance with the implementation procedure set out in the Initial Report, the 1st IR focused on addressing the following evaluation questions:

**EO D.1 To what extent is the management and implementation of the KSH project in accordance with the project application?**

Partial evaluation questions:

D.1.1. Does the implementation of key activities and output processing correspond to the planned schedule and current needs of project implementation?

D.1.2. To what extent are the objectives of the KSH project being achieved in the context of the desired five changes to the current situation?

D.1.3. Are there risks that threaten project implementation and achievement of objectives?

D.1.4. Does the course of the evaluation activities in the project correspond to good evaluation practice?

D.1.5 Implementation of KA6 in progress Implementation of new evaluation procedures and methods in expected scope and quality?

D.1.6. Do the actors involved in initial education consider cooperation opportunities beneficial?

D.1.7. To what extent is feedback from CSI regional consultants used?

D.1.8. What is the benefit of the activities of the expert review group within the internal project evaluation?

D.1.9. What does the implementation team consider during the project as the biggest barriers to successful implementation?

**EO D.4 To what extent do the key actors of initial education consider the output (or its sub-part) of the project in KA4 “A comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic” as useful and why?**

**EO D.7 What were the unintended impacts of the KSH project?**

## ***Evaluation of EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?***

Evaluation of EQ D.1 is based on the analysis of information and data provided in quarterly reports on the implementation of the KSH project (the last 8th Report included the status as of January 2019), including the information contained in the 1st Self-assessment Report and other information in the information system. The information obtained in the reports was further verified and supplemented in individual interviews with representatives of the CSI implementer (Chief Project Manager, CSI management representative, KA4, KA6 and KA8 managers, regional consultants, internal review group members and CSI inspectors involved in project implementation). Furthermore, in-depth interviews were conducted with other education actors involved in KA4 (representatives of academia and NGOs). A representative of the Ministry of Education was also approached in order to assess the expectations of the Ministry of Education.

With regard to the evaluation questions addressed in this report (EO D.1, EO D.4 and EO D.7), the evaluation focused on the overall progress of implementation in individual KAs, with the implementation of KA4 being evaluated in greater detail and depth (following the EQ D.4 solution). In the next evaluation report (2nd IR with the deadline for submission in October 2019), the evaluation will focus on a detailed evaluation of other factual audits.

### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

#### **D.1.1. Does the implementation of key activities and output processing correspond to the planned schedule and current needs of project implementation?**

This part of the evaluation focuses on verifying the compliance of the implementation of each key activity with the project implementation plan and verifying that current needs for proper project implementation are met. This evaluation sub-question focuses mainly on the procedural aspect of project implementation, with the factual qualitative evaluation (fulfilment of objectives and benefits for target groups) is subject to EQ D.1.2 (effectiveness) and evaluation of usefulness for target groups is subject to EO D.2, D.3, D.4, D.5<sup>4</sup>.

The current state of implementation of the individual planned activities and project outputs was evaluated based on the fulfilment of the expected schedule of the project implementation process (document: “Overview of Key Outputs to Fulfilment of ESF Indicators”) and in-depth interviews with actors involved in project implementation. manager of KA4, KA6 and KA8, regional consultants, members of the internal opponent group, CSI inspectors involved in KA4 implementation and representatives of academia and NGOs involved in KA4 implementation).

A detailed evaluation of the procedure and fulfilment of planned activities in individual audits is the subject of Annex 1 - Technical Report.

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<sup>4</sup> This IR focuses on the evaluation of EQ D.4. Other evaluation questions will be subject to evaluation in subsequent reports.

### Answer to evaluation question

Based on a detailed analysis of the progress of project activities and ongoing project outputs in individual audits and on the basis of a qualitative survey (individual interviews) with representatives of the implementer and actors involved in project implementation, it can be stated that project activities take place to the expected extent and according to the planned schedule.

An analysis of the (on-going) outputs and the course of the implemented project activities shows that the progress of the project implementation corresponds to the planned schedule. Based on the analysis of the information contained in the Project Implementation Reports and in particular the outputs of qualitative surveys of actors involved in implementation (representatives of CSI management, managers of KA4, KA6 and KA8, CSI inspectors and representatives of academia and NGOs involved in implementation of KA4) internal review groups) and dissemination (regional consultants) can be said that the set-up of the implementation process and the existing outputs correspond to the current needs for ensuring the successful implementation of the project and meeting its objectives<sup>5</sup>. Therefore, the available information on project activities and the statements of the involved actors do not indicate that the prerequisites for ensuring the successful implementation of the project would not be met.

#### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

##### ***D.1.2. To what extent are the objectives of the KSH project being achieved in the context of the desired five changes to the current situation?***

The evaluation in this section focuses on the achievement of the objectives of the KA (effectiveness evaluation), namely the achievement of expected changes in the current situation as defined in the Project Charter.

Evaluation of this question is based on findings from EQ D.1.1.1 and EO D.4, which was further supplemented by qualitative findings from realized field surveys (with regard to the question of effectiveness of realized activities) and evaluation of progress of fulfilment of project indicators.

With regard to the evaluation questions solved, in this IR the evaluation focused in more detail on the evaluation of achievement and fulfilment of the objectives within KA4. However, with regard to the current implementation of this audit, it is not yet possible to evaluate specific changes in the current situation. The reason for this is that work is still ongoing (in line with the plan) on outputs that will only be put into practice after a pilot check in 2020 to 2021. From this perspective, the investigation focused on whether the ongoing outputs and progress of work within the KA to achieve the goals. That is, whether, with regard to the existing outputs and implementation progress, the project objectives can be expected to be met. Furthermore, the survey focused on evaluating the expectations of key actors.

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<sup>5</sup> At this stage of the evaluation (for the 1st IR), the evaluation focused in more detail on the progress of implementation and the need for ongoing outputs at KA4. Further factual audits will be subject to detailed evaluation in the following Progress Reports.

The evaluation used both information on the progress of implementation from the Project Implementation Reports and, in particular, the outputs of the qualitative survey of the actors involved in the implementation of KA4 (see also EQ D.1.4 for details).

The representative of the relevant department of the Ministry of Education, Youth and Sports pointed out the professional management of the project and the high quality of the outputs so far. The outputs are usable and used for system management of education. The Ministry of Education, Youth and Sports uses, for example, outputs from KA2 (outputs of international surveys) and related outputs within KA5 (secondary data analysis), which provide specific comprehensive knowledge of system bottlenecks and are fully applicable in setting measures to improve reading literacy.

For the other audits, for which a detailed qualitative survey will be the subject of further Interim Reports, the evaluation for this report focused on whether, based on the existing outputs and the progress of their implementation, the project objectives can be expected to be achieved. The evaluation used both information on the progress of implementation from the Project Implementation Reports and the outputs of the qualitative survey of representatives of the project implementer (project manager, CSI management, KA6 and KA8 managers, internal review group members and regional consultants). Another source of evaluation was the outputs of the internal evaluation of the project, especially the survey of participants in educational programs within KA6 (the training was conducted in relation to the outputs of KA2). As part of the detailed survey for the following Progress Reports, the qualitative survey will be further extended to include actors involved in the implementation of the audit.

Achieving key outputs is a basic prerequisite for achieving the project objectives. From this point of view, the gradual fulfilment of composite indicator 50801 Number of products in system projects (up to now 36.9%) is essential. This is the sum indicator of two indicators: Number of training modules with methodology and training program (51301) and Number of national systems or their components (54902). Both of these indicators consist of the fulfilment of a wide range of key outputs from individual subject audits. These key outputs are specifically defined in the grant application in the Key Outputs Overview to fulfil the ESF product indicators.

Based on the analysis of information available from the Implementation Reports, it is possible to evaluate that the timetable for the fulfilment of the key outputs (fulfilling the indicator 50801) is adhered to and the basic prerequisites for the fulfilment of the project objectives are continuously met.

Result indicator Number of organizations affected by systemic intervention (50810) has so far been fulfilled to 42%. This indicator should be fulfilled in connection with the implementation of KA2 and KA3. In accordance with the project implementation plan, the indicator has so far been fulfilled only within KA2.

**Table 1: Fulfilment of KSH project indicators overview**

Indicator code	Indicator name	Indicator characteristic	Target value	Fulfilled value	Fulfilment rate
50801 (output)	Number of products in system projects	Sum of indicators: 54902 a 51301	2	0 (continuously fulfilled, see text)	36,9 %* (continuously fulfilled, see text)

51301 (output)	Number of training modules with methodology and training programmes	Indicator fulfilment consists of fulfilment of several partial outputs defined in the grant application.	1	0 (continuously fulfilled, see text)	36,7 %* (continuously fulfilled, see text)
54902 (output)	Number of national systems or their components	Product having a national systemic impact on education. Indicator fulfilment consists of fulfilment of several partial outputs defined in the grant application.	1	0 (continuously fulfilled, see text)	37,2 %* (continuously fulfilled, see text)
50810 (output)	Number of organizations affected by systemic intervention	Currently being fulfilled within KA2: schools involved in pilot and main data collection for TALIS 2018 survey, pilot and main data collection for PISA 2018 survey and pre-pilot data collection of TIMSS 2019 survey  Also will be fulfilled within KA3: schools involved in pilot verification of tools for key competencies assessment	total 1 520 (in KA2 min. 1 100) (in KA3 min. 420)	638 (in accordance to KA2 plan for now)	42,0 %

Source: Grant application, Implementation reports of KSH project (up to 31. 1. 2019)

\* Ongoing fulfilment of indicators 54902 and 51301 was calculated on the basis of the share of achieved partial outputs that meet the relevant indicators. The filling status of composite indicator 50801 was calculated as the average filling of indicators 54902 and 51301.

Expected outcomes of interventions (five desirable status changes as defined in the Project Charter) and evaluation of changes achieved:

1. *Creating a coherent framework of standards, monitoring and evaluation of all elements of the system, with an emphasis on linking external and internal evaluation. The evaluation will include criteria for meeting the objectives in the area of equal opportunities, will enable targeted support of schools with weaker results and will also set up a comprehensive set of monitoring of inequalities in the education system. (link to the implementation of KA2, KA3 and KA4)*

2. *Introduction of evaluation, which will include both summative and formative components. The missing tools for evaluating educational objectives will be developed and verified so that they cover the whole range, including targets that are more difficult to assess, such as key competences. (link to the implementation of KA2 and KA3)*

3. *Tools will be developed for the implementation of so-called moderation processes within and between schools to ensure consistency in approaches and to introduce benchmarking. The level of reliability and fairness of ratings at all levels will increase. (link to the implementation of KA2 and KA4)*



*4. Teachers will be encouraged to continuously assess individual pupils' progress and to provide formative feedback so that personal and social factors such as gender, health, ethnicity or family background do not constitute an obstacle to the individual's achievement education. (link to the implementation of KA2 and KA3)*

*5. Increasing the competences of public administrators, founders, school heads and other teaching staff to use monitoring and evaluation as tools for managing change and promoting further development with the aim of improving equal opportunities and quality in education at all levels. They will also use the new competences directly in practice in developing, managing and evaluating regional and local development plans for individual schools and in the career system. (link to the implementation of KA2, KA3, KA4, KA5 and KA6)*

### **Answer to evaluation question**

With regard to the fact that the project activities are still focused on the creation of project outputs, which will subsequently be piloted and the main outputs applicable in practice are expected only in 2021, it is not yet possible to expect or observe changes in the current situation. To date, the project outputs that are actually applied in practice are (in accordance with the plan) so far exclusively the outputs of international surveys within KA2 and the subsequent secondary analysis of data from these surveys. The outputs from KA2 in the form of relaxed tasks were also the subject of educational programs within KA6.

Based on the findings from the analysis of the fulfilment of the project implementation schedule, the fulfilment of the KA's ongoing outputs and the findings from the qualitative survey, no obstacles were identified that would jeopardize the achievement of the project results and objectives:

- The basic prerequisites for fulfilling the project objectives in the form of ensuring key outputs in accordance with the project plan are fulfilled (see EQ D.1.2)
- Result indicator The number of organizations affected by systemic intervention is fulfilled in accordance with the project plan
- The procedure of implementation of the KA corresponds to the expected schedule (see EQ D.1.1.)
- The representative of the relevant section of the MŠMT confirmed the usefulness and benefits of the outputs on the practical (specific tools applicable in the area of key competencies) and systemic level (using findings from international studies, eg on factors influencing reading literacy). project manager and managers of KA) and other actors involved in creation, commenting or dissemination of project outputs (CSI inspectors involved in KA4, academics and NGOs involved in KA4, regional consultants, members of the internal review group) repeatedly and consistently confirmed, that project activities aim to achieve the expected results. With this report, the qualitative investigation focused in detail on the EO D.4 solved in particular on the evaluation of KA4 (for the evaluation of KA4 see also EO D.4). Other KAs will be evaluated in detail in the next stages of evaluation<sup>6</sup>
- The qualitative survey within the KA4 evaluation also largely confirmed the consistency between the expectations of the relevant actors (MŠMT and CSI management) and the focus

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<sup>6</sup> The next 2nd IR is planned on October 2019.

of the implemented activities (or actors involved in KA4 implementation) (for more details see EO D.4)

**EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

*D.1.3. Are there risks that threaten project implementation and achievement of objectives?*

*D.1.9. What does the implementation team consider during the project as the biggest barriers to successful implementation?*

With respect to logical continuity and minimization of the necessary steps, the evaluator merged the solution of partial questions D.1.3 and D.1.9. The joint solution of both partial issues is based on the consideration that barriers to project implementation can also be perceived as potential risks.

The identification of risks and barriers in the implementation of the project was evaluated primarily on the basis of interviews with representatives of the implementation team (main project manager and managers KA4, KA6 and KA8), actors involved in project implementation (representatives of academia and NGOs involved in KA4 implementation) and members of the internal review group and the information and data provided in the quarterly KSH Project Implementation Reports (the last 8th report included the situation as of January 2019), in particular the information contained in the 1st and 2nd Self-Assessment Reports implementer. With regard to the solution of the evaluation question, KA4 was evaluated in greater depth within the qualitative survey. Investigation in other phases of evaluation will focus on the other audits (the 2nd IR is planned for October 2019).

According to the information received, the project management also includes continuous monitoring of risks, their evidence and solutions within the so-called Risk Database. Risks are continually handled in accordance with project management standards.

In addressing the evaluation question, the identification of risks and barriers in the implementation of the project focused on the risks and barriers associated with the fulfilment of the anticipated timetable and objectives of individual key activities. The main emphasis was placed on factual aspects of project implementation in relation to the implementation of factual audits. For the sake of clarity, the identified risks and barriers were listed directly at specific audit units within the EO solution D.1.1. (see Annex I of the Technical Report for individual audits) The table below summarizes selected main identified risks of project implementation.

**Table 2: Overview of risks for KA goals fulfilment of KHS project**

Risk	Impact	Impact relevance	Occurrence likelihood	Internal / external
(KA2) Personnel interventions in school management or guarantors during cooperation in creating examples of inspirational practice (EIP) at school	Delay or resignation of the school from creating examples of inspirational practice	Significant	Probable	External (Possibly may be influenced internally by active communication with schools and founders)

(KA3) Possibility of harmonizing the creation of attractive complex competence projects (usable in education) and formulating a single reference framework for the evaluation of key competences. In particular, coverage of all aspects with comprehensive competence projects in all educational areas and at key nodes	The impossibility to objectively interpret complex competence projects in relation to a single reference framework for the assessment of key competences	Highly significant	Probable	Internal
(KA4) Availability and sustainability of data acquisition (due to frequent changes in related policies, etc.)	Restricting the possibility of updating and informing the indicators over time	Significant	Probable	External (Internally influenced by indicators selection and by intensive communication with providers)
(KA6) Low interest from schools/teachers in training by the form of mobile centres.	Insufficient transmission of project outputs to target groups	Highly significant	Probable	External (Internally influenced by quality of training or finding a different attitude, eg. Training realized right on schools according to the school needs)

Source: see text

#### Scale used for the severity of the impact and the likelihood of risk occurrence

Impact severity	Occurrence likelihood
Catastrophic (output quality is fundamentally compromised and other solutions need to be sought and targets redefined)	Almost certain (occurs almost always)
Highly significant (it requires a solution of the situation, despite the adoption of an adequate action one can expect an impact on the originally expected quality of the output or the necessity of finding another way of solving the goal in another way).	Probable (likely to occur)
Significant (requires solution of situation, solution can be ensured by adequate action / measure)	Possible (can sometimes occur)
Small (affects only partial activities)	Unlikely (may or may not occur at all)

#### Answer to evaluation question

In the course of solving the evaluation question, the existing obstacles to project implementation and risks that could potentially affect the achievement of project objectives were identified. The identification of risks and barriers was based on interviews (qualitative surveys) with actors involved in project implementation (see above), internal review group members and MŠMT representatives, as well as analysis of information available in Project Implementation Reports and Self-Assessment Reports.

Based on interviews with actors involved in the project implementation, the approach to the solution (removal of barriers and elimination / risk management) was identified in the identified obstacles and risks in order to identify potential risks to the fulfilment of project objectives.

Based on the available findings from the qualitative survey and the information reported on the progress of the project implementation, it can be stated that for the existing barriers that occurred within the implementation, the implementer chose adequate steps to overcome them and none of the existing barriers should have a negative impact on the progress and ensuring the planned project outputs and objectives.

For the identified risks potentially endangering the fulfilment of objectives, the implementation team has, according to current findings, set up an approach to their management so that these risks are eliminated or mitigated and do not jeopardize the achievement of project objectives. For the main risks identified, see the Summary of Risks for Achieving the KSH KA Objectives above.

#### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

##### *D.1.4. Does the course of the evaluation activities in the project correspond to good evaluation practice?*

The course of evaluation activities was evaluated on the basis of the outputs of evaluation activities presented in the Implementation Reports. Evaluation of work with outputs and their application to optimize the progress of the project implementation was then assessed on the basis of interviews (qualitative research) with representatives of the implementation team (main project manager, manager KA8 - evaluation methodologies and managers of KA4 and KA6), academic sphere and NGOs participating in the implementation of KA4 and members of the internal opponent group.

The implementation of internal evaluation, ie evaluation carried out by the implementation team, is one of the obligations arising from the terms of the call. The methodological interpretation of the call for applications for Individual Systemic Projects<sup>7</sup> stipulates that “at the systemic project level, the so-called internal evaluation of the systemic project will take place. The subject of evaluation is regular mapping and evaluation of realized activities within the project and their contribution to the set objectives”. Within the evaluation:

- internal evaluation activities are to be carried out as part of the activities of the project implementation team,

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<sup>7</sup> Annex n. 4 to Ref.: MSMT – 6741/2015 (from 15. 2. 2018)

- regular mapping and evaluation of implemented activities within the project and their contribution to the set objectives,
- internal evaluations will evaluate the effectiveness of interventions and the achievement of objectives, both procedurally and materially.

The internal evaluation within the KSH project is implemented through the following activities and tools:

#### *Internal opponent group*

In accordance with the terms of the call, an internal opponent group was established (for more details see EO D.1.8).

#### *Evaluation reports of implemented education of head teachers of schools and CSI employees in mobile education centres and professional panels*

The training activities in the mobile learning centres were attended by “external observers”, either members of the internal review group or members of the implementation team, who participated in the preparation of the training. The aim was to evaluate the course of the seminar / training, both in terms of the quality of the lecturer and the overall fulfilment of the seminar purpose (reactions and interaction with participants, etc.). Members of the internal review group prepared reports for the infopanel and the members of the implementation team from the CSI inspectors prepared reports for educational events. The evaluation reports for monitored seminars are the outputs.

#### *Ad hoc involvement of external experts and consultants*

Ad hoc external experts and consultants are involved in the ad hoc output in order to ensure an external view (outside the implementation team). Their task is to formulate recommendations, comments and suggestions for ongoing outputs. Experts are involved according to current needs (in connection with the creation of specific outputs) based on consultation with KA managers. Experts from the academic sphere as well as CSI staff are addressed.

#### *Ongoing Self-assessment Report*

In accordance with the terms of the call, the 1st Self-assessment Report was prepared covering the period for the first four monitoring periods. The report was submitted and approved under the 5th Implementation Report. Furthermore, the 2nd Self-Assessment Report for 2018 was submitted.

#### *Conducting questionnaire surveys for training participants and regional panels (immediately after training)<sup>8</sup>*

After the training of school leaders (see KA6), the participants complete the evaluation questionnaires. The aim of the questionnaire is to evaluate the satisfaction and benefits of training from the perspective of individual participants. The questionnaire focuses on the form and length of the seminar as well as on the structure and content of the seminar. It also focuses on the evaluation of the lecturer and specific parts of the program. The structure and focus of the survey can be described as

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<sup>8</sup> Technically, this activity falls under the relevant subject matter (specifically KA6)

appropriate. The survey outputs were also used to optimize the content settings of educational events in the subsequent waves of training (see below).

#### *Implementation of questionnaires with hindsight after training<sup>9</sup>*

The aim of the survey was to evaluate the benefits of training for educators several months after their participation in the training. “The purpose of this questionnaire was therefore to find out whether and how participants in training use the relaxed tasks of international surveys in their teaching practice, as well as information on what they would recommend changing the concept of the training set up to maximize the benefit from it”.

Evaluation assessments and survey outputs (surveys carried out immediately after training sessions and at a distance) were, as shown by the findings of the qualitative survey and information contained in the implementation reports, subsequently evaluated and based on the findings (reflection from participants) modifications for follow-up seminars were proposed. The main finding that reflected in the modification of the content of the seminars was the requirement for training on specific topics. Therefore, the project team adjusted the content of the seminars in the following wave of educational seminars, reducing general and theoretical questions and focusing on specific procedures and incentives applicable to teaching practice. This reflection of findings into project practice was consistently confirmed both in the qualitative survey (managers of KA6 and KA8) and in the information in the Implementation Reports.

#### **Answer to evaluation question**

Internal evaluation can be assessed as appropriate and appropriately linked to the implemented project activities. The internal evaluation is suitably integrated into the project activities and its outputs are used and reflected in the subsequent implementation of the project.

The activities and implemented procedures within the internal evaluation activity are appreciated both by members of the internal review group (see EO D.1.8) and by KA managers (in this report the evaluation focuses on KA4 and KA6). Both these groups appreciate the application of internal evaluation outputs to project practice.

#### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

##### *D.1.5 Implementation of KA6 in progress Implementation of new evaluation procedures and methods in expected scope and quality?*

The extent and quality of KA6 implementation was evaluated on the basis of an analysis of KA6 and KA8 outputs presented in the Implementation Reports and a qualitative survey of the actors involved in KA implementation and evaluation (interviews with project managers and KA6 and KA8 managers). The quality, or the benefit for the target groups, was evaluated on the basis of the results of questionnaire surveys carried out among participants in educational events.

The summary of planned project outputs and evaluation of the existing implementation and work on outputs within KA6 is the subject of EQ D.1.1, respectively in Annex I Technical Report.

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<sup>9</sup> Technically, this activity falls under the relevant subject matter (specifically KA6)

The main activities to date include the implementation of the Regional Information Panels (RIP) and the on-site education of school leaders and teachers. A total of 8 RIP have already taken place (one beyond the planned outputs) and another three are planned.

There have already been three waves of education for school leaders and school educators in mobile learning centres in the regions:

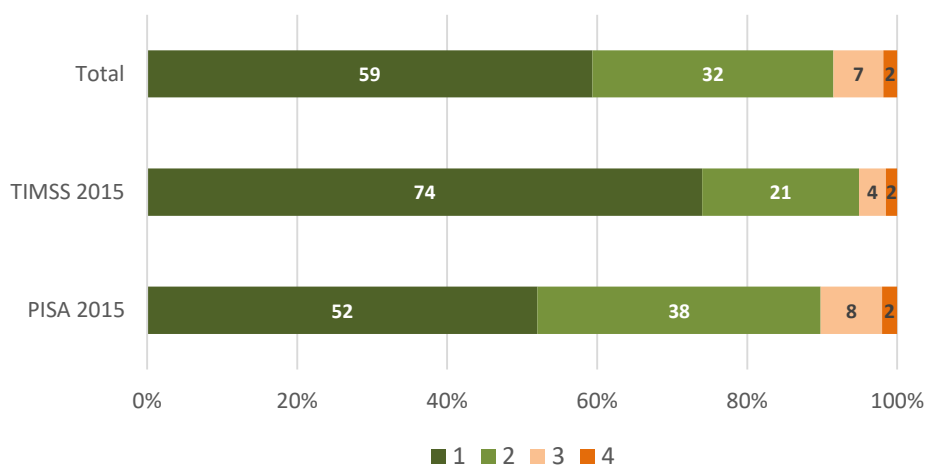
- The first wave of education for school leaders and school teachers began in October 2017. The seminars focused on improving the teaching of mathematics and science using the didactic potential of the released test tasks from the TIMSS 2015 international survey.
- In January 2018, a second wave of full-time education in mobile centres was launched focusing on the inspiration for improving science and mathematics teaching with the help of the relaxed test tasks from the PISA 2015 survey.
- The third wave of education took place in the autumn of 2018 and focused on a modified educational program (based on the results of internal evaluation) entitled Inspiration for Improving the Teaching of Mathematics and Science Subjects - Utilizing Relaxed Test Tasks from the International PISA and TIMSS Instruction.
- In spring 2019, an educational program called Inspiration for Improving the Teaching of Reading and Promoting Reading Literacy - Utilizing the Didactic Potential of Relaxed Test Problems from the International PIRLS 2016 Survey is under preparation.

Furthermore, within KA6:

- In November and December 2017 there was also an educational seminar for university teachers - didactics of mathematics and science, preparing future teachers with relaxed tasks.
- In December 2017, an information seminar on the project for inspectors and other CSI employees took place. The aim was to acquaint CSI staff with the objectives and activities of the KSH project.
- In addition to education in mobile centres, education of educational staff was initiated at the initiative of their headmasters directly in schools.

The quality of the training sessions is evaluated through questionnaires for training participants and expert opinions (for more details see the evaluation of internal evaluation within EO D.1.4.). The results of these surveys show that the trainees were largely satisfied with the content and course of the training. The graph below shows the outcome of the survey of content structure evaluation by the third wave participants.

**Graph 1: Assessment of the content structure of seminars Utilization of didactic potential of released test tasks from an international survey by participants (% of respondents)**

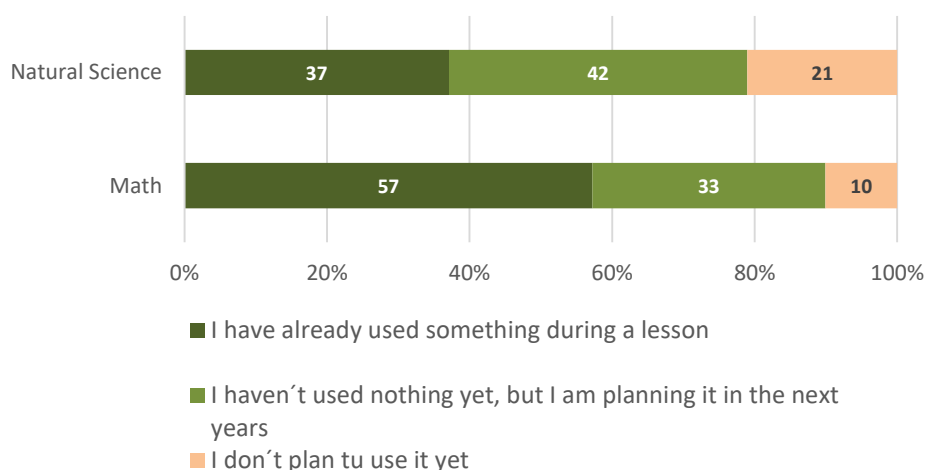


Source: Internal evaluation output of KSH project, 8th Implementation Report (N = 588), TIMSS (N=196), PISA (392)

Note: The range for respondents was as follows: 1 the best - 4 the worst<sup>10</sup>; the seminars were held in 11 regions between September and December 2018. A total of 651 participants attended the training.

The proportion of teachers who have used or will use the acquired knowledge from training can also be described as high. The following graph shows the use of knowledge from the 1st wave of TIMSS 2015 training.

**Graph 2: Assessment of the use of lessons learned from training in mobile centres, which took place in autumn 2017 (TIMSS training 2015) (% of respondents)**



Source: Internal evaluation output of KSH project, 8th Implementation, Natural science (N=504), Mathematics (505)

Note: Training were realized at the end of the school year 2017/2018

<sup>10</sup> Note: The evaluator does not consider the selected scale as the most suitable, but the results of the survey can be described as meaningful.



### Answer to evaluation question

Based on the analysis of the outputs of KA6 and KA8 and the results of the qualitative survey of the actors involved in the implementation of the project, it can be stated that the implementation of KA6 proceeds to the expected extent and is evaluated positively by the participants in educational events. The project implementation team also flexibly responded to the demand of schools to carry out training directly at schools, thus contributing significantly to the dissemination of inspirational practice among teachers.

#### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

##### **D.1.6. Do the actors involved in initial education consider cooperation opportunities beneficial?**

With regard to the evaluation questions to be solved and the evaluation procedure set out in the Interim Report, this evaluation report focuses on evaluating the involvement of initial education actors primarily in the implementation of KA4 and KA8. The evaluation of the focus on the actors involved in the implementation or cooperating in the creation of the outputs of other KA will be the subject of subsequent evaluation reports (the 2nd IR is planned for October 2019)<sup>11</sup>.

The evaluation of the involvement of the initial education actors is based on interviews (qualitative research) of the representatives of the academic sphere and NGOs involved in the implementation of KA4 and KA8.

In the framework of KA4, the actors of initial education from the representatives of the academic sphere and NGOs are directly part of the implementation teams. The teams consist of academics covering a wide range of expertise (eg sociology, political science, geography, etc.) and NGO representatives with experience in social exclusion supplemented by inspection staff who provide feedback on the capabilities and needs of schools and inspection activities ( see also EO D.4). Pilot verification of the first outputs will take place at schools within KA4 only in the course of 2020.

External experts are also involved in the internal review group within KA8 (for more details see EO D.1.8).

### Answer to evaluation question

All addressed representatives of the academic sphere and NGOs, who are involved in teams and participate in the implementation of KA4, evaluate their involvement in the implementation as beneficial. They appreciate the opportunity to apply their expertise and work on outputs that will have (should) be applied in practice. They also very much welcome the possibility of working with actors with other expertise, contributing to the expansion of their personal experience and skills (see also EQ D.4).

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<sup>11</sup> So far, in addition to international surveys, schools have been involved in the creation of Examples of Inspiring Practices within KA2 (a detailed evaluation of KA2, which will also include the involvement of schools, will be the subject of further Interim Reports).

The members of the internal opponent group have also indicated their involvement (see EQ D.1.8).

### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

#### **D.1.7. To what extent is feedback from CSI regional consultants used?**

A qualitative survey was used to evaluate the manner and benefits of engaging regional consultants within the KSH project. Ten of the fourteen regional consultants were approached in an in-depth telephone interview. The method of in-depth interviews was used as more robust after agreement with the client. This method, in contrast to a possible questionnaire survey, made it possible to obtain deeper qualitative information on the involvement and activities of individual regional consultants. Findings and comments from regional consultants have been supplemented and validated on the basis of an in-depth interview with the project manager. Based on the acquired knowledge, a questionnaire survey could be set up in the next stages of evaluation, which would focus on quantitative evaluation.

The position and content of the regional consultant (coordinator) is defined in the application for support as follows: *The regional coordinator at the Czech School Inspectorate's consultation centers in the individual regional inspectorates continuously provides information to the inspectorate's inspectors, but especially to schools and school facilities in the region, provides project implementers with feedback and partial input from the field, coordinates the feedback process in a given region, and communicates with all key actors in a given region on project output issues.*

The role of fourteen regional consultants is fulfilled by the directors of individual regional inspectorates of the CSI or their representatives. The activities of regional consultants are integrally linked to CSI structures and activities. Information from individual regional consultants and project management was consistent. All respondents pointed to the following four areas of activity and forms of involvement of regional consultants:

#### *Transmission of information within the CSI (to inspectors)*

Regional consultants transmit information on project activities and outputs to the inspectors in the region. The aim is for inspectors to further use this information in their inspection activities and to disseminate it to schools. A concrete example is the sharing of opportunities to use tasks from international surveys or communication to harmonize external and internal evaluation at schools (recommendations to schools on expanding the possibilities of self-evaluation).

The transfer of information within the CSI also aims at methodological harmonization of procedures and approach of inspectors. Reconciliation takes place through discussions and the transfer of practical experience (specific procedures and options for working with schools). On this basis, comments and recommendations on the evaluation criteria can be formulated retroactively.

#### *Activities towards external actors - regional actors in education*

Regional consultants disseminate information on project activities in the region. To this end, they use a number of opportunities, such as meetings with regional representatives, founders, representatives of schools and other entities (eg MASs). On an individual basis, information is passed on in connection with inspection activities in individual schools. The added value of regional staff in

this regard, as the directors of regional inspectorates themselves pointed out, is the narrower format of meetings, where at meetings in a narrower group they have the opportunity to discuss related issues in greater detail and taking into account the specific needs of participants. They complement the realization of infopanel, where a wide audience is addressed.

Regional consultants also present and report on project activities during their participation in regional conferences, workshops and other educational events.

*Transmission of information within the CSI across regions and support for the implementation of project activities*

Regional consultants regularly exchange information between themselves and the CSI management / project at regular monthly meetings (meetings of regional inspectorates). The regional consultants are well informed about the project activities. They receive information in a structured form and in a form that can be used for their further activities. For example, they have presentations they can use to participate in various conferences and events.

Selected regional consultants are also directly involved in the implementation of project activities, or are involved in consultations on ongoing project outputs or in the selection of schools for Good Practice Cases (see KA2).

*Interaction with other entities and coordination of project activities in the field of education*

Regional consultants are involved in activities of other IPs and IPo in the given territory - region. In particular, regional staff highlighted their targeted participation in meetings (working groups, workshops, conferences) in connection with the preparation and implementation of the CAP and MAP.

**Answer to evaluation question**

Regional consultants are integrally involved in KSH project activities in conjunction with other CSI activities. The main task of regional staff is, in accordance with the original intention, to disseminate information about the project among education actors in the area (regions, founders, schools) and inwards towards the inspectors. They also play an important role in relation to the implementation of other IPs and IPo, in particular MAP and KAP.

On the basis of their expertise, selected consultants are occasionally involved as required to participate directly in project outputs, in particular to provide comments and recommendations on ongoing outputs or to help identify examples of inspirational practice (EIP). This was confirmed in individual interviews, where some of the regional consultants pointed out that they commented on some of the outputs or that they helped to identify schools for PIP. Most regional consultants, however, stated that they do not directly intervene in the creation of methodological outputs and their role is to take over the finished outputs and disseminate them in the region (inside and outside the CSI). This was also confirmed by the main project manager, saying that only selected consultants according to current needs and their expertise or region specificities are addressed for closer cooperation. Involvement of all consultants in comments and creation of outputs would not, according to her statement, be effective.

According to all other findings (based on interviews with managers of KA4, KA6 and KA8 and other involved actors in the implementation of KA4), the involvement of CSI representatives (inspectors) was considered relevant, with adequate feedback being provided from within the CSI. Therefore, no obstacles have been identified in the set up system for transmitting feedback from CSI inspectors (from within). Feedback is thus ensured in part by ad hoc involvement of selected regional consultants and, in particular, by direct participation of selected inspectors in project activities (for example, within CS4, 6 CSI inspectors work directly in project teams, see EQ D.4).

**EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

*D.1.8. What is the benefit of the activities of the expert review group within the internal project evaluation?*

Evaluation of the evaluation question is based on the information and data presented in the quarterly KSH Project Implementation Reports (the last 8th report included the status as of January 2019) and individual interviews with representatives of the CSI implementer (Chief Project Manager, CSI management representative, KA8 manager - evaluation methodologies, managers KA4 and KA6) and two members of the internal opponent group (in-depth telephone conversation). Other members of the internal opponent group will be addressed in the framework of the inquiry for the 2nd CA in autumn 2019.

The establishment and involvement of an internal opponent group is one of the mandatory requirements of the call. The Methodological Interpretation of the Call for Proposals for Individual System Projects<sup>12</sup> sets out the following requirements for the Internal Review Group:

- Project outputs are subject to expert opinion,
- Expert opinions are created by expert opponents,
- Opponents do not participate in the team
- The proposal of expert opponents shall be submitted by the applicant together with the grant application,
- Opponents also participate in meetings of the panel.

The members of the internal opponent group were already proposed in the project application in accordance with the call requirements. In total, six experts (four academics and two school principals) were nominated and are now involved in the project's internal evaluation activities.

According to the representatives of the internal review group and the project management, the division of labour is set so that the necessary areas solved within the project according to the respective affiliation of experts are professionally covered. Each KA is thus covered by two experts of the internal review group.

The main task of the members of the internal review group is to prepare reports on the resulting proposals for outputs or “methodologies” for the implementation of project activities (for example, educational programs settings). Furthermore, as observers, they participate in expert panel meetings

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<sup>12</sup> Annex n. 4 to Ref.: MSMT – 6741/2015 (from 15. 2. 2018)

and some educational events within KA6, to which they subsequently prepare expert opinions. The elaborated expert opinions are documented in the Project Implementation Reports.

According to the addressed members of the internal opponent group, the project team provides them with all necessary support. A plan of activities is set in advance, materials for comments are sent on an ongoing basis, allowing members of the internal review group to plan their work well. They are also kept informed and informed about the progress of project activities. Thus, according to members of the internal opponent group, the activities are “well communicated and generally organized”.

Members of the internal review group also stressed that they received feedback on their assessments (for example, what measures and adjustments were made based on their assessments). Thus, they perceive their activity as “meaningful” with a real impact on project implementation, saying that “they are really listening to them”.

The manager of KA4 pointed out that the cooperation with members of the internal opponent group “is excellent”, not fulfilling his original fears that the involved externalists will not have sufficient time capacities (it is the involvement of capacities at the level of deans of faculties and leading experts). However, he considers their involvement very positive, considering that they are “very conscientious”. This can be confirmed retroactively on the basis of in-depth interviews with the members of the internal opponent group itself (ie the effort to real participation and to contribute to improving the quality of outputs).

#### Answer to evaluation question

An internal opponent group is established and fulfils its role. It assesses the professional quality of the created products by means of opposition proceedings (peer reviews). The involved experts emphasize the good organization and planning of the internal review group's activities by the project team. Findings and recommendations from expert opinions are applied to improve and optimize project outputs.

Conversely, the project management and evaluation methodologies (manager of KA8) also appreciate the cooperation with experts in internal opponents.

***Evaluation of EO D.4 To what extent do the key actors of initial education consider the output (or its sub-part) of the project in KA4 “A comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic” as useful and why?***

***EO D.4 To what extent do the key actors of initial education consider the output (or its sub-part) of the project in KA4 “A comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic” as useful and why?***

Evaluation of EQ D.4 is based on the analysis of information and data provided in the quarterly Reports on the implementation of the KSH project (the last 8th report included the situation as of January 2019). The information gathered in the reports was further verified and supplemented in individual interviews with representatives of the CSI implementer (main project manager, CSI management representative), KA4 manager, academics and NGOs involved in KA4 project activities, CSI inspectors involved in teams within KA4. CSA management and MEYS representatives were approached in terms of expectations of KA4 benefits.

In accordance with the planned project schedule, the specific outputs of KA4 usable for the initial education actors are planned for the next project implementation period (final outputs are planned only in the 3rd quarter of 2021) with a view to pilot testing of the draft indicators by the end of January 2020 and a comprehensive system of indicators of equity at school level should be finalized by the end of January 2021. The evaluation of the existing KA4 implementation process is focused on evaluation within EQ D.1 (especially D.1.1).

The work on KA4 is carried out by two teams: the site conditions team and the methodologies team, with the site conditions team being further divided into multiple mini teams. The activities of the teams are partially intertwined, thus ensuring the transfer of information and the harmonization of the workflow. All respondents (representatives of the academic sphere, NGOs and CSI inspectors) agreed on the good organization of work, the division of activities among the teams, or the mini-teams, in which 5-7 people manage to communicate effectively. Overall, they emphasize openness in discussions and the possibility of sharing experiences and expertise, giving everyone adequate space. Joint meetings and discussions are considered to be beneficial by all participants. The composition of the team is evaluated positively from all involved, both from the expert point of view and from the point of view of covering the required / wide range of experts in various areas (geography, sociology, political science, exclusion issues and others). Both CSI inspectors and experts evaluate positively the involvement of CSI representatives, who provide feedback to experts in order to take into account the real capabilities and competences of CSIs and schools.

The main activity of the team of localities is, besides the work on delimitation of catchment areas of municipalities, especially the identification of indicators of justice at the level of the school and the relevant territory. Indicators are defined by a gradual reduction of a wide range of potentially suitable indicators (approximately 150 indicators were originally defined based on foreign and expert experience). The aim is to reduce to about 15 indicators (some of which are composite indicators with the possibility of disintegration to lower levels), which will be sufficiently informative (ie they can provide an adequate comprehensive view). The aim is that the indicators meet not only the factual value but also the quality requirements. In particular, the availability requirements and the possibility

of regular (dynamic updates). The aim is to define such indicators that will make it possible to evaluate the environment / situation of a particular school (as a basis for inspection activities) and also the overall environment of schools for the purposes of planning and management of the education system (intended for founders, MEYS). There will be specific indicators for both of these objectives, with some indicators serving both of these levels. The first extensive list of indicators (approx. 20) has now been drawn up and will be further examined.

The team of methodologies focuses on the development of tools for the evaluation of criterion 6 of the Quality School (Equal Opportunities). Further, the recommendations for schools, which are intended for school management, are being finalized.

Expected outputs based on the comments of the KA4 project team members:

- Pilot verified comprehensive system of equity indicators at school level (site team)
  - Indicators for determining the conditions for an individual school (characteristics of the school environment)
  - Especially useful for inspection activities of CSI
    - will serve as a basis for the preparation of inspectors for inspection activities (school evaluation context - external conditions of the school)
    - the inspectors will have a set of indicators for the specific school where they are going to inspect (a comprehensive, comprehensive but comprehensible set of information)
    - taking into account the overall context of the school in its evaluation / inspection activities
  - Benchmark will be created to allow comparison of schools in the region (useful for founders and planning at the educational system level)
    - the way of solution is still under discussion, the aim is not to output the “ranking” of schools
    - The question of whom to make this data available is also problematic
  - Usable in CSI analyzes
    - the possibility of taking into account the context of the school when evaluating surveys at schools
    - it will also allow suitable selection of schools for thematic investigation
- Methodology - principles for assessing equity at school level (team of methodologies)
  - School methodologies for assessing criterion 6 Quality schools (equity criteria at school level - support for pupils, equal opportunities)
    - particularly useful for inspection activities of the CSI
    - extension of tools for the evaluation of criterion 6 Quality schools in the framework of inspection activities
    - harmonization of evaluation approaches in inspection activities
  - Methodologies for schools will also be developed
    - how to meet the criteria of equal opportunities
    - specific tools for headmasters (what and how to work at school)
- Map of socio-economic and other conditions of schools, (team of localities)



- Set of indicators that will enable the characterization of the territory - assessment of equity at the level of the whole system (region)
  - information on the state of education in a specific territory (conditions in the territory and specific schools)
  - allow mapping of differences in school conditions
  - possibility to evaluate the education system as a whole
- Usable for the management of the overall education system (MEYS, founders)
- Usable as part of CSI inspection activities

At the current stage of the project, evaluation within EO D.4 focused on the expectations of the key actors for whom the results are intended and are already able to formulate their expectations, ie representatives of the CSI and MEYS. School representatives and founders do not yet have enough information to formulate their expectations or comment on the benefits and usability of the outputs (their information and training will follow the pilot-tested outputs).

Both CSI representatives and the Ministry of Education point out the need for activity in view of the fact that in the Czech Republic, in comparison with other OECD countries, there is a high dependence of educational outcomes on the environment and conditions of the pupil's origin. That is, the pupil / school environment largely defines the pupil's future success in the education system, and these factors are not sufficiently reflected in school assessment or school system management. The main problem addressed by the project is that the primary lack of information on the conditions of specific schools and regions on which to solve the problem.

On the part of the CSI, the expectations of KA4 benefits were formulated as follows: *The aim of the project is to monitor how and what external factors affect education at school and then to look for suitable measures. The aim is to reflect this on the system level as well. The result should be a set of indicators (usable for CSI inspection activities) and specific recommendations for the activities of schools on how to counteract negative impacts. The benefit will be to take into account the socio-economic aspects of education when formulating findings and recommendations in the framework of inspection activities.*

At the level of the Ministry of Education, the aim was formulated: To enable a set of criteria (socio-economic index of the school) to evaluate schools that have worse conditions, and it should be a dynamic tool that allows the evaluation of conditions over time. The output should become one of the tools for managing the school system. Specific proposals of possible measures for improvement at school would then be an added value above the expected contribution of KA.

The KA4 manager and CSI inspectors confirmed that they are working on methodological recommendations for schools (“types for schools”) that will show worse conditions. In particular, he emphasized the outputs that could be used for inspection activities, and that KA4 would further formulate recommendations on how to provide these to schools in order to apply them in the context of self-evaluation. Another important output will be the delimitation of catchment areas and the definition of indicators that will enable to characterize the conditions of these areas.

CSI representatives stressed that a set of tools would be developed for the evaluation of criterion 6 of the Quality School, with the fact that such tools are not yet available and the approach of individual inspectors is individual and not harmonized. Furthermore, they emphasized the creation of indicators



for the activities of the Inspectorate, which will enable the inspectors to adequately prepare for the inspection activity (information on the school context). The inspectors involved stressed that it would then be necessary to ensure that other CSI inspectors identified with the outputs and started to use them as part of their activities. In this respect, training of CSI inspectors is envisaged.

#### Answer to evaluation question

In accordance with the planned project schedule, the specific KA4 outputs applicable to the initial education actors are planned for the next project implementation period (pilot verification of the identified indicators should take place by January 2020). The evaluation of the current implementation process of the Audit Committee, the key outputs achieved in the course of time, and in particular the findings from in-depth interviews with actors involved in project implementation (Audit Manager, CSI inspectors involved, could jeopardize the achievement of objectives. Nevertheless, in identifying indicators, the project team remains to address a number of methodological issues to ensure that the resulting product is usable in practice to the required extent and quality. At the same time, it will also be necessary to address issues related to the disclosure of sensitive school data in such a way that, for example, they do not lead to even more segregation of schools with poor conditions.

Concerning the identification of needs, the representatives of the Ministry of Education, Youth and Sports and the CSI agree on the benefits of implementing KA. The CSI emphasizes the contribution to inspection activities and the MŠMT benefits the management of the school system. The expectations of the MŠMT and the CSI management correspond to the goals and outputs anticipated by the project team.

### ***EO D.7 What were the unintended impacts of the KSH project?***

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The unintended impacts of the project implementation were evaluated based on an analysis of information on the progress of the project and the outputs of the project and individual interviews with representatives of the CSI implementer (main project manager, CSI management representative), KA4, KA6 and KA8 managers and other actors involved in KA4 implementation. Project activities are still in their infancy and the impacts of the project cannot be evaluated yet.

Representatives of the project team pointed out the unplanned software solution and connection with the ČÚZK system (Czech Office for Surveying, Mapping and Cadastre) in the KA4 solution, with discussions on possible legislative changes that would require municipalities to publish and subsequently update spatial data on catchment areas in the ČÚZK system. In this way, the long-term sustainability or updating of information on catchment areas of schools, which are one of the basis for the construction of equity indicators (used to determine the catchment area, i.e. the relevant region of the school), would also be ensured.

#### **Answer to evaluation question**

Project activities are still in their infancy and the impacts of the project cannot be evaluated yet. However, the unplanned cooperation with the Czech Office for Surveying, Mapping and Cadastre (ČÚZK) regarding the possibility of a software solution for determining the catchment areas of municipalities and its subsequent updating was highlighted. In this way, the sustainability of one of the project activities (defining the catchment area of schools) would be ensured.

## 4 Conclusions and recommendations

### 4.1 Main conclusions and findings

#### **EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?**

##### *Main (positive) findings*

- Project activities are carried out to the expected extent and according to the planned schedule,
- With regard to the progress of the project implementation so far, it is possible (at present) to fulfil the project objectives,
- Findings from realized international surveys within KA2 and related outputs within KA5 are used by the Ministry of Education to systematically set up in the field of education (eg knowledge of specific factors affecting reading literacy was used)
- For the existing obstacles (barriers) that occurred within the project implementation, the project team chose appropriate steps to overcome them. Thus, no barriers were identified that would jeopardize the fulfilment of the planned project schedule and objectives,
- For risks potentially threatening the achievement of project objectives, the implementation team has set up an approach to their management so that these risks are eliminated or mitigated and do not jeopardize the achievement of project objectives,
- Internal evaluation contributes to the optimization of the implementation process and the quality of the project outputs,
- The educational activities carried out within KA6 (education of teachers in mobile centres and schools) have been positively evaluated by the participants.

##### *Negative findings (opportunities for improvement)*

- Negative findings were not identified - the project is running according to the planned schedule and the project processes are set up.

#### **EO D.4 To what extent do the key actors of initial education consider the output (or its sub-part) of the project in KA4 “A comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic” as useful and why?**

##### *Main (positive) findings*

- Representatives of the Ministry of Education, Youth and Sports agree on the need for implementation of KA4 (providing indicators to monitor fairness),
- The expected contribution to inspection activities is highlighted by the CSI (at the level of management and inspectors involved),
- The representative of the Ministry of Education, Youth and Sport emphasizes the benefits that will enable better management of the school system,

- The expectations are in line with the objectives and the procedure, which is also declared by the actors involved in the implementation of KA4.

### **EO D.7 What were the unintended impacts of the KSH project?**

#### *Main (positive) findings*

- Unplanned cooperation with ČÚZK regarding the possibility of a software solution for delimitation of catchment areas of municipalities and its subsequent updating.

## 4.2 Recommendations

No recommendations were made following the evaluation findings.

## **5 Incorporation of recommendations from the previous report**

Not relevant for the 1st Interim Report.

## 6 List of sources and literature

List of main sources used:

- Call and methodical documents for the call,
- Grant application of the KSH project (including the Project Charter and other documents),
- Implementation reports and annexes (including 1st Self-assessment Report),
- CSI website,
- Outcomes of individual interviews.

## 7 Attachments

Annex I: Technical Report

Annex II: Technical materials from carried out investigations (internal document)

Annex III: Document containing the main conclusions in the presented form (Dashboard)