

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

1st Interim Report

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List of abbreviations

ASI	Agency for social inclusion
CAWI	Computer Assisted Web Interviewing
CSI	Czech School Inspection
EQ	Evaluation question
IDI	In-Depth Interviews
IQE	Inclusive and Quality Education
IP	Individual project
IPc	Individual project with a conceptual framework
IPc RAP	"Regional action plans for the development of education" Project
IPc LAP	"Local action plans for the development of education" Project
IPo	Individual project other
IPs	Individual project systemic
IPs IHQE-ASI Project	The Inclusive and High-Quality Education in Territories with Socially Excluded Localities Project
IPs QICD	The Support of Quality Counselling Services in Schools and School Counselling Facilities Aimed at Promoting Inclusion: Quality-Inclusion-Counselling-Development Project
IPs ERAP	Enhancement of the Regional Action Plan Project
IPs SDP	Strategic Direction and Planning in Schools and Territories Project
IROP	Integrated regional operational programme
KA	Key activity
RAP	Regional action plan
CLIMA	The Culture of Education, Leadership, Inclusion, Mentoring - Methodological assistance to a teacher, Active Learning Methods (an acronym for a conceptual framework of projects)
LAP	Local action plan
LAG	Local action group
MoLSA	Ministry of Labour and Social Affairs
LPI	Local plan of inclusion
MS2014+	Programming period 2014 - 2020 monitoring system
NS	Nursery schools
MEYS	The Ministry of Education, Youth and Sports
MVT	Modernisation of Vocational Training Project
NIFE	National Institute for Further Education
NGO	Non-governmental organisation

NIE	National Institute of Education, Educational Counselling Centre and Centre for Continuing Education of Teachers
OP RDE	Operational Programme Research, Development and Education
OPE	Operational Programme Employment
MEP	Municipality with extended powers
PoA	Plan of Activities for Education Development at Schools
PA	Priority axis
ED	Educator
PPCC	Pedagogical-Psychological Counselling Centres
TWSP	Teachers' Work Support Project
WG	Working Group
DMSCS	Development and Methodical Support of Counselling Services Project (EIG III)
MA	Managing Authority
SISP	Social Inclusion Strategical Plan
SISA	Social Inclusion Systemic Assurance Project
IESS	Inclusive Education Systemic Support Project
SS	Secondary Schools
SAP	School Action Plan for Education
EIG	Education - Information - Guidance Projects
TPS	Tertiary Professional Schools
HEI	Higher education institutions
TD	Tender documentation
ES	Elementary schools

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1 Executive summary

The assessment of the Evaluation Area A, that is of the individual systemic project “Action Planning and Strategic Direction in Schools and Territories”, 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 interim evaluation report is based on research conducted by the evaluator in autumn 2017 and at the turn of 2017 and 2018.

The subject of this report, Evaluation Area A, covers the following projects:

- **Strategic Direction and Planning in Schools and Territories Project (SDP)** – The SPD Project was initiated in March 2016. As for target groups, the project focused mainly on supporting project teams while they were creating LAP and discussing the templates. In autumn 2017, activities were initiated in the area of individual support for schools. An activity focused on education for broader school management teams was launched as well.
- **Enhancement of the Regional Action Plan Project (ERAP)** – The ERAP Project was initiated in March 2016. In the first phase, the main focus of the project was the methodological support during the formation of RAP, including investigation at schools. In 2017, a motivational campaign was initiated, followed by methodological support for the compilation of School Action Plans (SAP), Plans of Activities (PoA) and for other thematic areas.
- **Local Action Plans for Education Development (LAP) Projects** – Most of the LAP projects were initiated in 2016 (the last one was launched in the 1st quarter of 2017) and most of them will be finished at the turn of 2017 and 2018 (the last one will be finished in the 3rd quarter of 2018). A total of 222 LAP projects were approved to be implemented. Currently, a call is open for LAP II.
- **Regional Action Plans for Education Development (RAP) Projects** – RAP projects have been implemented in every region, including the City of Prague. The projects were launched between November 2015 and April 2016 and will be implemented before the turn of 2021 and 2022. The RAP strategies were approved in the first half of 2017.

For the purposes of this report, the evaluation focuses on the following areas:

Evaluating to what extent RAPs reflect the needs detected in the territory

According to a comparative analysis of approved RAP strategies and the results of an investigation of schools' needs, the differences in schools' preferences between individual regions are minimal. These differences were rare, mostly subtle and had no noticeable impact on the choice of priorities for RAP. RAP strategies deal with both preferred and less preferred measures and obstacles. It is important to stress that even if the number of schools which welcome the measure is limited (not to say small), the measure can still be supported. In addition, the investigation in schools was only one of the guidelines for shaping the RAP strategy while listing the needs and priorities in RAP. The analysis revealed significant differences in the approaches of individual regions and a greater coordination of procedures has been recommended for RAP II.

Evaluating whether the RAPs reflect the needs of LAPs

As the RAPs were created before LAPs, it was not possible to take LAPs into account while shaping the RAP strategy. The methodology for the transfer of data from LAP to RAP was de facto completed

in November 2017. The transfer of data from LAP is now set up. However, information was being exchanged during meetings.

Evaluating to what extent target groups are aware of the concept of systemic projects and the CLIMA comprehensive solution¹

About half of the addressed teachers who do not form part of the schools' management are aware of the existence of the CLIMA action. As for the headmasters and managers of NS and ES, approximately 60 % of them know about the project. Around 40 % of the headmasters and managers of Nursery Schools (NS) and Elementary Schools (ES) are familiarised with the contents of the activities related to CLIMA. For teachers, it is less than 30 %.

According to NS and ES management representatives, specific goals of the CLIMA action are being reached in 87-99 % of the cases. However, this is a statement of school management representatives and it can be influenced by their conscious or unconscious effort to present their schools in a positive light.

According to their own statement, school management members are quite well aware of projects that are being carried out in the field of education. For example, only 3 % of NS and ES management members do not know about the implementation of LAPs and, similarly, only 2 % of secondary schools management members are not aware of the implementation of RAPs. For obvious reasons, the awareness of these projects is significantly lower among the teachers who do not form part of the school's management. Over 40 % of the addressed teachers in NS and ES do not know about the implementation of LAPs. The same applies for secondary school (SS) teachers and their awareness of RAPs.

The perception of the state of affairs in schools by school managements and teachers according to individual aspects of the CLIMA action

An investigation among NS and ES managers (headmasters and assistant principals) suggests that they see the situation in their schools as positive. Individual monitored aspects related to the goals of CLIMA are being pursued fully or partially according to 87-99 % of school managers, depending on the aspect in question.

In contrast to the school management, a certain portion of teachers praise realising the objectives of CLIMA that have to do with the quality of leadership.

In the comments, respondents stressed the problem of the high number of pupils per class (exceeding by far the "ideal" number of 20) and the fact that they are not being encouraged enough to embrace inclusion. Some also pointed out that *inclusion reduces the quality of the classes at the expense of pupils without disabilities*. According to some of the respondents, parents' and elderly conservative colleagues' opposition is an obstacle while implementing new principles.

Sources of information about systemic projects

Culture of Education, Leadership, Inclusion, Mentoring - Methodological assistance to a teacher, Active learning methods (an acronym for a conceptual framework of projects)

Members of the school management use a wider range of sources and tend to use official sources related to the projects in question. Teachers not participating in the school management, on the other hand, tend to gain information from the school management and from their colleagues.

As the most common sources of information, members of the school management use seminars (72 % NS and ES; 68 % SS), methodical materials for the projects in question (57 % NS and ES; 69 % SS), information from colleagues who work as educators (57 % NS and ES, only 49 % in SS), websites of relevant institutions (54 % NS and ES; 62 % SS) and information gained while being directly involved in a project or strategic planning (47 % NS and ES; 59 % SS).

Teachers and educators who are not involved in school management most commonly use the information gained from the school management (78 % NS and ES; 82 % SS) and from their colleagues (70 % NS and ES; 58 % SS). 48 % of NS and ES teachers and 37 % of SS teachers marked seminars as a source of information. As for websites and methodical materials, they are used by approximately a third of the teachers.

Only a very small percentage of SS management members and teachers uses the Strategic Direction Support Centres as a source of information (1-5 %; however, the Centres are primarily intended for NS and ES). Other sources of information used by a smaller percentage of people include the expert panel (1-4 %), distance learning (3-5 %) and webinars, which are mostly used by SS teachers (7-16 %).

In the comments, respondents agreed that there is a sufficient amount of information sources and that a lack of information is not a problem at all for a majority of them. On the contrary: a number of respondents criticized the high number of sources and called for a reduction of the scope of sources and a general simplification, saying that *“it is not humanly possible to use the entire portfolio of information sources offered.”*

Evaluating the benefits of self-evaluation for project teams and project implementation

For members of systemic project (IPs) teams, self-evaluation was proved to be beneficial especially with regard to how it encourages reflection of the current situation and discussion between the members of the project teams. On the other hand, they also pointed out that they have been evaluating themselves over the course of the project as a follow-up to the activities they realised and during the evaluation key activity.

In case of LAP, 50-75 % of the managers (depending on the benefits investigated) saw self-evaluation as beneficial. Managers who only saw little or no benefit in self-evaluation stated that they were already self-evaluating while the project was being implemented, regardless of the Interim Self-evaluation Report.

SDP Project

The assessment of the benefits of self-evaluation, as stated by key managers and the project manager, can be summed up as follows:

- highlighting the benefits of discussions between the members of the project team
- transfer of information to the project manager and to other team members (however, the project provides other tools for that, so these benefits overlap)
- nevertheless, self-evaluation duplicates internal project evaluation

- for identifying problems or implementing specific measures for risk management, self-evaluation does not bring anything that is very new
- project team members have only very limited information about the actual benefits of methodological assistance for LAP IPo
- writing the report was a task involving exclusively the project team members (that is to say, key activities managers and the project manager)

ERAP Project

The assessment of the benefits of self-evaluation, as stated by the members of the project team, can be summed up as follows:

- *“an option to access the Implementation Report”*, that is to say, a link to the Implementation Report, would be a convenient change in the form of self-evaluation
- they evaluate themselves *“in the course of the project and even when not writing”* the Interim Self-evaluation Report, *“with regard to individual outputs and as a follow-up to the problems that emerged”*
- self-evaluation would be more useful, if it was rather carried out *“with regard to individual outputs and as a follow-up to the problems that emerged”*
- self-evaluation is being carried out continuously over the course of the project, plus one key activity is dedicated to evaluation

LAPs

The assessment of the benefits of self-evaluation, as stated by LAP managers, can be summed up as follows:

- 50-75 % of the managers (depending on the benefits investigated) see self-evaluation as beneficial. On the other hand, self-evaluation meant no benefit to 25-50 % of the managers (depending on individual aspects-benefits investigated).
- reflecting on the current state of affairs and intensifying communication between team members (or with other parties in the given territory) were seen as the biggest benefits of self-evaluation
- Managers who only saw little or no benefit in self-evaluation stated that they were already self-evaluating while the project was being implemented, regardless of the Interim Self-evaluation Report.
- some of them pointed out that they carry out similar evaluations while writing monitoring reports
- only 3-6 % (depending on the aspects-benefits) of LAP managers stated that the time spent on self-evaluation should be invested differently

As for improvement suggestions contained in the comment section, the most repeated opinion was that the evaluation is very subjective. LAP project managers even said that they would welcome if the outputs were reviewed by the MEYS as well and they asked for feedback.

2 Research summary and the upcoming activities

Research Procedure - research conducted

Part	Type of research	Respondents (type, number)	Response rate	Date of research	EQ
A	IDI	RAP Project Manager for the Central Bohemian Region; SDP Project Key Manager; ERAP Project Content Manager	---	December 2017/January 2018	A.3
A	CAWI	NS and ES managers and teachers (2 447, i.e. 33 % of schools were addressed)	41.6 %	January 2018	A.6
A	CAWI	SS managers and teachers (684, i.e. 50 % of schools were addressed)	31.0 %	January 2018	A.6
A	CAWI	Municipalities as the bodies running the NS and ES (600 were addressed)	18.3 %	January 2018	A.6
A	CAWI	LAP Project Managers (222 were addressed)	36 %	December 2017/January 2018	A.9
A	CAWI	SDP project team (only 7 selected members were addressed)	100 %	January 2018	A.9
A	CAWI	ERAP project team (only 11 selected members were addressed)	100 %	January 2018	A.9

Procedure summary for upcoming period

- In 2018, the following questions will be researched and evaluated:
 - EQ A.1 focusing on why people proceeded the way they proceeded in the given region (only research following the research related to EQ A.4 and A.5; evaluation will only appear in the Final report)
 - EQ A.4 focusing on the level of satisfaction with methodological assistance
 - EQ A.5 focusing on the level of functionality of the established partnerships
 - EQ A.8 focusing on the benefits of individual support of schools
- It would be suitable to complete the information from the contracting authority with the outputs of the negotiations between MEYS representatives and IPs implementers. In the course of the projects, timetables are being shifted and the activities are being adjusted (or given more precision and details). These questions often become the subject of discussions between the IPs implementers and the MEYS, and the information provided by the monitoring system, which the evaluator has at his/her disposal, is often insufficient or quite delayed (tied to Implementation Reports).

3. Evaluation question A.9 will be dealt with again in 2019 as a part of the 3rd Interim report. This is because only a small project team of exclusively selected members participated in the self-evaluation, as affirmed during the interviews with the Chief project manager of the SDP project (who had also recommended that the evaluator only send the survey to 7 selected members of the operation team)². Similarly, the survey for the ERAP project was only sent to a limited number of exclusively selected project team members as well (based on its Chief project manager's recommendation), and only had 11 respondents. The evaluator believes that given the small number of respondents, it would be more purposeful and effective, i.e. more beneficial, to carry out several individual interviews or one group interview. The people who would participate in these interviews would be informed operation team members who were contributing to the Interim Self-evaluation Report and thus would be able to provide detailed information about the benefits of self-evaluation and current methodology. **To conclude, for the purposes of self-evaluation (EQ A.9), we suggest organizing an interview or a round table debate with the MEYS representatives to find a more suitable methodology for dealing with this EQ.**

² The project manager of the SDP project who was in charge of distributing the questionnaire read through it and subsequently informed us that he only passed it on to the key activities managers (“team managers”), saying that the other team members did not participate in self-evaluation directly or knowingly, and that it would make no sense to bother them with the questionnaire. According to SDP managers, team members' participation in regions consisted in supplying or completing the information and materials needed to write the report to the team manager who was in charge of writing the part of the report in question.

3 Findings and evaluation questions answers

3.1 Introduction, context

SDP Project implementation stage

The SDP Project was initiated in March 2016. In mid-2017, it was modified. As a result, the activities implementation timetable was shifted, target groups were specified with more detail and the scope of expected project outputs was specified as well.

The project provided the regions with Support Centres, facilitating methodological assistance and organizing conferences and webinars. An expert project team participated in the drafting of methodological materials and discussed LAP settings with the OP RDE MA in connection with the preparation of the LAP II call.

As for target groups, the project focused mainly on supporting project teams while they were creating LAP and discussing the templates. School consultants were trained and the preparation of a distance form of education for broader school management teams was finished. In autumn 2017, activities were initiated in the field of individual support for schools and education for broader school management teams. With respect to their beneficial effect for the target groups, these activities will start operating fully in 2018.

ERAP Project implementation stage

The ERAP Project was initiated in March 2016. In the first phase, the main focus of the project implementation was the methodological support during the formation of RAP, including investigation at schools. Expert guarantors operate in the regions, participating in the activities and providing expert and methodological assistance. In 2017, motivational visits were taking place, followed by methodological assistance for the compilation of School Action Plans (SAP), Plans of Activities (PoA) and other thematic areas. According to information provided in November 2017, 400 schools are working on the preparation of SAP and 50 schools on the preparation of PoA.

Currently, the timetable of the second research in schools is being scheduled so that it follows closely the implementation of the templates and the initiation of RAP II.

LAP projects implementation stage

Most of the LAP projects were initiated in 2016 (the last one was launched in the 1st quarter of 2017) and most of them will be finished at the turn of 2017 and 2018 (the last one will be finished in the 3rd quarter of 2018). A total of 222 LAP projects were approved to be implemented. Currently, a call is open for LAP II.

RAP projects implementation stage

RAPs are being implemented in all regions, including the City of Prague. The projects were launched between November 2015 and April 2016 and will be implemented before the turn of 2021 and 2022. The RAP strategies were approved in the first half of 2017.

3.2 EQ A.1 To what extent do action plans reflect the needs detected in the territory?

On the basis of a comparative analysis of the outputs of the investigation carried out at schools and of RAP, the following main conclusions can be provided:

- The differences between the schools' preferences in individual regions were minimal, i.e. schools in individual regions prefer similar measures and deal with similar obstacles. **These differences were rare, mostly subtle and had no noticeable impact on the choice of priorities for RAP.** Corresponding priorities/goals/measures in RAP are stressed in regions with both the highest and the lowest preferences expressed by the schools in response to the question.
- **RAP priorities/goals/measures respond to the measures and obstacles identified in schools; however, no arithmetical link has been observed, and so the RAP focuses on both preferred and less preferred measures/obstacles.** It is important to stress that even if the number of schools which welcome the measure is limited (not to say small), the measure can still be supported. In addition, the investigation in schools was only one of the guidelines for shaping RAP needs/priorities.
- Some of the measures described by a relatively high number of schools as necessary were not reflected in RAP priorities. **In other words, the fact that a relatively high number of schools marked the measure as necessary does not imply that the measure was included in the RAP.** This means that the non-inclusion of certain measures in selected RAPs can be hardly justified on the basis of investigation in schools.
- **A different approach to identify the regions' needs/goals,** both in terms of emphasizing different outputs of various investigations/inputs (investigation in schools, socio-economic analysis of the region, region strategies, the engagement of stakeholders, national priorities - requirements of the MEYS) and the structure of the documents (the way needs/goals were defined). The RAP (nor its individual parts/stages) actually does not enable to identify with certainty which of the aspects of the analytic parts were taken into consideration while defining the needs/goals, and to what extent. **This is partly understandable and compensated for by emphasizing the partnership approach and engaging relevant stakeholders.** Nevertheless, the data provided do not enable to carry out a retrospective reconstruction of relevance.
- Due to the complex nature of the issues at stake, some measures are being dealt with and classified differently in individual regions. Career guidance with employers can serve as an example: 10 regions assigned it to the Career Guidance Development priority area, while 4 other regions classified it as part of the Vocational Training and Cooperation with Employers area.
- **While comparing priority areas in individual regions, certain fragmentation of measures/activities is apparent.** Sometimes, it can be a source of inspiration for other regions (e.g. supporting the engagement of girls in the field of vocational and polytechnic training); in other cases sub-activities belonging to other areas are being implemented there

as well. However, this aspect is understandable, given the complexity of the topics investigated and the freedom that regions had while dealing with these issues.

- **In some regions, low priority C is used minimally** in the design part of the RAP, even though during prioritization itself, this category was used more (according to a random survey).
- In terms of the definition of RAP goals and RAP structure, it is necessary to stress **the dissimilarity of the Ústí nad Labem Region**. In contrast to other regions, the Ústí nad Labem Region only defines the goals/measures in RAP **at a general level**.
- Identification of needs in the RAP is directly linked to the plan of priorities, goals and measures. **In other words, it is not possible to distinguish between needs and goals in the RAP.**

3.3 EQ A.3 Do Regional Action Plans (RAP) and their designs reflect the needs defined by the outputs of IPc LAP projects?

This evaluation question is to be evaluated on the basis of a comparative analysis of documents after the approval of the RAP. However, the documents needed to carry out this analysis are not yet available or are not relevant (do not contain relevant information). Consequently, the extent to which RAPs tie in with LAPs was, in this evaluation phase, evaluated on the basis of interviews with the representatives of RAP, SDP and ERAP. The findings can be summarized in the following points:

- As **RAPs were created before LAPs**, it was not possible to take LAPs into account while shaping the RAP strategy. The methodology for the transfer of data from LAP to RAP was de facto completed in November 2017 (see the following point).
- In order to secure the transmission of data between LAPs and RAPs, a “Method statement for the transmission of data from LAPs to RAPs” was created in cooperation with SDP, ERAP and RAP project representatives. The first version of this document, prepared by the NIFE, was modified on the basis of comments made by the NIE and some of the RAP implementing teams. The second updated/modified version that meets the needs of RAP was issued by the NIFE at the end of November 2017.³
- According to the methodological statement, information from LAPs should be transferred to RAPs by the end of March each year. In 2017 this did not occur, because the **LAPs were not yet in a stage of processing advanced enough** to be relevant (or more precisely, some LAPs did turn in the statement, but saying that they did not have the information needed at their disposal). The information will be transferred in 2018.
- LAPs and RAPs are communicating via their representatives during meetings.

³ Link to the methodological instruction: <http://www.nidv.cz/cs/projekty/projekty-esf/srp/vyzva-map-ii/zavazne-dokumenty.ep/>

3.4 EQ A.6 To what extent are target groups aware of the existence and the overall concept of IPs ERAP and IPs SDP projects, IPc LAP and IPc RAP projects and the CLIMA comprehensive conceptual framework of projects?

While investigating to what extent target groups are aware of the existence and the overall concept of IPs ERAP and IPs SDP projects, IPc LAP and IPc RAP projects and the CLIMA comprehensive conceptual framework of projects, the main focus was on the following topics and target groups:

- Awareness of the strategic approach of the MEYS and the CLIMA action. In addition to awareness, the investigation has also focused on the evaluation of situations at schools (focusing on educators and management of NS and ES).
- Awareness of strategic planning at the level of schools and regions (focusing on educators and management of NS, ES, SS and on municipalities as the bodies running the schools)
- Awareness of systemic projects (focusing on educators and management of NS, ES, SS and on municipalities as the bodies running the schools)
- Sources of information about strategic planning and systemic projects (focusing on educators and management of NS, ES, SS and on municipalities as the bodies running the schools)

Approach to the investigation

In accordance with the tender documentation, the investigation has been implemented in the form of CAWI, i.e. web questionnaire survey.

As for the distribution of the questionnaires, they were distributed to educators at schools where headmasters had been previously informed by receiving a notification about an upcoming investigation carried out by the MEYS. Municipalities as the bodies running the schools were addressed on the basis of available contact information (Mayor, post room).

A representative sample of schools was addressed, corresponding to the regional distribution of schools, types of schools and the distribution of schools according to the body running them. The schools were selected on a random basis. A total of 2 447 (33 %) NS and ES and 684 (50 %) SS were addressed. Furthermore, a total of 600 municipalities (bodies running the NS and ES) were addressed on a random basis (they were bodies running the schools selected for the research).

The response rates were very high: over 40 % for NS and ES and over 30 % in case of SS. For bodies running the schools, the response rate was 18 %. Overall, a total of 1502 teachers and managers of

NS and ES, 383 teachers and managers of SS and 114 representatives of the bodies running the schools participated in the research. (See technical report for details.)

When interpreting the findings and the outcomes of the survey presented in this report, it is necessary to take into account the confidence intervals that are different for each of the target groups addressed in the questionnaire survey. The target groups of school management (NS and ES, but SS as well) and teachers who are not involved in the school management (NS and ES) manifest a high degree of reliability. For these groups, the relevance of the findings is between 2 and 6 %. A lower degree of reliability, in the range of less than 6 % to 10 %, is manifested in the findings related to target groups of SS teachers who are not involved in the schools' management and of the representatives of the bodies running the schools⁴. A lower degree of reliability is also manifested in the target group of broader management teams (NS and ES). The respondents from SS broader management teams were only 28, which is why the findings related to this group should only be considered an outline of the current situation. (See table below for details).

Table 1: Confidence intervals in the context of the investigation in schools

School	Teacher - not participating in the (broader) management	Broader school management team	School management (assistant principals)	Headmaster	School management in total
The number of respondents in NS and ES	306	83	152	961	1113
Confidence interval (10/50)*	3.4/5.6	6.5/10.7	4.8/7.9	1.77/2.9	1.71/2.85
The number of respondents in SS	99	28	109	147	256
Confidence interval (10/50)*	5.9/9.8	11.1/18.5	4.7/7.9	4.6/7.6	3.7/6.1

Source: Custom questionnaire survey, calculation based on Sample Size Calculator by Creative Research Systems

* Confidence Interval in percentage points for the frequency of responses of 10% and 50% (on a confidence level of 95%). I.e. for example if the frequency of NS and ES headmasters' responses is of 50 %, there is a 95 % confidence that the response of real population (meaning all headmasters) will be in the range of 50 ± 2.9 %.

Awareness of the CLIMA action

The findings below reflect the expressions of the respondents themselves. Presented outputs thus present the attitudes and perceptions of the evaluated aspects by the target groups.

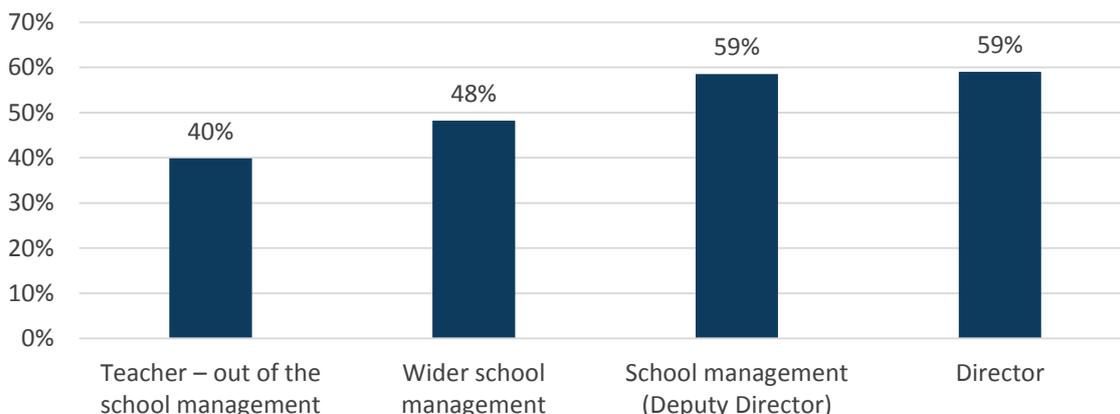
General awareness of the strategic approaches

General awareness of the strategic approach in the field of education, according to their observations, declared less than 60% of of the school management representatives (directors and

⁴ For representatives of bodies running the schools, the confidence interval is of 5.4 percentage points if the relative frequency of detection is 10 %, and of 9 percentage points if the relative frequency of detection is 50%.

deputies), 48% of the wider school management and 40% of the teachers out of the wider management of the school.

Graph 1: Do you know of the existence of the strategic approach of the Ministry of education, youth and sports, that aims at the change of the education culture? (kindergartens and primary schools)



Source: Questionnaire survey (N = 1 502)

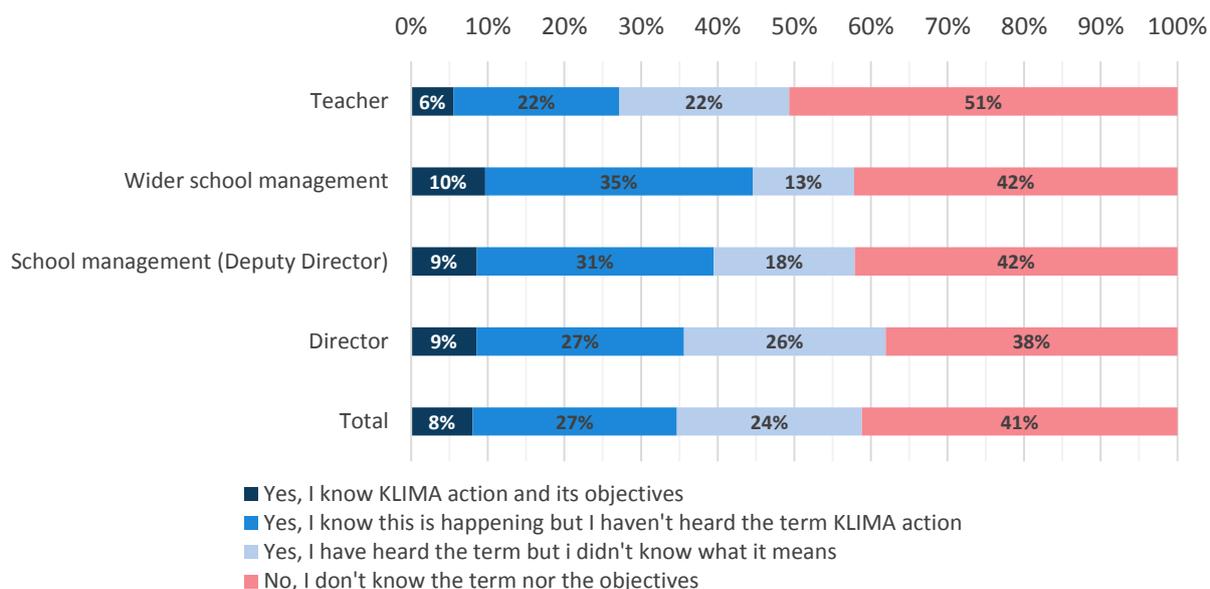
(Teacher – out of the school management (N = 306); Wider school management (N = 83); School management (Deputy Director) (N = 152); Directors (N = 961))

The content or activities associated with the action of KLIMA, based on their own observations, are known by less than 30% of the teachers of the kindergarten and primary schools (teachers not participating in the wider school management). Less than a quarter of the teachers, who do not participate in school management, have already heard the term "KLIMA action", but they didn't know exactly what it meant. Over half of these teachers don't know about CLIMA action, nor about the associated activities.

The CLIMA or its targets are known by less than half of the members of the wider school management, a total of 10% knows the term "KLIMA action" itself. Over 40% of the wider management members don't know the CLIMA action and its objectives (Note: for the wider school management the response was relatively small and the outputs relating to this group should be taken only as indicative).

CLIMATE action or at least the targets are known by the total of 29% of the Directors and Deputy Directors of the kindergartens and primary schools. More than a quarter of Directors and 18% of Deputy Directors knew the term "CLIMATE action" but did not know what it meant. Around 40% of the Directors and Deputy Directors then, according to their words, don't know of the concept of "KLIMA action" or its objectives.

Graph 2: Do you know the KLIMA action? (kindergartens and primary schools)



Source: Questionnaire survey (N = 1 502)

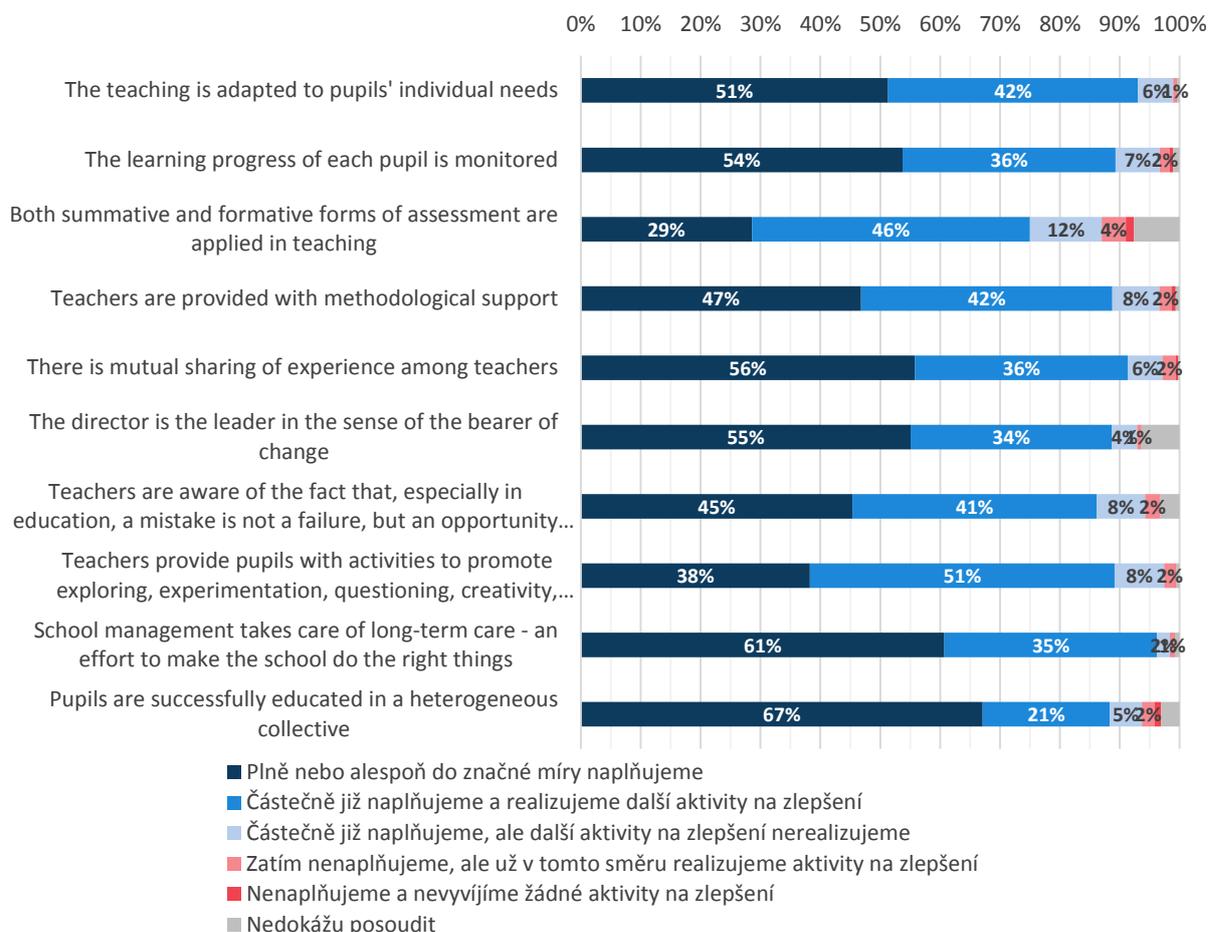
(Teacher – out of the school management (N = 306); Wider school management (N = 83); School management (Deputy Director) (N = 152); Directors (N = 961))

The situation at schools according to individual aspects of KLIMA action

On the basis of the survey, the management of kindergartens and primary schools (directors and the Deputy Directors) assess the situation at their schools as positive. Only 1 to 2% of the members of school management admits the non-fulfillment of the monitored aspects (aims) of KLIMA action. The monitored aspects associated with the objectives of the action are being fulfilled fully or partially according to 87 to 99% of the members of the school management, depending on the aspect. The smallest rate of fulfillment was expressed by managements of kindergartens and primary schools in the application of *sumative and formative forms of assessments in the teaching*.

In terms of the interpretation of the survey outputs it is necessary to take into account the subjective investigation form and the statements of the respondents, about whether school leaders (with regard to the "previous experience") preferred to represent more positive attitude. Some directors expressed "off the record" that they had already met with the "anonymous" survey, which then had negatively returned in the specific requirements for the school. The evaluator does not have more information and can not assess this issue; we only point out that these opinions (whether justified or not) exist among the Directors of the schools and they can have an effect on the survey outputs.

Graph 3: Aspects of CLIMA action. How do you assess the situation at your school in the following areas? (kindergartens and primary schools; the school management – directors and deputy directors)

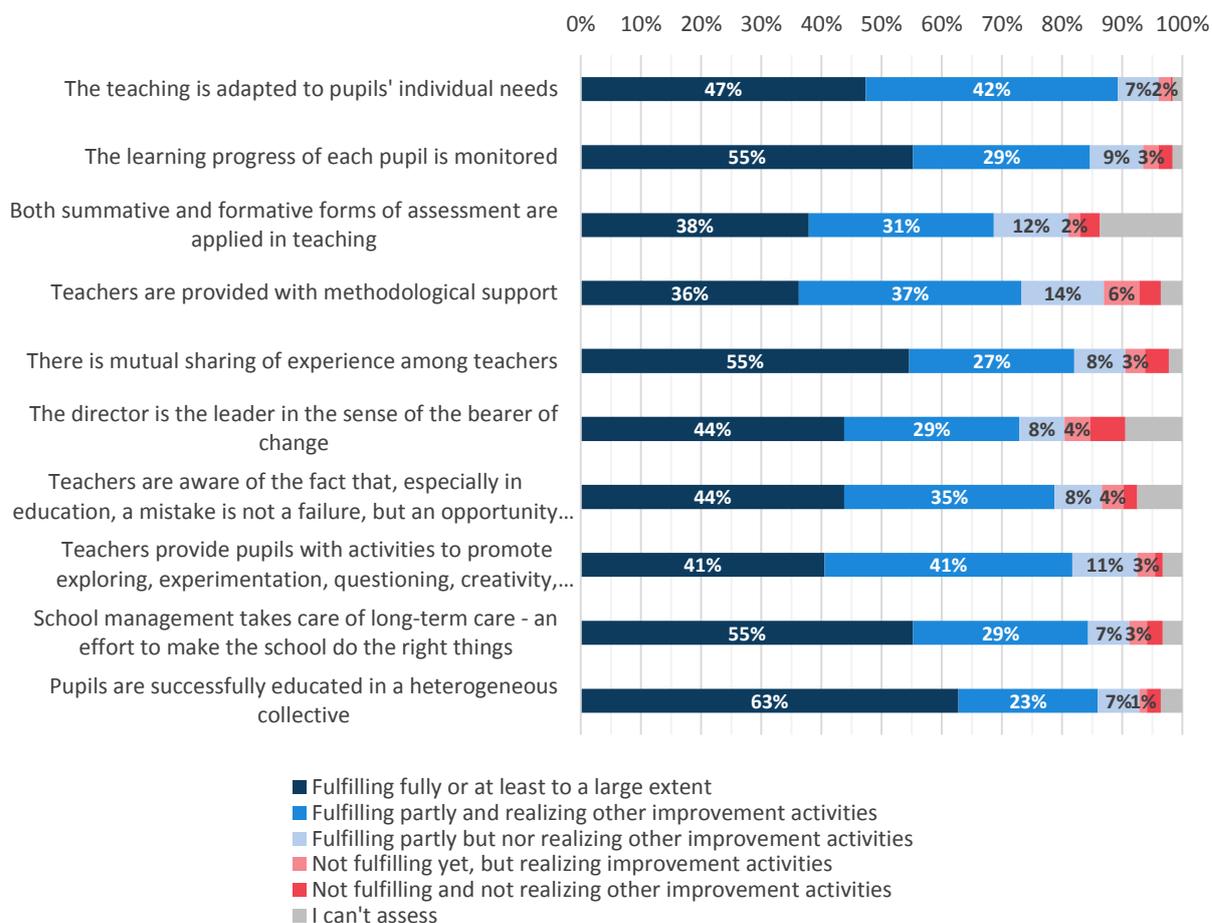


Source: Questionnaire survey (N = 1 113)

The assessment of the monitored aspects of CLIMA action by the teachers who do not participate in the (wider) school management is partly the less optimistic compared to school leaders, however, a significant majority of the teachers assesses the situation at school positively (80 to 96% by aspect).

A smaller proportion of the teachers (out of the school management), evaluates the fulfillment of the aspects/objectives of CLIMA action relating to the quality of leadership - that the teachers are provided by the methodological support, that the Director is a leader within the meaning of the bearer of the changes, and that the school management takes care of the long term direction – efforts to do the right things.

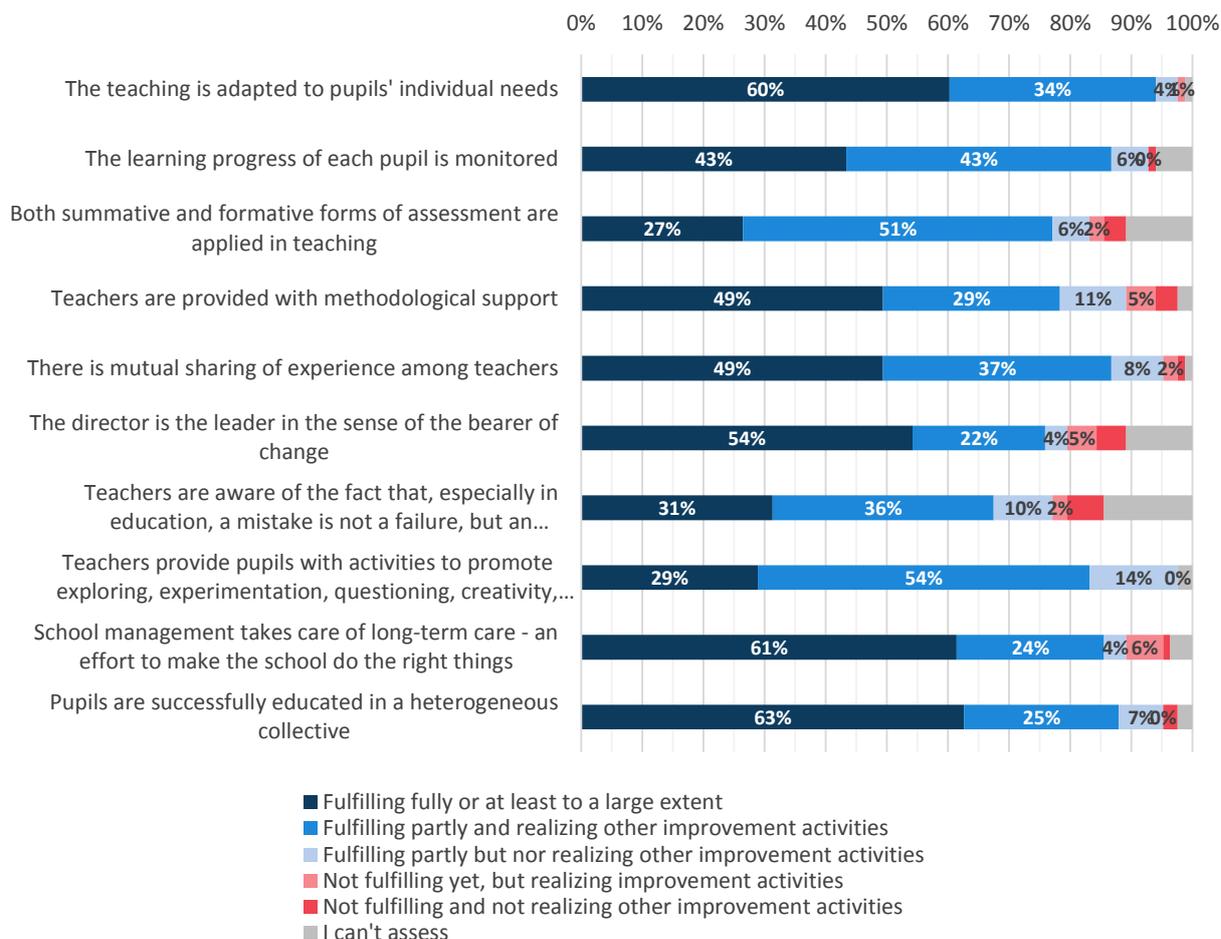
Graph 4: Aspects of CLIMA action. How do you assess the situation at your school in the following areas? (kindergartens and primary schools; teachers not participating in the (wider) school management)



Source: Questionnaire survey (N = 306)

The assessment of the wider school management representatives corresponds to some extent (or is close to) the attitudes of the teachers. The wider school management, however, is significantly more critical than the teachers on the aspect (requirement) that the teachers are, in every action, aware of the point that, particularly in education, the mistake does not indicate a failure, but an opportunity to learn. Only 67% representatives of the wider school management refers this aspect to as filled or partially filled with the fact that the measures are implemented for the improvement, compared to 79% of the teachers and 86% of the representatives of the school management.

Graph 5: Aspects of CLIMA action. How do you assess the situation at your school in the following areas? (kindergartens and primary schools; wider school management)



Source: Questionnaire survey (N = 83)

Most of the comments made by the respondents described the situation at their schools. Dominating aspects were positive reviews, functional cooperation, mutual support. There was described the use of some of the programmes of the MEYS (eg. „Začít spolu“), then the use of templates. Critical reviews tended to several aspects. The most frequently mentioned in this regard was the problem of **high number of pupils per class** (far in excess of the "ideal" of 20 pupils), which limits the access of any individual efforts of teachers to pupils. **Many suggestions have been made on the issue of inclusion.** A large number of respondents said that the pupils are educated in a heterogeneous collective, but they recommended to delete the word "successfully", as a collective, with which they have experienced, does not enable it. It often appeared that due to financial, personnel and material conditions it is not possible to manage the inclusion. Several respondents pointed out that the teachers are not sufficiently promoted, whether financially, for example through a supervision, that is missing at some schools. **Several respondents then assess the inclusion critically**, because "it reduces the quality of teaching at the expense of pupils without limits", "middle stream falls to weaker pupils' level". One respondent stated that the measure is winding up for the small schools, which now flock to seek children with disabilities on the basis of the recommendations of the Pedagogical-Psychological Counselling Centres. There was also mentioned **a resistance on the part of the older more conservative teachers**, and also a resistance of parents. The issue appeared several

times of the filed of the common education of 2-6 year old children in nursery schools because these kids are of completely different needs.

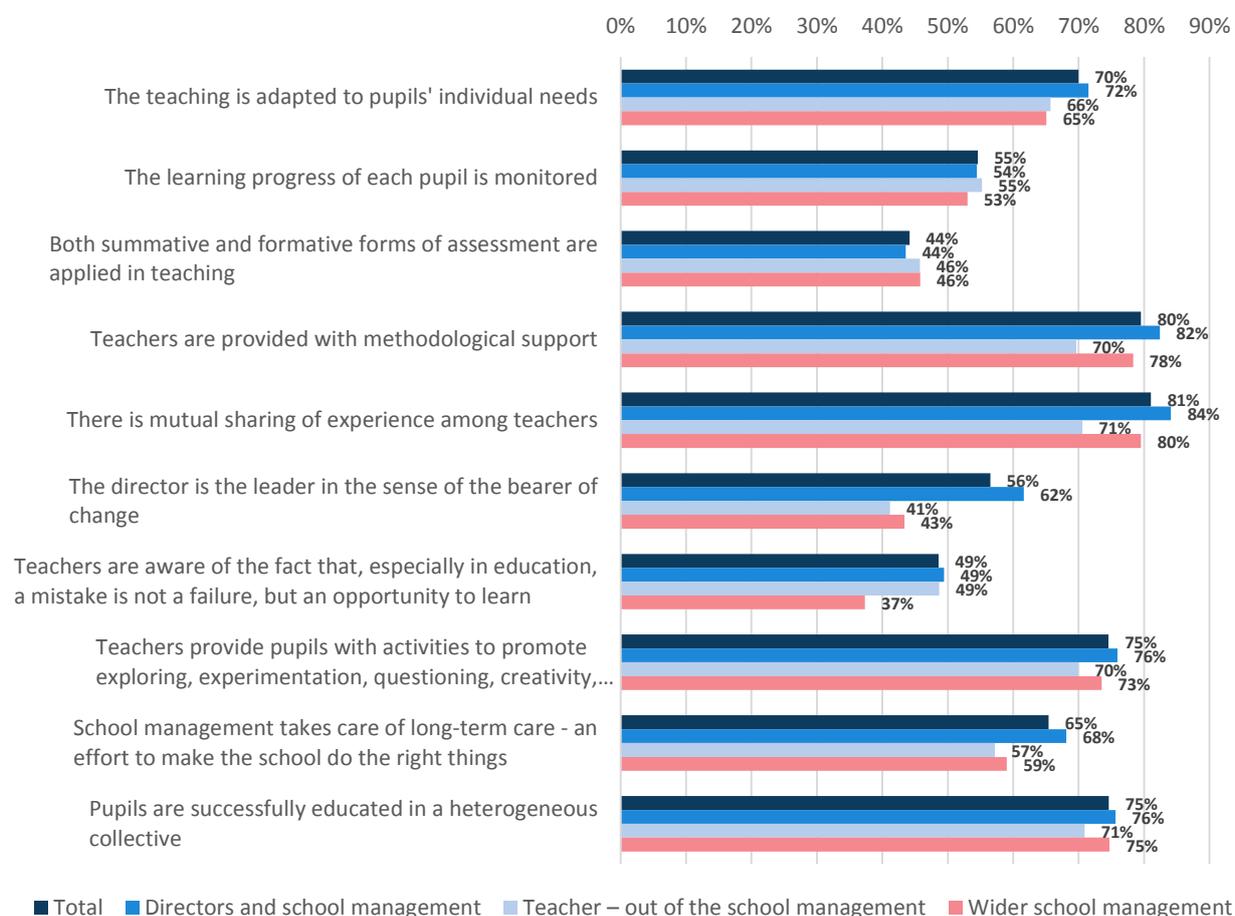
Awareness of projects and activities aimed at the CLIMA action

Awareness of projects and activities aimed at individual areas of CLIMA action varies by region rather than with regard to the position in the school. The most familiar to educators and representatives of school management are projects and activities focused on mutual sharing of experiences between teachers (84% of the representatives of the school management and 80% of the educators) and activities aimed at providing methodological support to teachers (84% of the representatives of the management and 80% of educators).

Within the aspects that relate to the school management, i.e. *the school takes care of the long term direction – efforts to do the right things and the school director is a leader within the meaning of the wearer of changes*, there is noticeable greater awareness of projects and activities of the directors and the management of schools (68% and 62%), compared educators not participating on management (57% and 41%).

The smallest number of the educators and representatives of school management knows about the projects or activities that are supporting or explaining *the application of summative and formative forms of assessments in the teaching process*.

Graph 6: Activities fulfilling CLIMA action. Do you know of a project, initiative or activity in education focused on improvements in the following areas? (kindergartens and primary schools)



Source: Questionnaire survey (N = 1 502)

(Teacher – out of the school management (N = 306); Wider school management (N = 83); School management (N = 1 113))

Among the comments the most mentioned issue was the participation on **further education of pedagogical staff**, eg. through the OP RDE projects, Pedagogical-Psychological Counselling Centres, the National Institute for Professional Development or regional facility for the further education of pedagogical staff.

In case of specific projects a significant proportion of the respondents highlighted the participation in activities associated with the implementation of **templates** for kindergartens and primary schools in various forms (reader's clubs, teaching assistant, teachers, etc.). Several respondents reported the participation in the project "Pomáháme školám k úspěchu" ("Helping schools to success") or "Začít spolu" ("Start together"). A number of respondents also mentioned the projects of LAP (The Education Development Local Action Plan), support through LAGs, projects „APIV“, FEP (Framework Educational Programmes) projects, RAP or educational events of universities.

Some portion of the respondents mentioned that they know about the projects but for various reasons the projects **are not available** for their school, whether in terms of excessive workload, finance, as well as due to the venue of such events in remote areas. Another reason is **the excessive number of children** in the classroom and at the kindergartens especially i tis a large range of age (from 2 to 6 years old), which does not allow to choose the programmes that would be suitable for all.

Awareness of strategic planning

Awareness of strategic planning has been examined by the representatives of the kindergartens and primary schools, secondary schools and municipalities as the founders of schools. The findings below reflect the self-expressions of the respondents.

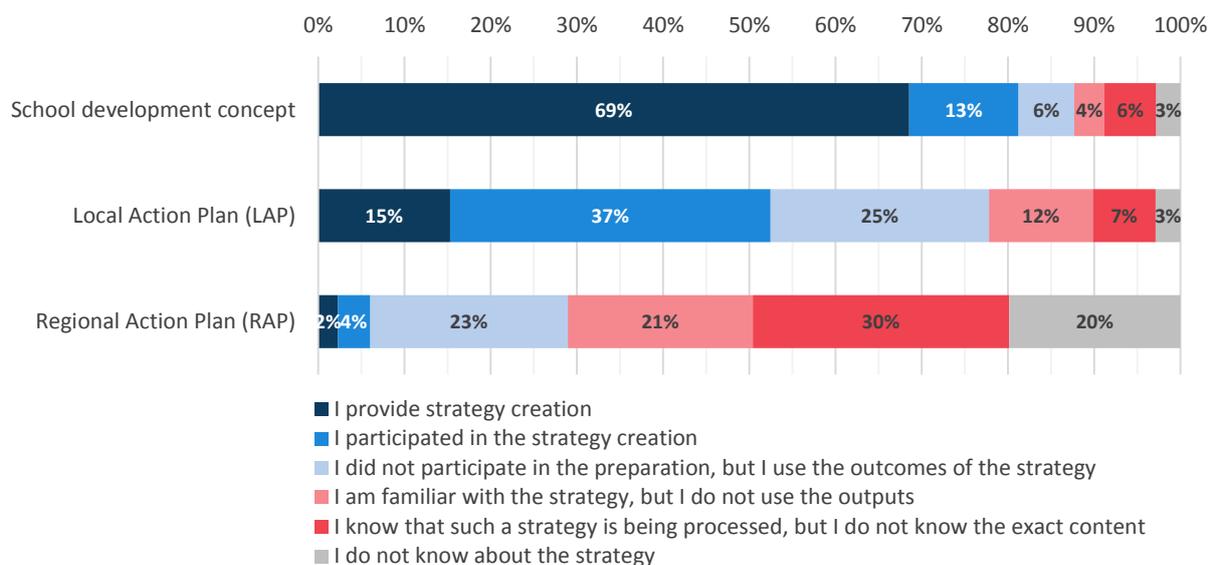
Kindergartens and primary schools management

The preparation of the school development concept was secured or participated by 80% of the members of the kindergartens and primary schools management involved in the survey. The other 10% of the members of the the kindergartens and primary schools management uses the school development concept or at least knows about it. Less than 10% of them, including directors, don't know the school development concept.

More than half of the members of the kindergartens and primary schools management participated in the creation of LAPs, where 15% of them was directly involved in creating the strategy. A quarter of the members of the kindergartens and primary schools management then works with the outputs of the LAP. A total of 10% of them do not know about the LAP content and 3% do not know nor about the existence of the strategy itself.

Half of the members of the kindergartens and primary schools management are familiar with the contents of the RAP and 30% knows, about the RAP but does not know the exact content of the strategy. Twenty percent of the members of the management do not know about RAP at all.

Graph 7: To what extent are you aware of the following levels of strategic planning? (kindergartens and elementary schools; directors and deputy directors)

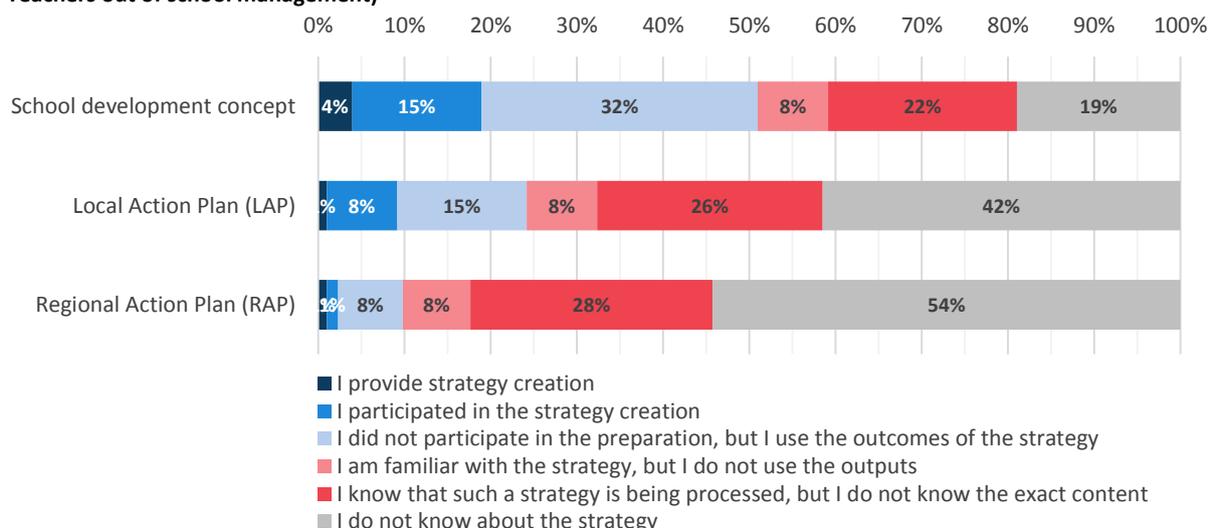


Source: Questionnaire survey (N = 1 113)

Kindergarten and primary school teachers out of the school management

Kindergarten and primary school teachers' awareness is lower than for members of school leadership. For example, less than a quarter of the teachers know that there is a school development concept, but does not know its contents, and less than 20% of the educators does not know of the concept at all. Over 40% of educators has never heard about LAP and over 50% of the kindergarten and primary school teachers has never heard about RAP.

Graph 8: To what extent are you aware of the following levels of strategic planning? (kindergartens and primary schools; Teachers out of school management)



Source: Questionnaire survey (N = 306)

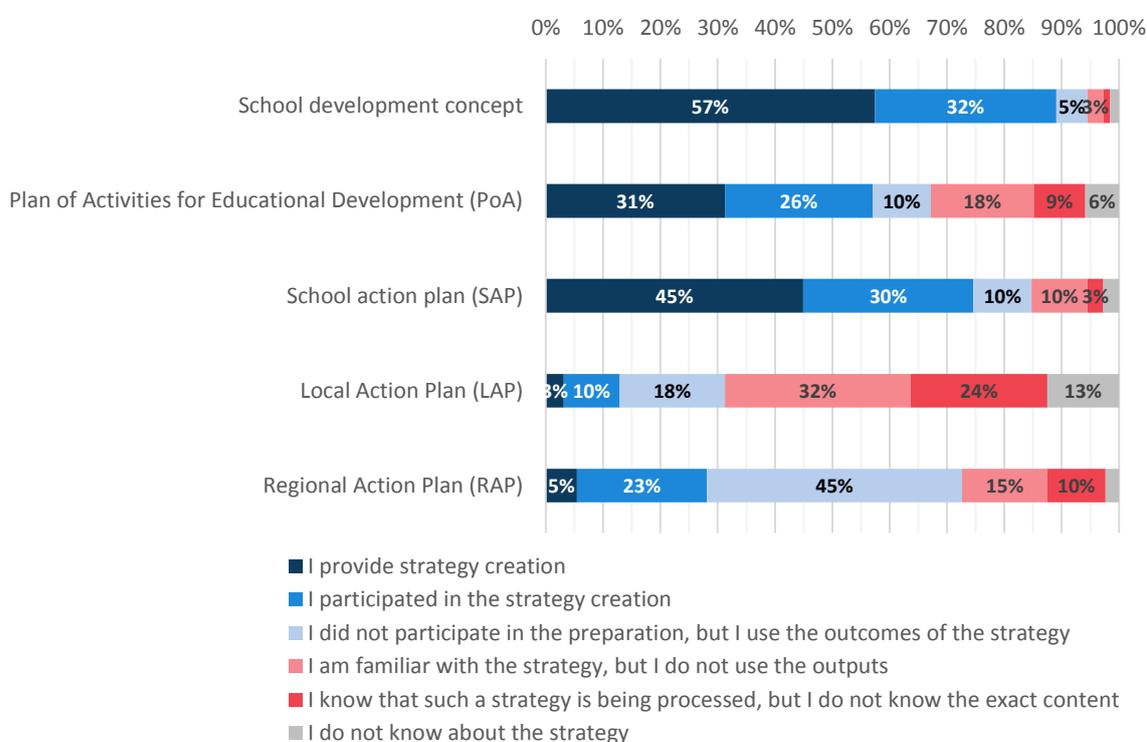
Secondary school management

The preparation of the school development concept was secured or participated by 89% of the members of the SS management involved in the survey. A further 8% of members of the SS

management use the school development concept, or at least knows about it. Only 3% of the SS management members don't know the school development concept at all.

Only 6% of the members of the SS management don't know about the Plan of activities for Education development at Schools (PoA), and of 3% the SS management representatives don't know anything about the preparation of the School Action Plan (SAP). A total of 13% of the members of the SS management state that they directly participated in the creation of LAP. On the contrary, 13% of the members of the SS management don't know about that the LAP was being prepared. On the formation of RAP participated 28% of the members of the SS management. The other 70% of them are aware of that RAP is being processed and 59% of the members SS management even knows its content.

Graph 9: To what extent are you aware of the following levels of strategic planning? (SS; school management – directors and deputy directors)



Source: Questionnaire survey (N = 256)

Secondary school teachers not participating in the school management

The preparation of the school development concept was secured or participated by less than 14% of the educators out of the school management. Less than a third of the teachers is aware of that the concept exists, but they do not know its contents, and 15% of the educators don't know about the concept at all.

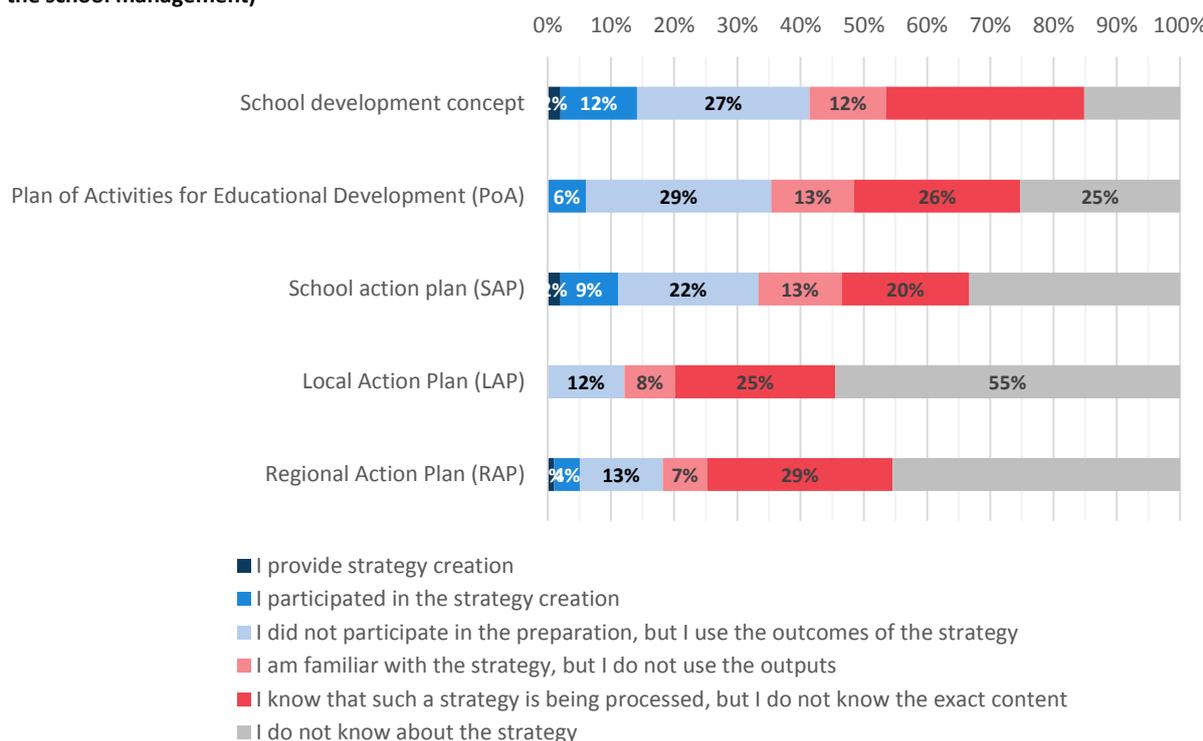
About the processing of PoA, according to their own statements, know 75% of SS teachers. A quarter of the teachers is not familiar with the content or PoA.

The processing of SAP is known by 67% of SS teachers. Less than half (46%) of teachers are familiar with the contents of the SAP, and 20% of educators do not know the content of the plan.

Less than half of the teachers of the SS said they knew about LAP processing, a total of 20% of them are then familiar with its content. Over half of the teachers of SS don't know on the LAP at all.

For RAP the ratio is opposite. About 55% of the SS educators know about RAP and 25% of them are aware of the content of the strategy. Total of 5% of SS teachers were involved in the preparation of RAP. About 45% of the SS educators don't know about RAP.

Graph 10: To what extent are you aware of the following levels of strategic planning? (SS; Teachers not participating in the school management)



Source: Questionnaire survey (N = 99)

Founders of kindergartens and primary schools (municipalities)

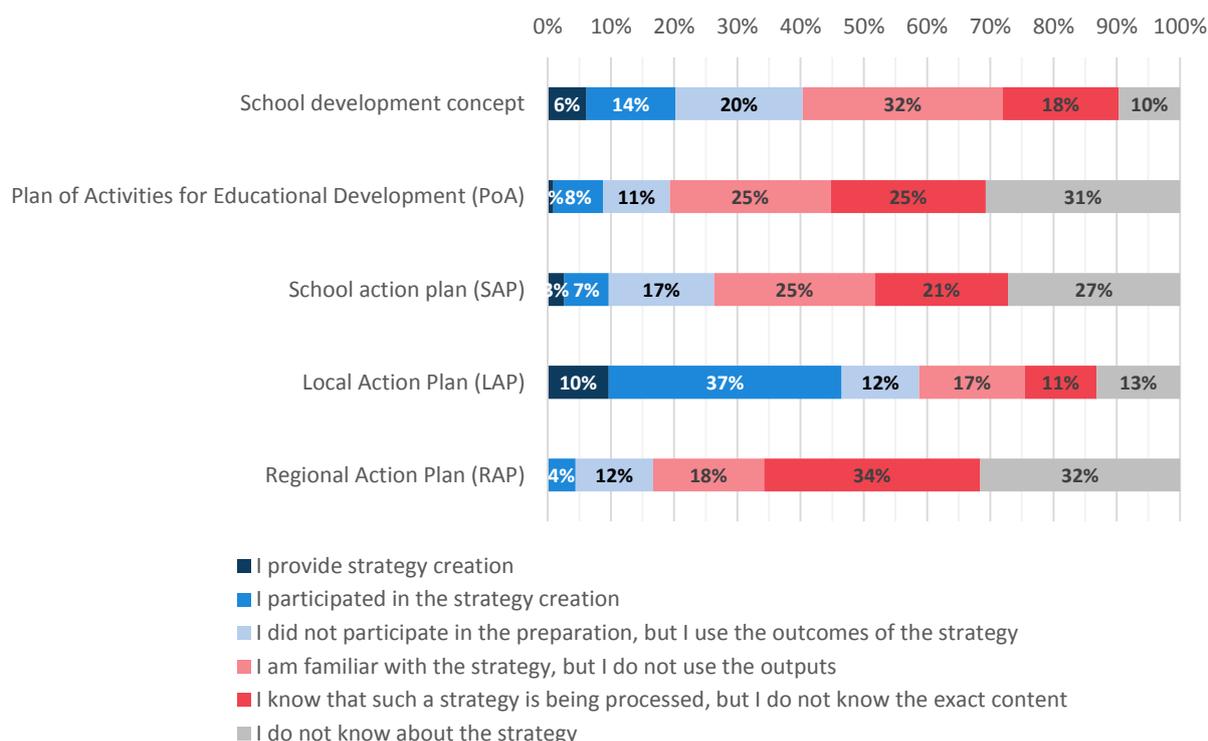
With regard to the scope of the municipalities, as a kindergarten and primary school founders, the representatives of the founder have the greatest awareness of the school development concepts and LAP. Total of 72% of the founders are aware of the school development concept, and 18% of them know the concept, but they do not know the content. At the same time, 20% of the founders stated that they are involved the school development concept creation. Total of 10% of the founders do not know about school concepts.

Participation on the preparation of LAP was stated by 46% of the respondents from the kindergarten and the PS founders. Total of 12% of the founders are working with the LAP and 17% of the representatives of the founders are familiar with LAP content. 11% of the founders know about the LAP knows, but does not know its contents. Total of 13% of representatives of the founders of kindergartens and PS – municipalities.

Around 70% of the founders (the municipalities) of kindergarten and primary schools know about PoA and SAP that are made by SS. On the preparation of plans is involved approximately 10% of kindergarten and primary school founders - municipalities.

Less than 70% of kindergarten and primary school founders knows about the processing of the RAP. A third of them is aware of its contents.

Graph 11: To what extent are you aware of the following levels of strategic planning? (municipalities – kindergartens and PS founders)



Source: Questionnaire survey (N = 114)

In the comments for the category of kindergartens and secondary schools a number of directors declared their involvement in all of the above mentioned plans, due to their position. Specifically, most common was **the participation on LAP or participation within the LAG**, in both cases several respondents identified the offer of those groups as useful and appropriate to implement in the school development concepts. **A large part of respondents, however, marked the plans as useless.** This opinion, in particular, was reasoned by the absence of a long-term strategy to on the state level, which is constantly changing. One respondent expressed it clearly: "*How shall we strategically plan, when we don't know what will be tomorrow?*"

For the respondents of the SS the critical comments accounted for very important part. Several respondents confirmed the participation in the SAP, LAP, or PoA, and the school development concept. However, a criticism was directed mainly to the **wrong and bloated setting of strategic planning**, which is determined from a large number of various documents that are additionally given as a requirement for the schools to join the calls. Some directors have labeled SAP or PoA, as opposed to the school development concept, to be an **unnecessary administration**. Even here there is mentioned several times the issue of a **missing single conception** covered by the state. According

to other respondents the the plan processing only distracts the educators from the main activity, they often do the strategic planning **during their free time**.

In a number of comments in a category of the founders of schools there was indicated only the involvement at the level of the LAP, attending meetings of the LAGs and a criticism of the minimum continuity of LAP on RAP.

Awareness of projects in the field of education

Awareness of projects in the field of education in relation to the CLIMA action was examined by the representatives of the kindergartens and primary schools, secondary schools and municipalities as the founders of schools. The findings below reflect the self-expressions of the respondents.

Kindergartens and primary schools management

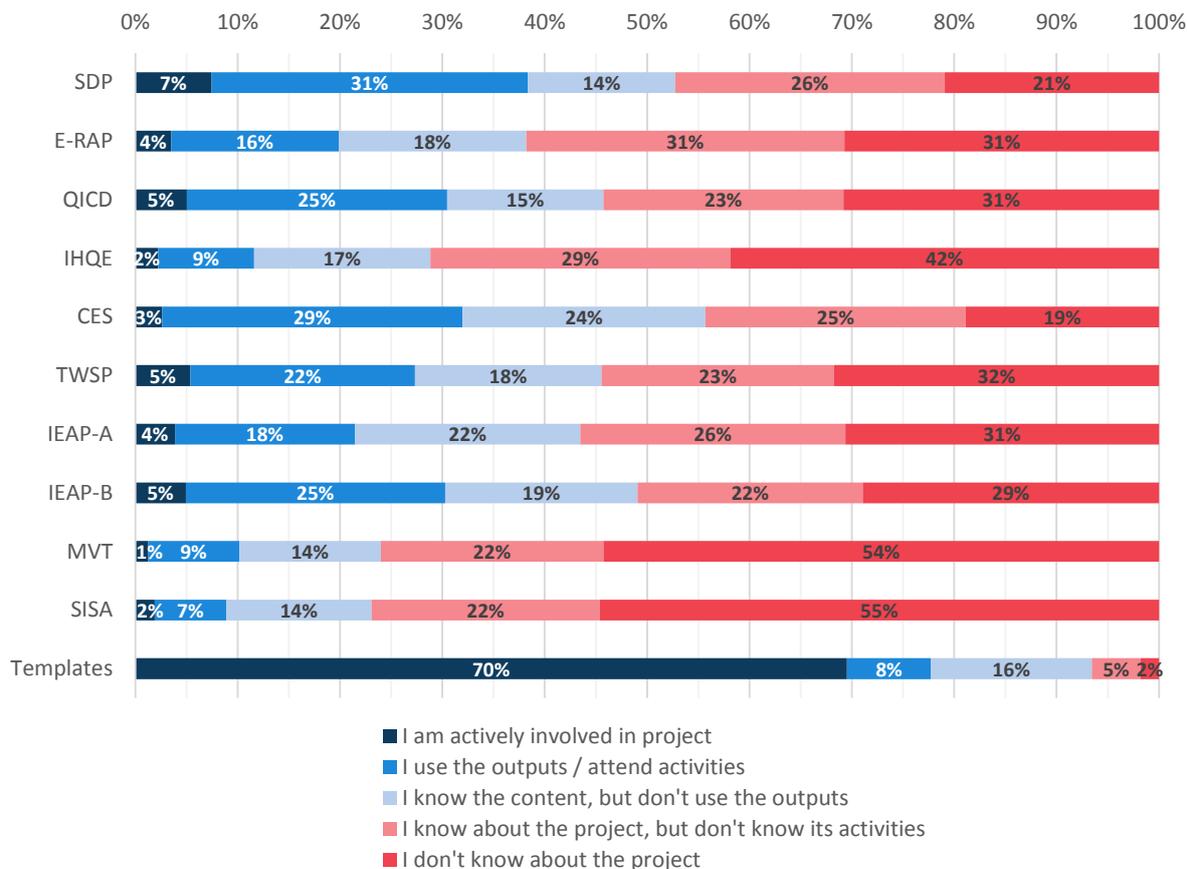
Knowledge of completed projects in the area of education by the members of the kindergartens and primary school management varies according to the projects. Except the templates (projects of the schools themselves), that are known by 93% of the management members, (78% are actively involved), they have the greatest awareness of the following projects:

- „SDP“, that is known by 79% of kindergartens and PS management members, more than half of the management members knows its content and 38 % are actively involved in the project.
- „CES“ („Complex Evaluation System“), that is known by 81% of kindergartens and PS management members, more than half of the management members knows its content and 32 % of them are actively involved in the project.

The least is the awareness of these projects:

- „MVT“ – project is known by 46 % of kindergartens and PS management members and 10% are actively involved
- „SISA“ – project is known by 45 % of kindergartens and PS management members and 9% are actively involved
- „IHQE“ – project is known by 58 % of kindergartens and PS management members and 12% are actively involved

Graph 12: Which of the following projects listed below do you know? (kindergartens and primary schools; school management – directors and deputy directors)



Source: Questionnaire survey (N = 1 113)

Teachers not participating in management of kindergartens and primary schools

Knowledge of completed projects by the teachers of the kindergartens and primary schools, who are not involved in the (broader) school management, is lower than that by members of the management of the schools. This is understandable with regard to the focus of the projects, which are often focused on school leaders.

Teachers not participating in (broader) school management know especially these projects:

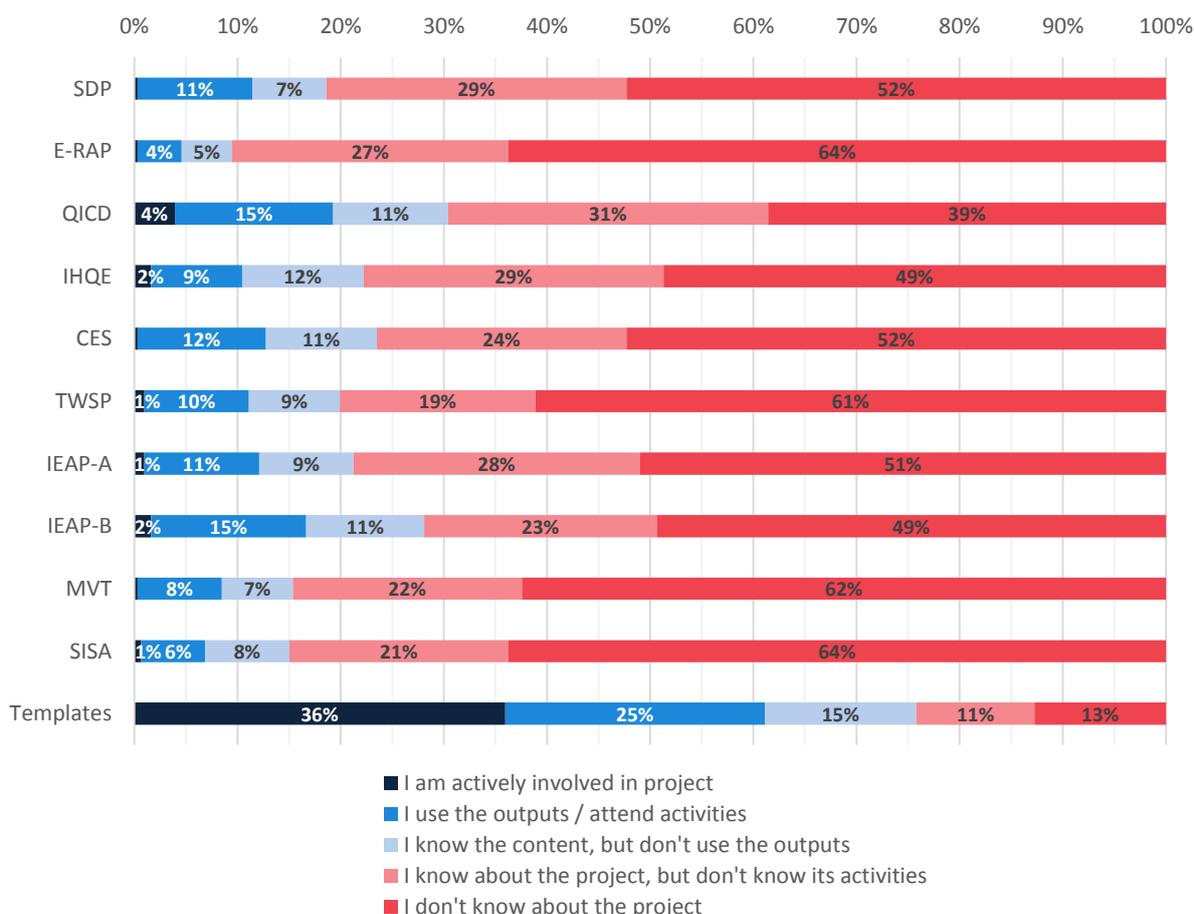
- Templates – 76% of teachers know the focus of the projects
- QICD – 30% of teachers know the focus of the projects and 31% know the project exists but don't know its activities
- IEAP-B – 28% of teachers know the focus of the projects and 23% know the project exists but don't know its activities
- CES – 24% of teachers know the focus of the projects and 24% know the project exists but don't know its activities
- IHQE – 22% of teachers know the focus of the projects and 29% know the project exists but don't know its activities
- IEAP-A – 21% of teachers know the focus of the projects and 28% know the project exists but don't know its activities

- SDP – 19% of teachers know the focus of the projects and 29% know the project exists but don't know its activities

Among the kindergartens and PS teachers these project are not commonly known:

- TWSP – only 39% know about the project
- MVT – only 38% know about the project
- E-RAP – only 36% know about the project
- SISA – only 36% know about the project

Graph 13: Which of the following projects listed below do you know? (kindergartens and primary schools; Teachers not participating in wider management)



Source: Questionnaire survey (N = 306)

SS management

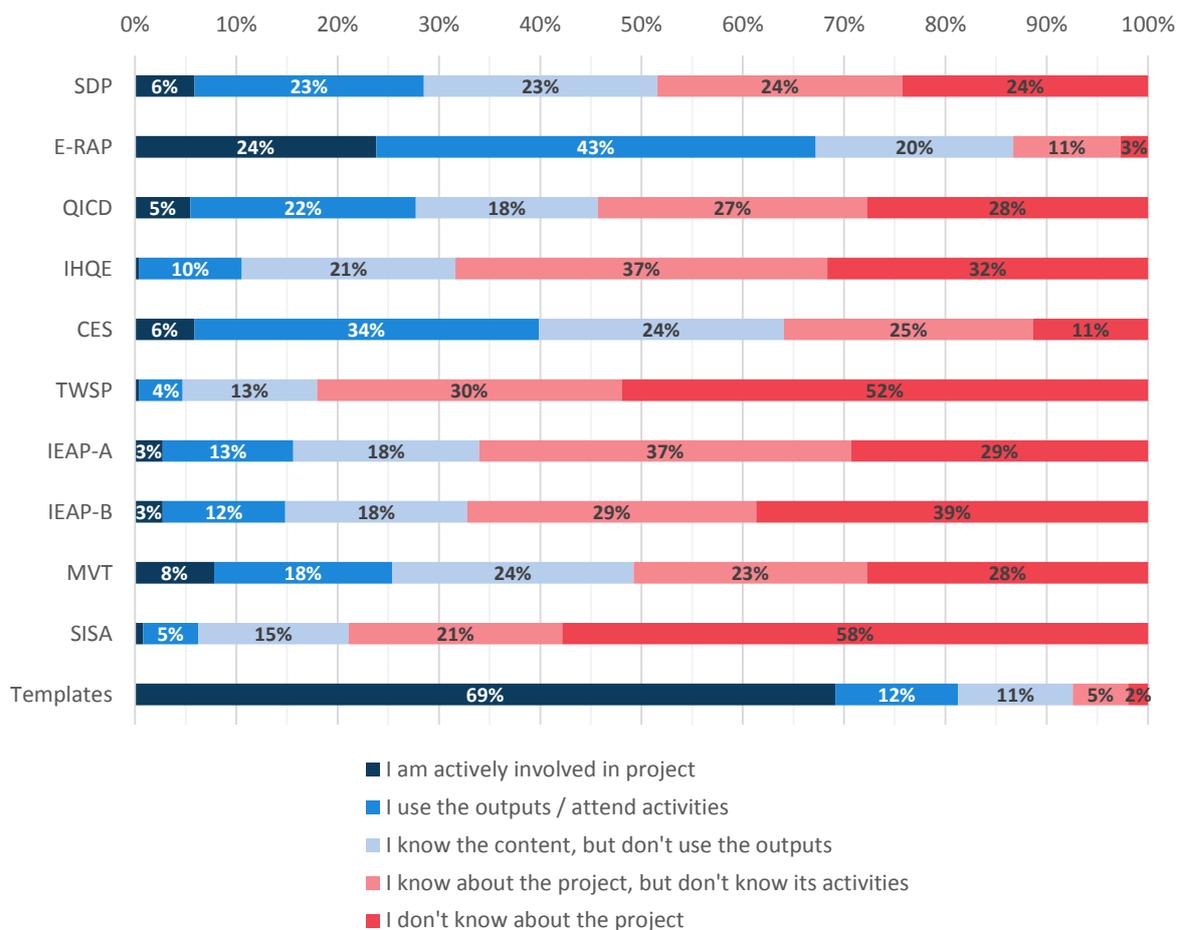
SS management is aware of these projects:

- Templates – 98% of management members know the focus of the projects and 93% know its activities
- E-RAP – 97% of management members know the focus of the projects and 87% know its activities
- CES – 89% of management members know the focus of the projects and 64% know its activities

SS management is the least aware of these projects:

- TWSP – 48% of management members know the focus of the projects and 18% know its activities
- SISA – 42% of management members know the focus of the projects and 21% know its activities

Graph 14: Which of the following projects listed below do you know? (secondary schools; school management – directors and deputy directors)

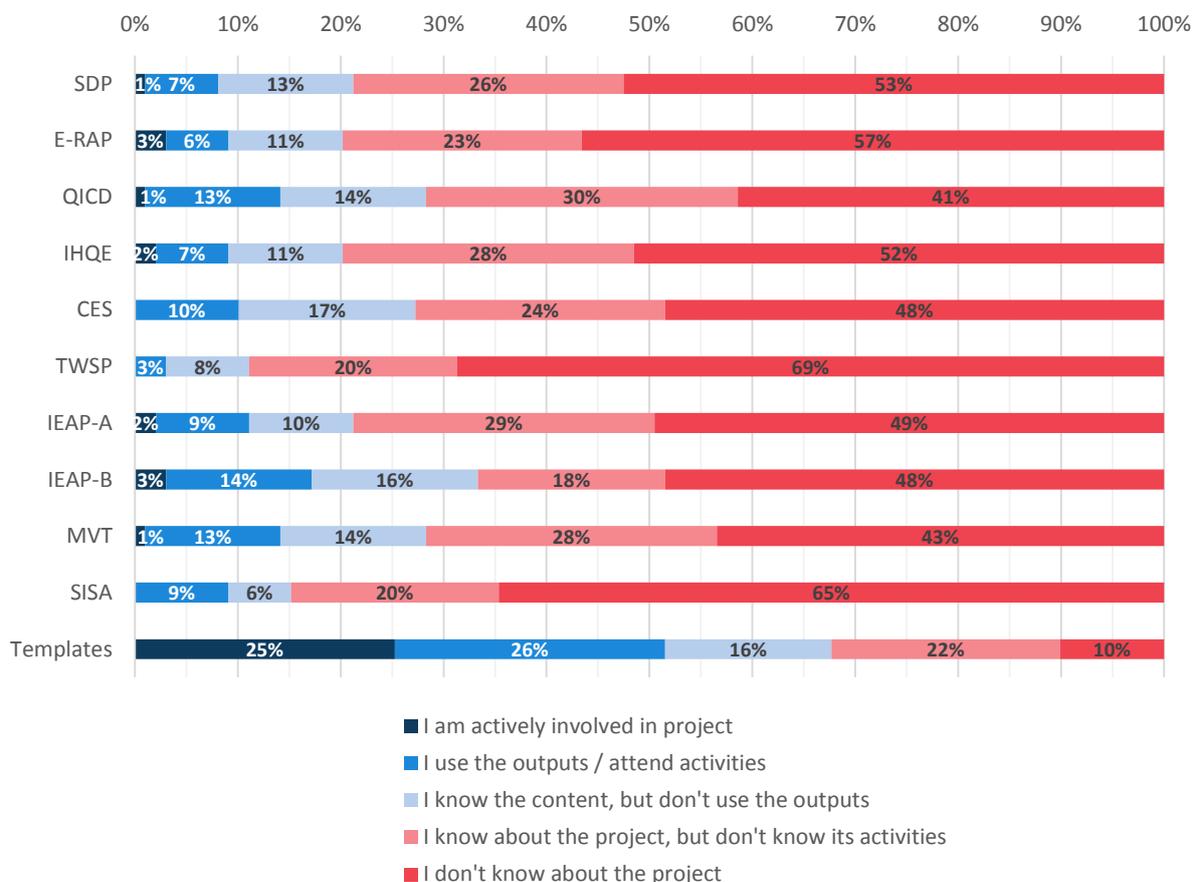


Source: Questionnaire survey (N = 256)

Teachers not participating in management of secondary schools

Teachers not participating in the (broader) management of SS have the greatest awareness about templates (projects of the schools), about 90% of the educators know the projects and 68% knew their contents. Awareness about other projects is around 50%, i.e. about half of the teachers know that the project exists. Less than a third of teachers then knows the majority of project activities. The smallest awareness educators have about TWSP and SISA projects, which are known only by around a third of educators.

Graph 15: Which of the following projects listed below do you know? (secondary schools; Teachers not participating in wider management)



Source: Questionnaire survey (N = 99)

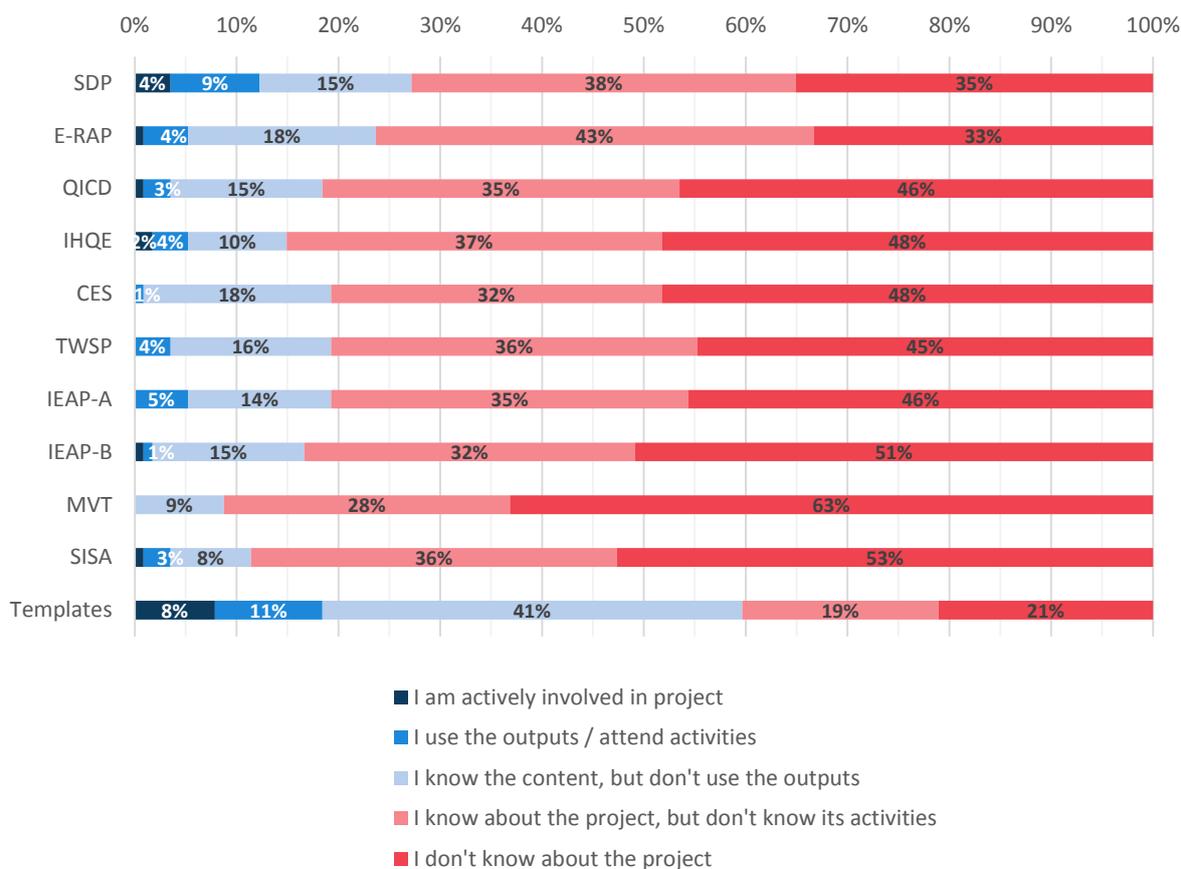
Founders of kindergartens and primary schools (municipalities)

Representatives of the founders of kindergartens and primary schools (municipalities) do even have the greatest awareness about the templates, where 79% know about these projects and 60% know even the contents/focus for the projects.

More than two thirds of the founders know about the projects SDP and E-RAP, where a quarter of them knows even the activities of these projects.

About 20% of the founders know most of the other projects and about 20% know even the content of the activities. The least aware they are of the MTV project, which is known only by 37% of the founders.

Graph 16: Which of the following projects listed below do you know? (municipalities – founders of kindergartens and PS)



Source: Questionnaire survey (N = 114)

Even the comments shows that respondents have the greatest awareness about the Templates projects, in which they use different activities. For the most part, the respondents say that they have heard about the projects, but do not use them or cannot use them. As the main reasons they point the load factor, excessive paperwork and some conditions. Several respondents highlighted the administrative burden: "System projects can bring a lot for the schools, but they discourage by its demands on the paperwork" and "unnecessary dissection is made by the MEYS in a system of documentation". Some say about weak awareness of projects, in which it is easy to get lost because of their amount.

Comments by respondents from SS again include a significant portion of critical views. The reason why they do not know the above mentioned projects, was described by one of the respondents as follows: "I get the information randomly and intermittently. I have absolutely no time to monitor in detail the page of the relevant institutions and studied methodical materials. I study only what relates to our school."

Information sources

Information sources in the field of education in relation to the action CLIMA and the projects in the field of education were investigated from representatives of kindergartens, PS, SS and municipalities (as the founders of schools). The findings below reflect the self expressions of the respondents.

Kindergartens and primary schools

Information sources on strategic planning and system projects differ in some aspects between the leadership of the school and teachers, but not so markedly as in the SS (see below). Members of the school management use a wider range of information sources and they draw more from formal sources of completed projects. In contrast, the teachers not participating in the school management more widely use the information from management and colleagues.

Members of the school management most commonly use as a source of information the workshops (72%), methodological materials of projects (57%), information from fellow educators (57%), the websites of the relevant institutions (54%) and on the basis of direct involvement in the project, the strategic planning (47%).

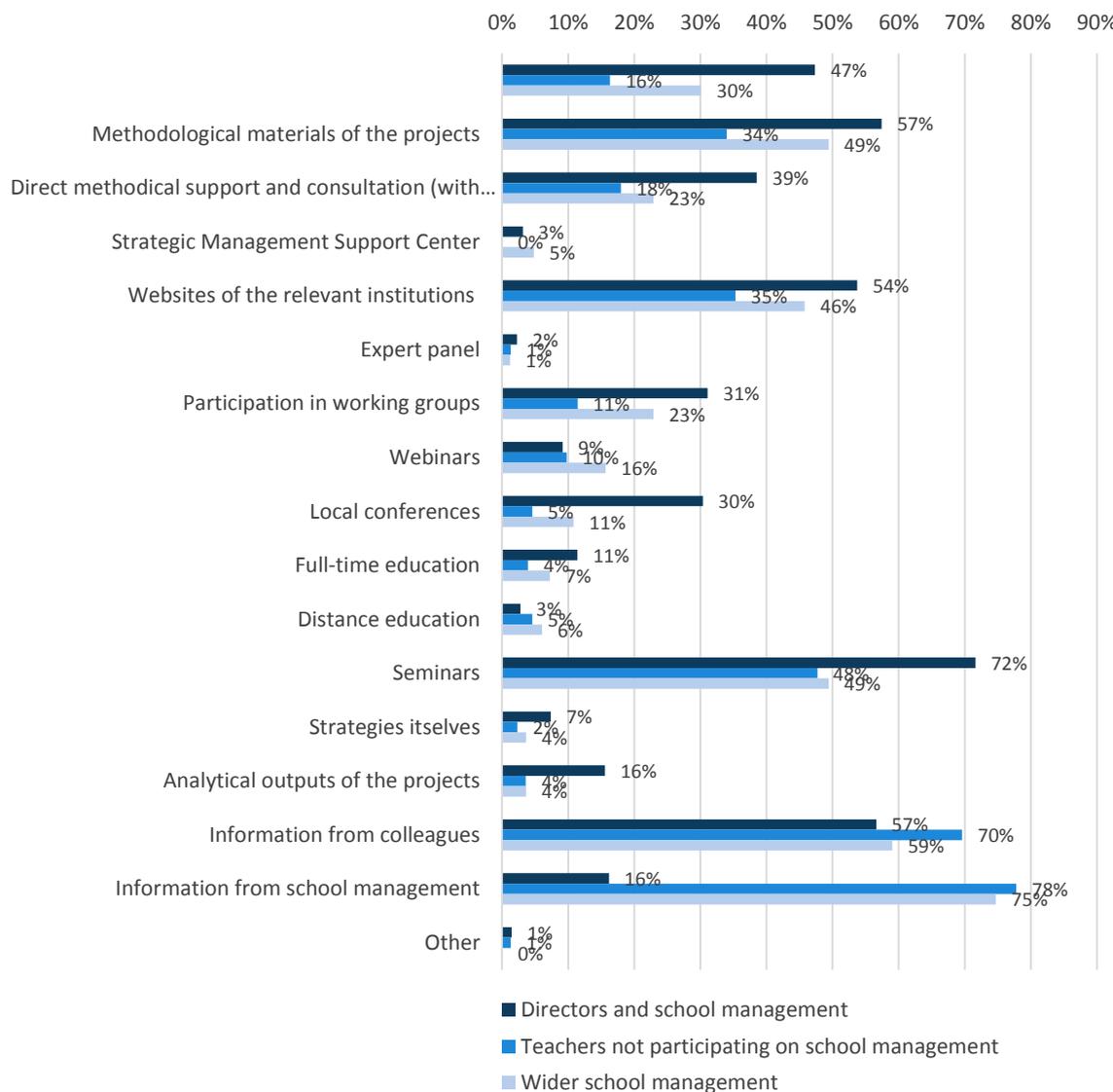
Direct methodological support and consultation (with the implementers/methodologists of the projects) was identified as a source of information by 39% of the members of the kindergarten and primary school management. Less than a third of the members of the management use the participation in project.

Educators not participating in management use the most the information from the school management (78%) and information from fellow educators (70%). The seminar as an information source was identified by 48% of the educators. Web pages or documents of projects are used by about one-third of educators.

Only a minimum of management members of kindergartens nad PS and teachers, respectively, used as a source of information these sources: strategic management support center (3, or 0%), from the expert panel (2 or 1%), distance learning (3 or 5%) or webinars (9% of managers, or 10% of the educators). The explanation is that training for school leaders in the framework of the SDP project has not yet been realized.

The strategies themselves worked as an information source in only 7% cases of the members of the management of the kindergartens and PS and of 2% of the educators.

Graph 17: Which sources of information on strategic planning and system projects do you use the most? (kindergartens and primary schools)



Source: Questionnaire survey (N = 1 502)

(Directors and school management (N = 1 113); Teachers not participating on school management (N = 306); Wider school management (N = 83))

Secondary schools

Information sources on strategic planning and system projects between the management of the school and the teachers are different. Members of the management most often use as a source of information formal sources associated with the implemented projects. In contrast, the teachers not participating in the school management more often use the information from management and colleagues.

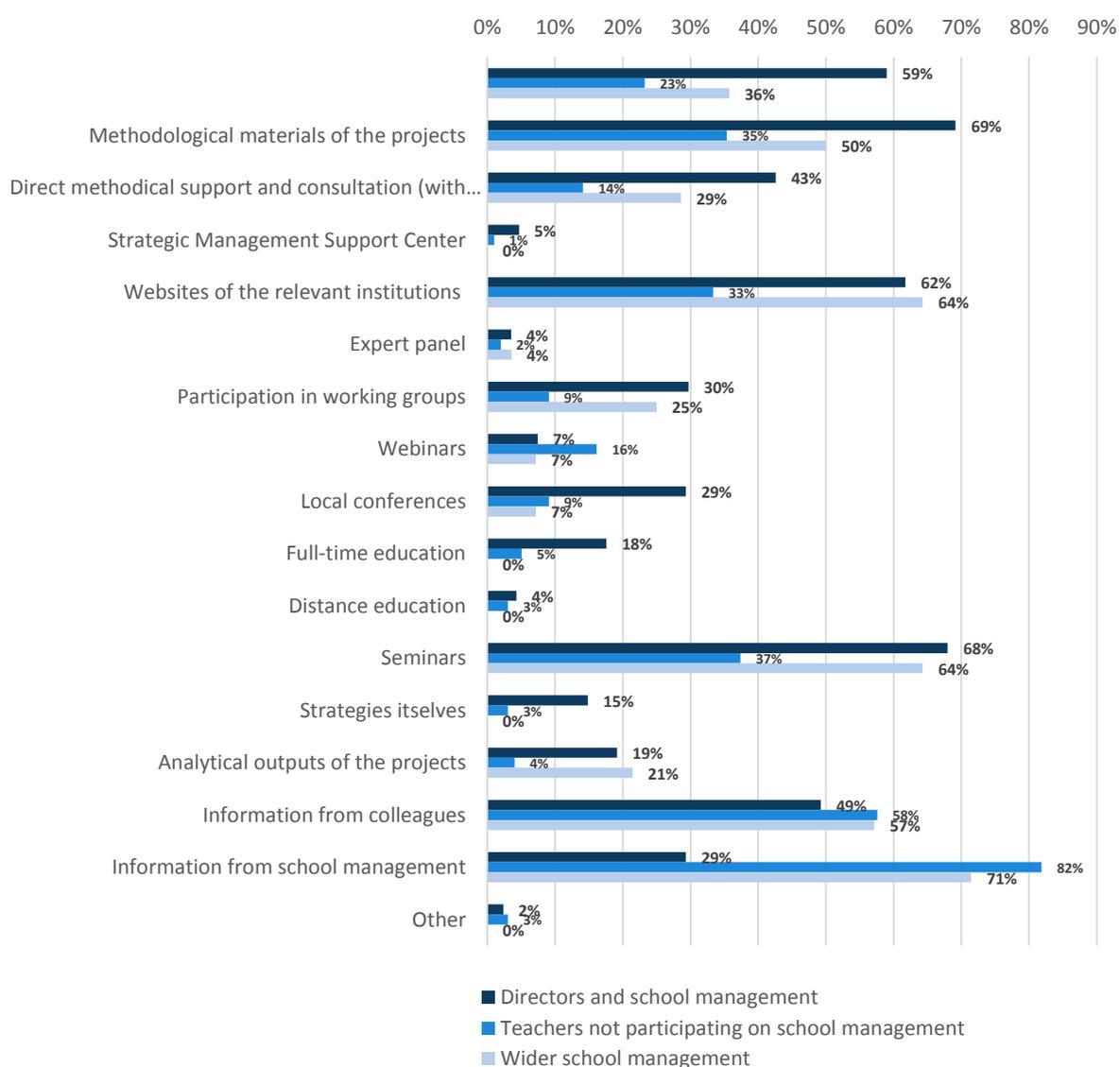
The members of the SS management most frequently use as an information source the methodological materials of the projects (69%), workshops (68%), the websites of the relevant institutions (62%) and on the basis of direct involvement in the project, strategic planning (59%).

Educators not participating in management use the most the information from the school management (82%) and information from other educators (58%). Web pages or documents of the projects are used by about one-third of educators.

Only a minimum of SS management members or educators uses the information from the center of strategic management support (5 or 1%; teh center is destined in particular for nursery and primary schools), from the expert panel (4 or 2%), distance learning (4, or 3%), or webinars, which are often used by the educators (7% of managers, or 16% of the teachers). These are the activities within the SDP project that supports (rather) nursery and primary schools.

The strategies itselfs work as an information source only for 15% of the members of the SS management and 3% of the educators.

Graph 18: Which sources of information on strategic planning and system projects do you use the most? (SS)



Source: Questionnaire survey (N = 1 502)

(Directors and school management (N = 256); Teachers not participating on school management (N = 99); Wider school management (N = 28))

Kindergartens and primary school founders (municipalities)

The main source of information for strategic planning and system projects for the founders of kindergartens and primary schools (municipalities) is the information from the leadership of the schools themselves (78% of the founders).

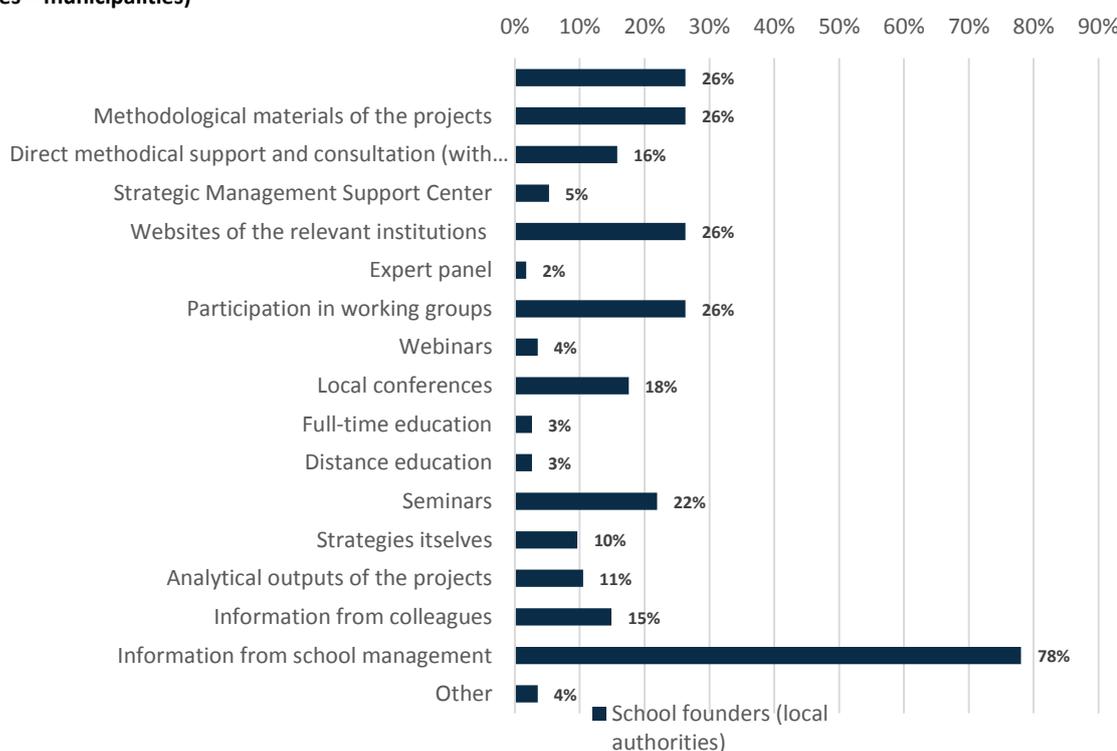
About a quarter them use as other sources: web pages of the relevant institutions, the information on the basis of direct involvement in the project (strategic planning), participation in working groups and methodological materials of the projects. The seminar as an information source – was identified by 22% of the founders.

Local conferences were used by 18% of the founders and 16% of the founders pointed at direct methodological support and consultation (with the implementers/methodologists of the projects).

Only a small proportion of the founders uses the information from the support center of strategic management (5%) or webinars (4%).

Outputs of the projects and created strategies are used as an information source only by about 10% of the founders.

Graph 19: Which sources of information on strategic planning and system projects do you use the most?(school founders – municipalities)



Source: Questionnaire survey (N = 114)

In the open the comments there was a consensus over the fact that there are enough sources of information, and the lack of information does not represent a problem for the vast majority of respondents. While some respondents expressed in a positive or neutral way, they described how they draw the information (share among colleagues, receive updates via email, collaboration on LAP, or in LAG) or describe the reasons why they do not have time for these things, a large proportion of respondents was not afraid of note critically that there is too much information, resulting in small space to solve the real problems. See for example: "These days there is a large amount of

information that cannot be used at the good will of all, not only to read, let alone implement in school life, we solve daily problems, as how to maintain the school." or "I believe that we are overwhelmed by information, so as by the administration. It is said that „less is more“ and you probably should take a lesson. " Or also: "For the amount of regular work it is not humanly possible to use all the portfolio of information sources. The man is dedicated only to the issue based on the work of the task. In this context, it is also often chosen for further training, which he can handle one, max. three training sessions per year. "

Several respondents then said they would like to simplify the situation and, conversely, reduce the number of information sources, which would benefit the whole thing: *"It could be brief and clear information from web pages, the news alert email. ... How much does it cost, all the different seminars and "support"? How many would be done in schools if these resources were directed there?" Or: "I ask for the introduction of a single location for entering instructions and such questionnaires to schools or for the strengthening of staff by one on each of the three study programmes, in order to have enough staff to fill it all out, not to get the qualified pedagogical power out of concentration on the educational process and associated educational activities."*

3.5 EQ A.9 How was the Methodology for internal evaluation of projects beneficial to the implementing teams?

According to the tender documentation, the purpose of this evaluation question is to find out to what extent the recipients used the self-evaluation tool to improve the implementation of their project, i.e. how was the methodology beneficial to them. One of the ordering party's objectives was also to find out how the processing of Interim Self-evaluation Reports works in the implementing teams, which is why all members of the implementing team were addressed in a questionnaire survey.

The questionnaire survey primarily examined whether the respondents were involved in the realization of the self-evaluation, then addressed the position of project team members on the process of self-evaluation.

For EQ A.9, an investigation was carried out for the following projects in the evaluation area A:

- IPs SDP (addressing project team members)
- IPs ERAP (addressing project team members)
- IPo LAP (addressing project managers)

IPs SDP Project

Approach to the implementation of investigation

The project manager of IPs SPD originally confirmed that he would distribute the questionnaire among the broad project team (meaning even the team members in the region). After reading through and filling in the questionnaire, the project manager informed us that he passed it on to the key activities managers (“team managers”) only, saying that the other team members did not participate in self-evaluation directly or knowingly, and that it would make no sense to bother them with the questionnaire. According to SDP managers, team members' participation in regions consisted in supplying or completing the information and materials needed to write the report to the team manager who was in charge of writing the part of the report in question⁵.

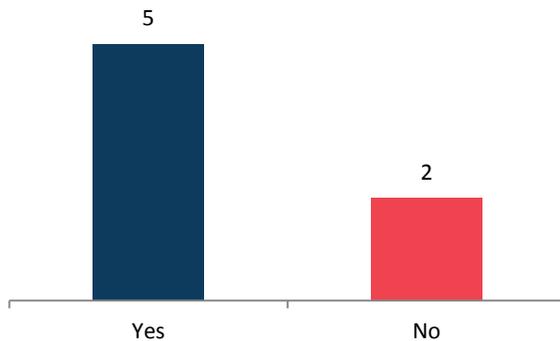
A total of 7 members of the IPs SDP project team participated in the investigation (the project manager and team managers of the project).

Self-evaluation of the project

Out of the 7 members of the IPs SDP project team (the project manager and 6 team managers), 5 were involved in the production of the Interim Self-evaluation Report. The two team managers who were not involved stated that they knew about the self-evaluation, but did not know its outputs.

⁵ On the basis of the information provided, it has been suggested to change the methodology of the question – see chapter 2.

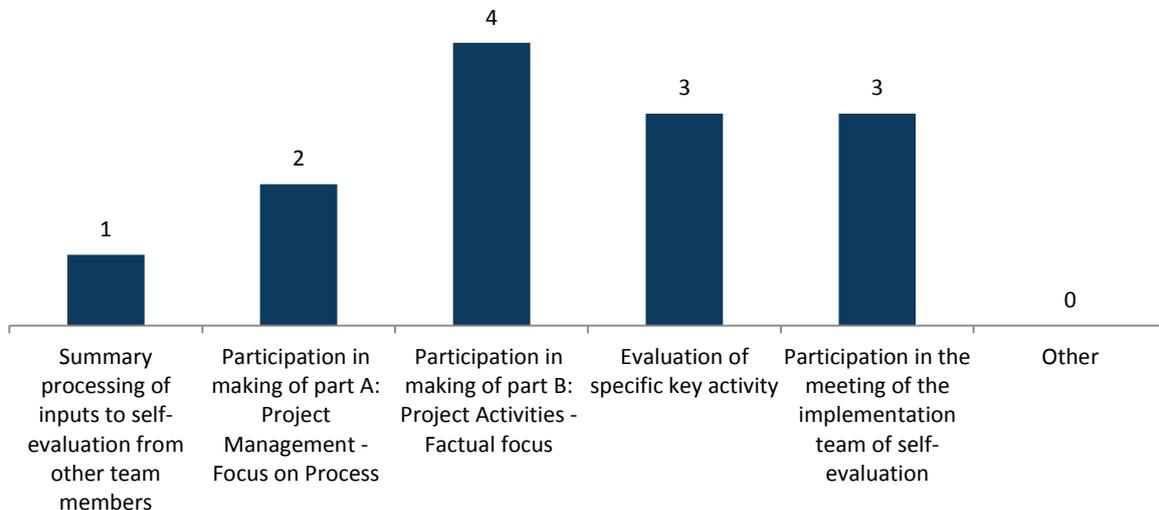
Graph 20: Were you (albeit partially or marginally) involved in the implementation of the self-evaluation of the project, i.e. the production of the Interim Self-evaluation Report?



Source: Questionnaire survey (N = 7)

Not surprisingly, the key managers contributed to the report in accordance with their competences and scope of activities (project management, specific project activities). In the questionnaire, only three team members stated that they were directly engaged in joint meetings for self-evaluation. However, personal interviews with representatives of the project team showed that these meetings were attended by all key managers. A possible explanation is that while filling in the questionnaire, the team members did not realize that those meetings were meant specifically for self-evaluation.

Graph 21: What was your role in self-evaluation process?



Source: Questionnaire survey (N = 7)

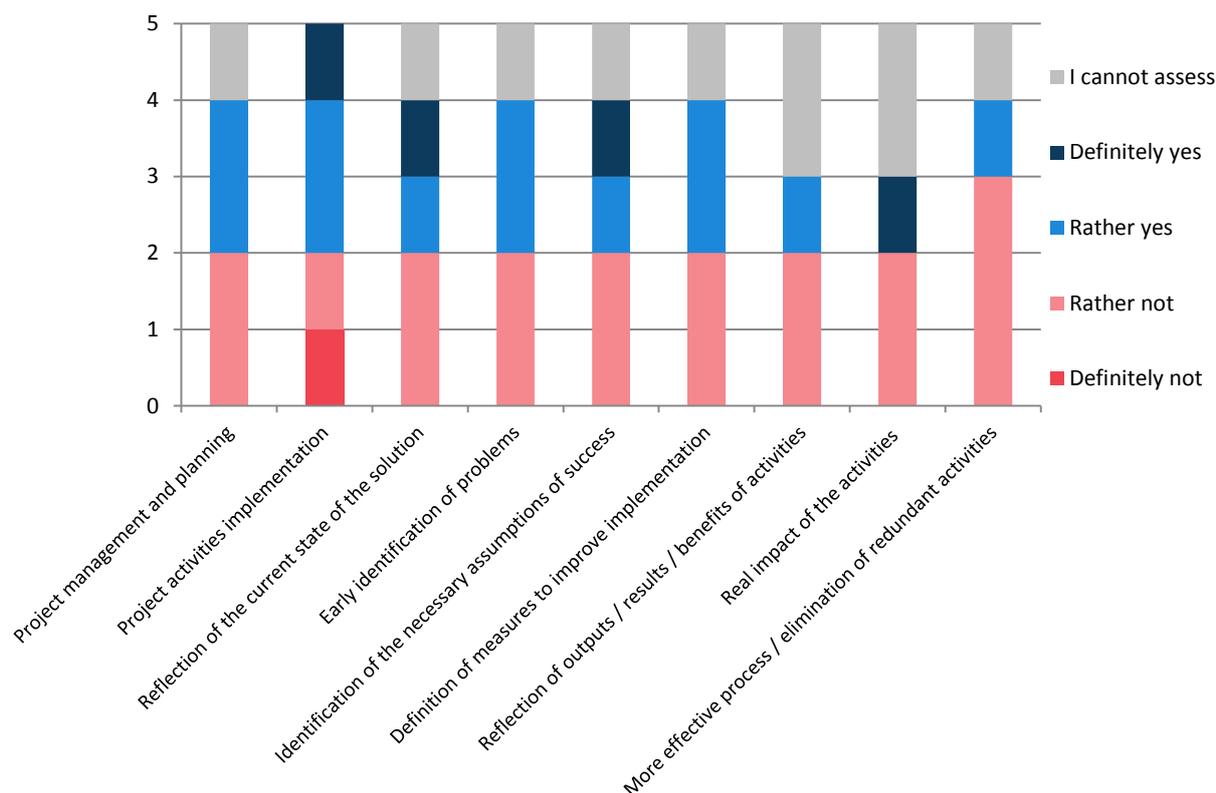
The form of self-evaluation is considered “rather appropriate” by three team members. One team member, responsible for its overall coordination, considers the form “rather inappropriate”. He justifies this answer saying that *“the project also includes a separate activity of evaluation which produces recommendations related to the products of the project, but also to the management and the implementation of individual key activities. I therefore think that self-evaluation in the form of filling in a template is ineffective and not necessary.”*

Other comments related to the form of self-evaluation pointed out its formality or duplication with regard to other activities realized in the project (management, internal evaluation): *"12-month periodization seems like a mere formality, because the internal evaluation of the project is always carried out while finishing individual stages of the project, and these are planned with different lengths depending on the key milestones of the project. Furthermore, a number of areas of project management (open points, risk, quality) is subject to on-going identification, control and management by the project manager and team managers. **This means that e.g. for identifying problems or implementing specific measures for risk management, self-evaluation does not bring anything that is very new. In practice, the self-evaluation report presents findings that we already have in our project.**"*

The survey then focused on the benefits of self-evaluation for the implementation team from several points of view. The views of the project team members on the benefits are different. Two members of the team do not consider the self-evaluation as useful in any of given aspects. One to three members of the team see benefits in various aspects. With regard to the method used (questionnaire survey) it is not possible to recognize the reasons for different views in more detail. It can be assumed that this is because the different type of involvement in project activities and the benefits derive from the individual needs of individual managers. One of the managers summarized the benefits as follows: *"A comprehensive summary of the project status (which, of course, we already know). Information for the project manager about the opinion of team managers on the progress of implementation and quality of the activities driven by them (for this purpose, however, there are even other tools in the project)".* Two managers highlighted the benefits of joint discussions and communication: *"The feedback to the activity implementation, discussion of the benefits of the project, that are possible to be mapped from the level of the project and that are necessary to be mapped from the level of OP RDE".* One manager pointed at the *"duplication, evaluation is performed on an ongoing basis in the framework of the project"*.

In case of the possibility of evaluation of the project benefits activities one of the SDP managers pointed out the limited sources of information on the benefits: *"We don't receive the final results and outcomes these projects (IPo LAP), we would need quality and structured feedback from MA OP RDE".* This area will be in the year 2018 focused in the solution of evaluation question EO A.4 To what extent the key stakeholders were satisfied with the methodological support of the IPs SDP and IPs E-RAP? It would be appropriate to pass the outputs of this activity to the project team of SDP. In this respect, the benefit would be in the outputs of an internal evaluation of the project as well.

Graph 22: Does the self-evaluation itself represent a benefit from the following points of view?

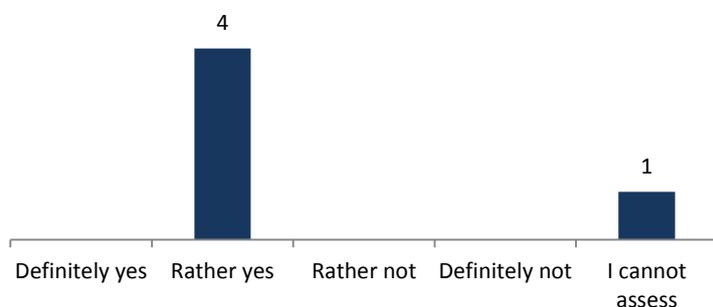


Source: Questionnaire survey (N = 7)

Methodology and Template of self-evaluation reports

Three members of the project team have said that they are familiar with the Methodology for Internal Project Evaluation PA 3 of OP RDE, the other 2 managers have said that they know that the Methodology exists, but they know it only partially. Yet four out of five managers stated that the Methodology was rather beneficial for the implementation of self-evaluation.

Graph 23: Do you assess the Methodology for Internal Project Evaluation of PA 3 of OP RDE as beneficial for the implementation of self-evaluation?



Source: Questionnaire survey (N = 7)

P-KAP project

Approach to the implementation of investigation

An IPs representative P-KAP was originally asked for the distribution of a questionnaire to a wide project team (i.e. even on the team members in the region). At last, as with the project of the SDP, the questionnaire was not distributed to the members of the project team in the regions. The reason for this procedure was justified as follows: *"whereas, the regional sections actually do not have the insight into this issue and these matters are dealt primarily within the context of the activities of the project team, prompting the regional supervisors in this matter would yield no relevant information. They are currently quite busy approving SAP schools in individual regions, we, therefore, don't want to overload the terrain even more, if it did not brought an appropriate effect. "*

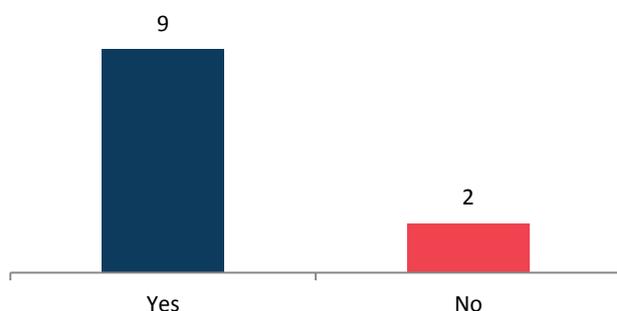
The investigation involved a total of eleven members of the shorter project team of IPs P-KAP.

Note: With regard to the material content of the evaluation question, it was confirmed that the method of the questionnaire survey used on the project team was not an appropriate evaluation approach (this method has been applied in accordance with the requirements in the specifications). More effective and more efficient (i.e. a greater benefit) would be a group interview with the managers of IPs P-KAP.

Self-evaluation of the project

Out of the 11 members of the IPs SDP project team (the project manager and 6 team managers), 9 were involved in the production of the Interim Self-evaluation Report. The two team managers who were not involved stated that they knew about the self-evaluation, but did not know its outputs.

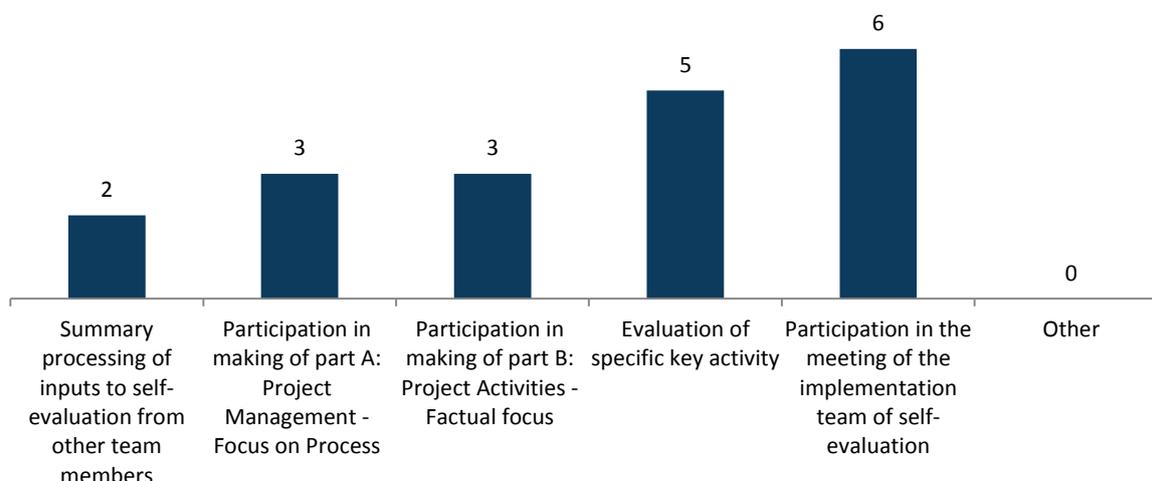
Graph 24: Were you (albeit partially or marginally) involved in the implementation of the self-evaluation of the project, i.e. the production of the Interim Self-evaluation Report?



Source: Questionnaire survey (N = 11)

The key managers contributed to the report in accordance with their competences and scope of activities (project management, specific project activities). Six members of the team took part in the meetings of self-evaluation.

Graph 25: What was your role during the self-evaluation?



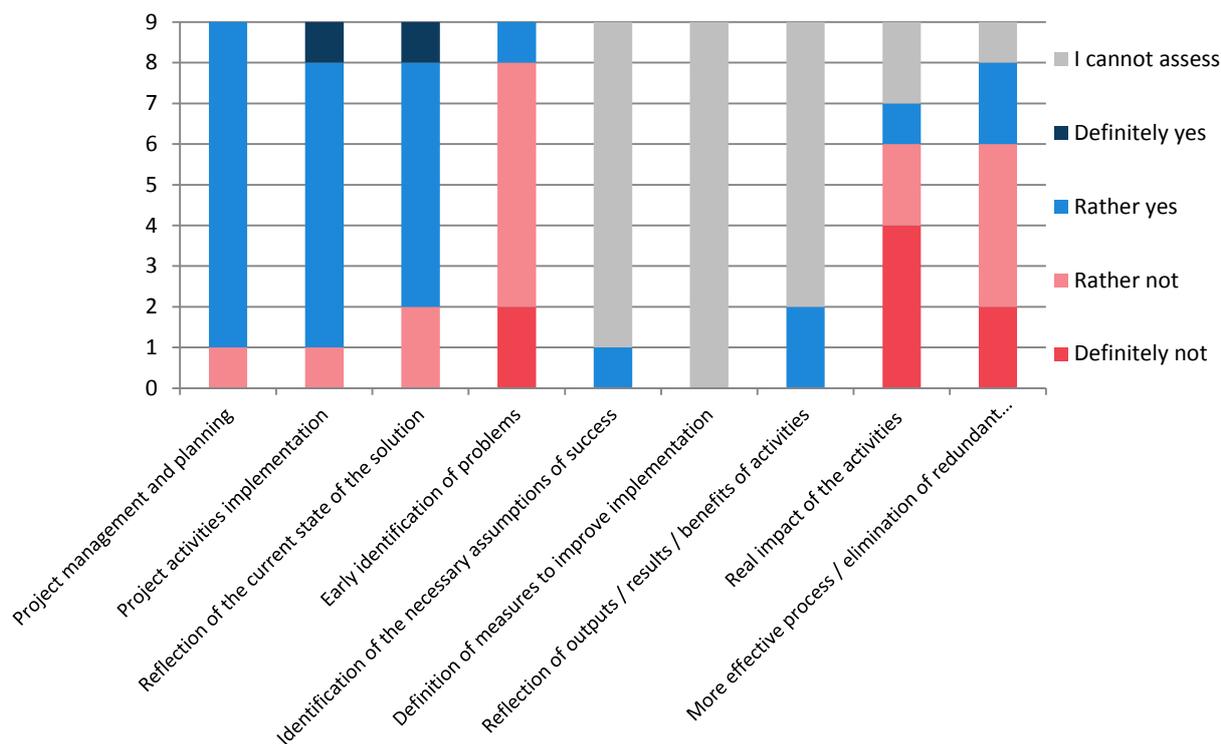
Source: Questionnaire survey (N = 11)

The form of self-evaluation is considered “definitely appropriate” by one team member and six team members consider it “rather appropriate” and two team members consider the form “rather inappropriate”. Three members of the team expressed, that appropriate change in the form of self-evaluation would be "the ability to link to the implementation report".

The survey also focused on the benefits of self-assessment for the implementation team from several points of view. In addition, one or two members of the project team see the benefits of self-assessment in management, planning, and implementation activities and in reflection of the current state, mainly due to the fact that it has brought new partial knowledge to these aspects. In contrast, only one or two members of the team sees benefits of self-assessment in other areas relating to the real impact of the project implementation and its benefits (naming issues, defining the prerequisites of success, the impact of the implementation of activities, streamlining the procedure).

Almost all members of the project team expressed that self-evaluation carried out "on an ongoing basis in the context of project activities even outside the" self-assessment, "in relation to individual outputs and in response to problems". In this sense, the main obstacle about the benefits of self-assessment was pointed out and the "self-evaluation carried out more in relation to individual outputs and in the wake of the problems" was recommended.

Graph 26: Does the self-evaluation itself represent a benefit from the following points of view?



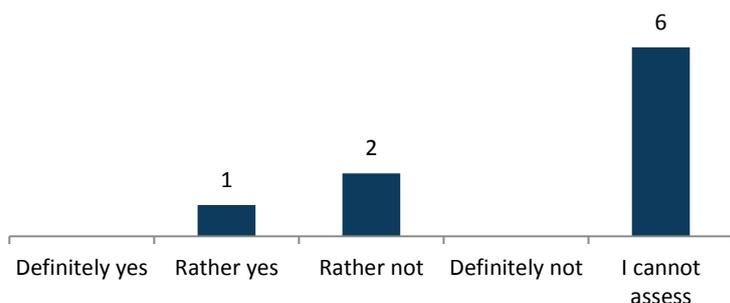
Source: Questionnaire survey (N = 11)

Methodology and Template of self-evaluation reports

Five members of the project team have said that they are familiar with the Methodology for Internal Project Evaluation PA 3 of OP RDE, the other four members have said that they know that the Methodology exists, but they know it only partially. Only one team member stated that the Methodology was rather beneficial and for two of them it was not beneficial. Six members of the project team did not dare to assess the situation, "due to the short period (the first phase of the project)".

In case of the self-evaluation then members of the project team reported that "the self evaluation in the project is ongoing continuously, as well one key activity is dedicated to evaluation".

Graph 27: Do you assess the Methodology for Internal Project Evaluation of PA 3 of OP RDE as beneficial for the implementation of self-evaluation?



Source: Questionnaire survey (N = 11)

LAP projects

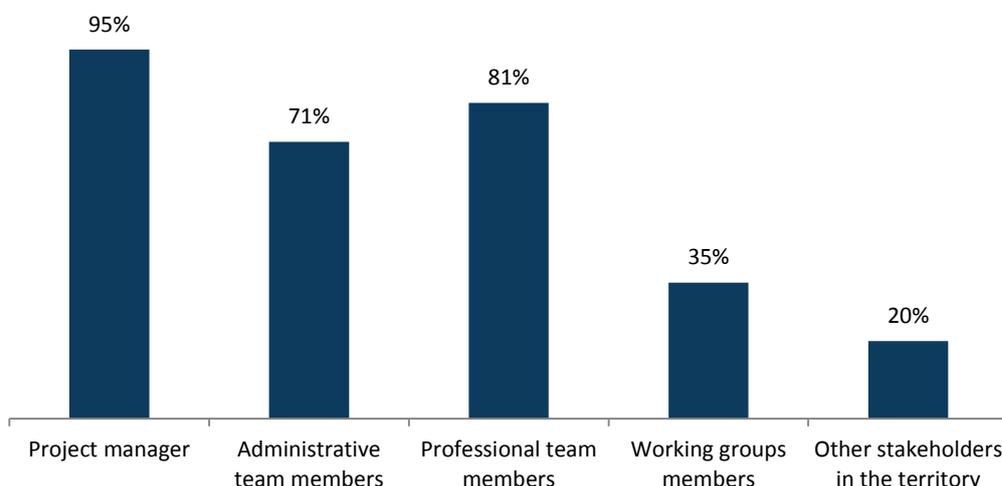
Approach to the implementation of investigation

In the framework of the investigation, a total of 222 project managers of LAP projects were addressed. A total of 80 project managers/respondents filled out the questionnaire.

Self-evaluation of the project

The production of Interim Self-evaluation Report, which was processed for the LAP, was involved by, in particular, the project managers of the LAP (for 95% of the LAP), the members of the expert team (by 81% of the LAP) and the members of the administrative team (by 71% of the LAP). In 8% of the LAP the Interim Self-evaluation Report was processed by the project manager alone without the involvement of other members of the project team and other stakeholders. The members of the working groups were involved in the processing of Interim Self-evaluation Report at 35% of LAP and in 20% of LAP other stakeholders of the territory were involved.

Graph 28: Who participated in self-evaluation of LAP?



Source: Questionnaire survey (N = 80)

The survey focused on the benefits of self-assessment in terms of various aspects. In general, the perception of the benefits of self-assessment by project managers of LAP can be divided into two groups. For a quarter to a half of the managers (depending on the individual aspects-benefits) the self assessment was not beneficial. The attitude of this group can be summarized by the quote one of these comments: *"Self-evaluation did not have any specific benefits for us. Most of the issues/questions that the self-evaluation should have revealed, or should have helped solve, we already discussed during the project meetings team independent of the process of self-evaluation."*

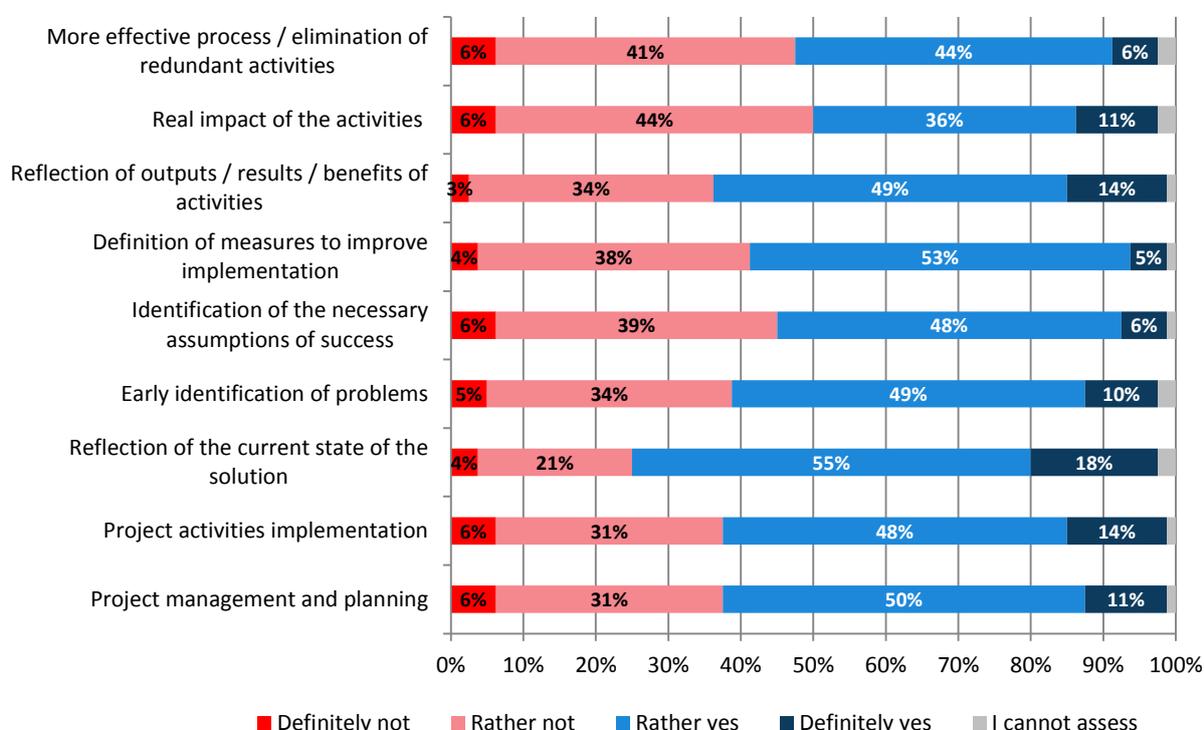
The second and most part of the managers (half to three-quarters, depending on the specific benefits) sees benefits in the self-evaluation. Self assessment for them, or the entire team, brought a space for reflection on the current state and contributed to the development of communication between team members and other stakeholders in the territories. The part of the managers then highlighted some of the benefits of self-evaluation, but also pointed out that *"this ongoing assessment we're doing for each report, therefore, we don't see too big benefit of self evaluation"*.

For managers, the benefits of self-assessment have been, in particular, in the area of the reflection of current state (contribution according to 73% of managers with the fact that for 18% it is essential). Real impact of self-evaluation to streamline the process of implementation or real impact of implemented activities is seen by about half of the managers of the LAP. In contrast, the other half of the managers do not see the benefits of self-evaluation in this direction.

Even those project managers who commented on individual aspects that self-evaluation was not of benefit for them, mentioned the positives as "feedback practices in project management and implementation of activities, lessons learned for the next time" or "we want to improve what failed in the context of LAP I".

Only 3 to 6% (depending on the benefit) of managers of LAP indicated that the time spent on self-evaluation would be better off to invest in other way.

Graph 29: Does the self-evaluation itself represent a benefit from the following points of view?



Source: Questionnaire survey (N = 80)

Methodology and Template of self-evaluation reports

The setup of self-evaluation in terms of the extent of the information requested, the structure and content of the report and the timing, is considered as appropriate by over 80% of project managers. The methodological instructions in the methodology is then considered well set by more than two-thirds of managers. Methodological support from the NÚV/MEYS was assessed positively by 54% of project managers. From the comments, it is not clear what managers, who were not satisfied with the support, missed.

The involvement of the self-assessment team was positively rated by 91% of project managers.

Overall, positive attitude towards the process of self-assessment prevailed and downright negative attitudes were just the minimum. They were then pointed by managers due to the uselessness of self-evaluation with the fact that otherwise they do it continuously, respectively, following the arrival of new members to the team, budget adjustments, etc. I.e. de facto no one does not reject the necessity of reflection and self-evaluation as such. One of the managers directly stated that *"Evaluation processes are needed and necessary part of the work in the territory of the municipalities with extended competence towards the completion of the new partial of knowledge within the LAP in education and for subsequent use in the processing of AP in the territory and the formation of the SR LAP in the territory."*

In the comments, then the most often the view among the suggestions for improvement was the one that the assessment is very subjective. This position is well evidenced by the following comments:

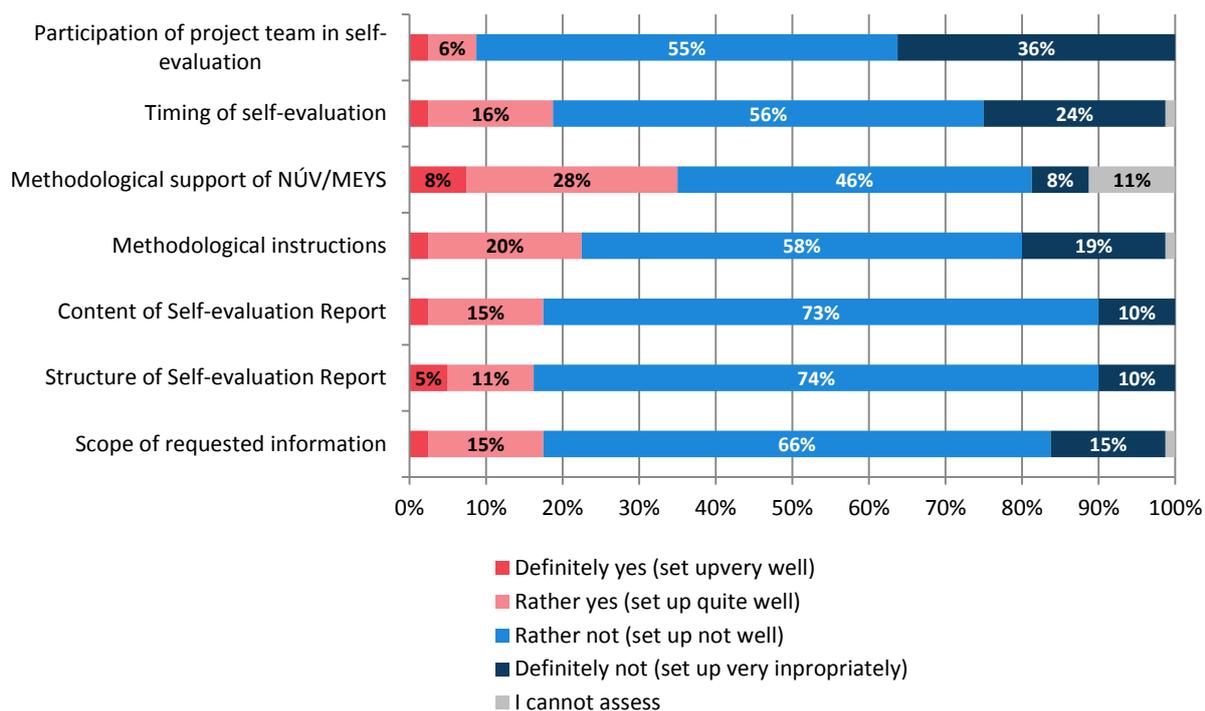
- *"It means the processing of the self evaluation report by its own team is too much subjective. The team is able to assess the relevance, meaning, the progress of the project. However, it does not have the comparison to the implementation of other LAP projects and can not assess the possibility of another way of leadership and project management. "*
- *"Laying open questions guides rather to find formulations that are readable, but that may not be relevant, because they would not be based on analytical data."*
- *"The aim of the internal evaluation according to the methodology is both procedural and substantive assessment. Unfortunately, a few questions (according to the LAP template e.g. B2, B4, C2, and issues arising from it, C5, D2, D5) are so subjective, that they do not contribute to the procedural and factual reviews at all. "*

Another point that the LAP project managers pointed out, is that they would like to continue to work with the outputs even within the MEYS and they are asking about reflection themselves:

- *"The only thing we want is active working with our suggestions and information given during the activity of self-evaluation, and that our work is not unnecessary. Thank you for your understanding. "*
- *"We would appreciate it if we have received the outputs of interim self-evaluation reports as well as the final report of LAP and RAP. Thus we spent some time with filling out a form that ended, we don't know where and we don't know how. We would like to know how, or whether, our answers were reflected. "*

Among the few critical notes to set the self evaluation then was the requirement that the report could be *"more concise, not repeating similar questions"*.

Graph 30: Do you consider the self evaluation appropriate in relation to its objectives?



Source: Questionnaire survey (N = 80)

4 Conclusions and recommendations

The main findings of EQ A.1 - Evaluating to what extent RAPs reflect the needs detected in the territory

Main (positive) findings

- the differences between the schools' preferences in individual regions were minimum, i.e. not significant
- RAP strategies deal with both preferred and less preferred measures and obstacles that schools mentioned
- the investigation in schools was only one of the guidelines/sources for shaping the RAP strategy

Negative findings (opportunities for improvement)

- significant differences in the approaches of individual regions, both in terms of approach and assigning priorities to specific topics
- the definition of the intervention logic is quite complicated and ambiguous at the same time, allowing a considerable leeway while approaching it. This results in the creation of different interpretations and approaches in individual regions.

The main findings of EQ A.3 - Evaluating whether the RAPs reflect the needs of LAPs

Main (positive) findings

- finalization of methodology for data transmission from LAPs to RAPs, based on consensus of the main actors (NIE, NIFE, RAP)
- the transfer of data from LAPs to RAPs is now set up
- LAP and RAP representatives meet on the platforms relevant to the project

Negative findings (opportunities for improvement)

- As RAPs were created before LAPs, it was not possible to take LAPs into account while shaping the RAP strategy.

The main findings of EQ A.6 - Evaluating to what extent target groups are aware of the concept of systemic projects and the CLIMA comprehensive framework of projects

Note: the existing findings need to be interpreted in the context of the procedure of implementing SDP project activities, i.e. at a time when the project of education for broader school management teams was not yet launched.

The findings below represent the opinions, perceptions and declarations of target groups. That is to say, this is not an evaluation of the actual and verified realization of activities (e.g. meeting the objectives of CLIMA etc.).

Main (positive) findings

- according to their own statement, NS and ES management members are quite well aware of projects that are being carried out in the field of education
- for obvious reasons, the awareness of these projects is significantly lower among the teachers who do not form part of the school's management (over 40 % of NS and ES teachers are not aware of the implementation of LAP and over 40 % of SS teachers do not know about the implementation of RAP)
- the goals of the CLIMA framework of projects are being met, according to NS and ES managers (according to 87-99 % management members, depending on the goal in question). However, it is debatable whether this statement reflects the actual extent to which the goals of individual aspects of CLIMA are being met.
- high awareness of the designs for the templates (over 90 % of school management members) and of the SDP project (around 80 % of NS and ES management members). Around 90 % of SS management members know about the RAP project and about 80 % of school management members know about the CES project.
- respondents agreed that there is a sufficient amount of information sources and that a lack of information is not a problem at all for a majority of them

Negative findings (opportunities for improvement)

- almost 10 % of NS and ES management members, including the headmasters, are not familiarised with the content of the concept of school development
- half of the teachers who do not participate in NS and ES management are not aware of CLIMA nor the activities related to it
- according to their statement, around 40 % of NS and ES headmasters and assistant principals do not even know the term “CLIMA action” or its goals
- in the comments, the respondents (especially from NS and ES) highlighted the problem of a high number of pupils per class
- according to NS and ES representatives, the application of summative and formative forms of assessment is the least pursued goal of CLIMA action (around 75 % of NS and ES management members indicated fulfilment or partial fulfilment with activities leading towards improvement)

- educators are not being encouraged enough to embrace inclusion and some of them also pointed out that *inclusion reduces the quality of the classes at the expense of pupils without disabilities*
- only under 50 % of NS and ES management representatives are familiarised with the project/activity focused on improvements in the area supporting the idea that *At all times, teachers keep in mind that especially in education, a mistake is not a failure but an opportunity to learn*
- only two-thirds of NS and ES headmasters and management representatives know the project/activity focused on improvement in the area supporting the idea that *A headmaster is a leader in the sense of being the first person to embrace change*
- school managements criticised especially *the wrong and overly complicated setting of strategic planning* based on a large number of documents which furthermore represents one of the conditions for the school to be involved in the calls. In contrast to the concept of school development, SAP and PoA were described by some headmasters as *useless paperwork*
- according to some of the comments, strategic planning is distracting the teachers from their principal task, and they often have no choice but deal with the planning *in their free time*
- some of the respondents stressed the *overwhelming amount of information* which results in a small space for actual problem solving, saying that *“it is not humanly possible to use the entire portfolio of information sources offered”*
- only a very small percentage of NS and ES management members and teachers uses the Strategic Direction Support Centres as a source of information (3 % of management members, 0 % of teachers). Other sources of information used by a very small percentage of people include the expert panel (2 % of management members, 1 % of teachers), distance learning (3 % of management members, 5 % of teachers) and webinars (9 % of management members, 10 % of teachers). (The explanation is that education for school management under the SDP Project has not yet been realized, see the note above about the SDP research procedure).

The main findings of EQ A.9 - Evaluating the benefits of self-evaluation for project teams and project implementation

The findings below represent the opinions, perceptions and declarations of project teams. That is to say, this is not an evaluation of the actual and verified benefits and obstacles.

Main (positive) findings (IPs)

- for members of IPs teams, self-evaluation was proved to be beneficial especially with regard to how it encourages reflection of the current situation and discussion between the members of the project teams
- they carry out self-evaluation continuously over the course of the project as a follow-up to the activities realized and within the key activity of evaluation (this is positive in terms of project management, but it decreases the benefits of self-evaluation based on the Interim Self-evaluation Report)

Negative findings (opportunities for improvement) (IPs)

- they carry out self-evaluation continuously over the course of the project as a follow-up to the activities realized and within the key activity of evaluation (this is positive in terms of project management, but it decreases the benefits of self-evaluation based on the Interim Self-evaluation Report)
- self-evaluation duplicates internal project evaluation
- for identifying problems or implementing specific measures for risk management, self-evaluation does not bring anything that is very new
- self-evaluation would be more useful, if it was carried out *with regard to individual outputs and as a follow-up to the problems that emerged*

Main (positive) findings (LAP)

- 50-75 % of LAP managers (depending on the benefits investigated) see self-evaluation as beneficial.
- managers who only saw little or no benefit in self-evaluation stated that they were already self-evaluating while the project was being implemented, regardless of the Interim Self-evaluation Report
- reflecting on the current state of affairs and intensifying communication between team members (or with other parties in the given territory)

Negative findings (opportunities for improvement) (LAP)

- some of the LAP managers pointed out that they carry out similar evaluations while writing monitoring reports
- as for improvement suggestions, the most repeated opinion was that the evaluation is very subjective
- LAP project managers also said that they would welcome if the outputs were reviewed by the MEYS as well and they asked for feedback

Recommendations

In EQ A.6 and A.9, the evaluation focused on ascertaining the stance of the target groups (teachers, school managements and the bodies running the schools) and project team members (SDP, ERAP and LAP). The respondents' stance on the issues in question provides feedback to relevant parties (especially to MA, MEYS and IPs implementers) and the findings of the investigations carried out should serve as a basis for further work in the implementation of the activities in question. The wording of some of the specific measures for solving the problems identified goes beyond the framework of this evaluation (the evaluation might have identified some weaknesses, but it has not been possible to find the optimal way to solve them and to propose specific measures). The findings should be discussed and assessed by the parties responsible for the activities in question, and lead to the proposal of specific measures which may include:

- raising target groups' awareness (including additional explanation or clarification of misunderstandings)
- improving the settings of information flows (means of communication)
- optimizing the settings of self-evaluation reports
- verifying to what extent strategic goals have actually been met (e.g. in case of CLIMA action, where managers confirmed a high degree of fulfilment)

To optimize the above mentioned areas, there should be a discussion and an exchange of views between all relevant actors. In other words, it is necessary to choose an approach that will contribute to improve mutual understanding and sharing of objectives between all the parties involved.

Proposal of specific measures:

Č.	Název doporučení	Text doporučení	Popis rizik a dopadů v případě nezpracování doporučení	Závěr, ze kterého vychází	Odkaz na kapitolu závěru
NO.	Recommendation heading	Recommendation	Description of risks and effects of not adopting the recommendation	Conclusion it arises from	Chapter which includes the conclusion
1	A more consistent approach to the preparation and methodical setting of RAP II	Setting a more consistent procedure (and intervention logic) and structure of outputs for RAP II, both for the analytic and the design part. A more consistent definition of the structure should also arise from the experience gained so far during the production of RAP I and should not “tie regions down” as much.	Inconsistent and de facto indefinite methodology for the formulation of the objectives may lead to not respecting the intervention logic of the strategy (each region acts differently and creates its own approach).	The existing method of defining the intervention logic is relatively complicated on one hand and ambiguous on the other one, and it provides a considerable leeway. This is manifested in the number of different ways the regions understood and approached the RAP.	EQ A.1 (see annex IV)
2	Considering the possibilities of simplifying maximally the way information is provided to specific target groups	Where possible, simplifying maximally the way information is provided to schools.	The plethora of information and its bad arrangement reduces the possibility of orientation. The fragmentation and large amount of information overload the educators. As a result, teachers and school managements are lacking motivation to familiarise themselves with the information and to use it (and so opportunities such as involving the schools in projects and activities are not being used enough).	Many teachers and school management members pointed out that the amount of information is overwhelming and the information is provided from many different sources. The educators are not able to keep track of all of them.	chapter 3.4, EQ A.6



5 List of sources and literature

List of sources

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