

# Evaluation of Systemic and Conceptual projects of the PA 3 OP RDE calls

Evaluation area A

2nd Interim report

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## List of abbreviations

ASZ	The Agency for Social Inclusion
CAWI	Method of data collection - interviews on the web form (Computer Assisted Web Interviewing)
CSI	Czech School Inspection
EO	evaluation question
IPs P-KAP	The project "Support for regional action planning"
IPs SRP	The project "Strategic planning and management in schools and territories"
KAP	Regional Action Plan
MAP	Local Action Plan
MAS	Local Action Group
MPSV	Ministry of Labour and Social Affairs
MS2014 +	Monitoring system programming period 2014-2020
MŠMT	The Ministry of Education, Youth and Sports
NIDV	The National Institute for Further Education
NGO	Non-Governmental Organization
NUV	National Institute of Education, school counseling facilities and facilities for further education of teachers
NSK	National Standing Conference
OP RDE	Operational Program Research and Education
EAU	Employment Operational Program
ORP	Municipality with extended powers
PA	plans activities
PS	Working group
MA	Managing authority
SAP	School Action Plans

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# Executive summary

Evaluation area A - "Action planning and strategic management in the territory and in schools" is a part of the evaluation of systematic and conceptual projects of the PA 3 OP RDE call, which was launched in spring 2017. The present interim report of this evaluation is based on the survey conducted by the evaluator in Q1 2019.

As the parts of the evaluation circuit A (which is the subject of this report), following projects are subject of focus:

- **The project "Strategic planning and management in schools and territories" (SRP)** - SRP project was launched in March 2016. In terms of target groups, the main emphasis was placed on supporting project teams in the development of MAP and tutorials to templates. In the autumn of 2017, the activities in support of individual schools and activities focused on education for the wider school management have been initiated.
- **The project "Support for regional action planning" (P-KAP)** - Project P-KAP was launched in March 2016. The first phase of the project focused mainly on methodological support for the formation of KAP, including research made at schools. In 2017, the motivational campaign and subsequently methodological support to the development of school action plans (SAP) and plan activities (PA) and other thematic areas have taken place.
- **The projects' local action plans for the development of education "(MAP)** - As a rule, the MAP projects started their implementation during 2016 (the last one in the first quarter of 2017) and most completed their implementation at the turn of 2017 and 2018 (the last in the third quarter of 2018). In total, 222 MAP projects were approved for implementation. The call for MAP II was launched in 2018 and the projects are now being implemented.
- **Projects' Regional Action Plans Development of Education "(KAP)** - KAP projects are implemented in all regions including the capital City of Prague. The KAP projects were launched between November 2015 and April 2016 and will be implemented by the turn of 2021 and 2022. KAP I's strategy was approved in the first half of 2017. In the autumn of 2018, a second round of school surveys was carried out as a basis for preparing the KAP II.

Evaluation for the purposes of this report, has been focused on the following areas:

## Evaluation of satisfaction with methodological support from the SRP IPs and IPs P-KAP

### *Evaluation of methodological support for implementers KAP project granted by the P-KAP*

The evaluation of methodical support for KAP implementers by the P-KAP project was evaluated on the basis of a questionnaire survey involving all KAP managers. The methodological support was negatively affected by the delay in the implementation of the P-KAP project. In creating the KAP I, the information came with a delay and rather followed up on the activities themselves in the regions. Expert guarantors in individual regions play a crucial role in methodological support. Their role was highlighted by a number of KAP managers. On the other hand, according to the KAP project managers in three regions, the role of the expert guarantor is not beneficial, which has an impact on the overall perception of the KAP and methodological support.

The vast majority of KAP managers perceive the KAP as a suitable tool for developing partnerships and as a suitable tool for strengthening strategic planning. On the other hand, only six managers have identified the KAP as a suitable tool for the efficient use of resources and the quality of education in the region. According to three managers, KAP is a duplicate activity, and two managers regard it as an unnecessary, low-effect activity, referring to lack of methodological support and unnecessary formalism.

#### *Evaluation of methodological support for implementers of School Action Plans (SAP) and Activity Plans (PA) provided by the P-KAP Project*

The School Action Plans (SAP) are being prepared or already implemented by 705 schools and 88 School Plans (PA). Evaluation of methodological support provided within the P-KAP project was evaluated on the basis of a questionnaire survey at school representatives (contact persons for SAP and PA).

A high level of satisfaction was expressed with methodological support in the preparation and implementation of SAP, with more than 90% of schools benefiting from this support. In PA, satisfaction with methodological support was lower, with only three quarters of schools.

Individual support, i.e. individual consultations with schools, has been of crucial importance for methodological support, which was beneficial to 77% of schools preparing SAP (more than half of the schools even considered it essential). For PA, only 47% of schools used this form of support, and a low overall level of satisfaction with support for schools preparing PA alone could explain this low level of support. According to the average evaluation in regions, there were no differences in individual support and in all regions they were evaluated positively. In particular, schools for the preparation of SAP used methodological documents, with over 90% of schools expressing satisfaction with them.

Furthermore, P-KAP seminars and websites were used. However, some intervention interviews were considered too general. From this point of view, the implementers of SAP and PA emphasize the need for specific information and examples. The problem for schools outside of large cities, such as Prague, Brno, Olomouc, was the availability of seminars. Video-methodics were beneficial only to a part of the implementers, but almost a quarter of the schools considered them to be entirely beneficial.

One third of school representatives do not consider the creation of SAP to be beneficial and only 42% of school representatives perceive the benefits of PA. For two-thirds of school representatives, the creation of SAP is mainly an obligation for drawing subsidies. Almost half of the school representatives consider the creation of SAP unnecessarily complicated and one-third as a duplicate activity to the ongoing school planning.

#### *Evaluation of methodological support for MAP implementers provided by the SRP project*

Evaluation of methodological support provided within the SRP project was made on the basis of a questionnaire survey on MAP project managers. All 196 MAP II managers were asked to take part in, feedback has been reached from 116 MAP II managers.

MAP support was initially burdened by the fact that MAP I started its preparations before the start of the SRP project. Now 70% of project managers evaluate the methodological support as adequate (of which 27% as fully adequate). On the other hand, 30% of managers do not see any added value in it. It is essential for MAP managers to appreciate, in particular, the meeting and sharing of experience with



other MAP implementers in the region, furthermore, individual consultations and inspiration are appreciated as well. Individual methodological support provided by the Support Center in the Region, which MAP managers evaluate positively in 11 regions, is crucial. MAP managers appreciate the helpful approach and quick answering of queries. Only in three regions (South Moravia, Karlovy Vary, Central Bohemia) was the negative assessment of the overall support from the Support Center prevailing.

There is also a high proportion (40%) of MAP managers who have not used individual consultations or were not available to them, and some project managers lacked current and accurate (relevant) information and then used primarily information directly from the Ministry of Education, Youth and Sports (MŠMT). The point is that sometimes (when transferring and interpreting methodological conditions of MŠMT by a third party) it sometimes encounters the problem.

Almost all MAP II managers consider the MAP to be a useful and useful tool for developing partnerships, strategic planning and improving the quality of education in the territory, but 30% of MAP managers consider the MAP unnecessarily complex and only 38% of managers consider MAP a suitable basis for efficient resource use.

#### *Evaluation of the methodological support for applicants of project templates provided by the SRP project*

Evaluation of the methodological support provided within the framework of the SRP project was evaluated on the basis of a questionnaire survey at the beneficiaries of template II projects. Based on random selection totally 994 template project recipients have been asked to take part in. A total of 302 representatives of schools, after-school clubs and clubs and leisure centers participated in the survey.

More than 90% of the beneficiaries of template projects who have benefited from this support appreciate methodological support from the SRP. The recipients of the templates appreciate the methodological support, especially when they receive specific answers to specific questions and timely and comprehensible answering of questions or submission of information.

However, only part of the beneficiaries used support from the SRP to prepare the template project (two thirds of the survey participants). Some beneficiaries then benefited from LAG support. A number of project managers said in their comments that they did not even know about the possibility of support from the SRP or that they did not know who to contact for individual consultations or nobody was available to contact with him/them.

### **Evaluation of partnerships created in the territories<sup>1</sup>**

#### *Evaluation of functional partnerships MAP*

The evaluation of the MAP partnership was evaluated on the basis of a questionnaire survey conducted by members of the MAP implementation teams, members of the Steering Committee and working groups established in the context of the MAP preparation. Of the 46 MAP respondents, project team members and 38 MAP partners joined the survey.

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<sup>1</sup> Note :: In the report for 2018 are presented interim outputs from solution evaluation questions

The partners involved in the planning of education in the territory are positively evaluated. Only 10% of respondents considered the cooperation problematic. More than a third of school representatives in the Steering Committee and Working Groups assess the overall level of cooperation under MAP as very good and 50% satisfactory. Only one founder (out of 33) stated in the inquiry that cooperation between partners is problematic (functional with more significant barriers).

Collaboration at the MAP level involved in the survey was evaluated negatively by only a few MAPs. Implementation team members negatively assessed 4 MAP partnerships, 5 MAP school representatives (of 38 MAPs involved in the survey).

School representatives would prefer, in comparison with the current situation, a slightly higher degree of involvement and, on the contrary, members of implementation teams would prefer a slightly lower level of partner involvement. This is due to the fact that members of the implementation teams perceive some of the partners' involvement requirements as exaggerated and only formal (enforced by methodological procedures) without any real effect.

#### *Evaluation of functional partnerships KAP*

Evaluation of the functionality of the KAP partnership was evaluated on the basis of a questionnaire survey among members of the implementation teams of the KAP and members of the Education Working Group.

Representation of partners in the Education Working Group in terms of their real activity is evaluated positively by partners and members of the implementation team. The positive assessment reflects a comparison with the situation before the KAP, or before the establishment of the Education Working Group, when there was no sharing of views. In this respect, the partnerships in the KAP view the participants positively. In none of the regions except Moravian-Silesian, there is a truly negative assessment in the average of partners.

# Summary of the implementation process and advance to the next period

Implementation process - carried out investigations

Part	Type of inquiry	Respondents (type of)	Return	The term investigation	EO
A	CAWI	Project managers MAP (interviewed 308 people)	60%	February / March 2019	A.4
A	CAWI	Project managers KAP (interviewed 14 people)	100%	February / March 2019	A.4
A	CAWI	Recipients project templates II (interviewed 994 people)	30%	February / March 2019	A.4
A	CAWI	Implementers of SAP and PA (addressed 705 + 88 persons)	45%	February / March 2019	A.4
A	CAWI	MAP members of production teams and members of the Steering Committee and Working Groups (MAP interviewed 318 members of the implementation team members and 1014 MAP Steering Committee and Working groups within 46 MAP)	36% and 25%	February 2019	A.5
A	CAWI	KAP members of realization teams and members of the Working Group Education Training at RSK (interviewed 809 people)	40%	February 2019	A.5

## Summary procedure for the next period

Report for 2019 will survey and evaluate the following questions:

- EO A.6 aimed at awareness event CLIMATE
- EO A.9 designed to evaluate the benefits of self-evaluation

# Findings and answers to the evaluation questions

## Introduction, Context

### **Status of the project SRP**

The SRP project was launched in March 2016. The project was modified in mid-2017, which had an impact on the timetable for the implementation of the activities, and also on the specification of the target groups and the scope of the expected project outputs.

Within the project, Support Centers were established in the regions to provide methodological support; local conferences and webinars were implemented. The expert team of the project participated in the creation of methodological data for the methodological setting for the call for MAP II.

In terms of target groups, the main emphasis was put on supporting project teams in MAP creation and template consultation. School consultants were trained and the preparation of a distance form of education for the wider school leadership was completed. In the autumn of 2017, activities in the area of individual support for schools and activities focused on education for the wider school management were started.

### **Status of Project P-KAP**

The P-KAP project was launched in March 2016. In the first phase, the project implementation focused on methodological support for the creation of the KAP, including the provision of investigations at schools. There are professional guarantors in the regions who are involved in events in the region and provide expert and methodological support. In 2017, there were motivational visits and subsequently methodological support for the creation of School Action Plans (SAP) and Activity Plans (PA) and other thematic areas. The first wave of SAP prepared 705 schools and 88 schools in PA.

At the end of 2018, a second round of investigations at schools took place, which is one of the inputs for preparing the KAP II.

### **The status of implementation of projects MAP**

MAP projects started their implementation in the course of 2016 (last one in first quarter 2017) and most of its implementation ended in late 2017 and 2018 (the last one in the 3rd quarter 2018). A total of 222 MAP I projects have been approved for the implementation. The call for MAP II has been followed by 148 subjects.

### **The status of implementation of projects KAP**

KAP are implemented in all regions, including the capital city of Prague. KAP projects were launched between November 2015 and April 2016 and will be implemented in late 2021 and 2022. The strategies

of KAP were approved in the first half of 2017. In 2018 (via second-round survey on schools) the preparatory stage KAP II started.

## **EO A.4 To what extent the key players were satisfied with the methodological support of the IPs SRP a IPs P-KAP?**

The aim of the evaluation questions was to evaluate the following areas and aspects of methodological support IPs SRP and P-KAP:

- a) Satisfaction with methodological support in the preparation of the SAP (school action plans) and PA (action plans)
- b) satisfaction of executives who have sent their employees to training events organized SRP IPs and IPs P-KAP
- c) Job Satisfaction Center methodological support in terms of quality of the support and the local and temporal availability
- d) Specific forms of methodological support which was supported by the people satisfied or dissatisfied with the reasons for satisfaction / dissatisfaction
- e) The rate of conviction involved the implementation of action plans, identifying with the idea of action plans
- f) The perception of the usefulness of functional tools for managing work and creating the conditions for successful implementation of the SVP that schools and school facilities gained through project activities IPs P-KAP

Individual topics were operationalized in terms of content and target of methodological support for implementing solutions questionnaires to individual target groups in the following areas:

- Evaluation of methodological support for implementers MAP (link to the project SRP)
- Evaluation of methodological support to beneficiaries of projects templates (link to the project SRP)
- Evaluation of methodological support for implementers KAP (link to Project P-KAP)
- Evaluation of methodological support for implementers of SAP / PA (link to Project P-KAP)

# Evaluation of methodological support for implementers MAP

## *Evaluator's Research Approach*

The survey was conducted during February 2019 in CAWI form (web questionnaire survey).

The survey was conducted by interviewing project managers MAP. Distribution of the questionnaire was carried to the contact e-mail addresses entered in the information system. All contact person for implementers MAP I (216 contacts) have been approached plus applicants and implementers MAP II (196 contacts) too. In total there were 308 unique contacts for MAP I and MAP II.

The return under investigation can be classified as very high in MAP II, namely 60% (116 respondents). On the contrary only 14 respondents MAP I sent their feedback (the majority of respondents who participated in the survey in MAP I, was also involved in MAP II and therefore they answered on MAP II questionnaire). For this reason, interpretation of investigation results focused on methodological support in the framework of preparation MAP II.

Structure of respondents by type of applicants MAP II shows table below.

**Table 1: Structure of respondents by type of entity of the applicant MAP II**

Respondent	Of the total number of respondents	The number of respondents
MAS	61.2%	71
"Community" (town, district, DSO, Association of municipalities)	38.8%	45
Total	100.00%	116

Source: own survey

Structure of respondents by MAP II region is shown the following table.

**Table 2: Structure of respondents according to the regional classification MAP II**

Highlands region	Of the total number of respondents	The number of respondents
Hl. m. Praha	3.45%	4
South Bohemian Region	8.62%	10
South-Moravian region	11.21%	13
Karlovy Vary Region	3.45%	4
Highlands region	6.03%	7
Hradec Kralove region	8.62%	10
Liberec region	5.17%	6
Moravian-Silesian Region	12.07%	14
Olomouc region	7.76%	9
Pardubice Region	6.90%	8
Pilsen Region	4.31%	5
Central Bohemian Region	8.62%	10
Usti Region	6.03%	7
Zlín Region	7.76%	9
<b>Total</b>	<b>100%</b>	<b>116</b>

Source: own survey

When interpreting the findings in this report and when presented outcomes of the survey it is necessary to take into account the confidence intervals. Confidence intervals for the main groups of respondents shows the following table.

**Table 3: Confidence intervals within the investigation conducted**

respondents	Project managers MAP II
<b>The total number of recipients MAP II</b>	196
<b>The number of respondents</b>	116
<b>Confidence interval *</b>	3.5 / 5.8

Source: own questionnaire survey, calculation based on the "Sample Size Calculator" by Creative Research Systems

\* Confidence interval (confidence interval) in percentage points for a response rate of 10% / 50% (at a confidence level of 95% - confidence level). I.e., having response rates at 50% means that there is 95% confidence that the real position of the population (i.e. all project managers MAP II) will be in the range of  $50 \pm 5.8\%$ .

### *Evaluation of the methodology support MAP from the side of IPs SRP*

The findings below reflect respondents' own attitudes. Presented outputs thus express attitude and perception of the aspects evaluated by the MAP project managers.



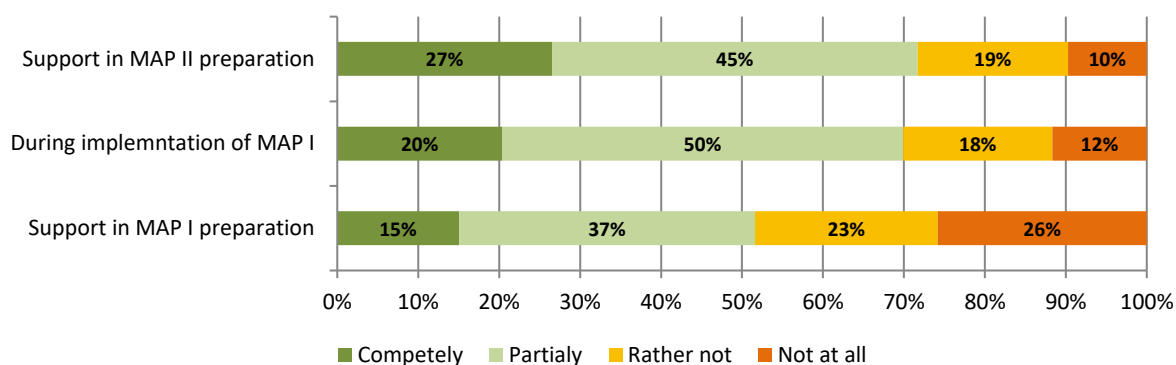
Overall methodological support from the SRP has gradually improved, according to MAP project managers. Only 52% of managers positively evaluated the support for MAP I. But 72% of MAP II managers have positively evaluated the support for MAP II creation. However, almost 30% of MAP II managers are still not satisfied with overall methodological support from the SRP project.

The reasons for dissatisfaction with the MAP I support summarize some of the comments, saying that:....."MAP I support started when we already implemented" .....

Commentary on respondents assessing support from the SRP negatively summarizes the following comment in detail: .....*"I expected the SRP project in particular to look at news in the field of education (changes in school legislation, system of school financing, current trends and methodologies), especially in the time of preparation of MAP I and the launch of the MAP I implementation. The SRP began to be implemented at a time when MAP was already in place, and this information was produced by the MAP managers on the course of "marching" from other sources. At the time of MAP II preparation, the SRP provided incomplete or confused information on implementation activities and double funding issues. In regional meetings we want to have space for debate among MAP managers, we do not want to listen to presentations that bring almost nothing new " .....*

Regarding support from the SRP for the preparation of MAP II, there are quite contradictory comments and evaluations: .....*"The SRP has not helped me with the preparation of MAP II"*..... and the other notes that .....*"methodological support for MAP II is sufficient and satisfactory"* .....

**Chart 1: Preparation of MAP II (total): Has the methodological support from the SRP (NIDV) in overall matched your needs? (percentage of responses; included only answers of respondents who were able to evaluate the question)**

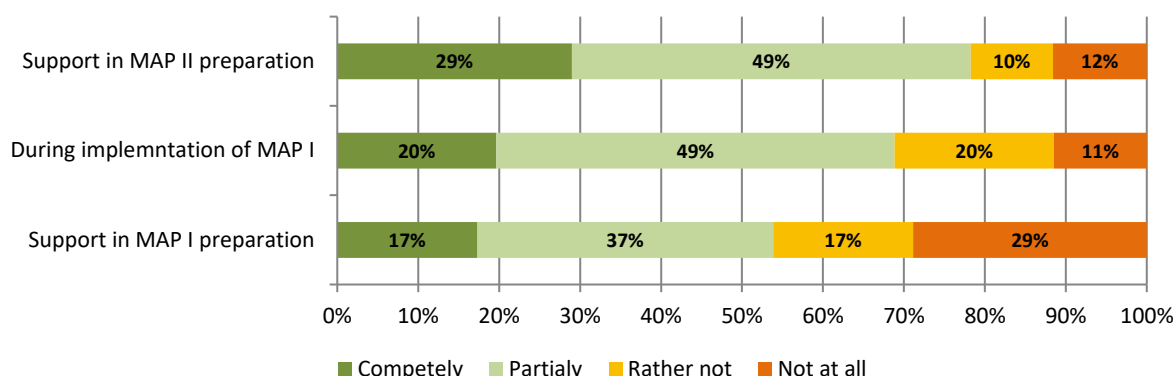


Source: own questionnaire research (N = 116), support in the preparation of the MAP I (n = 93) in the implementation phase of MAP I (n = 103), support in the preparation of MAP II (N = 113)

Managers of MAP from MAS generally assessed methodological support slightly more positively than managers of MAP from municipalities<sup>2</sup>. With the support of the preparation of maps and were satisfied 54% managers acting on MAP compared to 49% of LAG managers working in municipalities. With the support of the preparation of MAP II, then we were satisfied, 78% of managers acting on MAP MAS compared with 91% of managers working in municipalities.

<sup>2</sup> The term "municipality" includes the following types of applicants: City, City District, DSO, Municipal associations.

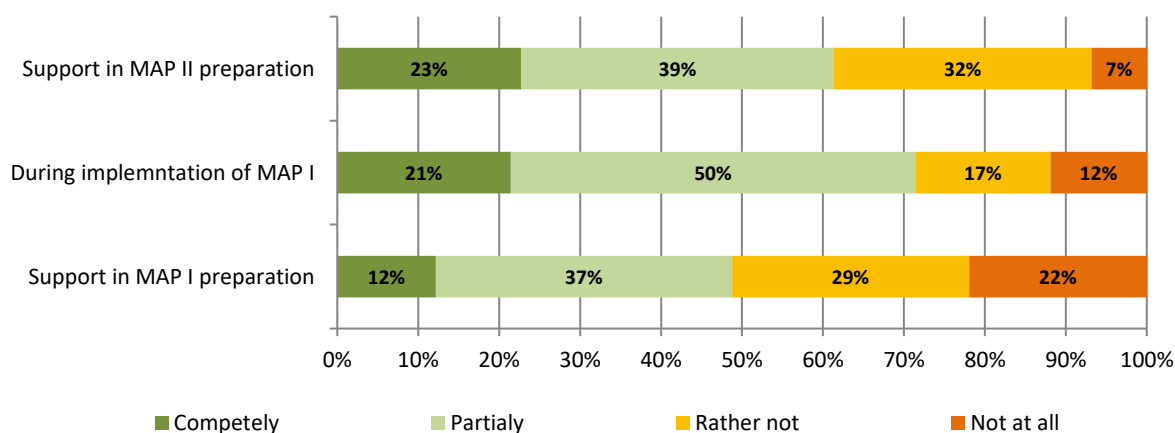
**Chart 1: Preparation of MAP II (MAS): Has the methodological support from the SRP (NIDV) in overall matched your needs? (Percentage of responses)**



Source: questionnaire (N = 71), support in the preparation of the MAP (n = 52) In the implementation phase of MAP (n = 61), support in the preparation of MAP II (N = 69)

Municipality MAP managers were generally less satisfied with methodological support than MAS managers. Municipality managers also expressed a gradual increase in satisfaction between support for the preparation of MAP I and MAP II (in particular, the number of managers, according to which the support did not meet their needs has decreased). Overall, however, 39% of MAP II managers operating in municipalities were not satisfied with MAP II preparation support.

**Chart 2: MAP II Preparation (Municipalities): Has the methodological support of the SRP (NIDV) in overall matched your needs? (percentage of responses)**



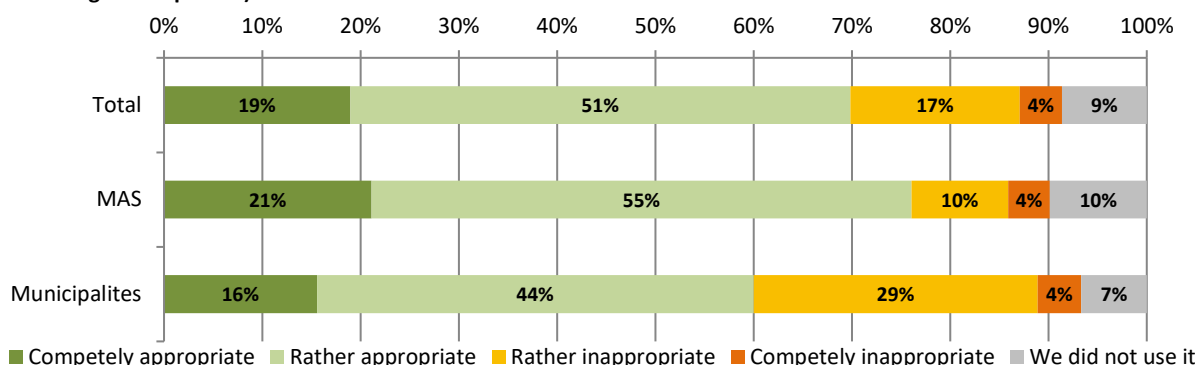
Source: own questionnaire (N = 45), support in the preparation of the MAP I (n = 41) In the implementation phase of MAP I (n = 42), support in the preparation of MAP II (N = 44)

The scope of information from the SRP was equal to 76% of the MAS project managers and 60% of the MAP II project managers. Total less than ¼ MAP managers according to their own statement were not satisfied with the range of information and 9% of managers did not use information from the SRP.

One of the comments of the manager who did not use the information, said: "We never contest to ask NIDV for such topic. We proceeded the experience of MAP I and methodological materials of the Ministry of Education about MAP II. NIDV we consulted with the set-up of the implementation part.

One of the managers made following negative assessment: "in some case the information provided by SRP were on the contrary of info by MŠMT"

**Chart 3: Preparation of MAP II: Did you get adequate amount of information by SRP (NIDV) for processing the MAP?**  
(Percentage of responses)



Source: questionnaire (N = 116), MAS (N = 71) Municipalities (N = 45)

¼ MAP II managers said that information from the SRP are used for 29% and less, or they use information from the MŠMT. Conversely, ¼ of managers MAP II use information from the SRP for 60% or more.

**Table 4: Estimate the % share of information (by SRP and by MŠMT) that you have used for the preparation of MAP**

The share of managers MAP (quantile)	% usage of information by SRP against usage of information by MŠMT
10% (bottom decile)	less than 6.8%
25% (bottom quartile)	less than 29%
50% (median)	less than 50%
75% (upper quartile)	less than 60%
90% (upper decile)	less than 83.8%

Source: own questionnaire survey (N = 116)

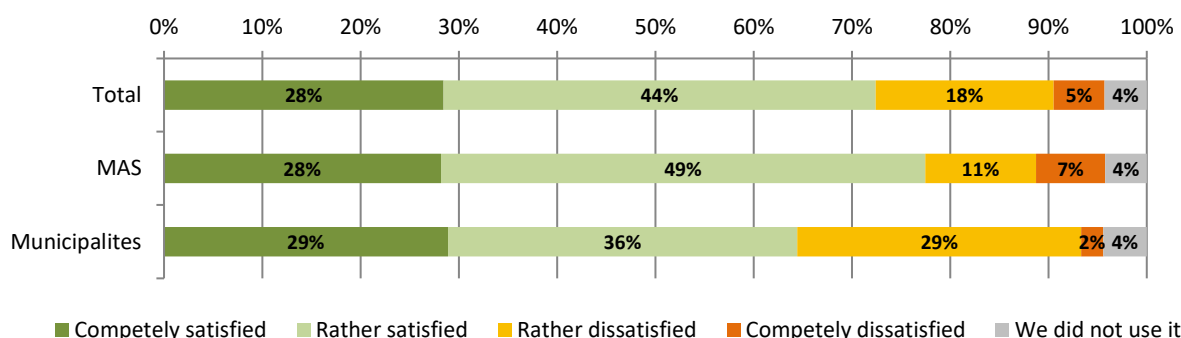
Almost ¾ of MAP II managers evaluate the overall support from the SRP Support Center in the region as positive. Only 5% of managers are then downright disappointed with the support of the Center.

For example, one of the positive comments said: "We have been in place since December, and CP SRP support is absolutely excellent." Since MAP II is much more complex than MAP I, this help is priceless".

He added another positive comment: "I appreciate the fact that we used the NIDV premises to organize several workshops or meetings organized by our MAP. What is positive is that NIDV offers a space (tables, chairs, coffee) for a meeting of MAP project managers to share information with each other. Furthermore, I would like to positively evaluate the APIV B seminar on NIDV..., it was a very beneficial training and training of this kind I expected at the beginning of the implementation of the MAP from NIDV SRP project". Or: "Initially, in the preparation and implementation of MAP I, support was very weak, then greatly improved, and now NIDV is sending a decent amount of information."

In the case of the negative reviews, it was said: "they will only refer you to the procedures (same case as no.1) but we can read too". I.e. from the point of view of the MAP manager concerned, the Center did not bring any new information and merely referred to the MŠMT information.

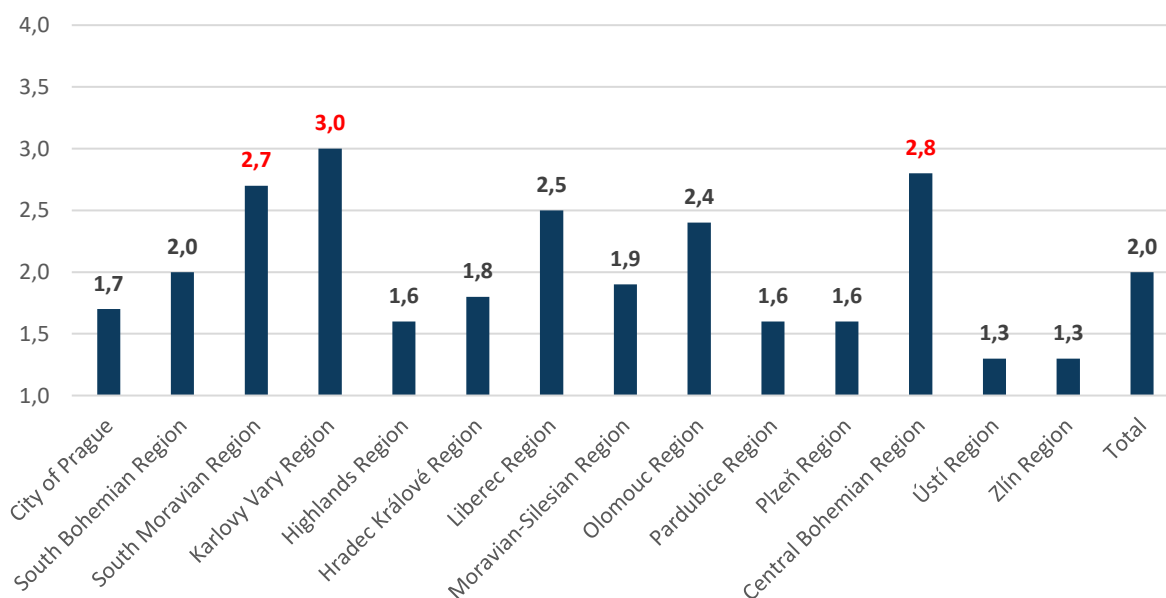
**Chart 4: Preparation of MAP II: How do you rate the overall support from the SRP Support Center in the region? (Percentage of responses)**



Source: own questionnaire research (N = 116), MAS (N = 71) Municipalities (N = 45)

The average rating for each region can only be taken as a guide, given the limited number of respondents. Only in 3 regions the average rating exceeded 2.5, which means that as an average, the negative evaluation of the overall support from the SRP Support Center in the region prevailed. This is the Karlovy Vary Region (3x rather dissatisfied and one "not used" rating), Central Bohemian Region (3x "rather satisfied", 4x "rather dissatisfied", 1x "dissatisfied" and 2x "not used"), South Moravian Region (1x "completely satisfied", 4x "rather satisfied", 3x "rather dissatisfied", 3x "dissatisfied" and 1x "not used").

**Chart 5: Preparation of MAP II: How do you rate the overall support of the Center for the Support of the SRP in the region? (average)**



Source: own questionnaire survey (N = 116), the number of respondents for individual regions above.

Notes: The graph shows the average rating from respondents. The individual responses were assigned a numerical value 1-2-3-4 (1 = completely satisfied; 4 = dissatisfied). Finally, the average value of responses from respondents in a given region has been calculated.

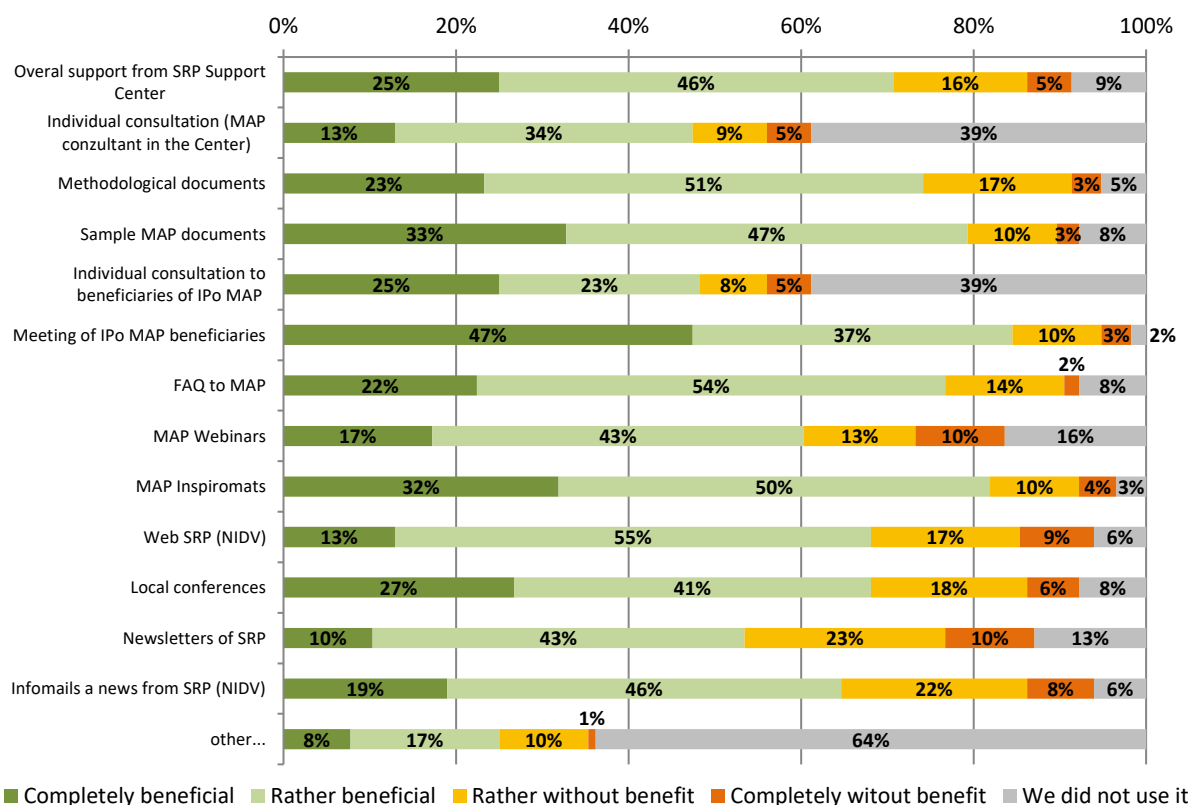
**Chart 6: Preparation MAP II: Evaluate the merits of particular forms methodology support provided by the SRP (NIDV) for the preparation and execution of KAP (percentage of responses)**

From the forms of support provided, MAP II project managers most positively assessed IPo MAP meetings (84% of managers as beneficial), MAP inspiromats (82% of managers as beneficial), MAP sample documents (79% of managers as beneficial), methodological documents (74% managers as beneficial) and overall support from the SRP Support Center in the region (71% of managers as beneficial).

Over 60% of MAP managers used individual consultations, with almost 50% of all managers satisfied with the consultations.

As the least beneficial forms of "methodological support" were identified those forms, which are rather complementary or informative and basically cannot be labeled as methodological support (for instance: SRP newsletters, SRP info-emails and SRP news).

**Graph 7: Preparation of MAP II: Evaluate the benefits of a specific form of methodological support provided by the SRP (NIDV) for the preparation and implementation of the KAP (percentage of responses)**



Source: own questionnaire survey (N = 116)

In the comments, MAP II managers highlighted the benefits of joint meetings and exchange/sharing of experiences with other MAPs. Furthermore, individual consultations and inspiromats too.

In response to the missing forms of methodological support, project managers returned to the fact that *“in the preparation and early implementation of MAP I methodological support from the SRP did not work. Only in the course of the project was the methodological assistance started. Methodological*

*assistance works without problems when preparing MAP II and implementation*". Many MAP managers then said they missed nothing.

Critical comments then were focused on the fact that *"...the workers know only the methodology of the MŠMT as we, implementers, know it. Any question beyond the written text has not been answered; written queries have been processed through the central level of NIDV"*. With that, as stated by other comments *"SRP could provide only limited information"*.

According to some, the problem is that *"some documents, designs are not available well in advance"*. A number of MAP managers also pointed out that the information was misleading or contrary to the subsequent MŠMT opinion: *"It has happened several times that misleading or false information has been given to interpret the rules"*. Thus, the information has been interpreted differently or too broadly in the *"multiple interpretations on a theme or too general information"*.

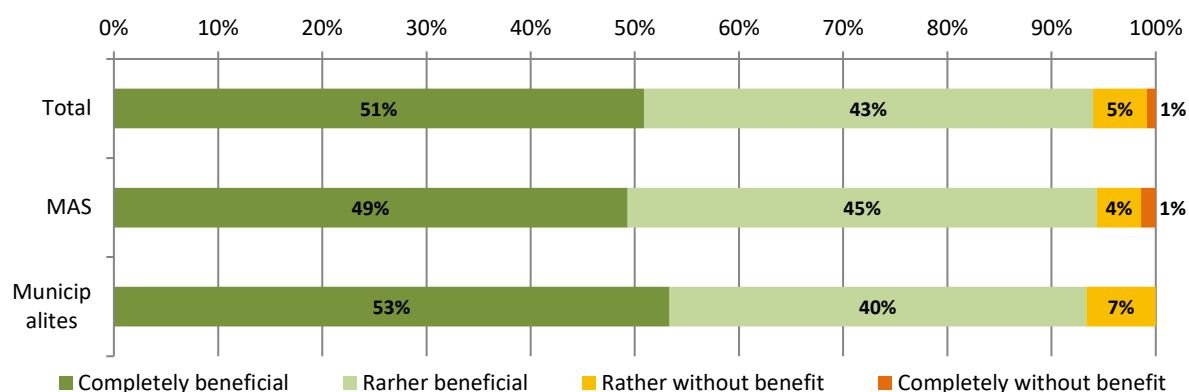
The above mentioned can be summed up in such a way that some project managers lacked up-to-date and accurate information and some rather used the information directly from the MŠMT. Although many project managers said they were not dissatisfied with methodological support. The others, in particular, highlighted irrelevant and delayed information as a source of their dissatisfaction.

It should be pointed out than a number of MAP managers have highlighted the positive aspects of methodological support for PCD, such as:

- *"In case of solving problems or clarifying various information, we first ask NIDV questions, where they can always advise us."*
- *"In case of queries, a quick answer, forwarding information and materials from other parties."*
- *"Helpful access, information and contact detection, sample documents ..."*
- *"We received answers to our questions. Helpful and proactive approach helps both IPo MAP applicants and recipients. "*
- *"I praise joint meetings within MAP implementation, sharing experiences, helping to better understand the methodology."*
- *"I was particularly satisfied with the distribution of specific information resulting from the contact of SRP representatives with the MA."*

Thus, a number of MAP managers underline the helpful, quick and knowledgeable response from the SRP. A total of 94% of MAP II managers consider beneficial (51% beneficial and 43% rather beneficial).

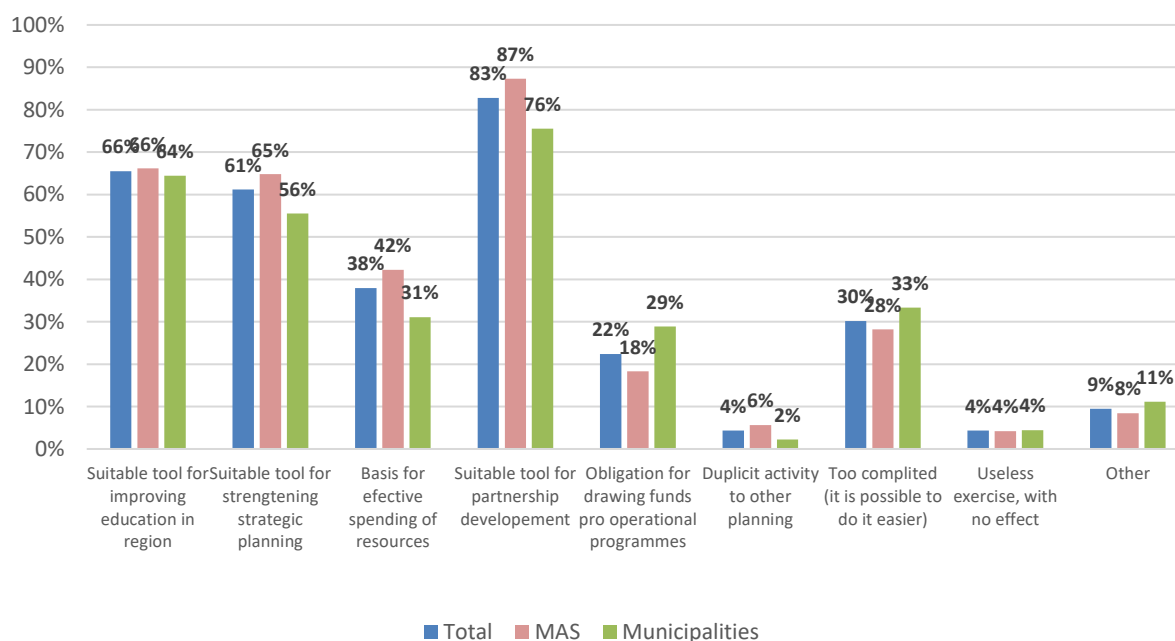
**Graf 7: Preparation of MAP II: Do you consider the preparation of MAP beneficial for improved education in the area? (percentage response)**



Source: own questionnaire research (N = 116), MAS (N = 71), Obec (N = 45)

The greatest contribution of MAP is seen by project managers in developing partnerships (83% of managers). 2/3 of managers then consider MAP to be an appropriate tool for improving the quality of education in the territory and for strengthening strategic planning. 38% of managers consider MAP to be the basis for efficient resource use. 30% of MAP managers consider an unnecessarily complex MAP.

**Chart 8: Preparation MAP II I consider as: (percentage of responses)**



Source: own questionnaire research (N = 116), MAS (N = 71) Municipalities (N = 45)



Average ratings of respondents in the individual regions is shown in the table below. In most characteristic extends negatively rated Karlovy Vary region (however, it is necessary to take into account the low number of respondents). Furthermore, the negative attitudes of managers MAP is shown also in South Moravia, Liberec and Central Bohemia region (regions with negative evaluation of regional Support Centers).

**Table 5: Preparation of MAP II: Average rating of implementers MAP for individual regions**

Region	methodological support total	appropriate range of information	share information by SRP	support from the Center for the Support of the SRP in the region	consider creating maps as beneficial	overall average	The number of respondents
Hl. m. Praha	2.3	2.3	80.0	1.7	1.5	1.9	4
South Bohemian Region	2.0	2.1	30.2	2.0	2.1	2.1	10
South-Moravian region	2.6	2.6	18.0	2.7	1.2	2.3	13
Karlovy Vary Region	3.5	3.0	3.3	3.0	1.5	2.8	4
Highlands region	1.4	1.7	31.3	1.6	1.7	1.6	7
Hradec Kralove region	1.9	1.8	18.3	1.8	1.3	1.7	10
Liberec region	2.8	2.5	38.0	2.5	2.0	2.5	6
Moravian-Silesian Region	1.9	1.9	32.6	1.9	1.4	1.8	14
Olomouc region	2.3	2.4	23.7	2.4	1.4	2.1	9
Pardubice Region	1.5	1.8	43.1	1.6	1.6	1.6	8
Pilsen Region	2.2	1.8	19.2	1.6	1.6	1.8	5
Central Bohemian Region	2.4	2.6	24.6	2.8	1.4	2.3	10
Usti Region	1.3	1.4	31.9	1.3	1.4	1.4	7
Zlín Region	1.4	1.7	22.1	1.3	2.1	1.6	9
<b>Total sum</b>	<b>2.1</b>	<b>2.1</b>	<b>28.0</b>	<b>2.0</b>	<b>1.6</b>	<b>1.9</b>	<b>116</b>

Source: own survey, SAP (N = 116)

Note: The table shows the average ratings by respondents in the respective region. The individual responses were assigned a numerical value 1-2-3-4 (subject of variety appropriate).



# Evaluation of methodological support to beneficiaries of Templates projects

## *Access to the realization of research*

The survey was conducted during February 2019 in CAWI form, ie. in the form of a web survey.

The survey was conducted by interviewing project beneficiaries Template II (hereinafter referred to as "the project beneficiaries templates" or just "the recipients"). Distribution of the questionnaire was carried to the contact e-mail addresses listed in the information system. There were interviewed 994 randomly selected contacts - Template II project beneficiaries. Of these, a total of 644 had experience with project implementation Template I.

During the investigation, in addition to 3 respondents responded successful recipients. Evaluation of the investigation thus focused exclusively on this group.

Return under investigation can be classified as high, namely 30% (302 respondents).

The structure of respondents by type of entity the applicant's Template project shown in the following table.

**Table 6: Structure of respondents by type of entity Templates II recipient**

respondent	Of the total number of respondents	The number of respondents
Kindergarten / Primary School	82.45%	249
Elementary Art School (BAS)	6.62%	20
Leisure time center	10.60%	32
School Daycare / School Club	0.33%	1
<b>total</b>	100.00%	302

Source: survey

The structure of respondents by regions (recipient of Templates project) is shown in the following table.

**Table 7: Structure of respondents (recipient project Templates II) according to the regional classification**

county and	Of the total number of respondents	The number of respondents
Hl. m. Praha	7.28%	22
South Bohemian Region	4.64%	14
South-Moravian region	14.57%	44
Karlovy Vary Region	3.31%	10
Highlands region	4.97%	15
Hradec Kralove region	7.95%	24
Liberec region	2.98%	9
Moravian-Silesian Region	15.89%	48
Olomouc region	6.95%	21
Pardubice Region	8.94%	27
Pilsen Region	1.99%	6
Central Bohemian Region	6.95%	21
Usti Region	7.95%	24
Zlín Region	5.63%	17
<b>total</b>	<b>100%</b>	<b>302</b>

Source: survey

When interpreting the findings in this report and presented outcomes of the survey is necessary to take into account the confidence intervals. Confidence intervals for the main groups of respondents shows the following table.

**Table 8: Confidence intervals within the investigation conducted**

respondents	Recipients of project Templates II
The total number of recipients Templates II	1763
The number of respondents	302
Confidence interval *	3.08 / 5.14

Source: questionnaire survey calculation based on the Sample Size Calculator Creative Research Systems

\* Confidence interval (confidence interval) in percentage points for a response rate of 10% / 50% (at a confidence level of 95% - confidence level). I.e. in response rate of 50%, 95% confidence that the real attitude of the population (ie. all recipients of Templates II) will be in the range of  $50 \pm 5.14\%$ .

### *Evaluation of methodological support of project Templates beneficiaries from the side of IPs* *SRP*

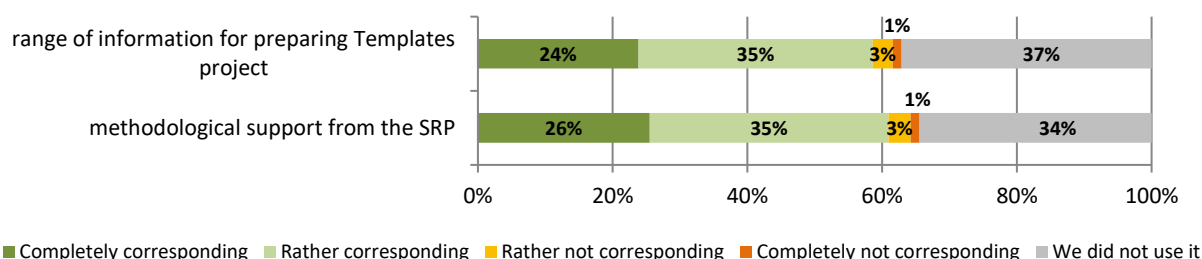
The findings below reflect respondents' own attitudes. Presented outputs express attitudes and perceptions of the aspects evaluated by the project Templates beneficiaries.

Overall methodological support from the SRP (of those who have used it) was welcomed by more than 90% of the project Templates beneficiaries. 1/3 of respondents expressed that they did not use support of the SRP in the preparation of project Templates. The evaluation of the scope of information for the preparation of project Templates is similar.

Beneficiaries who indicated that they did not use the methodological support of the SRP stated that *"the support was solely by the MAS"* or *"do not know who should have helped me? Only one MAP worker helped me"*. One of the comments even stated that they did not know about the possible support from the SRP (*"we don't know about it"*).

Given the focus of the questionnaire on exclusively methodological support from the SRP, it can be assumed that the share of beneficiaries who did not benefit from the SRP will be higher in reality. As the e-mail responses to the implementation of the questionnaire indicated, a number of Template project beneficiaries that did not use the methodological support of the SRP were not involved in the questionnaire at all.

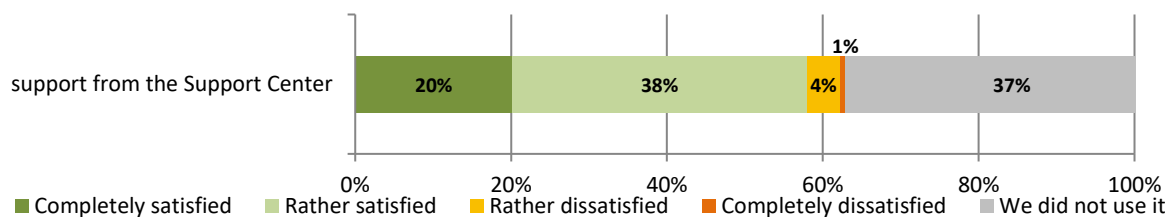
**Chart 9: Did the overall methodological support from the SRP (NIDV) correspond to the needs of the school? / Did you have an adequate range of information available to the SRP (NIDV) to prepare the Template project? (percentage of responses)**



Source: own questionnaire survey (N = 302)

Similarly to the overall methodological support from the SRP, the beneficiaries of Template projects consider the overall support from the SRP Support Center in the region, ie 90% of those who have used it appreciate it positively. A total of 37% of respondents did not use Center support.

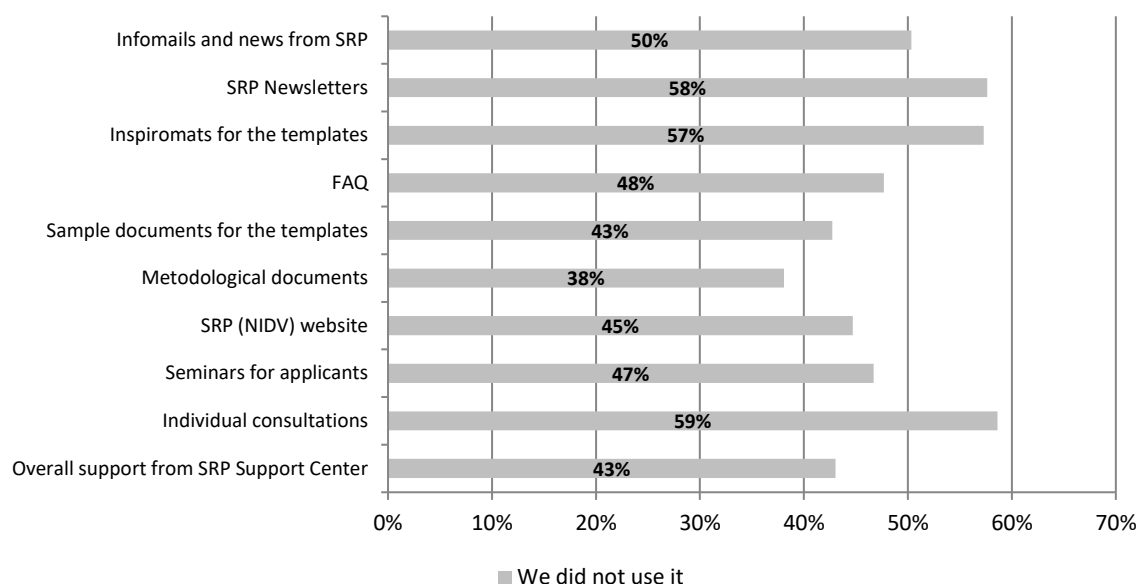
**Chart 10: How do you evaluate the overall support of the SRP Support Center in the region? (Percentage of responses)**



Source: own questionnaire survey (N = 302)

At least the beneficiaries used the SRP newsletters, Template inspirations and individual consultations to support projects. Almost 60% of beneficiaries have not used these forms of support and information. On the contrary, beneficiaries used methodological sheets (62% of beneficiaries), sample document for the templates (57% of beneficiaries), support for SRP support centers (57% of beneficiaries), SRP website (55% of beneficiaries) and frequently asked questions (52% of beneficiaries).

**Chart 11: Evaluate the benefits of the specific form of methodological support provided by the SRP (NIDV) in preparing the Template project. (percentage of responses - respondents who did not use the given form of support)**

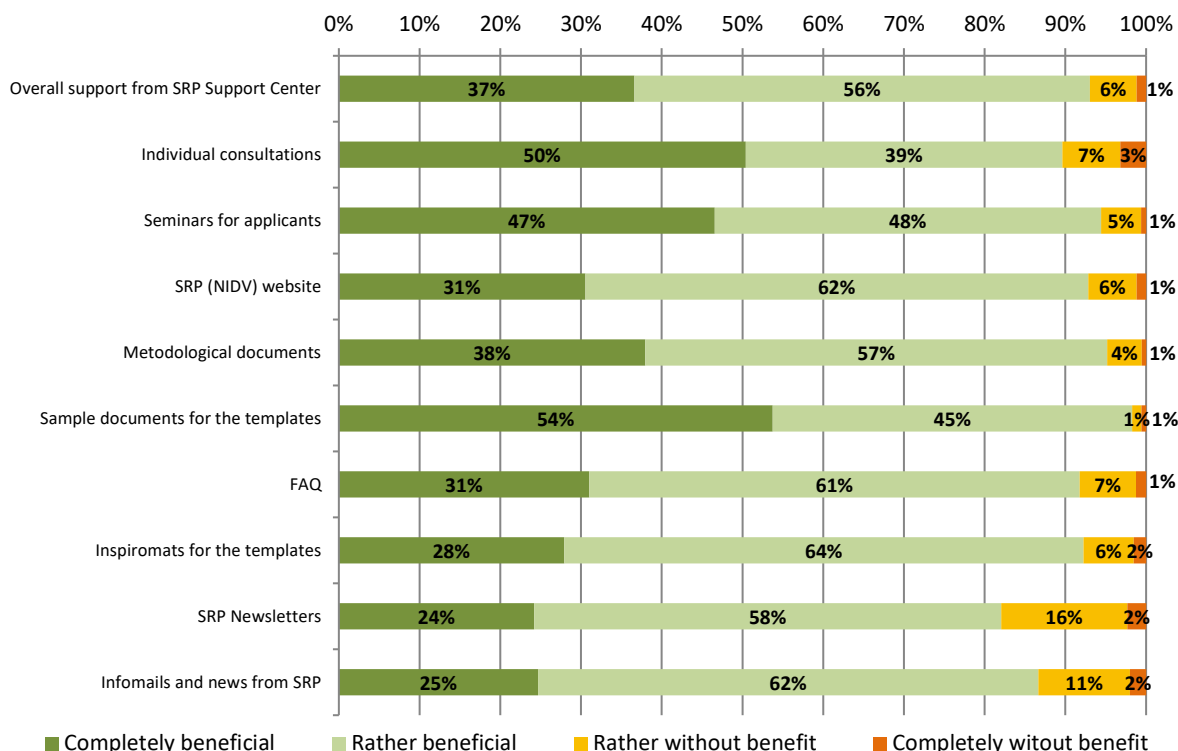


Source: own questionnaire survey (N = 302)

If the beneficiaries used the given methodological support, they evaluated it positively. Approximately one half of the beneficiaries evaluated sample documents for the templates, individual consultations and seminars for applicants as entirely beneficial.

The least beneficial forms of "methodological support" were assessed those forms, which are rather complementary and informative and basically cannot be labeled as methodological support. Such as SRP newsletters and newsletters and SRP news.

**Chart 12: Evaluate the benefits of the specific form of methodological support provided by the SRP (NIDV) in preparing the Template project. (percentage of responses - respondents who did use the given form of support)**



Source: own questionnaire survey (N = 302)

The above was also reflected in the open comments in which the beneficiaries most appreciated individual consultations, seminars for applicants and sample documents.

One of the respondents explicitly praised the support from the SRP: *"Perfect cooperation according to the requirements of the primary school, seminars held at the school, high professionalism of the speakers."* Or another respondent said: *"If I do not know, I know where to go and consult with."* Next, he highlighted *"personal attitude and willingness"* or that *"training was led by experts"*.

What beneficiaries appreciate on methodological support, if they perceive it positively, is, in particular, that they receive *"concrete answers to specific questions"*, namely that *"queries have always been answered"* and *"timely and comprehensible information"*.

Many beneficiaries then repeated that they did not use the support.

When asked about the missing forms of methodological support, the beneficiaries of Template projects mostly replied that they did not know and could not say anything or reiterated that they did not use the support. Failure to use the support from the SRP illustrates the comment: *"I don't know, I did not cooperate with anybody, just with the MAP worker"*.

A few specific comments pointed to the problem of the availability of support, with the fact that *"offers for consultations came late"* (for the respondent, who, according to her words, started at the beginning) or *"the problem to call"* or the option *"Specific individual consultation - I do not know who to inquire about whom to name specifically"* another respondent also lacked *"individual consultation"*.

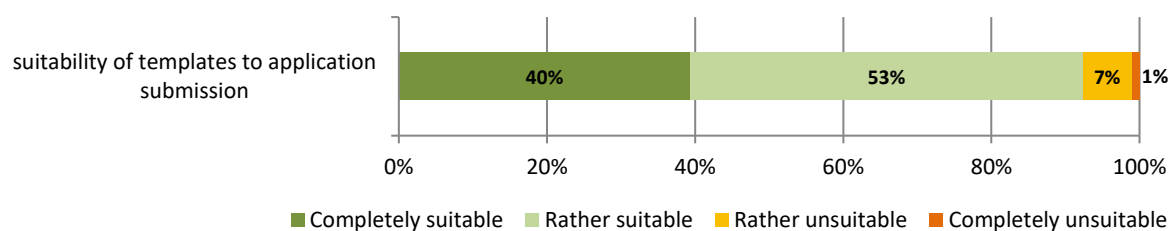
However, one of the respondents pointed out that: *"We are approaching the 1st monitoring - I do not know how we can do it yet. Some of the facts on drawbacks did appear until after our first actions and we have found that we explained some details differently"*. Similarly, another commentary responded

to the needs for implementation phase: *"A more detailed explanation of the direct implementation of templates and the use of finance"* or *"difficulty in completing monitoring reports"*

There were also a few comments that pointed out that they did not even know about the possibility of support from the SRP: *"I had no information about the possibility of this assistance"* or *"... we do not know about it"* or *"..... we should be informed about the support "*.

The templates are considered to be a suitable tool for project submission by 92% of Template project beneficiaries.

**Chart 13: Do you consider the form of templates as the relevant approach for applications submission? (Percentage of responses)**



Source: own questionnaire survey (N = 302)

The positive assessment of the support provided is also reflected in the averages for the individual regions. The main differences are in the use of the SRP support. However, this cannot be conclusively seen as a negative phenomenon as well-functioning MAP support can be the cause.

**Table 9: Preparation of MAP II: The average rating of the implementers of Templates project for individual regions**

REGION	The overall methodol. support	The corresponding range of information	Individual consult.	Seminars for appl.	Share information from SRP	Respondents who have used the support of the SRP (number)	% Of respondents who used the support of the SRP	The number of the respondents
Hl. m. Praha	1.6	1.7	1.6	1.5	36.4	13	59%	22
South Bohemian Region	1.8	1.8	1.6	1.9	37.2	10	71%	14
South-Moravian region	1.7	1.8	1.5	1.6	50.3	31	70%	44
Karlovy Vary Region	1.7	1.9	2.0	1.6	49.8	7	70%	10
Highlands region	1.7	1.6	1.4	1.6	60.1	14	93%	15
Hradec Kralove region	1.6	1.9	1.9	1.6	44.7	11	46%	24
Liberec region	1.3	1.6	1.8	1.6	29.6	4	44%	9
Moravian-Silesian Region	1.7	1.5	1.5	1.3	49.7	31	65%	48
Olomouc region	1.7	1.7	1.8	1.9	54.9	16	76%	21
Pardubice Region	1.5	1.7	1.3	1.7	30.1	13	48%	27
Pilsen Region	1.5	1.0	1.0	1.0	18.8	2	33%	6
Central Bohemian Region	2.0	2.1	2.0	1.6	42.8	15	71%	21
Usti Region	1.7	1.7	1.7	1.5	55.9	18	75%	24
Zlin Region	1.6	1.7	1.6	1.7	49.9	13	76%	17
<b>Total sum</b>	<b>1.7</b>	<b>1.7</b>	<b>1.6</b>	<b>1.6</b>	<b>45.9</b>	<b>198</b>	<b>66%</b>	<b>302</b>

Source: Own survey, project Templates (N = 302)

Note: The table shows the average ratings by respondents in the respective region. The individual responses were assigned a numerical value 1-2-3-4 (depending on variety appropriate).

## Evaluation of methodological support for KAP implementers

### *Access to the realization of investigation*

The survey was conducted in the course of the first quarter of 2019 via CAWI form, ie. in the form of a web survey.

The survey was conducted by interviewing all KAP project managers. Distribution of the questionnaire was carried to the contact e-mail addresses entered in the information system. After the second reminder 14 KAP project managers took part in which represents 100% of the respondents.

### *Evaluation of methodological support to KAP by IPs P-KAP*

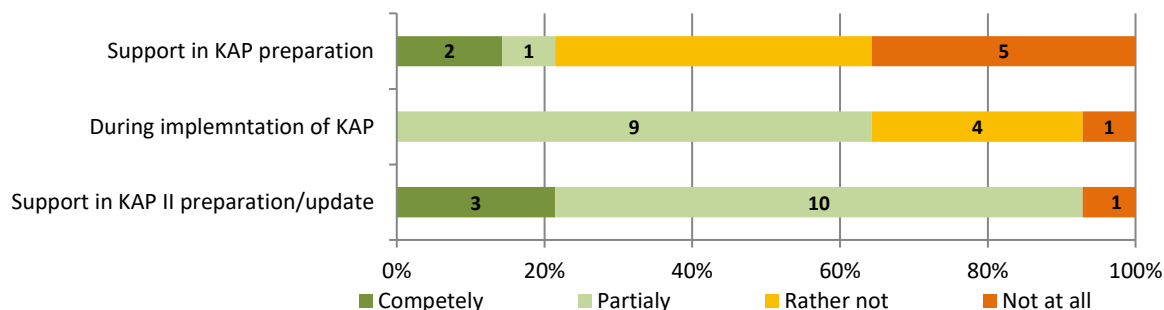
The findings below reflect respondents' own attitudes. Thus, the outputs present attitudes and perceptions of evaluated aspects by the project managers of KAP.

In the overall evaluation of methodological support by the P-KAP during the preparation and implementation of the KAP, the negative assessment of project managers at the start of support in the preparation of the KAP I was made, with support for the preparation of KAP II already being positively evaluated by all KAP managers except one. In total, 3 out of 13 KAP managers then considered support to be totally appropriate. The project manager, who evaluated the overall support negatively, pointed out in the comment that this negative assessment does not apply to support of the expert guarantor. On the other hand, another project manager said that he only gave a positive assessment to support the regional methodology.

Negative evaluation of support in the preparation of KAP I explains the following comments:

- *“Unfortunately, the P-KAP did not catch up with the delays it gained at the beginning of the project. It is not possible to objectively evaluate the support for the KAP II update, as we are just on the beginning.*
- *“With regard to the later start of the P-KAP project, the individual methodological sheets were made late. In the implementation phase, OG participates in individual thematic meetings organized within the KAP, but we do not receive up-to-date information from OG ”*

**Chart 14: Consistent with the overall methodological support of the P-KAP (NUV) processing KAP your needs? (The number of managers KAP)**



Source: own questionnaire survey (N = 14)

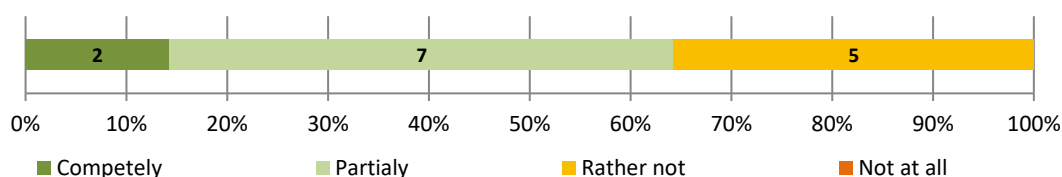


Completely appropriate range of information processing KAP has, in their opinion, have only two project managers and other 7 KAP managers have partially appropriate range of information. Conversely 5 KAP project managers said they have rather inadequate amount of information.

From the comments indicate that in that assessment reflects the delay in the beginning of the implementation of P-KAP:

- *Project P-KAP is implemented with a delay, the methodology changed during the preparation of documents KAP*
- *Yes, but too late. The methodology was created based on the experience of regions which formed the first KAP*

**Chart 15: Did you adequate range of information processing KAP by the P-KAP? (The number of managers KAP)**



Source: questionnaire survey (N = 14)

A total of 5 KAP managers stated that they use less than 50% of the information from the P-KAP for preparation, otherwise they use the information directly from the MŠMT. On the other hand, 6 KAP managers stated that they use between 50% and 75% of the P-KAP information and 3 KAP project managers use more than 75% of the P-KAP information.

**Table 10: Estimate share of the information that you have used for the preparation of KAP by the P-KAP (NUV) and the Ministry of Education**

% Usage information P-KAP (as opposed to information from the Ministry of Education)	The number of managers KAP
less than 50%	5
less than 60%	9
less than 75%	11
less than 85%	14

Source: own questionnaire survey (N = 14)

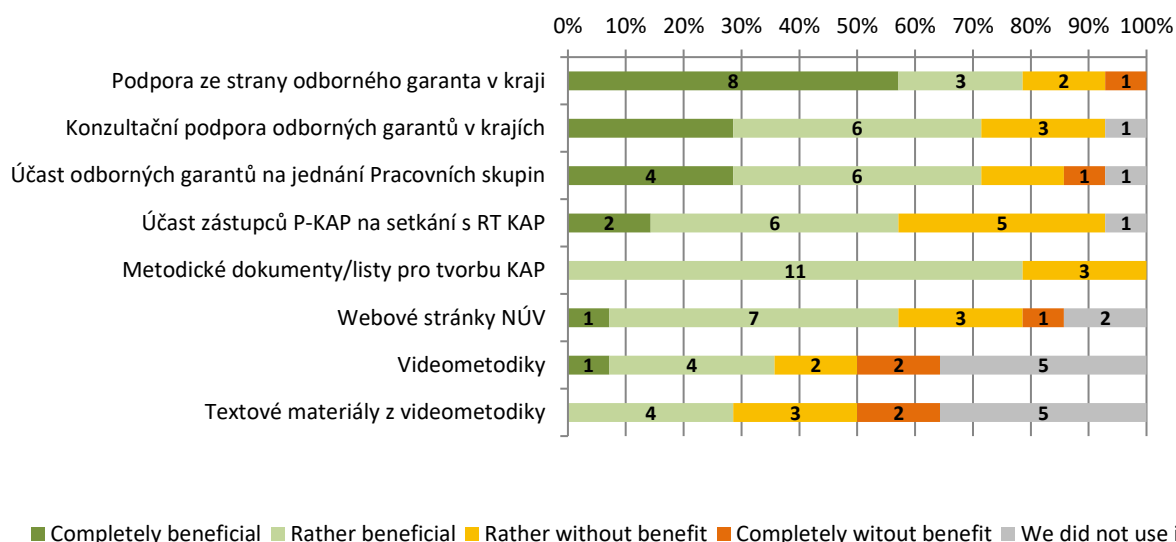
All KAP project managers use, as is also the case with the logic of setting up KAP creation, methodological documents / sheets for the creation of KAP and support of the expert guarantor in the region. Methodical documents / letters for the creation of the KAP were identified by 11 managers as beneficial and 3 managers identified it as rather unacceptable. The support of the expert guarantor was highlighted beneficial by 8 KAP managers and 3 as a rather beneficial. On the contrary, with the support of a professional guarantor in the region, 3 KAP project managers are not satisfied, moreover one manager identified support openly as inadmissible.

The participation of professional guarantors in the working group meetings and the consultation support of the guarantors of the intervention areas was positively assessed by 10 KAP project

managers. One KAP did not use this support and 3 managers did not evaluate its benefits positively. The participation of representatives of the P-KAP at the meeting with the implementation team (RT) of the KAP team was positively assessed by 8 KAP managers; Similarly, P-KAP website (NÚV) evaluates 8 KAP managers as beneficial.

Videomethodics were beneficial only for 5 KAP managers.

**Chart 16: Evaluate the merits of particular forms methodology support provided by the P-KAP (NUV) for the preparation and execution of KAP (number of KAP managers)**



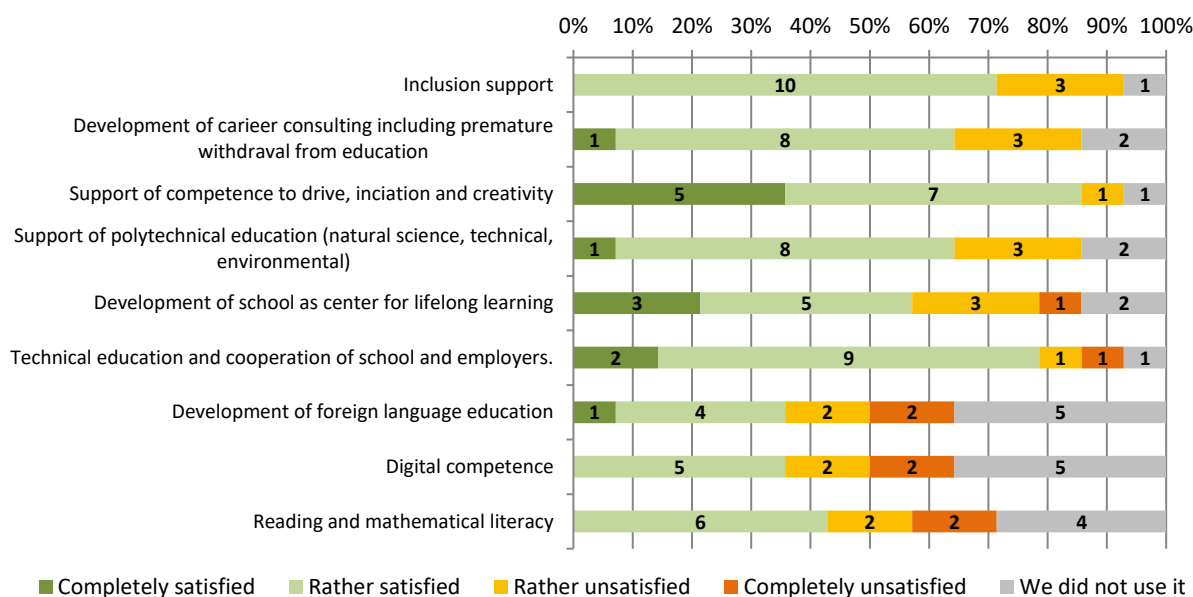
Source: own questionnaire survey (N = 14)

The greatest satisfaction was achieved by KAP project managers with methodological support in the area of support of entrepreneurship, initiative and creativity competencies (12 managers were satisfied, 5 of whom were completely satisfied), as well as vocational education and cooperation of schools with employers (11 managers satisfied).

For the other compulsory areas, the 3 KAP managers were rather dissatisfied and 2 said they had not used the support, which is not entirely conceivable in the compulsory areas, and these answers can be interpreted as an expression of uselessness or dissatisfaction. in the region).

In non-compulsory areas, more than half of managers (5-6 to 4) of those who used it were satisfied with methodological support.

**Chart 17: Evaluate how you were satisfied with the overall quality of methodological support of the P-KAP for the elaboration and implementation of KAP for each area of intervention. (The number of managers KAP)**



Source: own questionnaire survey (N = 14)

In aspects and reasons for dissatisfaction with methodological support, the criticism of the delay in starting the P-KAP at the beginning was repeated:

- *Implementation of the P-KAP project was not synchronized with the creation of KAP I in time.*
- *Unfortunately, the methodical help was almost always too late for the creation of the KAP I. Methodological support improved with the preparation of KAP II.*
- *Time mismatch at the beginning, too theoretical*
- *Time mismatch of projects*
- *From the beginning of the creation of the KAP, methodological support from the NIV and the P-KAP project was delayed and was at the moment rather a burden. It gets better over time.*
- *Especially in the early stages of the creation of the KAP, the methodology was not available and was often based on or was modified according to our experience of the creation itself*
- *Especially at the beginning the support came late*

Critical reflections then individually gave an unclear methodology and its frequent changes, insufficient awareness of school events. One of the KAP project managers said that they do not receive the latest information from the expert guarantor in the region. Two of the project managers complained about support and “ideological tint” in the area of support for inclusion (but it is not entirely clear whether this is meant to be supported by the P-KAP guarantor or the MŠMT approach).

- *In particular, when preparing the list of project plans, the methodology was unclear, the Ministry of Education, Youth and Sports referred to the MRD and vice versa. The methodology often changed even when the IROP calls were to be announced and the list had to be approved*
- *We were not continuously informed about the events of the P-KAP project organized for secondary schools in individual areas of intervention;*
- *In general, less formalism and more real work would be better*

- *Frequent changes in project management, unpreparedness, ignorance of the project, ignorance of the issue*
- *(methodological support) Coming late or not at all. The very worst thing is in the area of school inclusive concepts that have been imposed as part of the KAP*
- *In the area of inclusion and promotion of equal opportunities, poor methodology based on erroneous ideological assumptions. (Note: The P-KAP does not create a methodology for the school's inclusive conception of regions. The Ministry of Education, Youth and Sports is responsible for the preparation of the methodology).*
- *We do not receive any current information from OG. GIs do not respond to invitations to thematic meetings with directors, or are willing to participate without a contribution, which is not really beneficial for us. The elaborated concept of the thematic areas of the KAP was elaborated at the time when we had already approved the KAP. Therefore, the use in creation was not possible. The implementation is based primarily on the needs of individual schools. After consultation with methodologists (practitioners) we then focus on individual meetings.*

The satisfaction of KAP project managers was expressed especially with the support of the expert guarantor in the region:

- *Methodological support of the expert guarantor in the region was very beneficial, he continuously informed the schools in the region about the creation of SAP and PA and their benefits*
- *Quality work of a professional guarantor*
- *Excellent cooperation with a professional guarantor*
- *Cooperation with the guarantor, good analytical activity*
- *Cooperation with a professional guarantor*
- *We were particularly satisfied with the approach of the professional guarantor in the region*
- *Quality work of a professional guarantor*
- *I was not satisfied with the methodological support, with the exception of the professional guarantor in the region*

Other beneficial aspects of methodological support in the comments were highlighted by the Methodology Sheets and the questionnaire survey, analytical activities and the P-KAP website.

- *Methodological assistance was beneficial*
- *We welcomed the creation of methodological sheets*
- *We are satisfied with elaborated methodologies for creation and evaluation of KAP*
- *We were satisfied with the methodological support, we followed the binding KAP procedures, and also support the negotiations with the regions.*
- *We were satisfied with the methodological materials on the P-KAP website*
- *Briefly and clearly elaborated methodological sheets*
- *We were satisfied with the questionnaire survey*

Project managers were most assisted by professional guarantors in the region and methodological sheets.

- *Presence of expert guarantor in the region*
- *Information from professional guarantors, inspiration from intervention guarantors, joint meetings with regions.*

- *Simplification of the methodology for KAP 2, which has more "relaxed our hands".*
- *Excellent personality of the professional guarantor*
- *Expert guarantor in the region*
- *Expert Guarantor Approach*
- *Joint meeting of P-KAP project representatives, KAP implementation teams and representatives of MŠMT. Negotiations with NÚV and the Ministry of Education, Youth and Sports were conducted at the beginning of the implementation, which was not an ideal solution.*
- *Possibility to draw resources from websites*
- *Methodologies for creating and evaluating KAP*
- *Methodological background, questionnaire outputs, expert guarantor*
- *Regular communication, transmission of information, methodological sheets*
- *Partially methodological sheets, well prepared background data*

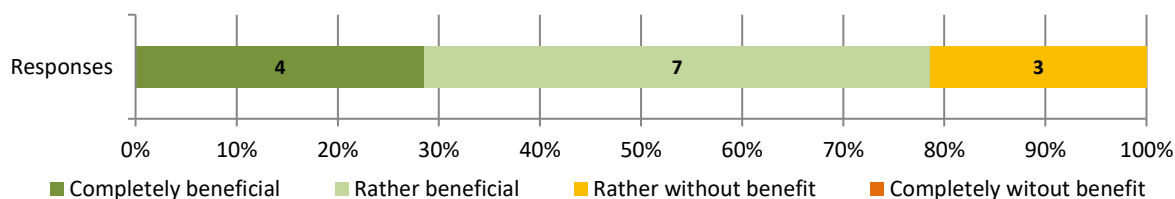
In the opinions of the project managers of the KAP on what was most lacking, there is no single theme and rather individual commentaries of the managers are reflected in the comments.

#### *Early information*

- *Ongoing methodological guidance and advice, information sharing, and linking school action planning to the KAP*
- *One of the obligatory activities of the project is cooperation with other individual systemic projects. Their implementation began later, with changes (IMKA / SYPO). We lacked the methodical support of P-KAP in this area*
- *Late delivery of methodologies, lack of interest from some intervention guarantors and their own initiative*
- *We consider the support beneficial, the P-KAP's attitude to our support request has always been helpful*
- *Absolutely absent virtually everything*
- *Expertise of a regional professional guarantor*
- *Faster delivery of necessary data from questionnaire surveys*
- *Greater emphasis on real-world problems*

11 of the 13 KAP project managers consider the KAP to be beneficial for improving education in the region, with 4 managers marking the creation of the KAP as entirely beneficial.

**Chart 18: Do you consider KAP creation as benefit for improving education in the region? (The number of managers KAP)**

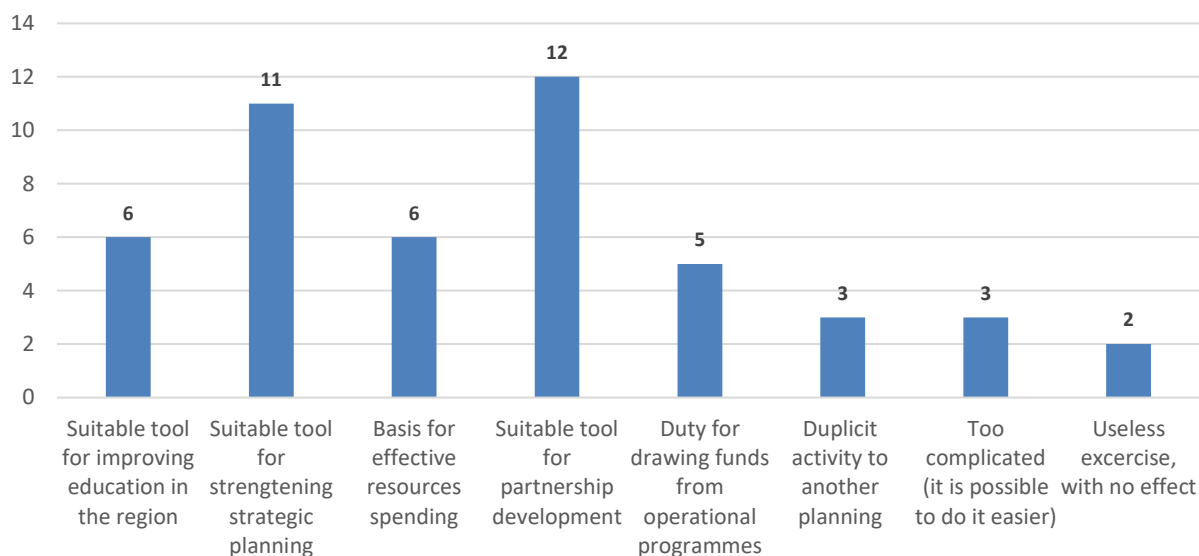


Source: own questionnaire survey (N = 14)

Managers most point out the KAP as an appropriate tool for developing partnerships (12 managers) and as a useful tool for strengthening strategic planning (11 managers).

Only 6 managers have identified the KAP as a suitable tool for the efficient use of resources and for improving education in the region. A total of 3 managers then identified the KAP as duplicate activity and 2 managers considered unnecessary low-effect activity. One of these managers expressed overall dissatisfaction with methodological support, especially with the support of a professional guarantor in the region. The other manager, who has expressed himself, points to the high and unnecessary formalism at the expense of "real work".

**Chart 19: I consider preparation of KAP as (KAP number of managers)**



Source: own questionnaire survey (N = 14)

## Evaluation of methodological support for implementers of SAP and PA

The survey was conducted during the first quarter of 2019 in the form of CAWI, i.e. in the form of a web questionnaire survey.

The survey was addressed to implementers of all SAP and PA. The distribution of the questionnaire took place at the contact e-mail addresses mediated by the P-KAP. In total, 705 SAP implementers and 88 PA implementers were approached.

The return on the survey can be described as very high, i.e. 45% for the implementers of SAP (315 respondents) and 43% for PA implementers (38 respondents).

The following table shows the structure of respondents according to the type of plan implementers (SAP / PA).

**Table 11: Structure of respondents by type of plan (SAP / PA)**

respondent	Of the total number of respondents	The number of respondents
SAP implementer	89.24%	315
implementer PA	10.76%	38
<b>total</b>	<b>100.00%</b>	<b>353</b>

Source: own survey

The structure of respondents by region implementation of SAP / PA is shown in the following table.

**Table 12: Structure of respondents (SAP implementers / PA) according to the regional classification**

Region	Of the total number of respondents	The number of respondents SAP	The number of respondents PA	Total number of respondents
Hl. m. Praha	7.93%	27	1	28
South Bohemian Region	6.80%	24	0	24
South-Moravian region	6.23%	18	4	22
Karlovy Vary Region	2.83%	10	0	10
Highlands region	7.65%	26	1	27
Hradec Kralove region	6.23%	22	0	22
Liberec region	2.55%	9	0	9
Moravian-Silesian Region	11.90%	28	14	42
Olomouc region	11.90%	33	9	42
Pardubice Region	6.23%	22	0	22
Pilsen Region	3.40%	12	0	12
Central Bohemian Region	11.61%	35	6	41
Usti Region	5.67%	17	3	20
Zlín Region	9.07%	32	0	32
<b>total</b>	<b>100.00%</b>	<b>315</b>	<b>38</b>	<b>353</b>

Source: own survey

When interpreting the findings in this report and presented outcomes of the survey is necessary to take into account the confidence intervals. Confidence intervals for the main groups of respondents the following table. The confidence interval for overall results of the survey and investigation for SAP is sufficiently informative. PA outputs is necessary to take as a guide only.

**Table 13: Confidence intervals within the investigation conducted**

respondents	Implemented SAP and total PA	Implemented SAP	Implemented PA
Implemented SAP / PA	793	705	88
The number of respondents	353	315	38
Confidence interval *	2.33 / 3.89	2.47 / 4.11	7.23 / 12.5

Source: questionnaire survey calculation based on the Sample Size Calculator by and PA Creative Research Systems

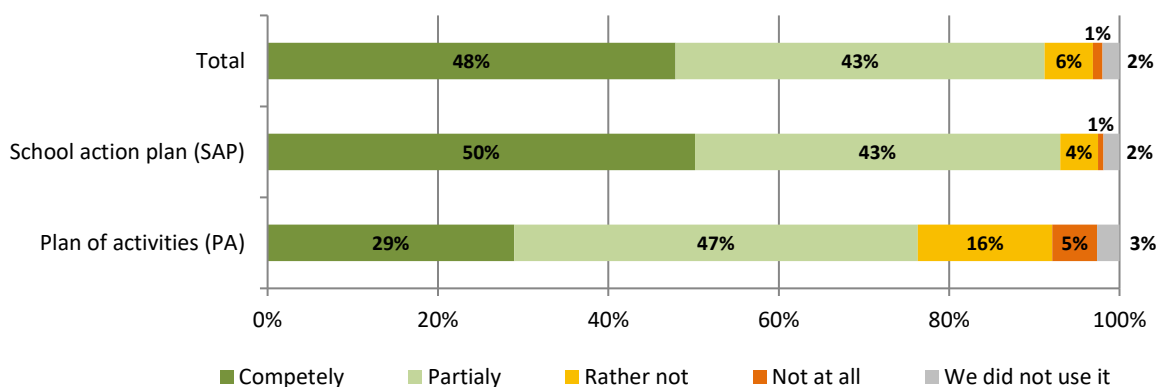
\* Confidence interval (confidence interval) in percentage points for a response rate of 10% / 50% (at a confidence level of 95% - confidence level). I.e. response rates at 50% is 95% confidence that the real position of the population (i.e. all implementers SAP) will be in the range of  $50 \pm 4.11\%$ .

### Evaluation of methodological support of SAP and PA implementers by IPs P-KAP

The findings below reflect respondents' own attitudes. Submitted outputs present attitudes and perceptions of the aspects evaluated by the implementers of SAP / PA.

For 91% of representatives of schools implementing SAP was methodical aid by the P-KAP beneficial. For implementers PA, who participated in the survey, satisfaction is lower, at  $\frac{3}{4}$  school representatives.

**Chart 20: Was the overall methodological support in the preparation of SAP / PA by P-KAP (NUV) beneficial for your needs? (Percentage of responses)**

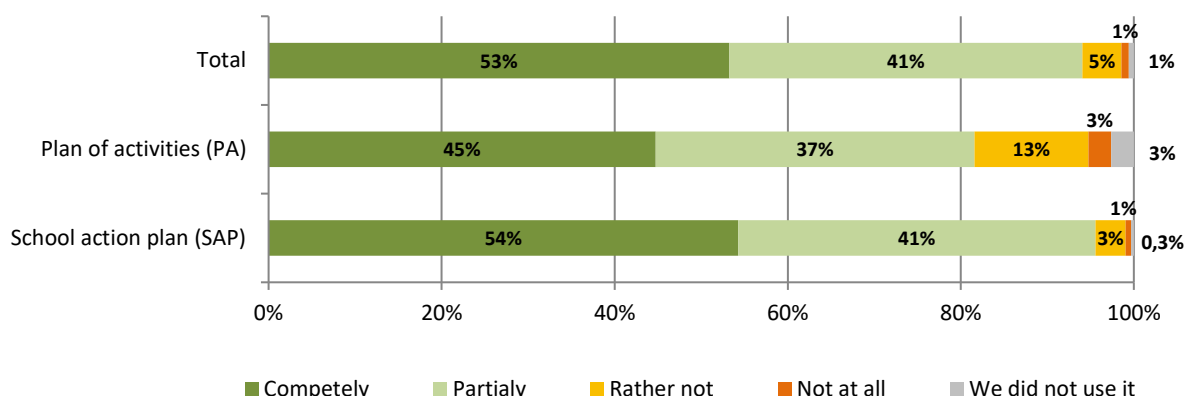


Source: own questionnaire (N = 353), SAP (N = 315), PA (38)

The scope of information for processing of SAP was sufficient for 94% of representatives of schools. For more than half the range was completely appropriate. Less than 20% of the school representatives (PA implementers) stated that the scope of information was insufficient or did not use that information.



**Chart 21: Did you have adequate amount of information for processing SAP / PA by the P-KAP (NUV)? (Percentage of responses)**



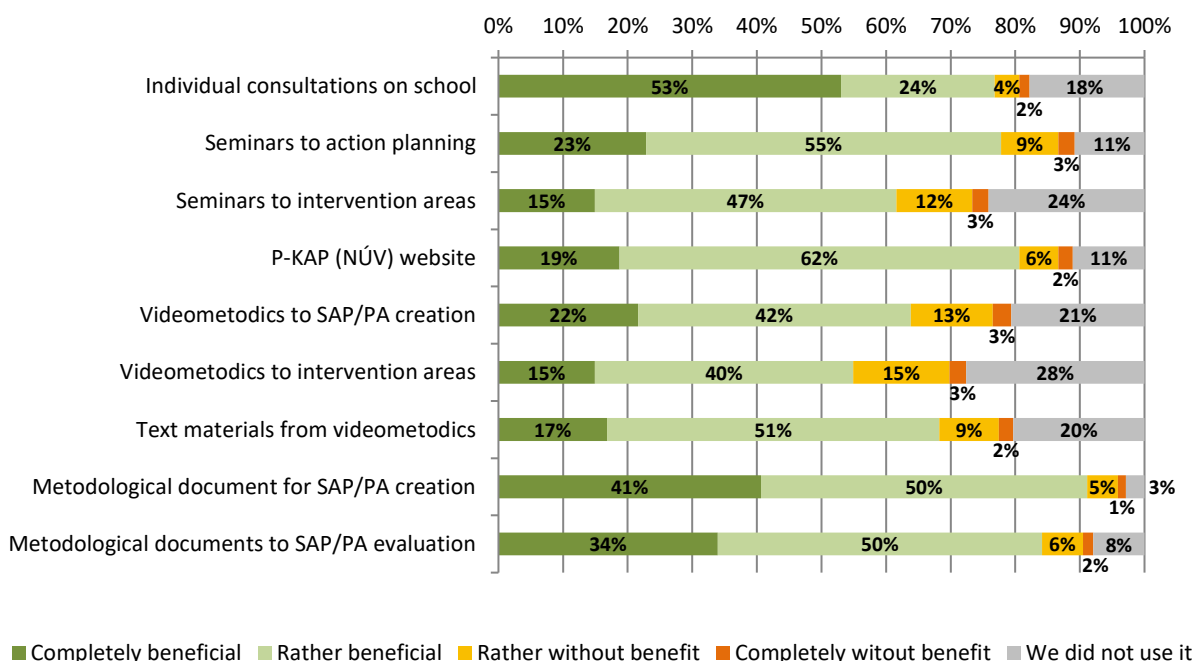
Source: questionnaire (N = 353), SAP (N = 315), PA (38)

Methodological documents were the most beneficial and most used form of support for the processing and implementation of SAP. Only 5% of school representatives expressed dissatisfaction with them.

Individual support was also widely used, which 82% of schools used according to their statement. With the exception of 6% of schools, rest of schools were satisfied with this form. Over 50% of school representatives have described this form of support as entirely beneficial.

Almost 80% of school representatives gave a positive assessment of the action planning workshops, 12% were not entirely beneficial and 11% did not. While 24% of schools did not use or benefit from videomethodics for the creation of SAP, 64% of the school representatives considered it beneficial, while 22% of the school representatives consider it beneficial.

**Chart 22: Evaluate the benefits of particular forms methodology support provided by the P-KAP (NUV) for processing of SAP. (Percentage of responses)**

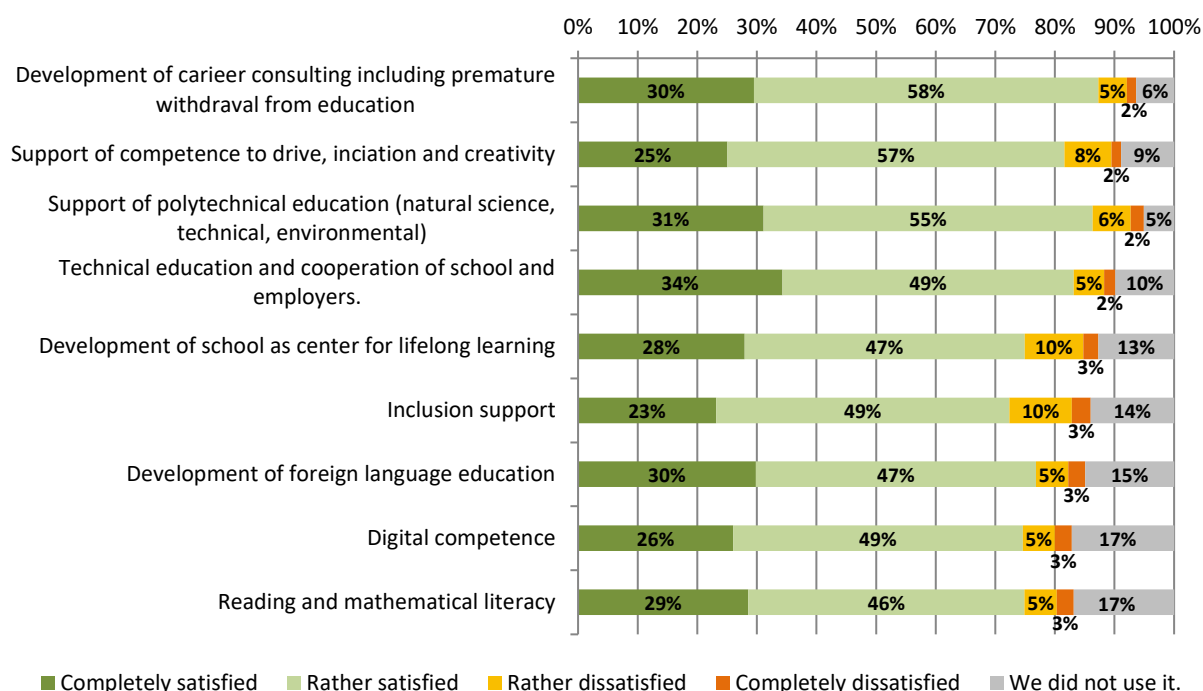


Source: own questionnaire, SAP (N = 315)

From ¾ to 90% of school representatives were satisfied with the methodological support for individual areas of SAP interventions. Of the compulsory areas, school representatives were least satisfied or did not use it, with support for inclusion support (14% of schools did not use<sup>3</sup> and 13% were not satisfied) and school development as lifelong learning centers (13% did not use 13% and were not satisfied). For other areas, even non-compulsory, the proportion of dissatisfied school representatives with support was around 8%.

Reasons for not using support for some areas are illustrated by one of the comments: "We have used more support in some areas, as these areas have come to us as the ones we need to improve in the initial survey."

**Chart 23: Evaluate how you were satisfied with the overall quality methodological support of the P-KAP for processing SAP for each area of intervention. (Percentage of responses)**



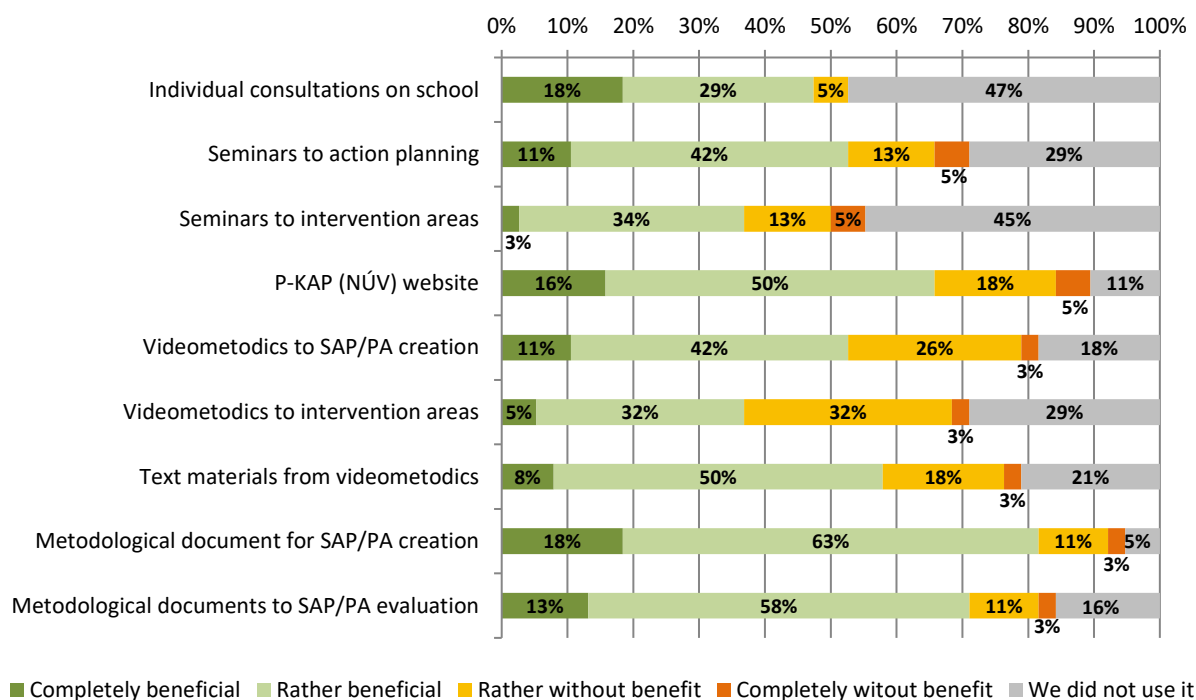
Source: questionnaire, SAP (N = 315)

The satisfaction of school representatives with individual forms of methodological support is, similarly to overall support, lower in PA than in SAP. Seminars and video methodologies for intervention areas were the least beneficial and used for schools. In the case of videomethodics, a high proportion of dissatisfied users is particularly apparent.

On the contrary, schools were satisfied with the individual school consultation, which was used by over 50% of schools.

<sup>3</sup> Support in the area of inclusive education is also carried out by mapping the state of inclusion in schools, when the mapped school always receives a message, incl. recommendation. To date, about 50% of schools have been mapped. It can be assumed that the gradual implementation of this activity in some schools may have been reflected in the statement that they did not use the support.

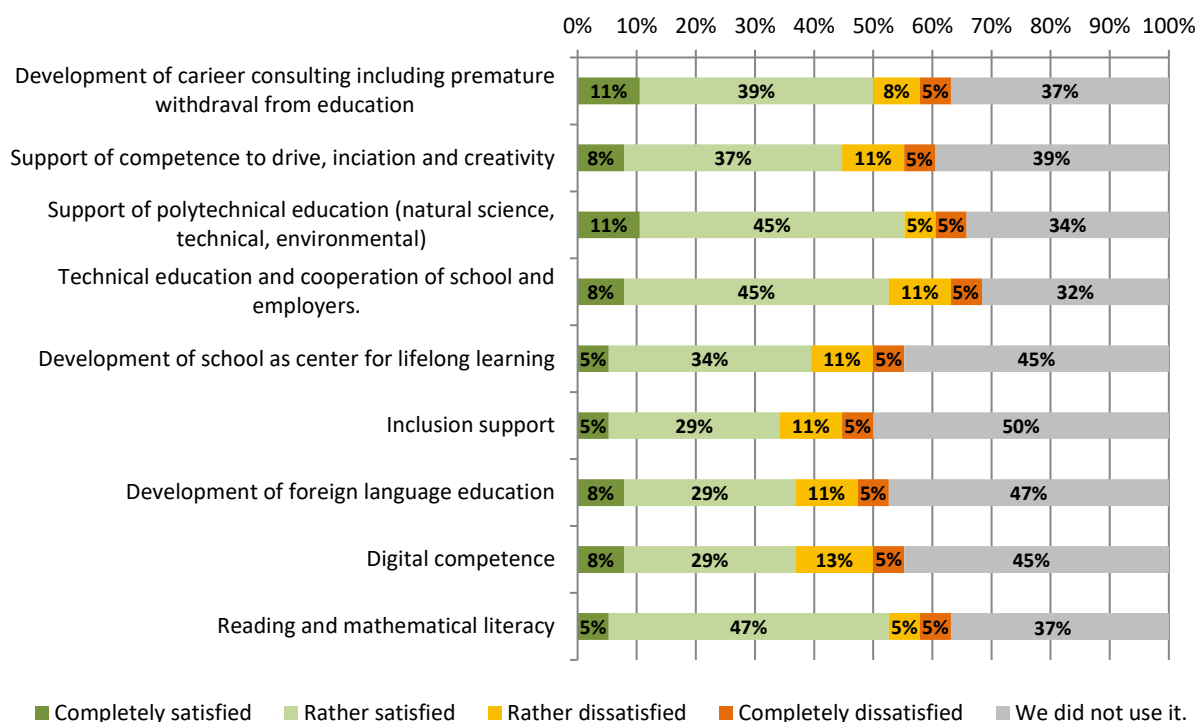
**Chart 24: Evaluate the benefits of a particular form of methodological support provided by the P-KAP (NUV) for processing PA. (Percentage of responses)**



Source: questionnaire, PA (38)

In the PA areas are optional, which is reflected in the higher proportion of schools that support in the region have not benefited. Satisfaction with support at schools that use it, was around 84-67%). The highest proportion of satisfied users show support for literacy and numeracy, support the development of polytechnic education and career counseling, including prevention of drop-outs. In other areas of dissatisfaction rate was slightly lower.

**Chart 25: Evaluate how you were satisfied with the overall quality methodological support of the P-KAP for processing PA for each area of intervention. (Percentage of responses)**



Source: questionnaire, PA (38)

Within the comments, what schools were not satisfied in support, the most significant representatives of schools stated that with the support they were satisfied, ie. In accordance with the quantitative findings above. Negative comments or mentioning specific shortcomings, focus on the fact that "some seminars to individual interventions were too general" that "lacked more examples and detailed description of the gradual creation". Or "level seminar was erratic - some only repeated the well-known truth, some provide inspiration and concrete examples for creating SAP" or "different level lecturers at seminars, workshops too theoretical, helped in the creation of custom SAP." The need for concrete information was reflected in another comment: "Some information was more theoretical, we needed to clarify exactly what is expected of us, eventually. What can we do to include SAP. "

Similarly, some school representatives pointed out that they are missing, or they would welcome a model output and "more concrete materials."

Mentioned were also delays in the implementation of workshops and their availability "seminars to individual areas were offered at a time when we had a plan almost complete. In addition, workshops were in Prague, which is for our small school costly "or similarly" in the beginning was not in some areas ready in time "and" training took place too late "and" methodological seminar took place only in Olomouc and Brno, which means 2 hour drive from our school. The vast imbalance in terms of venue methodical seminars ".

Numerous representatives of schools pointed out that the study all materials is demanding that "all material around SAP is too large" and that "some of the information on the website were not given enough comprehensible." The benefit was then individual consultations "I did not feel clarity and clarity when reading, rather I contacted the guarantor telephone. "

Occasionally, a particular comment to videomethodics "*videomethodics do not help too much for my job*"

Representatives of schools in the comments most touted support and willingness from methodical guarantors in the region, such as:

- *The best methodological assistance expert guarantor*
- *Mrs. coordinator was very supportive. Always willing to advise or supplement information*
- *Methodologist was technically savvy and very helpful.*
- *When I called the guarantor for our county, I always got the answer*
- *Individual consultations - very helpful and constructive approach*
- *Individual consultations consider most beneficial*
- *Personal approach and response*

Some hailed otherwise generally not very good support in the form videometodik: "*Most of us fit The video briefing, clear, factual, understandable*" or "*I was satisfied with videometodik*".

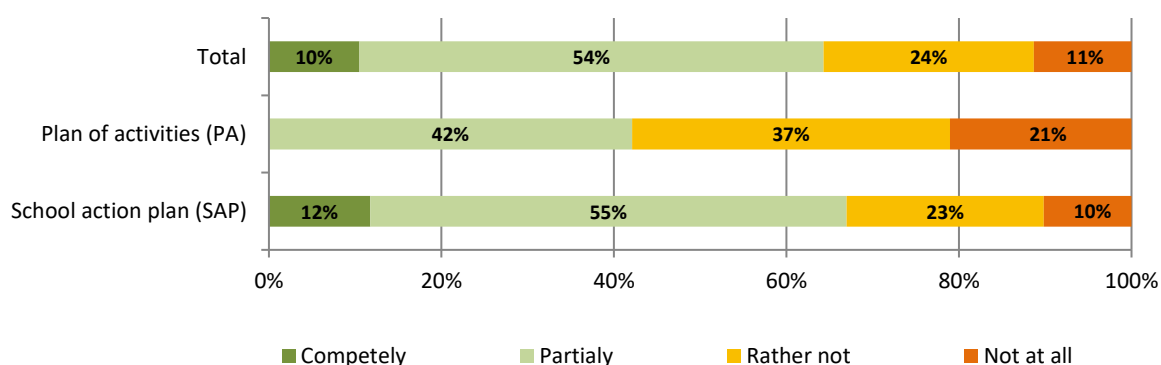
Some school representatives also highlighted the "well-prepared documents for the creation of SAP" that "*what we need, we have found.*" So for someone methodological bases they were too complicated and someone managed to orient them and draw from them.

Some highlighted the contribution of the seminars: "*seminars were meaningful, and held a short consultation*" or "*seminars to individual interventions, particularly seminar on vocational training was very beneficial, trainers passed comprehensible and clear information.*"

On the specific question of what SAP implementers and PA helps the most, confirming the above, ie. Especially highlighting individual consultations. Furthermore, representatives of schools reported seminars and methodological documents and videometodik.

SAP sees creation as beneficial for school activities 2/3 representatives of schools. A third of representatives of schools and SAP is not considered beneficial. The contribution of the PA is to benefit only a minority (42%), school representatives.

**Chart 26: Do you consider creating SAP / PA as beneficial for the improvement of school activities? (Percentage of responses)**



Source: questionnaire (N = 353), SAP (N = 315), PA (38)

2/3 representatives of schools is to create SAP obligations for grants. This was reflected in a number of comments:

- *I see the usefulness of SAP in the possibility of obtaining grant funds, yet realize Templates for high school I, we shall see what will be further.*
- *If SAP is precondition for greater involvement in Templates II, there is nothing to discuss*
- *Absolutely useless thing necessary for us to be able to receive subsidies*

Only 1/3 of representatives of schools sees SAP as beneficial for improving the work of the school. Less than half (44%) then SAP has identified a suitable instrument for strengthening strategic planning.

For creating unnecessarily complex SAP considers 45% of representatives of schools and 34% who said they duplicate the activity for further planning for college.

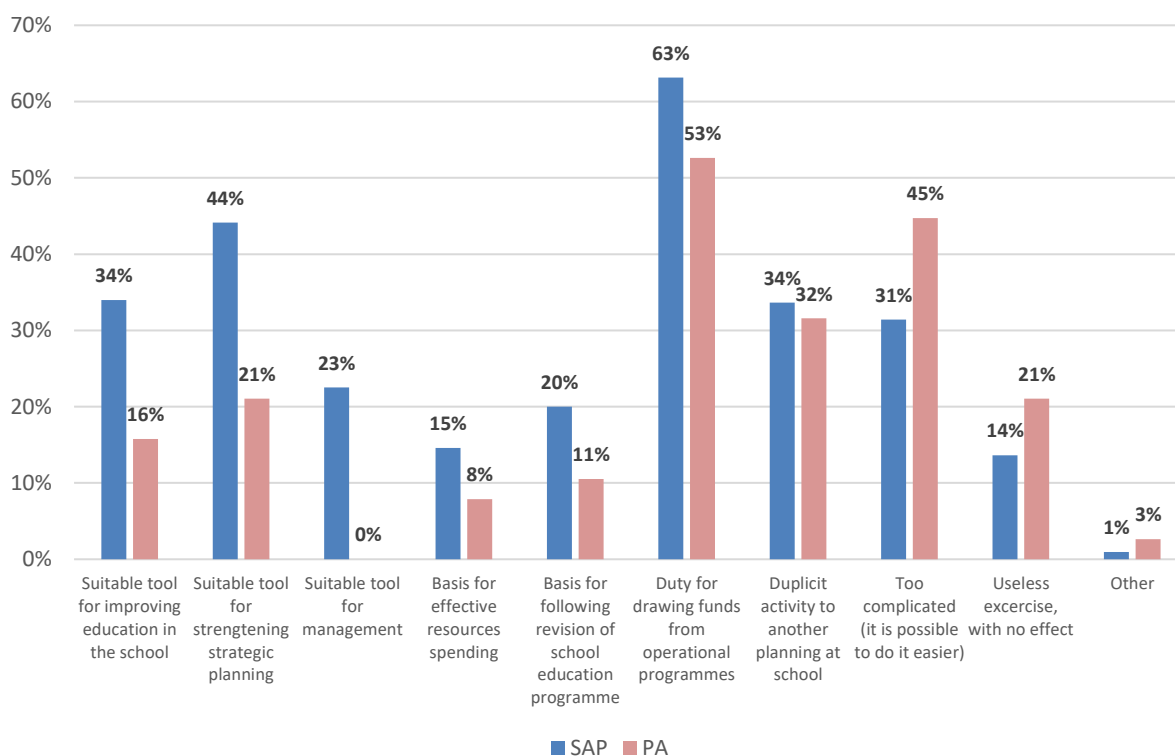
The few positive comments highlighted the benefits of making SAP:

- *It allowed us deeper reflection on the current development of our school.*
- *In the beginning, we found out the development of SAP or AP (because of future possibilities of applying for so-called Templates) difficult, but in the course of creation, we realize that this is an opportunity to recap the state of the different areas in the school plus the opportunity to reflect on the other tasks, procedures and improvements.*

Rather, a number of comments pointed to the uselessness or complexity of SAP, for example:

- *Planning was in progress even before the creation of SAP*
- *We would welcome an administrative simplification of the provision of support to schools - no need to elaborate a SAP, every school head knows the needs of the school without SAP*
- *Creation of SAP is not conceptual, useless administration, abstraction, theoreticity*
- *This is not about satisfaction or dissatisfaction with support, but rather about why we have to deal with it. I have been in school for 26 years and I have never experienced the administrative burden of the last 4 years. Interestingly, we never had a SAP before and we survived without it*
- *SAP is just another nonsense and useless. Unnecessary document in drawer for school management. Only fulfilled homework based on pressure from above. Every director has his vision and planning in his head or in his notes, and he does not need SAP.*
- *We do not see the sense that we must strive to develop sites that we do not specialize in and to include in the SAP to meet the conditions, instead of focusing on the areas that are more beneficial to us, so that we have to be methodical here Despite our own belief in meaningfulness - see the development of vocational education at grammar schools, the specific conditions of the school, which also implements other large-scale projects IROP, Erasmus etc., and does not have the capacity to carry out these activities*
- *Overall, the area of future use, the meaning of making these documents (PA), was poorly formulated.*

**Chart 27: Creation of SAP / PA I consider: (percentage of responses)**



Source: own questionnaire (N = 353), SAP (N = 315), PA (38)

Average ratings of respondents in the individual regions is shown in the table below. In none of the regions average values exceed a value of 2.5, which would indicate the predominance of negative reviews. It is evident that in all regions were those who took advantage of it, satisfied with individual consultation on schools.

**Table 14: Average rating implementers of SAP for individual regions**

REGION	Respond average of overall methodological support in the preparation of the SAP / PA by P-KAP (NUV) for your needs?	You should have a diameter of from the P-KAP (NUV) adequate amount of information for processing SAP / PA?	Estimate the average of the proportion of the information that you have to prepare the SAP / PA exercised by the P-KAP (NUV) and the Ministry of Education.	The diameter of tutorial schools	The diameter of the Action Planning Workshops	The diameter of seminars on areas of intervention	diameter total	The number of the responsible dents
Hl. m. Praha	1.5	1.6	60.9	1.6	2.0	2.2	1.8	28
South Bohemian Region	1.5	1.6	75.9	1.3	1.9	1.8	1.6	24
South-Moravian region	1.5	1.4	75.3	1.5	1.7	1.8	1.6	22
Karlovy Vary Region	1.4	1.5	64.2	1.4	2.3	2.1	1.7	10
Highlands region	1.5	1.4	64.6	1.6	1.8	2.3	1.7	27
Hradec Kralove region	1.3	1.2	79.9	1.0	2.1	2.2	1.6	22
Liberec region	1.2	1.4	60.8	1.4	1.8	2.2	1.6	9
Moravian-Silesian Region	1.8	1.8	67.4	1.6	1.8	2.3	1.8	42
Olomouc region	1.6	1.6	71.2	1.6	1.9	2.0	1.7	42
Pardubice Region	1.7	1.5	68.6	1.5	1.9	1.9	1.7	22
Pilsen Region	1.8	1.8	70.9	1.5	2.1	1.9	1.8	12
Central Bohemian Region	1.5	1.4	69.6	1.6	1.9	2.0	1.7	41
Usti Region	1.8	1.7	68.2	1.5	2.4	2.1	1.9	20
Zlín Region	1.5	1.3	75.0	1.3	1.9	2.1	1.6	32
<b>Total sum</b>	<b>1.6</b>	<b>1.5</b>	<b>69.9</b>	<b>1.5</b>	<b>1.9</b>	<b>2.1</b>	<b>1.7</b>	<b>353</b>

Source: own questionnaire, SAP (N = 315)

Note: The table shows the average ratings by respondents in the respective region. The individual responses were assigned a numerical value 1-2-3-4 (according to the scales for the respective replies, 1 = totally useful, 4 = No value).



## **EO A.5 To what extent are formed partnerships functional, even after the end of support?**

In accordance with the terms of reference, the evaluation of EO A.5 will be the part of the Final Report. In the 2nd interim report was carried out continuous evaluation of EO A.5, which is subject of Appendix I - Technical Report.

The conclusions of the survey results are reflected in the following chapter.

# Conclusions and recommendations

## A.4 To what extent were the key players satisfied with the methodological support of the IPs SRP and IPs P-KAP?

### Evaluation of methodological support for implementers KAP (IPs link to the P-KAP)

#### *Major (positive) findings*

- methodical support for the preparation and implementation of the KAP by the P-KAP has gradually improved and has caught up with the initial delay (one region is not satisfied with the support at present)
- professional guarantors in individual regions play a crucial role in methodological support. In the vast majority of regions (11), the project managers of the KAP evaluate this support as beneficial. Of which in 8 as completely beneficial.
- KAP project managers expressed satisfaction with methodological support in the area of support of entrepreneurship, initiative and creativity competencies (12 managers were

satisfied, 5 of them satisfied) and with vocational education and cooperation of schools with employers

- some regions explicitly appreciated the implementation of the P-KAP questionnaire survey (although it was not directly investigated)

- a significant majority of KAP managers perceive the KAP as a suitable tool for developing partnerships (12 managers) and as a suitable tool for strengthening strategic planning (11 managers)

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

- delays of methodological support at the beginning of the development of KAP I

- in three counties are not satisfied with the support from the expert guarantor and only in the region as it evaluates directly without contribution

- participation of representatives of P-KAP meetings with production team evaluators

- videometodiky considered beneficial only 5 KAP managers (single manager but were quite helpful)

- Criticism was put to some guarantors of interventions:

- Interest disinterest and lacking their own initiative
- Negative more negative responses (5-6 regions) on methodological support for intervention areas of development of schools and lifelong learning centers
- almost half of the KAP managers (of those who took advantage of the support), was not satisfied with the methodological support for voluntary intervention areas
- Some representatives KAP complained about the methodological support of inclusion

- Only 6 executives said KAP as a useful tool for efficient spending of resources and improve the quality of education in the region

- some managers (total 3) tagged with KAP activities and duplicate two managers unnecessary activity with low effects

#### **Evaluation of methodological support for SAP implementers and PAs (link IPs to the P-KAP)**

##### *Major (positive) findings*

- methodological support via the project P-KAP was beneficial for more than 90% of SAP implementers

- range of information for processing have SAP schools sufficient

- the crucial role is played by individual consultations at schools (in addition, seminars and policy documents and videomethodics)

- for all regions was positively evaluated individual support
- school representatives were satisfied with the methodological documents
- the utility of seminars for some of the supported regions (some seminars were evaluated positively, see below)
- the highest proportion of satisfied implementers of PA has methodological support for literacy and numeracy skills, support for development of polytechnic education and career counseling, including prevention of drop-outs
- (Only) for the Third School Representatives SAP is beneficial for improving the work of the school

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

- PA implementers evaluated the methodological support from the P-KAP project as less beneficial than SAP implementers ( $\frac{3}{4}$  of PA implementers were satisfied). Worse evaluation by PA implementers is reflected in all areas of support.
- a total of 18% of the schools carrying out the SAP and 47% of the schools implementing PA did not use individual consultations at schools
- with methodological support, school representatives were least satisfied or did not use it in mandatory areas of support for inclusion and school development as lifelong learning centers
- a high proportion of dissatisfied PA implementers with video methodologies (some praised their use)
- some seminars on individual interventions were assessed as too general (the implementers of SAP and PA lacked specific information and examples)
- a wide range of methodological documents (for many of them the role of individual support was crucial in this respect)
- Delays in the implementation of seminars
- the availability of seminars was a problem for some SAP / PA implementers (the seminars were held only in large cities such as Prague, Brno, Olomouc)
- a third of school representatives do not consider it beneficial. Only a minority (42%) of school representatives consider the benefits of PA to be beneficial.
- for  $\frac{2}{3}$  of school representatives, the creation of SAP is an obligation to draw subsidies
- less than half of the school representatives consider the creation of SAP unnecessarily complicated and  $\frac{1}{3}$  the duplicate activity for further planning at school

## Evaluation of methodological support for MAP implementers (link to SRP IPs)

### *Main (positive) findings*

- methodological support is gradually improving over time (noticeable difference in satisfaction with MAP I and MAP II). This is a consequence of the late start of the implementation of the SRP project in view of the start of the preparation of the MAP I.
- some project managers consider methodological support as sufficient (70% of managers), but on the other hand some do not see added value (30% of managers)
- Three quarters of MAP managers appreciate support from the Support Center in the region
- it is essential for MAP managers and especially appreciates meeting and sharing experiences with other MAP implementers in the region. Furthermore, individual consultations and inspiromaty.
- A number of MAP managers pointed out a helpful approach and quick answering questions
- Almost all (94%) MAP II managers consider it beneficial
  - 83% highlights MAP as an appropriate partnership development tool
  - 2/3 consider MAP a suitable tool for improving the quality of education in the territory and for strengthening strategic planning

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

- MAP managers from municipalities (municipalities, municipal districts, DSOs, associations of municipalities, micro-regions) generally evaluate methodological support slightly negatively than MAP managers from LAGs
- Nearly 30% of MAP II managers are not satisfied with the overall methodological support from the SRP project
- less than MAP MAP II managers, according to their opinion, were not satisfied with the scope of information and 9% of managers did not use information from the SRP
  - In some cases, according to the respondents, the information provided by the SRP was in conflict with the Ministry of Education
  - a quarter of MAP II managers say they use 29 percent or less of information from the SRP, otherwise they use information from the MŠMT
- ¼ managers evaluate the benefits of support centers in the region negatively
  - MAP managers call it problematic and ineffective if the SRP staff only interpret the methodology of the Ministry of Education and does not answer questions beyond the text in official documents

- negative evaluation of Support Centers prevailed from respondents from Karlovy Vary, South Moravia and Central Bohemia
- Individual consultations did not use 40% of MAP managers
- some project managers lacked up-to-date and accurate (relevant) information and some rather used the information directly from the MŠMT
  - Sometimes only general information is passed and there is no added value for MAP managers
  - there have been situations where "misleading or false information has been given to interpret the rules"
  - this can be summarized as a transfer and interpretation of methodological conditions by the Ministry of Education, Youth and Sports by a third entity
- 30% of MAP managers consider MAP unnecessarily complex
- Only 38% of managers consider MAP to be a suitable tool (resource) for efficient resource use

### **Evaluation of methodological support for Template project applicants (link to SRP IPs)**

#### *Main (positive) findings*

- methodological support from the SRP is assessed positively by over 90% of beneficiaries of Template projects (from beneficiaries). The positive assessment also concerned individual forms of support.
- some Template project beneficiaries positively highlighted the possibility of individual consultations and seminars at school
- Methodological support recipients of Templates appreciate in particular that they receive concrete answers to specific questions, and timely and comprehensible answering of questions, or submission of information
- The templates are considered to be an appropriate tool for project submission by 92% of Template project beneficiaries

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

- one third of the Template recipients did not use the support of the SRP in the preparation of the project (but this cannot be unambiguously considered a negative phenomenon, because well-functioning MAP support can be the cause)
- A number of project managers stated that they have nobody to ask for a help, some comment indicated that they completely did not know about the possibility of SRP support

## EO A.5 To what extent are the territorial partnerships created functional after the end of support?

### Evaluation of MAP Partnership Functionality

#### *Main (positive) findings*

- The level of cooperation between partners overall and in individual aspects is assessed positively by members of the MAP implementation teams and partners involved in planning the education in the territory
- The markedly negative evaluation of the partnership and its individual assessed aspects is not or has been limited to a few respondents
- positive feedback was given to the provision of information from the MAP implementer and the sharing of information between partners (with the exception of several MAPs)
- in most MAPs, the real representation of members in the Steering Committee is adequate according to the evaluation of the members of the implementation teams and partners
- more than ¾ of the implementation teams and nearly 70% of school representatives and 60% of founders point out that MAP has helped to develop partnerships in the territory

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

- for each aspect of the partnership, there are few (in number of units) MAPs where project team members and partners express a negative assessment of the partnership's functionality on the relevant MAP
- a contradiction is shown in the perception of partner involvement by project team members and partners themselves. School representatives would prefer, in comparison with the current situation, a slightly higher degree of involvement and, on the contrary, members of implementation teams would prefer a slightly lower level of partner involvement. However, it is necessary to emphasize that the two groups are the same as the shift in the role of partners in the role of significant engagement, when partners should be consulted regularly.
- in 9 territories out of 38 that were involved in the survey, MAP, according to school representatives, only partially helped to develop the partnership

### Evaluation of KAP Partnership Functionality

#### *Main (positive) findings*

- The degree of cooperation in the planning of education in the region among the partners in general and in individual aspects is evaluated positively by the members of the implementation teams of the KAP and the partners in the Education of Involvement (positive

evaluation reflects the comparison with the situation before the CHP, or PS of education, when there was no sharing of opinions)

- there are no genuine negative reviews in any of the regions in the average evaluation by the partners (with some exceptions, see negative findings below)
- the partners evaluate the information provided by the implementer positively
- representation of partners in PS Education in terms of their real activity is evaluated positively by partners and members of the implementation team
- Contribution of the KAP to the development of partnership is perceived by partners and members of implementation teams mainly positively (except for kromě representatives of schools, see negative findings)
- participants in PS education appreciate the opportunity to obtain information in one place (in one session)

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

- Similarly to MAP, the involvement of partners in planning of education in the territory was more positive than the partners themselves. In all regions, partners would require a higher



degree of involvement than they assess their current role, and most importantly to be consulted regularly.

- In a few regions, a less positive or slightly negative assessment by partners is shown in some aspects

- the overall involvement of partners was on average evaluated by partners negatively in 9 regions

the possibility of expressing and reflecting needs was negatively evaluated in the Moravian-Silesian Region and partly negatively in the Liberec Region and the Karlovy Vary Region (here only the needs are reflected)

- Information sharing among partners was slightly negatively evaluated in the Moravian-Silesian Region and the Hradec Králové Region
- The contribution of the KAP to the development of the partnership was not positively evaluated in the Moravian-Silesian Region and the Central Bohemian Region

- in the Central Bohemian Region, the partners expressed one of the lowest engagement rates, but they were satisfied with their position

- the only region with slightly negative or less positive evaluation by partners is the Moravian-Silesian Region

### *Recommendations in relation to conclusions*

The EO A.5 evaluation focused on the functionality of the partnership within MAP and KAP from the perspective of both partners and project team members. Respondents' attitudes provide feedback for relevant actors (especially MA, MŠMT, implementers of SRP and P-KAP projects and the KAP itself) and findings from investigations carried out should serve as a basis for further work in the implementation of relevant activities. The formulation of some specific measures to address the identified bottlenecks - problems go beyond the scope of this evaluation (evaluation could identify some bottlenecks, but within it it was not possible to find the optimal way to deal with and propose specific measures). The findings should be discussed and assessed by relevant actors responsible for the relevant activities and lead to appropriate action.

Optimization should follow the discussion and exchange of views among all relevant actors, ie to choose an approach that will in itself contribute to increasing mutual understanding and sharing goals among all actors involved.

### Proposing specific measures:

C.	name recommendations	text recommendation	Description of the risks and impacts in the event of failure to process recommendations	The conclusion, from which comes	bearer doporučení	Refer to the end
1	To take into account the findings at regional level in order to enhance and optimize the operation of the partnership	<p>Information obtained from the survey should be used by the Project Steering Committee (Ministry of Education) and Project Team P-KAP in order to optimize the operation of the partnership and to improve partnerships in case of negative attitudes of the part of partners. Focus on the region, which in some aspects of the evaluation, showed worse results in comparison with other regions.</p> <p>Primarily deal with the situation in the Region, particularly on the methodological support of the P-KAP, but also on the KAP. It means: To recommend implementation of facilitation meeting to address the situation (identification of bottlenecks and the search for solutions to remove them).</p>	Continuing less functional implementation of the Partnership in some regions (compared to other regions)	<p>In a few regions in certain respects it shows less positive or slightly negative evaluation by the partner, specific particular:</p> <ul style="list-style-type: none"> <li>- Overall, almost all parameters of weak ratings in the context of the KAP in the Region</li> <li>- lower level of involvement and the perceived relevance of the involvement of the partners in KAP in the Central and the Usti Region (slightly worse assessment in comparison with other regions, not directly on the negative findings)</li> <li>- Partners in KAP Hradec Králové region pointed to lower the possibility of sharing information between the partners (slightly worse assessment in comparison with other regions, not directly on the negative findings)</li> </ul>	P-KAP, KAP individual (Ministry of Education coordination and "monitoring" the implementation of measures)	EO A.5 evaluate the performance of partnerships at regional level

2	Adequate support from expert guarantors for KAP	<p>It is necessary to ensure adequate support of the professional guarantors on the edges for KAP.</p> <p>Revise Business expert guarantors for individual regions. In regions where the support of the sponsors showed adequate results, take corrective action.</p>	They have a crucial role in the methodological support professional guarantors in individual regions. When inadequate support from their side is not possible to ensure proper implementation of the KAP.	The three regions are not satisfied with the support from the expert guarantor and only in the region as it evaluates directly without contribution	P-KAP	Evaluation of methodological support for implementers KAP (IPs link to the P-KAP)
3	Adequate support from sponsors interventions for KAP	<p>It is necessary to ensure adequate support of the guarantors of interventions for KAP.</p> <p>Revise Business sponsors interventions. Guarantors should bring to the region specific information. For managers KAP is essential to receive information (including information about events Project P-KAP organized for secondary schools in different areas of intervention). Guarantors should actively participate in meetings with individual KAP.</p> <p>We can recommend the introduction of feedback from KAP within the P-KAP, which will be able to respond quickly in the context of</p>	Risk Managers KAP loss of motivation and low efficiency and fulfilling the purpose of KAP.	<p>The most negative responses (5-6 region) was on methodological support for the intervention areas of development of schools as centers of lifelong learning, support the development of polytechnic education and career counseling.</p> <p>Almost half of managers KAP of those who took advantage of the support, not satisfied with the methodological support for voluntary intervention areas</p>	P-KAP	Evaluation of methodological support for implementers KAP (IPs link to the P-KAP)

		methodological support within the different areas of intervention. I.e. that the P-KAP immediately informed that at KAP some information is missing and could be immediately taken corrective action.				
4	Focus on truly supporting activities within the KAP	<p>Focus on truly supporting activities within the KAP and avoid formalisms and "work for the papers"</p> <p>Activities must make sense and bring real effects. For each required activities should be obvious, what is its purpose and what outcomes will serve and contribute.</p> <p>It can recommend a revision of activities and eliminate non-essential (formal and administrative) activities and requirements of the KAP, with no additional added value. To do this the best use of feedback from KAP (through surveys or roundtable) - identification of "non-essential Form", and the possibility of their removal.</p>	Risk losing motivation of managers KAP	<p>Only 6 KAP executives said KAP is a useful tool for efficient spending of resources and improve the quality of education in the region</p> <p>KAP managers pointed to unnecessary formalism</p>	Ministry of Education in cooperation with the P-KAP (For setting the overall methodology is responsible Ministry)	Evaluation of methodological support for implementers KAP (IPs link to the P-KAP)
5	Increase the range of PA using individual support.	Offer and provide individual support for multiple implementers PA	Individual support (individual consultations at	A total of 18% of schools implementing SAP and 47% of schools implementing the PA did	P-KAP	Evaluation of methodological support for SAP

			schools) plays a crucial role.	not use individual consultation to schools that implementers PA generally assessed positively the support of less than implementers of SAP.		implementers and PA (IPs link to the P-KAP)
6	Seminars for SAP / PA to fulfill specific content	Seminars fulfill specific content and avoid generality.  To improve workshops to use feedback from the workshops within the framework of internal evaluation.	Low motivation implementers of SAP / PA.	Some seminars to individual interventions were assessed as too general (SAP implementers and PA lacked specific details and examples)	P-KAP	Evaluation of methodological support for SAP implementers and PA (IPs link to the P-KAP)
7	Focus on truly supporting activities within the SAP / PA	Activities must make sense and bring real effects. For each required activities should be obvious, what is its purpose and what outcomes will serve and contribute.  Can recommend the evaluation of specific bottlenecks within SAP, ie. The obligations that schools "do not make sense" (to use the feedback from the schools themselves, which may be collected through seminars and individual consultations for schools). These then for the second wave of SAP edit or schools to better explain to them could identify.	Low motivation implementers of SAP / PA. Formalism superiority over filling the intended purpose.	SAP considers the creation of nearly half of all schools as unnecessarily complicated and third duplicated for further planning activity at school	Ministry of Education in cooperation with the P-KAP (For setting the overall methodology is responsible Ministry)	Evaluation of methodological support for SAP implementers and PA (IPs link to the P-KAP)

8	Remedy some functionality Center Support	Remedy Center functionality support in regions in which where they exhibit lower performance, so as to be able to ensure adequate support in the area.	Support centers are crucial to ensure methodological support in the region.	A quarter of managers assessed contribution Center support in the region negatively.  Negative Ratings Center prevailed support from respondents in Carlsbad, Southern Moravia and Central Bohemia.	SRP	Evaluation of methodological support for implementers MAP (in relation to IPs SRP)
9	Ensure greater awareness of the possibilities of individual support for implementers MAP	Ensure greater awareness of the possibilities of methodological support of the SRP and increase the use of individual support for implementers MAP.	Individual consultations were rated by respondents as a major form of methodological support.	Individual consultations did not use 40% of managers MAP.  Some managers MAP about possible support from the SRP had no information at all.	SRP	Evaluation of methodological support for implementers MAP (in relation to IPs SRP)
10	Ensure greater awareness of the potential support from the SRP project Templates for project applicants	Raise awareness about the possibilities of support from the SRP project Templates. Overall, the increasing use of methodological support SRP of applicants project Templates.  Coordinate support with MAS.	Methodological support provided by the SRP to applicants were assessed positively in project Templates, but not some of the possibilities of using information.	A number of project managers in the comments stated that they did not know who to turn to for an individual consultation, or that it was not who to turn to. Some comments pointed out that the possibility of support from the SRP did not even know.	SRP	Evaluation of methodological support for implementers MAP (in relation to IPs SRP)

## Evaluation of incorporation of recommendations from previous reports

C.	name recommendations	text recommendation	The conclusion, from which comes	bearer recommendations	Evaluation of incorporation of recommendations bearer recommendations
1	Uniform approach in the preparation and methodical setting KAP II	Set uniformly process (and intervention logic) outputs and structure for KAP II, both for analytical and design part. Uniform (uniform) structure definition should come experienced during production. KAP I and should in turn lead to unnecessary "regimentation" counties.	The current method of defining the intervention logic is to one side rather complicated and ambiguous to the other side and provides considerable flexibility in grasping, which indicates different concepts and approaches regions.	P-KAP (NUV)  <i>Binding to EO A.1</i>	In terms of the structure of the substantive content of the chapters KAP II is based on the Guideline for KAP II (KAP period I worked on in some regions needs analysis in the area before the start of the project and before the relevant methodological sheet).
2	Consider the possibility of maximum concentration information for specific target groups	Ensure maximum concentrate method of providing information to schools.	Many teachers / members of the school management expressed that the information is too much and are provided from different sources. Educators not enough to see everything.	SRP (NIDV)  <i>Binding to EO A.6</i>	Has been revised communication strategy of the project in relation to the target groups and set up a unified system of information. Revisions included updating the categories communication, communication channels and roles and responsibilities for implementing communication strategies support centers and PR team project.
3	Informing implementers about the	Provide feedback to managers on the basis of realized self-esteem.	Managers (particularly MAP) in the comments pointed out that it would be welcomed to the	MA (MoE)	Results from the MAP evaluation and self-assessment were shared and discussed with project managers / project teams through a

	meaning of the internal evaluation reports and their use in communications with project managers (project teams)		outcomes of self-evaluation and further work on the grounds of the Ministry of Education and asked themselves a reflection of the MA.	<i>Binding to EO A.9</i>	working group of the National Education Network and MAS was presented at the round table to MAP, which the processors of local action plans. At the same time, the results were taken into account for creating the MAP II The procedures by which they are obliged to follow.
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## List of sources and literature

### List of resources

- Procedures MAP and KAP
- Methodological sheets and project methodologies SRP and P-KAP
- Monitoring reports. attachments (MBA), information from the MS2014 + for factual and financial performance
- Approved KAP and MAP
- Challenges and attachments
- Websites of the projects
- Surveys outcome

# Attachments

Appendix I: Technical Report (EO outputs investigation A.5)

Appendix II: Scenarios surveys

Annex III: Datasets surveys - internal material

Annex IV: The document containing the main conclusions presented as (dashboard)