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**EVALUATION OF INDIVIDUAL SYSTEM PROJECTS  
SUPPORTED BY PA 3 OP RDE-II  
PART II: EVALUATION AREA A  
– EVALUATION OF APIV PROJECTS  
1<sup>ST</sup> INTERIM REPORT**

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## 2 Manager summary

Evaluation area A – Evaluation of APIV projects is a part of the evaluation of individual system projects supported by PA 3 OP RDE-II. Presented interim report of this evaluation is based on research carried out from January to March 2019.

APIV A Project started on 1st May 2017 and it is supposed to end on 30th April 2022. APIV B Project started on 1st April 2017 and it is supposed to end on 31st March 2022. By the time this report was completed both projects were about to finish their preparation stage and were ready to enter the implementation stage. Total budget of APIV A project amounts to 156 620 749 CZK. Total budget of APIV B project amounts to 185 159 880 CZK. Project holder of APIV A Project is National Institute for Education (NÚV) while project holder of APIV B Project is National Institute for Further Education (NIDV).

APIV A and APIV B projects do follow up each other in terms of some of their key activities. On the other hand, some key activities are carried out individually. The example of first case scenario is FEPW programme preparation including the pilot verification by APIV A and training of instructors under APIV B project. APIV B project also provides tools to form national network of consultant and instructor teams (also mentors and coaches) so that the newly created FEPW programmes can serve as a support aid of target groups in APIV B project. National Institute for Education (NÚV) - besides being a project holder of APIV A project - also monitors the process of implementing inclusive education in form of the qualitative and quantitative research on MŠ (nursery school) and ZŠ (primary school) by creating a diagnostic tool to set out Czech language level of foreign children/pupils and also covers the process of setting the parameters for the Framework of Reference for Czech Sign language. Similarly, team of National Institute for Further Education (NIDV) - APIV B project holder - generally concentrates on creating the regional network of schools involved in the projects (inside which the inclusive education support is provided), creating the expert database and planning the organisation of public events and workshops. Last but not least, NIDV teams establish expert platform to evaluate APIV 2016–2018 and prepare APIV projects for 2019–2020. Both projects also organise expert panels.

Presented evaluation, which is based on key actors and target groups feedback, aims at project progress, at what rate do the projects fulfil their targets and how they contribute to the complex concept of inclusive education policy. Evaluation should then provide feedback and recommendation on progress of OP RDE projects and IPs, from a drawing board to practice and vice versa. Evaluation will be carried out in cycles through the whole span of both projects (i.e. till April 2022) so that the progress can be monitored continuously. The first evaluating period brings the first wave of directed interviews on a sample of schools involved in the project. The first interviews for case studies with school representatives of both schools involved and schools not involved also took place. Furthermore, meetings with Key Activity Managers, Project Coordinators, Project Managers and Support Centre employees were held. Evaluators attended expert panels. The questions of meeting the challenges and fulfilling the objectives of the projects have been tackled (the support of the principles of inclusive education in the Czech education system and executing inclusive education and applying support measures laid down by the Education Act, support for senior workers at schools in setting the processes required for the adoption of inclusive education and specifically the

development of competencies in education workers such that they are able to develop all pupils with varying education needs to the maximum extent and raising support for inclusive education among the professional public and the general public).

In view of the considerations described above, the implementation team shall conclude that the implementation of APIV A project goes in line with the intended plan. Project also seems to achieve all the planned impacts and objectives of its activities. It is 42 education programmes that are generated under the project, out of which 29 are planned to be handed out to APIV B project and other 13 stay under the auspices of NÚV. Education modules designated for APIV B project cover inclusive topics of EWs of MŠ, ZŠ and SŠ/VOŠ. On request of APIV B project and beyond the frame of the Project Charter there are 8 topics being prepared under the APIV A project to suit the specific needs of the senior education workers of ZUŠ and SVČ. Internal modification of the scheduled dates of passing over the EPs to APIV B project took place to help schools receive inclusive education support as soon as possible.

Also the activities dealing with the development of the diagnostic tool for Czech language for foreign pupils proceeds smoothly, with no issues detected.

Some of the project activities however display features that endanger the fulfilment of the project objectives. It is the follow-up of APIV A and APIV B actions that matters. Other issue is the number of trained instructors – the current number does not reflect the needs of regional school network under the APIV B project. Activities dealing with the framework of reference for Czech sign language are significantly delayed when compared to the original schedule.

Despite the issues generated by the lack of instructors in regional school network the APIV B project still has a strong potential to achieve the intended objectives. APIV B project successfully formed the network of cooperating schools. Against the odds of various delays inside the project the individual support has started to be provided and the schedules of both projects have been harmonised in favour of the target groups (education programmes can be offered to schools sooner than originally planned). A new activity has been added – *Education programme for the government administration*. The essential prerequisite for achieving objectives of the project is however reinforcing the implementation team with some extra manpower. The research implies that it is the practice and experience of the instructors that counts when the target groups evaluate the project support. Target groups also appreciate reliability of the reservation system. Informative seminars for the general public are also being successfully carried out. An expert platform has been established to help evaluating APIV 2016–2018 and the preparation of process theses for APIV for years 2019–2020.

Beyond the scope of the *Catalogue of risks* there has been the other risk identified by the external evaluators of the project – the insufficient capacity of the staff on the Support Centres under the APIV B project. The increase of supporting aids for all different kinds of schools involved in the project can put the current number of staff in peril.

Incoherence of APIV A and APIV B projects and their follow up is the largest obstacle of the project. Low availability of instructors and the low coverage of education programmes to satisfy the needs of various different schools is the issue that prevents successful implementation of the project. Both APIV A and APIV B projects also have a very wide scope of their actions which in consequence become very demanding. The success of the project is influenced by the overload and the partial unwillingness to cooperate or to join the system projects. One of the APIV A obstacles is also the

setup of KA 5, its legal issues and the specific demands required by the contract.

Considering APIV B Project the significant obstacle in terms of various types of different schools in regional network has been detected. Less frequent schools do not get sufficient support for their specific needs. The high number of schools which are located throughout all regions of Czech Republic means it is also problematic to cover availability of education workers for project activities. The additional requirements for education programmes have been heard yet these are off financial and time limits of APIV A Project. APIV B Project is moreover highly demanding in terms of administration and time of education workers. Also complications regarding high number of public events informing about inclusion education have been identified.

Evaluation of key activity outputs of both projects have been found sufficient and satisfactory within the required evaluation practice.

The results of target group analysis show that support provided by both projects leads to further education of education workers (EWs) and senior education workers (senior EWs). Target groups are also satisfied with the amount and quality of methodical support of Support Centres. The support provided is perceived as beneficial, so are the aspects of both projects like long-term span of the projects, education organization at schools and individual approach (often suited for specific needs of each school). The best result (in terms of further education of education workers) has support in form of coaching and mentoring.

Although there is no significant number of overlapping topics between various system projects and there are also no common outputs generated, still the cooperation between the projects is maintained in form of expert panels and bilateral meetings so the further cooperation can increase. No obstacles in cooperation between the projects have been found.

## 3 Summary of evaluating procedure since last report and description of the future process

### 3.1 Focus of Evaluation Activities

Evaluation is focused on 2 individual system projects covered by PO 3 OP RDE-II:

- APIV A, “Inclusive education and support for schools step-by-step”, Implementation of the Inclusive Education Action Plan – methodical support
- APIV B, "Support for inclusive education in educational practice"

These are 2 individual projects, yet they do cooperate in some of their project activities and do complete each other. Project holder of APIV A Project is National Institute for Education (NÚV) while project holder of APIV B Project is National Institute for Further Education (NIDV).

Evaluating methods are described in the evaluation matrix depicted in Inception Report (VZ). Inception Report concentrated on detailed schedule of planned activities under each evaluation question - primarily for 1st and 2nd Interim Report (PZ) i.e. evaluation activities of 2019. Evaluator expects that evaluation activities for 2020 will be planned in detail with regard to results and progress of evaluation question of 1st and 2nd Interim Report.

Evaluation design assumes cyclic repetition of all its evaluation questions by each year while all evaluation questions should be answered and included in respective Interim Reports. With respect to this evaluation design depicted in Inception Report also all field research activities are planned to be repeated in cycles (some of these are planned not to take place until 2nd or 3rd Interim Report when they can coherently follow up on some of the previous key activities). Evaluation activities including field research do differ in their focus and coherence in terms of a follow up on previously carried out key activities of APIV Projects. For instance, evaluation activities of 1st Interim Report concentrate on procedural issues (progress of evaluation activities in the project, their schedule and outputs) and expectations of target groups whereas evaluation activities of later reports will concentrate on key activity results, project conclusions and their long term effects.

Outcomes and conclusions included in this (1st) Interim Report are primarily based on opinions and attitudes of Key Activity Managers and workers of Support Education Centre of NIDV, expert panel members and partially also target groups (representatives of involved schools) with respect to methodical support provided by Inclusive education Support Centres and improvement of their professional qualifications thanks to the training campaigns. In context of target groups the key factors of this report is KA 3 The preparation of FEPW programmes of APIV A, KA 1 Methodology and coordination network and KA 2 Education of APIV B Project.

The 1st Interim Report covers evaluation period from the start of the project to hand-in of this report yet the data it consists of represent the exact time when they were collected. Evaluators also had at their disposal ZoR (Implementation Report) 1 up to 5 of APIV A project and ZoR 1 up to 6 of APIV B project. Other ZoRs will be covered in following PZs.

Following topics are covered in this report:

- project plan, outputs and fulfilling indicators
- conditions for successful implementation of key activities
- coherence of planned key activities with requirements of target groups
- risks and obstacles of individual key activities
- methods of internal evaluation of the project
- methods of cooperation between other IPs and IPo
- expectations of target groups
- satisfaction level of target groups with provided support
- utility of received data for target groups

Next Interim Report will increase its span with other key activities and their target groups. These activities include further education of education workers, target groups of specialised programmes, long-term trainings implemented under KA 3 APIV A Project or participants of education programmes for public administration. This 2nd Interim Report will also include process tracing for answering EQ A.4.

## 3.2 Field Research

The following field research has been carried out:

**Tab 1 – List of field research**

Method	Respondent	Number of respondents	Date
<b>Consultation</b>	Project administrators OP RDE (APIV A)	2	18.3.2019
<b>Individual/group interviews</b>	Manager KA APIV B: KA 1, KA 2, KA 3	3	30.1.2019
	Manager KA APIV A: KA 2, KA 3, KA 4, KA 5	4	6.2.2019
	Head project manager APIV A	1	6.2.2019
	Internal evaluator APIV A and APIV B	2	30.1.2019, 18.3.2019
<b>Individual interviews on sample of 30 involved schools</b>	Users of methodical support of APIV B:		21.2. – 15.3.2019
	- Headmaster	30	
	- School Guarantor APIV	30	
	- EWs	41	
<b>Questionnaire survey</b>	Support Centre Workers (APIV B)	14	21.2. – 15.3.2019
<b>Individual interviews</b>	Support Centre Workers (APIV B)	4	12.3., 14.3, 20.3.
<b>Case studies of involved schools</b>	5 involved schools: Headmaster and EWs (chosen through entry research on involved schools) (APIV B)	5	11/2017 – 12/2018
<b>On-line questionnaire</b>	5 involved schools: Headmaster (chosen through field research on involved schools) (APIV B)	5	21.2. – 15.3.2019
	5 not involved schools: Headmaster	5	21.2. – 15.3.2019
<b>Individual/group interviews</b>	2 cooperation coordinators KA 7 APIV A	2	6.2.2019
	2 cooperation coordinators KA 5 APIV B	2	31.1.2019
<b>Group interview</b>	Cooperation Coordinators of cooperating projects (SRP, SYPO, IKV, KSH, P-KAP, KIPR)	6	21.3.2019
<b>Individual phone interviews</b>			

with coordinators of cooperating projects				
Questionnaire research	Expert panels participants APIV A (Internal Evaluation)	75	1.3., 23.5., 25.6., 20.9., 19.10 2018	
Participating observation – Expert panels	Expert panels participation (3 APIV A, 1 APIV B)	4	29.11.2019 5.12.2019 12.12.2019 27.2.2019	

### Field research on sample of involved schools

Field research on involved schools was carried out in form of individual directed interviews. In the 1st Interim Report these took a form of personal visit to school. Details on this field research could be found in attachment no.2 of Interim Report. Considering the fact that the next report is due this year (October 2019) it is to be expected that no significant progress in receiving support of involved schools or in promoting inclusive education on their grounds will take place. Field research in form of personal visits to school thus seems ineffective at this moment. Instead, directed interviews on phone with school guarantors APIV will be applied on involved schools. If needed, directed interviews on a small sample of schools will be added to complete the research.

### Case studies

In order to put together the list of schools for case studies (and forming a sample of schools for directed interviews) a directed interview/meeting was planned with Coordinator of KA 1 APIV B. This meeting took place on 24th January 2019. At this meeting there has been agreed that instead of phone calls to APIV consultants at Support Centres the evaluators would rather attend methodical meetings of SC workers. At these meetings the evaluation so far will be presented, its targets and also methods. Next thing, the process of choosing schools to form the sample for field research case studies will be negotiated. Methodical meeting of SC workers took place in Prague on 6<sup>th</sup> February 2019 (region WEST) and in Brno on 13<sup>th</sup> February 2019 for region EAST.

Case studies should be the key to answer EQ A.3 "How has the implementation of the APIV-A and APIV-B projects helped schools and teachers implement Section 16 of the Education Act, in the wording of Act No. 82/2015 Sb.?" Case studies should however provide a deeper insight on how schools introduce inclusive education. It could not be expected that these case studies will feature characteristics of a long-term monitoring of different aspects of inclusive education based on a scientific background. Such elaborate research is tackled under KA 2 of APIV A Project and evaluators do not aspire to replace such research with their case studies; these are - on the other hand - more likely to be taken for a deeper insight into the issue of inclusive education in form of examples of practice (i.e. examples of good and also bad practice).

Under these conditions the following structure of case studies has been designed:

1. Basic parameters of school
2. School profile

In school profile the background for inclusive education on specific school is depicted. The profile also includes description of ways in which school implements inclusive education in daily practice.



### 3. Description of different issues that various schools deal with

The project was able to get 5 involved and 5 not involved schools for case studies. These are various schools with different focus and differing approach to inclusive education.

The first version of school profile was processed for the first Interim Report. The profiles of involved schools were processed in accordance with the data obtained during the entry research on all regional schools by internal evaluators. The profiles of schools that are not involved in the project were put together by means of directed interviews with school headmaster. For 2nd Interim Report additional data will be processed to the school profile and also description of concrete issues that are dealt with on schools will be added. As a source we will apply directed interviews with school leaders, education workers, teachers, school counsellors and council representatives.

#### **Participated observation on expert panels**

External evaluator took the opportunity to attend APIV A and APIV B expert panels. Following panels have been participated on:

- 29. 11. 2018 Expert panel Cooperation of APIV B Project
- 12. 2018 Expert panel APIV A for KA 2 and KA 3
- 12. 12. 2018 Expert panel APIV A for KA 3
- 27. 2. 2019 Expert panel APIV A for KA 2 and KA 3

23. 1. 2019 - Evaluator attended APIV A Project conference.

## 4 EQ identification

***EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?***

***A.1.1. Do the execution of key activities and the processing output match the planned time schedule and current needs of project implementation?***

***A.1.2. To what extent are the objectives of the APIV A and APIV B projects and changes in the existing situation expected as a consequence being achieved?***

*Sources of information:*

- *directed interviews with Key Activity Managers*
- *directed interviews with headmasters, school guarantors of APIV and EWs on the sample of 30 involved schools*
- *consultations with project administrators OP RDE*
- *questionnaire survey and directed interviews with workers at Education Support Centres*
- *directed interviews with KA Cooperation coordinators*
- *survey report among expert panels participants*
- *participating observations at expert panels*

This part of the evaluation activities focuses on harmonisation of both APIV A and APIV B projects and their implementation, implementation of individual key activities and verification of the actual requirements of the project. The other part of the evaluation focuses on achieving individual KA objectives. The project is nevertheless in the stage that does not yet enable to see the progress of the project.

State of the implementation process of individual activities, outputs and objectives was learned from Implementation reports and their appendices. Evaluators had at their disposal ZoR (Implementation Report) 1 up to 5 of APIV A project and ZoR 1 up to 6 of APIV B project. Actual state of key activities of the project was verified by directed interviews with KA managers, field research and directed interviews with Support Centre employees. State of some KAs was also verified with the target groups. Some of key activities could not yet be verified with the relevant target group, only by the documents processed by implementation team (that means the evaluation of some KAs might be only a subjective opinion of a member of the implementation team).

State of the implementation process of individual activities is summarized in a table form under Summary of key activity implementation and output processing in technical attachment of this report. This summary is based on Product breakdown, which breaks the main outputs down to partial ones.

This evaluation task also needed to update the theory of change which is also to be found in technical attachment of this Interim Report.

### **APIV A project**

#### **KA 1 Project management**

Project team has been established under KA 1 with all posts now fully filled. The team elaborated project management documents and adjusted control mechanisms to comply with the methodical rules of MŠMT (Preparation and management of IP projects under OP RDE project).

This activity also includes the obligatory publicity of the project. This is arranged by generating the poster and the project info on the web (<http://www.nuv.cz/projekty/apiva>). The information provided on the website is very brief.

The project is regularly presented on the OP RDE II meetings. On 23rd January 2019 the initial meeting was held.

One of the tasks of the activity manager is arranging the project implementation, securing its coordination in form of implementation reports, tackling the objections passed in by the authorities and managing the project changes. Implementation reports are issued in scheduled terms. The manager is also responsible for public contracts and tender specifications (with only one exception of public contract of KA 5).

## **KA 2 Observation, planning and evaluation of inclusive education**

Key activity is focused on detection of changes within the project in the field of pedagogical processes inside the implemented curriculum of inclusive education. All the changes and possible obstacles are being continuously identified. The impact of curriculum modifications of RVP ZV (Framework Education Programme for Primary Education) is being monitored and evaluated, so is the schooling after the incorporation of pupils with supportive aids (impacts on school functioning, teachers, results of educated pupils, social relations in the class etc.). The core of this activity is the long term continuous research at kindergartens and 1st and 2nd grades of primary schools.

For the main research the mixed design with focus on qualitative research supplied with quantitative research was chosen. The 1st stage of the research dealt with how teacher perceive the planning, the course of the preschool education and the schooling at primary schools + evaluation of education results (education procedures). The 2nd stage follows teacher self-evaluation in their readiness for inclusive education. Under the framework of qualitative research the pilot testing of the research tool was carried out, pre-research at the sample of 6 core primary schools of various kinds and the verifying stage of the initial research took place at 6 schools in Pilsen region. After this initial investigation in Pilsen region the investigation was supposed to continue in other involved regions. Based on the results of Pilsen investigation, it has been made clear that arranging of other similar investigations is unnecessary. This change of the plan was also recommended by the expert panel. After the plan was changed so were the criteria for investigated samples. Further on, quantitative research was held at primary school in form of questionnaires on the sample of 140 schools picked up by the quota selection. At the current moment the investigation at nursery school is being prepared. This first stage of the research is followed by the second stage that investigates the teacher self-efficacy for inclusive education in form of the interview.

In documents ZoRs 1-5 which are attached to the project documentation, there is no elaborate material describing research design, its methods and goals. Fulfilling the objectives thus cannot be objectively evaluated. According to the statement of KA manager the methodology of the research had been consulted with the experts during one of the expert panel meetings. It is a kind of an exploration research with no starting hypotheses, it focuses on getting to know the real situation and its partial objectives are being formulated in the course of the research progress and by the achieved

results. The obtained data influence each other so the partial objectives are prone to changes. The subject of the research develops as the new results and outputs are obtained. For instance, the investigation on the self-efficacy of teachers was developed thanks to the results of the initial stage of the research. It is not known what kind of qualitative and quantitative results will this research bring or which way it will take. This fact was discussed with the project administrators of OP RDE II. Their statement declares that the outputs of this research are being looked into in the opponent procedure under one of the key activity expert panels and are being monitored by the project administrators and managers. Current expert perspective on the topic is positive thus it is assumed that the activities of this KA are moving in the right direction and the objectives will be achieved. It is felt by both KA manager and MŠMT employees that the objective of this key activity is not the change of the present state of inclusive education at schools but rather providing of information and stimulation for a potential change (EQ A.1.2 is thus irrelevant for this KA). Either research reports or opponent views were not available at the time of completing this interim report so evaluators processed the data acquired from ZoRs 1-5 and statements made by the KA manager and the project administrators of OP RDE II.

According to the statement of the KA manager the team full of experts was successfully assembled (including the resort research specialists and scholars). Both methodology and partial results are presented on conferences with international attendance and are positively received (e.g. ÖFEB Congress held in Feldkirch, Austria, EERA:ECER Congress in Bolzano, the international conference of the Czech Educational Research Association (ČAPV). Both methodology and partial results are published in scientific journals with international outreach.

Examples of inspirational practice are created under this KA. Examples of inspirational practice are one of the products of mixed research. They are prepared by the project teams under the specific action research. Based on the learnt difficulties and deficiencies of some of the teachers the suitable schools with the fitting EW are searched for to help with the issue through the past experience used as an inspirational example. Currently there are 4 such examples already created out of the total number of 16. These first 4 examples elaborated in the first year of the project are dealing with the pedagogical activity of the teacher, the topics that will follow are to be chosen according to the project advancement.

Each year 3 outputs are issued: Report on monitoring, Report on detected obstacles of inclusive education implementation and 4 examples of inspirational practice which include methodical manual for schools to work with. Users of these outputs are mainly MŠMT employees, members of expert platform on inclusive education, authorities of schooling field and teachers + other education workers (pre-gradual, further education). These reports which are included in following ZoR were not available for evaluators at the time of processing of this interim report.

KA implementation is naturally run inside the framework of the linear time plan which had been planned in advance and is also rooted in the project documentation. However there is also the internal schedule of the activity which is the product of mixed researches that follow the relations of research questions, objectives and data obtained in qualitative and quantitative researches. This schedule is thus being created and updated on the go so it reflects the current progress of the project. The nature of the internal schedule makes it impossible for evaluators to cope with so they are left with only one option: to compare the state of actual KA implementation with the scheduled deadlines that are set in the linear plan of the activity. The conclusion is the activity implementation

indeed complies with the linear schedule and do not cross any deadlines.

In following months other different tasks will be put into action in quantitative and qualitative research at primary schools. Quantitative and qualitative research at nursery schools will also be carried out. The first stage of teacher self-evaluation in inclusive education project (self-efficacy) will take place during this period. A TEIP questionnaire will be applied, which by now never happened to be used in Czech Republic. This would be the first test of this method and its verification - that's why we included also high schools as the questionnaire is constructed for all grades of the school system scale and it is necessary to verify this method in whole.

### ***KA 3 FEPW programme preparation***

Under KA 3 the document that secures quality of teachers and set their standard in the regional network has been elaborated - *Criteria for instructor selection*. These criteria are applied on team of education workers under APIV B project who will get through the initial training that enables them to implement the trained topics of inclusive education on schools included in the network later on.

In 2017 the initial list of 8 education programmes (EPs) was drafted. These EPs were used in recruitment of schools to the newly formed regional network. At the turn of the year 2017/2018 personal changes took place in project team of KA 3. New team elaborated a new FEPW Conception. Since then individual programmes of inclusive education are being created, their preparation is however a bit delayed due to the personal changes inside the team.

It is 42 education programmes that are generated under KA 3, out of which 29 are planned to be handed out to APIV B project and other 13 stay under the auspices of NÚV.

For all 29 EPs intended for APIV B project expert reviews have been created, they are being tested by opposing expert panel, tested on a pilot basis, and taken over by instructors who are specially trained both in methodological and content way. After this stage are EPs passed over to APIV B project to be offered to schools involved in the regional inclusive education school network where they could be implemented. EPs can be broken down to EPs of basic and subsequent implementation. Some of these education programmes are focused on specific types of schools, other EPs dealing with general topics are addressed to all education workers and other topics are processed for very specific groups of EWs. Education modules thus cover inclusive education topics for pedagogical workers of MŠ, ZŠ, SŠ/VOŠ and ZUŠ/ SVČ<sup>1</sup>. On request of APIV B teams and outside the scope of Project Charter of APIV A the amount of 8 topics were prepared especially for senior education workers.

Out of the total number of 29 EPs there are officially passed over 23 programmes (as of 9<sup>th</sup> January 2019), 5 of them were even passed prior their scheduled date. Number of EPs that are in the stage of testing on a pilot base is 6 – these are agreed to be passed over to APIV B in May 2019. Internal modification of the scheduled dates of passing over the EPs to APIV B project took place to help schools receive inclusive education support as soon as possible – 3 of these modules will be passed to APIV B ahead of the schedule by 6 months, the other 3 by 12 months. This step was a favour that

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<sup>1</sup> It is actually the number of 29 topics, not the number of elaborated EPs according to the target groups of EWs. The basic set consists of 5 EPs which are universal for all EWs. 25 of EPs are designed for MŠ, 26 for ZŠ, 20 for SŠ/VOŠ and 9 for ZUŠ/SVČ.

helped to cover APIV B needs.

The fact that some of the education programmes are being passed over in advance can be considered a benefit for the target groups of APIV B project.

Incoherence of APIV A and APIV B projects in terms of education programmes creation and their follow up is perceived as a problem which needs to be dealt with. Also the initial setup and adjustment of the indicator target values in KA 3 of APIV A and KA 1 and KA 2 of APIV B is perceived to be the issue. The low number of available instructors and their low regional availability is not sufficiently tackled. Further on, demands of APIV B Project in terms of Regional School Network needs (KA 1 and KA 2) are higher than APIV A Project capacities. This obstacle is described further in EQ A.1.3 and A.1.5.

The question of school needs involved in regional network in terms of the contents of the modules provided in KA is also not sufficiently tackled. At the time of putting together the FEPW Conception the outputs of research made by governmental institutions and NWOs were taken into account. Further on, the Conception was based on the available requests detected during the initial research of the project at involved schools, carried out by APIV B project teams. Beyond the scope of the APIV A project there were elaborated EPs specific for individual types of schools – EP for school management, ZUŠ and SVČ. More requests however emerged from the other stages of the initial research and from practice of implementing inclusive education support at schools – this research was finalised after the verification of the FEPW Conception so they are not included there. These requests are unfortunately beyond the time and financial frame of the project which is the reason why project team of APIV A does not reflect these requests. Capacity for generating new EP outside the scope of the project is fully spent. This mean KA is being fulfilled despite the fact it does not perfectly reflect the actual needs of the target groups.

APIV A Project provides methodical support to education workers even after their training. The team is ready to launch the project of green line which enables lecturers to communicate any potential issues. The green line will also enable any EW to contact the original lecturer or expert guarantor of the specific module and discuss the possible course of action. In the meantime methodical meetings of trained education workers of APIV B will take place either in face-to-face mode or on the web. These methodical meetings are devoted to mutual sharing and methodical support provided by the original lecturer or expert guarantor of the specific module. Last but not least is the support of the original lecturer or FEPW expert on specific module personally on the lectures at schools. These visits at schools also works as a form of evaluation - the original lecturer evaluates the way the training is conducted, how successful is the teacher in presenting the topic or if the teacher is able to start the discussion. This evaluation then forms a base for the feedback on APIV B lecturer and also the module itself.

Under this KA there is a plan to create 10 specialized modules and 3 long-term training modules (Czech sign language and pedagogy I and II and Applied Behavioural Analysis (ABA)). The 10 specialised modules will be created in testing phase, methodical materials will be elaborated and the attendants will be trained. For all of these 13 modules the accreditation document will be prepared, accreditation will be asked for and later will be these modules offered under NÚV activities.

Indicators that are bound to this specific KA could be found in technical attachment of this report.

#### ***KA 4 Teaching Czech as a second language for pupils – foreign nationals***

KA focuses on creating the tools which enables to ascertain the level of language competencies in pupils of foreign nationalities or Czech citizen without Czech language competencies. This diagnostic tool consists of diagnostic test and also the optional part – the evaluation of a pupil with a foreign mother tongue (FMT) by the teacher and the interview with the pupil. Diagnostic test will be created upon Common European Framework of Reference (CEFR). There will be generated a set of test for the pupils of 1<sup>st</sup> and 2<sup>nd</sup> grade of primary school.

This test reflects all stages of standardised test (construct definition, test format, test specification development, criteria of evaluating productive abilities, generating and editing test items, beta-testing, setting the bar for successful mastering of the test, pilot mode and evaluation). Under this project the Czech language is treated as a second language, not the foreign one which also means the specific approach to diagnostics and teaching.

Teams have so far assessed the descriptors, the most frequent communication situations have been sketched, evaluation criteria have been set, first sets of test questions have been processed and will be internally evaluated. Currently the test preparation is in stage of creating and modifying test items. Both internal and external control measures are carried out in form of observations and evaluation of outputs by the professional public.

In next stages of the KA there will be two other sets of tests created, then internally evaluated and also externally (also abroad). Based on the feedback, teams will proceed with the final sets of test which will be presented on expert panels. Illustrative tasks and audio samples will be created. Then it comes to the stage of beta testing and evaluation of such.

As a follow-up of creating of the diagnostic tool, there will be a special programme launched to teach specialized EWs how to use it. These EWs will later on act as administrators and test evaluators (as part of KA 4). Next step are support materials that will follow and will be used to support teaching Czech language as a second language and help the teacher to improve the language competencies of a pupil with a foreign mother tongue (FMT).

Considering the monitoring of support measures of pupils - foreign nationals, the beta testing implied it will be carried out on target groups of high schools. Beta testing showed that application of Section 16 of the Education Act on this group is more problematic (FMT). The research took place at 182 schools. Next stages will proceed with researches on other different types of schools. Outputs of these researches are to be found under 7th ZoR, which unfortunately were not available at the time of this report.

The setup and the successful implementation of the key activity is quite an important prerequisite to achieve the desired objectives.

#### ***KA 5 Creation of a framework of reference for Czech sign language***

A framework of reference for Czech sign language will be created as part of this activity for levels A1 through B2. Contractor will be selected to deal with the creation and verification of the framework.

Teams that prepared tender documentations and requirements for this public contract have faced many problems. First it was a personal change on the post of KA Manager which delayed schedule of individual steps of the project. The public contract was also complicated by the nature of the project which is very specific and one of its kind in terms of legal conditions of the contract. Selection procedure was also delayed, as stated by the major project manager, by the observation proceedings

of MŠMT that prompted various requests to be processed. Some of these requests were prompted by different departments of MŠMT and had completely opposite requirements which made this stage of the project quite a difficult mission to complete.

The public contract was announced in November 2018 yet no suitable contractor has been selected. The project documentation is currently (as stated by the KA coordinator) being prepared so that the competition could be announced once again, this time setting the tender conditions in a way that ensures selecting a suitable contractor (e.g. by application of procedure without prior publication etc.). These are the reasons of delay in implementing this activity. The encountered issues will be tackled under the 2<sup>nd</sup> interim report (2. PZ).

It is not clear at this stage of the project whether the setup of the key activity leads to its successful implementation and intended impacts. At the time when the directed interviews were carried out (6<sup>th</sup> February 2019) the project management did not consider the option to implement this activity by means of personal expenses. Developing the framework of reference with the help of an external supplier seemed to be the best option available, so were the thoughts of the KA manager, who believed in the seamless progress of the public contract with the result of acquiring the suitable supplier. Next step is analysing the issue why no contractor applied for the tender and then modify the design of the contract to get the results needed.

#### **KA 6 Evaluation**

Internal evaluators are in charge of the regular monitoring and evaluation of the key activities. KA is implemented according to the evaluation plan which is prepared in advance of the upcoming stage of the project. Also, the document called *Form of APIV A evaluation* has been elaborated. Once in a year *Interim evaluation report* is processed according to *Methods of internal evaluation*. The first has been produced under ZoR 4. Data collection was carried out by means of the interviews with KA managers and coordinators.

Data collection for the second internal evaluation report will be carried out mainly in form of the KA meeting reports monitoring and the attendance on such + the analyses on implementation reports and their appendices.

Under KA evaluation only the internal evaluation of the expert panels is carried out. All the other KAs are evaluated outside the responsibility of this key activity. The way of the evaluation is evaluated in detail under EQ A.1.4.

#### **KA 7 Coordination**

The focus of KA 7 is expert panels arranging. There are 5 panels all together organised by KA 7: *Support of practical preparation of pregradual teachers in inclusive education* (carried out 10x within the span of the project) and 4 thematic panels corresponding to activities KA 2 up to KA 5 (each of them is also organised 10x throughout the project). Expert panels of KA 2 - KA 5 present the partial results obtained and face the opposition. Also the present pedagogical issues from practice are being tackled, so are the relationships between individual grades of schools (MŠ, ZŠ, SŠ, VŠ etc.) or examples of inspirational practice. The new approaches to further education of teachers are discussed, either in pregradual or postgradual preparation. Thanks to the active attendance of representatives of MŠMT, ČŠI, other IP projects and NGOs are the topics discussed in broader context and could be observed from different perspectives.



Outputs of the internal evaluation of the expert panels show that the attendants appreciate existence of expert panels and consider them positive. Also the content and quality of the discussion is perceived positively.

With regards to the high number of expert panels in APIV A project, which is planned to reach 12-14 (the usual number of expert panels in system projects is 2 in a year) KA 7 Cooperation team concentrates all its capacities on organisation of its own expert panels. Despite the lack of time for other Cooperation objectives, the team is still able to connect various IP projects due to the attendance of other project members on APIV A panels. The question remains if expert panels which are limited by their own rules are the suitable source of all feedback or if it was reasonable to reduce the number of expert panels in favour of using the capacities for other form of feedback acquisition.

Cooperation with other IPs is carried out on the KA manager level and also by means of business meetings of coordination team members with relevant representatives of other IP projects or simply by every day communication on partial activities. KA managers and coordination team members also take personal part at Coordination expert panels of other IPs.

KA Coordination is evaluated in detail in EQ A.3.

### **APIV B Project**

The project consists of the 6 key activities under which the partial activities and their chronological order are designed.

#### ***KA 1 Methodology and coordination networks***

The KA is designed to reinforce the personnel at the regional Education Support Centres (SCs) that assist schools and education facilities in regions. The team of experts had been assembled and was later reinforced by regional methodologists and consultants on the implementation of APIV projects. The team was created to provide consultation to schools in the region. The 2 new posts were created and filled - the area methodologists for EAST and WEST regions. The staff recruitment was facing serious issues due to lack of suitable candidates on the labour market. NIDV and SC project teams have been now working with the fully staffed team for 6 months. By then both teams were understaffed. Currently all posts are fully covered. Support Centres employees were trained and finished the lectures with the certified test.

The statement of KA 1 manager declares the key activity is understaffed and the personnel working on implementing this activity is constantly overloaded. KA management on SC needs reinforcement so do the working hours of current staff at regional Support Centres. In effort to optimise the course of the key activity, the job duties of methodologists and APIV consultants were redefined. It became evident that the capacity of APIV consultants (half-time jobs) is absolutely insufficient to work with 24 schools of the regional network so the activity is personally underrated. Unlike the consultant situation, the methodologists are left with their capacities partially unexploited (due to the lower demand of their services). The whole design had to be re-arranged to the shape where a consultant secures a network of 12 schools with full-covered support and a methodologist looks after 12 schools with partial support. The area methodologists also provide counselling to general public and processes database of APIV project actors.

It is clear that the job duties of the SC employee are mainly administrative or mediate and that does not reflect the expertise of the staff or the requirements of the job. The job duties are also time-

demanding. These are the reason why many Support Centre employees feel underrated. SC employees are also more absorbed in processing part of the job than in actual support.

Under the KA the network of cooperating schools was assembled. Under the project documentation the number of 1516 schools and school facilities from 14 regions were selected. These schools fulfilled all requirements (heterogeneous character of the school, its size, number of pedagogical workers, difficult conditions etc.) and were also not involved in any other projects on inclusive education. These schools were asked one after other with the offer to join the project.

The recruitment of schools got complicated due to a few issues that emerged on the way. Firstly, the recruitment had to face the high rate of school unwillingness to join the project (e.g. school overload with other projects) and in the initial stages of the project the selection of education programmes to be offered was still unavailable (so the benefits of entering the regional network were rather unconvincing). The longest delays were experienced in Carlsbad and Pilsen region.

Currently the network has been already formed and it amounts to 355 schools. The number of involved schools is higher than planned (originally it was supposed to consist of 336 facilities). This is because the smaller schools also took part in the project by means of sharing the support together with other small institutions. Project indicator dictates the minimal number of trained EWs per school so the smaller schools with fewer EWs constituting their staff would be unable to reach for the provided support. These smaller subjects then have the option to merge and go as one. These schools thus sign 2 or more *Contracts on mutual cooperation* and receive the support together.

In cooperation with internal evaluation the entry investigation has been carried out in form of questionnaires. This was followed by personal interviews of Support Centre staff with the school employees. The objective of these investigations was to identify actual needs of each school in order to customise the means of the inclusive education support and increase the rate of the project success. The entry investigations have already been carried out on all schools in the network and the summarising output out of the collected data will be elaborated.

The individual support has started to be provided since February 2018. The wide support has however started already with the start of the school year 2018/2019. Receiving inclusive education support is in fact at most of the schools at its beginning. The schools with full support cover are provided with school management coaching (40 hours), EW mentoring (25 hours each EW) and expert services (48 hours). Both schools with full or partial support cover are being offered education programmes and modules (see KA 2).

Providing the expert services started according to the schedule. On delay is however support provided in forms of coaching and mentoring. The delay in mentoring was due to the lack of the suitable candidates on the labour market who were willing to join the project. By now the team of mentors is completely staffed (24 mentors) and the services are being provided. Training of coaches was planned to be supplied by a contractor. However, the original tender had to be withdrawn and then announced again so that this activity is now delayed. Project team tackled the lack of the coaches operatively by hiring 15 external coaches to get the job done. Now the supplier of the training was finally secured, coaches were trained so all 15 of them started providing support to schools in spring 2019. Due to the high demand of target groups other 15 coaches will be trained and introduced to the project (so the team will consist of 30 coaches).

Currently no internships are being organised. They are planned to be launched with the start of the

school year 2019/2020. The concept of internships is not yet fully designed - this will be done after the school network is stabilised.

One of the partial activities of KA 1 is the support for target groups in form of counselling and consultations on inclusive education support for general public. The reason for this activity lies in the efforts to reduce the load on PPP and SPC so that these institutions can focus more on work with children. This service is provided to both expert and general public (including parents). Demand for counselling services is however lower than expected when the project was designed (3-4 years ago). The research at schools showed that Support Centres are not sufficiently established in the regions, so when in need, schools tend to approach institutions they are accustomed to (PPP, SPC etc). The activity is not linked to any indicator, the lower demand thus does not put the fulfilment of indicators target values or the objective achieving in danger.

Under the Key Action KA 1 there has been elaborated the Database of APIV implementation actors which sums up contacts on all organisations participating on inclusive education project throughout all regions. This database will be public. The output is being created and modified in the way to suit the needs of target groups. Another planned activity is generating examples of best practice which will be consequently included in information database content (KA 3). First set of examples of best practice is intended to be collected in June 2019.

In the next stage of the project the teams will maintain current processes, adjust technical features of Helene reservation system (which serves for booking dates for EP sessions, mentoring and coaching). The system also serves as a tool for administration of inclusive education support and its evaluation. The support will keep being provided according to the specific needs of the schools.

All outputs of the Product Breakdown are being processed. Indicators connected to this KA and the target and on-going values are part of the technical attachment of this report.

The advancement and progress of the key activity have a predisposition to achieve intended objectives. The system of providing inclusive education support has the potential to reach the planned results on involved schools. The significant factor here is the motivation of school headmasters and teachers towards FEPW. Benefits of the support and applicability of the obtained information by the target groups is analysed in detail under EQ A.1.6 below.

## **KA 2 Education**

This KA is being implemented with the close cooperation between APIV A and APIV B projects. Under APIV A project the individual education programme developers operate as the initial tutors who train the members of *National team of lecturers and consultants*, which has been created under KA 2 of APIV B project. These lecturers from the National Team then give lectures on inclusive education topics at target schools (so far only at those associated under the regional network).

The lecturers under APIV A project are trained for *Further Education of Pedagogical Workers* (FEPW) both in terms of content of their lectures and their presentation skills. These trainings are attended by lecturers who have the suitable profile and expertise for the job yet they are lacking required teaching experience.

Fieldwork data shows that groups appreciate very much those instructors who are (or make the impression) reflecting their practice in their lectures. On the other hand, they do not find very useful the trainings of tutors who base their lectures on sheer theory. The most negative situations

recorded were those when the lecturer did not show the ability to sufficiently answer thematic questions when debating with teachers.

The evaluation of the lecturers by the representatives of the individual schools is connected to their satisfaction with the topics covered during the lecture. Reports show that the instructor is evaluated also by the fact whether the topic covered in the class is found interesting or up to date by the attendant of the lecture. The negative evaluation of the instructor can be related to his discontent with the covered topic. The number of instructors in the team currently corresponds with the project plan of APIV A, however this number does not satisfy the needs of APIV B project. This issue is described in detail under EQ A.1.3 and EQ A.1.5.

In the course of next stages of this KA, new mentors and coaches will be trained. The delay in mentor training is due to the lack of suitable candidates on the labour market. By now the team of mentors and coaches is completely staffed. Original number of 15 mentors was increased to 24. This number is sufficient for the project.

Training of coaches was planned to be supplied by a contractor. However, the original tender had to be withdrawn and announced again so that this activity is now delayed. Project team tackled the lack of the coaches operatively and put already trained coaches to action so that the coaching can be offered to schools already with the start of school year 2018/2019. The supplier of the training was finally secured so that other 15 coaches can start providing support to schools in spring 2019.

Education programmes/modules are being taken over for accreditation by APIV A project team. These EPs were however handed in with delay. This significant change affected dates of accreditation requests for EP Initial preparation and EP School management. Intensive negotiations with APIV A project management were held to optimise the schedule of passing over education programmes. Currently the number of EPs that have been officially passed over to APIV B project teams is 23 programmes, out of which 6 deal with school management. Accredited EPs are offered at schools that are involved in the regional inclusive education school network where they could be implemented. Other EPs will be passed over prior their scheduled date so they can be offered at schools as soon as possible.

As the implementation of this key activity proceeded, it has been found out that none of the APIV projects includes education programme/module for public administration. Acting on its own initiative, APIV B project teams added these EPs into the project. This significant change also caused the modification of the related indicator. These EPs have been already created and their implementation has been launched.

The new features of the project are the web seminars. Developing web seminars started on demand of target groups. The main reason is the time availability of either school or instructor. This is the alternative to face-to-face 8 hours long one-off seminars held in the premises of school. The web seminars do not need headmaster to block his teacher staff from the classes for the span of the whole day and instructor also does not need to travel. Web seminars allow more options in terms of the session dates, availability with no distance limits and more flexible planning of training activities for the instructor. When developing web seminars, project teams had to first work out the most suitable form and design of the seminars in order to fit the needs of target groups and lecturer's abilities. Applying web seminars as an alternative to face-to-face lectures has already started.

In upcoming stage of the project some of the programmes will get their accreditation. The issue

regarding EP for school management will be looked into because its implementation is in fact quite complicated (the main problem is setting the date of the session for multiple headmasters at once as their days are extremely busy). Also the EP offer for high schools and target groups of ZUŠ and SVČ has to be analysed and modified otherwise the teams will have to motivate schools to choose from the current selection.

The teams will also need to take steps to simplify administration regarding lecture reporting. With regards to the high number of schools and lecturers it is necessary to take the steps to set and automate the reporting because it is impossible to deal this issue with the schools and lecturers individually. Significant factor of the project success is functionality of the reservation system through which meetings are scheduled but also through which all process issues and performance of education workers are recorded and reported. Administrative processes are very complicated and are managed by Helene system. Since February 2019 the reporting activities (worksheets, travel expenses) are to be processed by the teachers themselves. Teachers (and other EWs) do not however have sufficient experience with administration and perceive it as a negative aspect of the project. Some of the Support Centres tackle this issue by processing the report instead of EWs to prevent further increase of discontent among the teachers.

Project teams will also keep developing web seminars. Generally speaking it is the recruitment of those instructors who are willing to conduct their lectures this way that matters at the moment.

Next step is also processing of all the outputs from the Product Breakdown. Indicators connected to this KA and the target and on-going values are part of the technical attachment of this report.

The advancement and progress of most of the activities have a predisposition to achieve intended objectives providing the fact that the team of the instructors will be considerably reinforced. Teams of instructors are currently unable to cover the needs of the schools. Schools are thus unable to order the modules they are interested in. That is the reason why APIV B teams are actively trying to recruit some extra manpower. APIV B teams reached out to education workers who attended 40 hour long certified training under NIDV. NÚV was asked to give a helping hand in terms of further training of EWs in terms of content of the sessions. In case the needs of schools are not satisfied and they leave the network, the fulfilment of indicator dealing with the number of people receiving the support is in danger (5 40 00)<sup>2</sup> and so is the indicator dealing with the number of actions conducted (5 10 16). The current capacities of instructors of the project are limited, consequently schools are offered only a few session dates to choose from. For successful fulfilment of the indicator it is necessary to enable schools to complete 5 lectures (each has 8 hours) throughout the whole project, i.e. 40 hours of training sessions.

The benefits and usefulness of acquired knowledge in daily practice as stated by target groups are further analysed in EQ A.1.8. below.

### **KA 3 Public**

Under the Key Action KA 3 there has been assembled a team and the *Strategic marketing plan* has been developed. The publicity of the project is also covered – the new web page

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<sup>2</sup> For better technical precision of the calculation the indicator was significantly increased.

www.inkluzevpraxi.cz and a Facebook profile have been created (plan of added content to the page and the schedule of publishing posts have been drawn).

Once in 3 months all registered e-mail addresses receive an e-mail with the news which is promoting the webpage of the project. The events of Support Centres are continuously promoted in the regions, their articles are being published in scientific publications. The schools involved in the project have been supplied with promotion items and info materials. Promotion materials are also distributed on schooling events.

Under this Activity there has been also developed *Plan of media tasks*. There is also a list of media which are being in contact with the project. Topic of the inclusive education is however not only the issue of scholarship but also of politics. Project holder is not competent to stir a broad public debate, this must be covered on level of MŠMT. That is why the public communication of this project concentrates only on actual topics that are being tackled under the APIV projects.

The most important activity of this KA is organisation of public seminars on inclusive education. The objective of this activity is to increase the support for this topic among both professional and general public. By now there has been over 90 public seminars conducted by APIV teams.

The inclusive education information database which will include examples of best practice is being processed. The database also consists of various tools for creation documents, forms and other material. This database should spread positive know-how, even after the project is over.

Coordination of awareness-raising campaign is also evaluated under KA 3 – attitudes of general public toward inclusive education are evaluated only to the extent of the campaign. Attitudes of general public are collected via a set of simple questions handed to the attendants of the seminars before and after the information seminar. Evaluation thus aims only at those people who can be actually influenced by the seminars and whose attitudes can be changed. Their reactions are spontaneous and do not reflect their official, long-term opinion. The feedback is also collected in form of analysing visits, the webpage traffic and comments on FB profile of the project.

In following months the organisation of information seminars will keep on going in all regions of the Czech Republic. Also new content for the webpage, newsletter and FB profile will be created. Besides publishing PR articles, there will be also scholar contributions handed in to the press that is education-oriented.

Representatives of the project also plan to attend public events related to schooling and education. Promotion stall of the project is to be seen on at least 10 events like this. Also the information database on inclusive education is going to be constantly built.

The setup and the successful implementation of the key activity have a predisposition to achieve intended objectives. However, we still have to keep on mind that it is beyond the frame of the project to shift the attitudes of the general public. Outside the project the influence is very limited. The project can nevertheless have the impact on that part of society that attends the seminars and other activities of the project.

The survey on general public opinions that has been carried out during the seminars shows that project is able to change (and is actually changing) the attitudes toward inclusive education in general public and their knowledge and awareness of this issue. Public opinions and attitudes are collected by using a set of simple questions that are being asked on the seminars before and after

the session. Questions were as follows: 1. Inclusive education can be the right step for a good-quality education for all pupils. 2. I do have enough information on the topic of inclusive education and I also know where to find it. The research that took place from April 2017 to June 2018 shows that the number of seminar attendants who answer positively the first question is rising from 44 to 55 %, the number of seminar attendants who answer positively the 2<sup>nd</sup> question is rising from 70 to 85 %. The strength of the evidence of such a survey is surely not large enough to assume the long-term change of the attitudes of those who attended information seminars. The results are also influenced by the selection bias while only a very specific part of the society takes part in project seminars.

#### **KA 4 Evaluation**

Evaluation activity plan has been elaborated for KA 4 Evaluation with the individual methodical approach for each type of research. Progressive monitoring and evaluation is provided to each of the key activities. Once in a year the project teams elaborate the Ongoing evaluation report (in *Product breakdown* it is called *Self-evaluating report*), Feedback evaluation report – product evaluation (evaluation of feedback on individual products, i.e. education programmes and modules and products of individual support like mentoring or coaching) and Evaluation report – process evaluation on Support Centres (auto-evaluation of SC in form of questionnaires, that serve as a foundation for personal interviews with SC staff that are going to follow).

Beyond the scope of these outputs the teams of internal evaluation take part on entry researches on inclusive education settings at schools involved in regional network. The questionnaires that are aiming at basic parameters of inclusive education setting have been distributed among the school management and education workers. These questionnaires also focus on specific needs of schools in terms of the support they request. Completion of entry research at all active schools under the project is planned for spring 2019.

An expert platform has been established under KA 4 Evaluation. Main outputs of the platform were the evaluation of APIV 2016–2018 and the preparation of process theses for APIV for years 2019–2020. This was followed by forming 9 workgroups who designed the sketch for APIV in years 2019–2020. This was designed in advance of original schedule. According to KA 4 manager did the experts of the platform agreed that some of the objectives of APIV 2016-2018 were adjusted too vaguely so it was impossible to objectively evaluate them. The new APIV suggestions of expert panel members look closely into this issue. The life-time of expert platform is due on June 2019. The cooperation of the experts should keep going in form of evaluation under the *Regional inclusive conception at schools* project (ŠIKK).

KA 4 Evaluation is further being evaluated under EQ A.1.4.

#### **KA 5 Cooperation**

The KA 5 Cooperation is run by 2 team managers who complement each other. There are at least 2 Cooperation panel meetings held each year (in 2018 there were 3 of them). The common topic of the activity under the Cooperation panel is the quality criteria for further education of pedagogical workers and FEPW instructors. The main effort lies in establishing a specific topic for each Cooperation panel to generate outputs tailored for individual subjects. Participating observations concluded that the topics to be selected are discussed thoroughly during the panel sessions and the cooperation panel outputs can truly serve their purpose and satisfy the subject's needs.

In the course of following months another Cooperation panel is planned to be held in spring 2019. The topics are: school networking, observation session possibilities, internships, mutual share of experience between EWs.

Team managers of KA 5 Cooperation take part in expert panels of other IPs and also hold a significant number of operative meetings where they discuss possibilities of other means of cooperation and coordination of activities throughout the projects.

KA Coordination is further evaluated in EQ A.3.

### **KA 6 Project Management**

This activity includes project management and documenting of its processes. KA 6 generates management documents (*Quality management strategy, Project plan, Product breakdown, Project schedule, Risk management strategy* etc.). The task of the KA 6 manager is to coordinate and process implementation reports, control mechanisms of variation procedures of the project and fulfil the observation proceedings of the authorities. KA 6 Manager is also responsible for public contracts and tenders. In addition to this, an internal peer group made up of experts on inclusive education forms the opposition in evaluating and assessing the professional quality of products created under KA 6 and their benefit for target groups.

Management documents were elaborated during the initial stage of the project and were updated in September 2018. Implementation reports are handed in on a schedule. Some of the public contracts were delayed. These delays have no effect on fulfilling the objectives of the project, except for the public contract on Supplying expert training for the coaches (see KA 1). Internal peer group evaluates project products on a regular basis.

### **Significant changes in the projects:**

There were a few moment in the course of the project when a significant change was to be applied – mainly out of the urgent need of the implementing teams.

Changes in **APIV A** project deal with:

- Setup of indicators to demonstrate a successful fulfilling of the project: defining indicator values, modifying Overview of key output for the fulfilment of indicators document
- shifts, reinforcements, specifications, salary rises on project posts
- changes of financial plan/budget or financial milestones connected to non-execution and underspending
- editing, fixing mistakes or adding additional information (e.g. about an education programme)
- exceptional prepayments regarding the project employee salaries.

Changes in **APIV B** project deal with:

- shifts, reinforcements, specifications, salary rises on project posts
- changes of financial plan/budget or financial milestones connected to non-execution and underspending
- editing, fixing mistakes or adding additional information (e.g. about an education programme)
- postponing scheduled terms and deadlines



- extending the project with new activities.

Above mentioned significant changes were motivated by the implementing team efforts to eliminate the risks and overcome the obstacles. Some of the changes are also discussed within various key actions. These changes had no effect on the intended objectives of the project.

#### **Conclusion of APIV A:**

- It is 42 education programmes that are generated under KA 3 action, out of which 29 are planned to be handed out to APIV B project and other 13 stay under the auspices of NÚV.
- Education modules designated for APIV B project cover the topics for EWs of MŠ, ZŠ, SŠ/VOŠ and ZUŠ/ SVČ. On request of APIV B project and beyond the frame of the Project Charter there are 8 topics being prepared under the APIV A project to suit the specific needs of the senior education workers. Internal modification of the scheduled dates of passing over the EPs to APIV B project took place to help schools receive inclusive education support as soon as possible.
- Incoherence of APIV A and APIV B projects and their follow up has been found to be a problem – also the initial adjustment of the indicator target values is perceived to be the issue. The low number of available instructors and their low regional availability is not sufficiently tackled. Further on, demands of APIV B Project in terms of Regional School Network needs (KA 1 and KA 2) are higher than APIV A Project capacities.
- KA 4 "Teaching Czech as a second language for pupils – foreign nationals" proceeds smoothly, with no issues detected.
- Tender specifications of KA 5 implementation still remains unfinished as the tender competition had to be re-opened. The key activity is thus significantly delayed.

The setup and current implementation of the project is heading to achieve the intended objectives and impacts. Achievement of project objectives is uncertain only in case of KA 2 and KA 5 activities.

#### **Conclusions of APIV B:**

- The network of cooperating schools has been created in accordance with intended methodical approach. At this time the network amounts to 355 schools.
- The individual support has started to be provided since February 2018. The wide support has however started already with the start of school year 2018/2019. Receiving inclusive education support is in fact at most of the schools at its beginning. On delay is especially coaching and mentoring.
- The scheduled dates of passing over the EPs between APIV A and APIV B projects have been harmonized in order to offer schools inclusive education support as soon as possible.
- Providing support to schools is endangered by the lack of instructors.
- KA 2 activity has been complemented with a new partial activity - creating EPs that cover the needs of local authorities and public administration. Project APIV A did not originally included this option in its layout.
- Target groups appreciate that kind of support that provides them with useful information that can be used in real situations. Target groups also very appreciate those instructors who make impression that they are reflecting their practice in their trainings. On the other hand, they do not find very useful the trainings of instructors who base their lectures on sheer

theory.

- KA 1 activity is short of staff which means the members of teams working on the activity are overloaded and under pressure for a long period. Also the job duties of the teams on these activities are mainly administrative and that does not reflect the expertise of the team members. That is the reason why many team members feel underrated.
- Significant factor of the project success is functionality of the reservation system through which meetings are scheduled but also through which all process issues and performance of education workers are recorded and reported.
- So far there have been held 90 seminars under KA 3 Public activity.
- Expert platform has been established under KA 4 Evaluation. Main outputs are evaluation of APIV 2016–2018 and preparation process for APIV in 2019–2020.

Project APIV B has - despite various kinds of difficulties - a potential to achieve intended objectives providing the fact that the number of instructors and members of implementation team will be considerably reinforced (administrative staff).

**EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?**

**A.1.3. To what extent do the management and implementation of APIV projects conform to the project application?**

**A.1.5. What does the implementation team consider to be the most serious barriers to successful implementation during the project?**

*Sources of information:*

- *directed interviews with Key Activity Managers*
- *directed interviews with headmasters, school guarantors of APIV and EWs on the sample of 30 involved schools*
- *questionnaire survey and directed interviews with workers at Education Support Centres*

Evaluator considered the logical coherence of the project and reduced the unnecessary steps which in consequence resulted in merging questions A.1.3 and A.1.5 under one. Dealing with both questions at once then reduces the possibility of potential obstacles emerging.

Potential risks of APIV A and APIV B projects have been defined in Project charter. Implementation teams also elaborated *Risk management strategy* in the initial stage of the project and Catalogue of risks has been assembled for both of the projects. With regards to a continuous work on these risks by the project management itself, evaluators focused on detecting other potential risks and obstacles instead (outside Catalogue of risks).

This report describes only the most serious obstacles, other obstacles that were detected during the field research at schools involved in the regional network are to be found in the separate attachment of this report (*Evaluation of the field research*).

## **Project risks**

Project risks are evaluated in form of a chart.

**Probability of occurrence/frequency of occurrence of risk is demonstrated on the scale 1 - 5 (1 = almost impossible, 5 = almost certain).**

The risk with the higher value of probability/frequency means a frequent occurrence of the risk or a permanent or expected possibility of the risk occurrence. The risk with the lower value of probability/frequency means that occurrence of this risk is improbable and the occurrence of such a risk is very exceptional.

**Severity of the risk is classified on the scale 1 – 5 (1 = lowest, 5 = highest).**

High risk is such a risk that might endanger the progress of the project. With the right precaution chosen and the good-quality management applied we could however reach the requested project parameters in scheduled terms. Low risk might insignificantly influence the course of the project yet by applying the suitable operational management strategies the project could be put right back on its track.

For each of the risks the fitting precaution to foresee/eliminate the risk has been designed.

#### **APIV A**

Considering APIV A project there have not been found any other risks than those summarized in current Catalogue of risks.

#### **APIV B**

**Tab 2 – Analysis and risk management**

<b>Risk</b>	<b>Probability of occurrence</b>	<b>Risk level</b>	<b>Risk description / elimination</b>
<b>Internal risks</b>			
<b>Insufficient capacities on Support Centres</b> Gradual widening of the scope of provided support to various types of schools means increasing demands on staff capacities on Support Centres. This might lead into insufficient coverage of school needs.	3	2	To eliminate the risks the project holder currently implements precautions in form of establishing reservation system and its optimisation to suit requirements of the project. Evaluator also recommends increasing administrative staff working on the project.

#### **Project obstacles**

##### ***Common obstacle of APIV A and APIV B project***

##### **Mutual coherence of key activities of KA 3 APIV A and KA 1 and 2 APIV B**

The present state of the project shows that the activities that were supposed to coherently follow one after other do not actually go as predicted and as a result the design of KA 3 of APIV A project does not suit the needs of APIV B project. The specification of individual activities that should follow up one each other might in preparation stage of the project have been insufficiently coordinated. At the moment APIV A project is not able to meet the expectations of APIV B project.

Generally speaking, project teams tend to implement all activities in the way they were originally

designed in Project Charter. Changes made to suit the current situation of the project might be paradoxically perceived by the team members as a risk endangering the successful implementation of the project. They worry about the schedule of their project, about the fund and their ability to fulfil planned indicators. The nature of APIV A project does not give much space to its project team to be flexible in terms of its ability to satisfy the needs of APIV B project that emerge under way. Nevertheless, thanks to the mutual communication between the teams, most of the problems are eventually successfully dealt with. In fact the APIV B project team is the one that is in direct contact with target groups and in many cases its members perceive the possible failure as a negative impact influencing their own personal credit in the region. They are not however feeling responsible for the mishaps toward the target groups inside the project.

**Incoherence of APIV A and APIV B projects and their follow up is the largest obstacle of the project. Low availability of instructors and the low coverage of EP needs required by different kinds of school is the issue that prevents successful implementation of the project.** Both of these obstacles influence mainly APIV B project so they are described in detail under this project down below.

### **APIV A project**

#### **Wide scope of the project**

In general, the scope of APIV A project is intensely wide.

We are dealing here mainly with KA 4 and KA 5 which are spreading the focus of the project horizontally instead of deepening it vertically. These activities are however obligatory by the nature of the project.

#### **Unwillingness of schools to join the research under KA 2**

This obstacle lies in the fact that, even though all the sensitive data are treated confidential and schools remain anonymous, still the school representatives are unwilling to join. Research samples from all over the Czech Republic need to be collected which implies the need to involve a large number of schools.

Many schools with suitable parameters are reported to be unwilling to join the project. It was necessary to ask a large amount of schools to get the requested sample out of which only 36 percent were willing to cooperate. In fact, there many other projects under way on some of the schools, sometimes even paid researches have been recorder while working on APIV projects. That might be the reason why many schools simply refuse to participate on this project without being paid to do so. School representatives also do not draw a line between the system project under the auspices of European Union and researches of any other kind.

This kind of a risk has already been identified in the Project charter – the precaution taken to eliminate the risk was to communicate the issue with the school representatives or with their supervisors already in the initial stage of creating the network of cooperating schools. In case the school refuses to cooperate, the plan is to immediately search for the other one instead. This precaution is currently being applied.

Unfortunately, the nature of the project does not allow for applying other approaches to this research, like for example a random choice of schools.

#### **Setting the parameters for framework of reference for Czech sign language**

By the time of processing this report (PZ) APIV teams were unable to successfully finalize the competition for a processor of a framework of reference for Czech sign language. The competition was announced in fall 2018 yet no suitable subject has been drawn. The project documentation is currently being prepared so that the competition could be announced again. According to KA 5 manager of APIV A the significant obstacle is negotiations with hearing impaired over the design of the final output of this action. Project team has also only limited means of coordinating these negotiations as it might be perceived as a conflict of interests in public contract policies. The first expert panel was also turned down because of the same reason. This issue is planned to be tackled under the 2<sup>nd</sup> interim report (2. PZ).

### ***APIV B Project***

**The large amount of different kinds of schools in regional network and keeping the scheduled number of schools involved in the project.**

Project charter assumes a large number of schools in regional network and also their diversity (project works with different kinds of school institutions - MŠ, ZŠ, SŠ/VOŠ, ZUŠ and SVČ). These parameters were set by the project holder. Providing the inclusive education support to a high number of schools with various needs implies many problems to be faced.

It is supposed to include a set of 336 involved schools under the APIV B project which naturally means the coordination of the project activities is rather demanding. In the initial stage of the project when selecting the schools to get involved in the project it was difficult to encourage schools in some of the regions to join. Recruitment of schools also took place in advance, even before actual offer of EPs (Education programmes/modules) was available. Many schools were therefore in doubt whether to join the project or not – simply because of the non-existence of the concrete programmes. Project teams had to work on this convincing job even harder. Some of key activities of APIV A and APIV B projects do not follow up each other too smoothly which is perceived as another risk of the project.

The current stage of the APIV B project shows the difficulty of satisfying needs of all different schools involved in the project. Another issue that APIV projects are facing is low regional availability of its tutors (see below). Each different type of school needs the specialisation of the support which needs to be tailored to the specific needs of each school. These are the reasons that might make schools leave the regional network.

With regard to the fact that the number of involved schools and their members makes the target value of the project indicators (5 08 10, 5 25 10, 5 40 00, 6 00 00) and the project itself is already on the way, it is not possible to reduce the number of schools in the network at this moment.

### **Education programme offer**

In the course of implementing projects APIV A and APIV B the offer of EPs have changed. The original set of 8 topics defined in APIV A project in 2017 was significantly changed in March 2018 because the project holder revised the whole concept of EPs. These changes had the impact on the instructor training and reduced the EPs to be offered to individual schools. The project teams of APIV A and APIV B came to an agreement and the final number of 29 EPs corresponds more or less to the original topics. These 29 EPs are gradually being handed out for the accreditation. One of the difficulties is the fact that NÚV shifted preparations of some of the EPs to the terminal stage of the

project. Those schools which agreed on cooperation in these programmes can be aided with support not sooner than in 2021. After the negotiations on this topic the project holder promised to provide the missing programmes by spring 2019.

FEPW Conception respects the needs of pedagogical practice implied by researches of governmental institutions and schooling NGOs. The requests formed by entry researches on selected schools by APIV A and APIV B project teams were also reflected.

Further on, other specific requests emerged from various stages of entry researches and from the experience while providing education support to schools. These requests are not originally included in FEPW Conception. This fact is also confirmed by field research on schools and SC. Field research also revealed that some of the target groups of MŠ, SŠ, ZUŠ and SVČ still find the focus and offer of EPs unsatisfactory and insufficiently suited for their specific needs. It is however questionable if it is efficient to create specific EPs for subjects that are represented in the network only as little as 5 schools.

Capacity of EP creation outside the scope of the project is fully spent. Additional requests for EP revision or processing other topics are beyond the time and financial frame of the project which is the reason why project team of APIV A will not reflect these requests.

### **Instructor availability**

Instructor availability is a significant obstacle in successful implementation of the project. Regional school network under APIV B project covers 355 schools of various types (MŠ, ZŠ, SŠ and SVČ) – on the other hand the planned amount of trained education workers under APIV A Project is very low. The problem related to this contrasting inconsistency implies the number of education workers of APIV A project should be much higher. The network is formed by workers who are professionals of their kind and are highly appreciated to cooperate with the project yet they are also full-time employees so their time availability is very limited. It is rather demanding and time-consuming to cover all regions, all 29 topics and all needs of schools of all different kinds (MŠ, ZŠ, SŠ/VOŠ, ZUŠ and SVČ), where each different type of school needs specialisation of their own. To meet the needs of the target groups it would be necessary to allocate for instance 10 – 20 education workers to each of the topic and let them work on the project on the daily basis. The current availability of EWs however means that project needs at least 150 professionals. Some of the topics offer very few session terms per month, sometimes only 2 for the whole network. Schools are often forced by the lack of session dates for the preferred EP to choose a different kind of training which suits them in date but does not suit their original intention. Then again, these schools start to feel worried if they can get what they need.

This problem is very frequent and was to be heard all over during the field research on involved schools.

The reasons described above imply the risk of schools leaving the network. All this - just because the EP offer does not always fit. This leaving risk is most likely to occur with ZUŠ and SVČ, but can actually happen on other schools. Education worker coverage is currently insufficient on SŠ (and VOŠ) but in some regions even the topics for primary and nursery schools do not have the adequate coverage.

At this very moment the teams are trying to find the new ways to reinforce the network with more instructors but this collides with the design of the project:

- In order to secure a good-quality network the Criteria for instructor selection were set by APIV A teams. These criteria are applied on team of education workers who are in charge of putting together APIV B project. Reality however shows that these criteria are too strict and do not work properly. Requirements are too high, for example in terms of qualification. There are many professionals suitable for the project but are lacking the required degree.
- Education programmes (KA 3 APIV A) and their training in education network (KA 2 APIV B) are designed in a way that only tutors trained by the project holder of APIV A can hold them. These trainings are one-off sessions and must be attended personally. The identified problem lies in the low number of interested EWs (average number of EWs under one APIV A topic is 10) to get through the initial training that enables them to implement the trained topic on schools later on. These numbers do not correspond with APIV B project requirements.
- Demanding administrative load on instructors working under the project (see below).
- Another limiting factor is low salary of instructors – it is lower than their daily job salary under NIDV (see below).

These are the reasons why education workers are not very interested in the project and why they are unwilling to join the project.

Project team of APIV B processed a document called “Review of the status and possibilities FEPW coverage”, which includes actual suggestions and recommendations to tackle this issue. Representatives of both projects agreed on repeating the training sessions on some of the topics if EWs of APIV B project demonstrate sufficient interest. These repeated trainings are already under way.

### **Administrative load of the project**

The network has been formed, now it is necessary to keep it running and up to date with its members introduced to all project processes. We are dealing here with the reservation system, EP implementation but also administration that goes along with it (recording the progress, reporting). The rules set by ESF on project administration are strict and make the days of both project team and EWs excessively difficult.

The directed interviews with representatives of Support Centres show that significant number of EWs is dissatisfied with the huge administrative load which is put on them. The most time consuming activity is reporting – from February 2019 on it is EWs that are responsible. This discontent is multiplied by a lower payoff (compared to EWs regular job under NIDV) and can result in disrespect, poor loyalty to the project and unprofessional behaviour (e.g. communicating these project issues toward target groups, delegating material preparation to schools etc.). These situations have a negative impact on the work of Support Centres.

Administration level was not expected to be this high yet it is not the only obstacle of the project. Next very significant obstacle that has been detected is the low pay of the EWs of the project. Currently they are offered 390 CZK / h despite the fact that normal rate in NIDV driven tasks is 500 CZK / h. For the offered salary EWs simply refuse to get involved in administration activities of the project. Other issue is travel expense reimbursement. The travel for a job and back can be covered for EWs but only at the price of the public transport fare. This is rather unfair if we consider the fact that most of the EWs need to travel in their own vehicle to get the job done. Reimbursement then does not correspond with the real costs of the travel.

Excessive administration is also perceived as the obstacle in KA 3. Implementation of the activity is slowed down by complicated processes like the preparation of selection process of public contract, reporting travel expenses for reimbursement, reporting work time-sheets, closing of DPP and DPČ or document verification.

### **Form of support**

The range of EPs for school is very wide. Reality is that some schools are currently oversupplied by the soft support in the form of EP. One of the feedbacks we got from a school is that it takes them too much energy to receive support through such projects; it would be much more efficient for them to receive financial means that is allocated to them and then choose on their own from various accredited trainings that are provided on the market by other different commercial subjects.

### **Presentation of inclusive education**

Information seminars are realised in the form of panel discussions where the members of target groups are being involved. The main obstacle is however the low number of the representative members of target groups who are experienced in media or public communication and who could in consequence take the role of opinion leaders who take part in panel discussions. The other obstacle is the lack of willingness of the participants to present their experience with inclusive education or share their attitudes towards this topic in public.

Evaluators in case of KA 3 Public (APIV B) perceive the wide scope of the project. In this context we are dealing mainly with high number of activities carried out to meet the target of fulfilling indicator 5 10 16 - The number of one-time actions carried out. In course of fieldwork within SC and schools there has been found out that the energy that had been put into organisation and preparation of the high number of activities was excessively high considering the little resulting effect (i.e. change of the public attitude toward the Inclusive Education). There is simply only small number of parents or participants with a priori negative attitudes toward the Inclusive Education attending project activities.

### **Conclusions**

There has been only one more risk identified outside the already existing Catalogue of risks which is: The insufficient capacities in Support Centres (APIV B).

Also already existing obstacles have been identified:

- follow-up of the key activities KA 3 APIV A and KA 1 a KA 2 APIV B (common obstacle)
- wide scope of project (APIV A)
- unwillingness of schools to take part in research under KA 2 APIV A (APIV A Project)
- setting the parameters for the Framework of Reference for Czech Sign language (APIV A)
- high number of schools and their variety within the region and difficulties to keep them involved
- offer of Education Programme (APIV B)
- teacher availability (APIV B)
- administrative load of the project (APIV B)
- form of support (APIV B)
- presentation of Inclusive Education (APIV B)



**EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?**

**A.1.4. Is the progress of evaluation activities in the project in line with best evaluation practice?**

*Information source:*

- *directed interviews with KA Managers*
- *directed dialogues with internal evaluators*

Internal evaluation of APIV A Project is carried out according to Form of Evaluation document. Internal evaluation of APIV B Project is carried out according to Evaluation Plans processed on year-to-year basis.

**APIV A**

In case of APIV A Project internal evaluators carry out only evaluation of specialized panels, based on questionnaires that have been distributed among the panel members. Each specialized panel has its own individual evaluation.

The procedure of acceptance/evaluation for other KAs is determined by the Product Breakdown where the evaluation is carried out by the project teams of the specific KAs. Key Activity outputs are regularly prone to review judgements, opponent process under the particular specialized panel and further on also looked into by experts with international expertise.

**APIV B**

In case of APIV B Project the evaluation takes a different form. The majority of KAs is carried out by the internal evaluator.

KAs of APIV B Project are evaluated as follows:

- KA 1 - all forms of individual support (coaching, mentoring, expert services) will be continuously evaluated by so-called portfolios designated by OP RDE II to document indicators. Expert services will be evaluated step by step beginning with autumn 2019 at individual support receivers.
- KA 2 - all training sessions (including lecturer training in presentation and teaching skills and training of coaches and mentors) are evaluated in form of the feedback questionnaires which are distributed through the reservation system after the end of each session.
- KA 3 - Information seminars for public are evaluated in form of the simple questionnaire distributed among the attendants before and after each lecture. Results thus describe also the opinion shift of the seminar attendants.
- KA 5 - Coordination panel is evaluated in form of the concluding discussion where all attendants have the option to express their beliefs on the topic.

Taking into account the evaluation of APIV B project it is important to highlight continuous evaluation of lecturer's performance. Given the excessive number of questionnaires there is the need for the tool to collect such amount of data. The return rate of the filled-in questionnaires is 70 % on average. Internal evaluation outputs have the form of weekly operative reports. This evaluation data are to be sent to KA 1 and KA 2 managers. Outputs of individual lectures are also passed on to the instructors who provided them. Feedback data of ongoing activities are also passed over to NÚV that has

designed the APIV A training and content for the instructor training. Significant factor of project success is the technical background that provides suitable tools for reservation, collection and archiving of the project data.

Also the preparation for the initial stage of data collection using so-called "portfolios" is under way. This is estimated to get started in June 2019. The data collected will cover individual evaluation focused on actual experience and applying the information acquired through FEPW, mentoring and coaching. All services provided will be evaluated step by step, portfolios will be distributed to each and every education worker and senior education worker. Data collection will be processed via internal system connected to the database of received support.

### **Conclusions:**

Evaluation of key activities appears to be appropriate, sufficient and corresponds to evaluation practice.

***EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?***

***A.1.6. To what extent are the target groups satisfied with the methodical support provided by Inclusive education Support Centres.***

***A.1.8. Are the participants genuinely improving their professional qualifications thanks to the training campaigns?***

*Source of information:*

- *directed interviews with headmasters, school guarantors of APIV and EWs on the sample of 30 involved schools*

Evaluator considered the logical coherence and conclusions implied by the research and in consequence merged both questions (A.1.6 and A.1.8) under one. The actual activities of Support Centres under APIV B project deal in fact with various types of individual support of involved schools including education programmes. Respondents expressed their satisfaction with the support and confirmed they effectively improved their professional qualifications after receiving the project support.

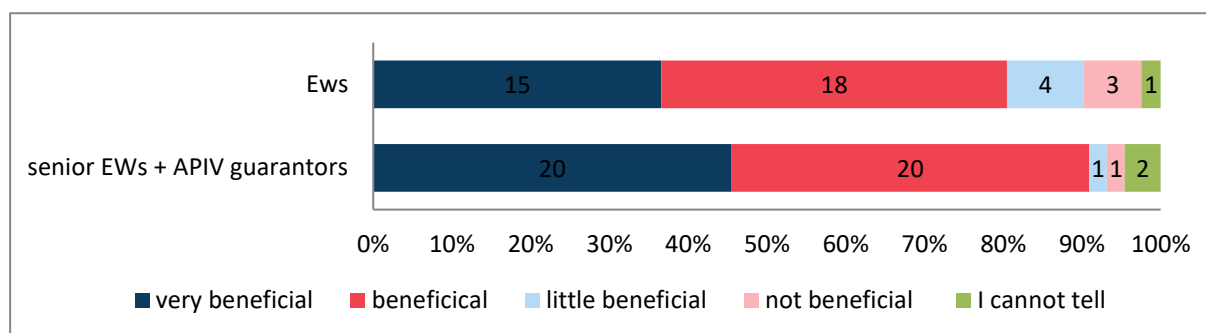
In general, support provided under APIV projects is found beneficial<sup>3</sup>. This was expressed by 90 % of headmasters and school guarantors of APIV (school management) and 80 % of education workers (e.g. teachers). The respondents consider as the greatest benefit the possibility to acquire actual useful pieces of information that are applicable in real practice and which in consequence generate positive results and changes at target schools. Respondents from the group of headmasters and school guarantors of APIV appreciate the most the custom-like character of the provided support,

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<sup>3</sup> Question: Your school receives support under APIV B Project „Inclusive Education and Support in Pedagogical Practice“ in form of FEPW, coaching, mentoring and other expert services. To what extent do you find this support to be beneficial? (*very beneficial, beneficial, little beneficial, not beneficial, I cannot say*).

that the support is tailored right for the individual needs of their schools. When selecting a tutor for the programme, they are willing to ask APIV Consultant and use the help of SC. If the consultant suggests the involved school a suitable instructor then the trainings are usually managed to their full satisfaction. The possibility of selecting a lecturer on their own is also perceived as the added value of the project. How schools perceive the support provided to be beneficial is expressed in the figure below.

**Fig. 1: Perception of benefits of the support provided, as seen by EWs, senior EWs and guarantors of APIV**



Note: EW N=41, senior EW + guarantors APIV N=60

Another appreciated fact is the support including education programmes is being implemented at schools themselves, it is free of charge and all staff can be trained in course of one day. Thanks to the fact that the large number of EWs is being trained, the provided support will have in consequence very significant impact on schools. The fact that the project is being implemented in the long run is evaluated also very positively. Respondents also appreciate the debate which spontaneously starts during the training sessions. Almost 80 % of the headmasters and guarantors of APIV stated the expectations they had toward the project were met.

Question: Your school receives support under APIV B Project „Inclusive Education and Support in Pedagogical Practice“ in form of FEPW, coaching, mentoring and other expert services. To what extent do you find this support to be beneficial?

The respondents also evaluated practical usefulness of acquired knowledge<sup>4</sup>. There has been found out that 80 % of school management find the information they learnt during the training sessions useful. Considering the education workers it is 75 % that finds the knowledge useful. School headmasters apply the new information in managing schools, in staff issues, in communication with education workers or parents. Education workers use the acquired knowledge in teaching, while working with IVP, diagnostics, impaired pupils and while giving grades to their pupils.

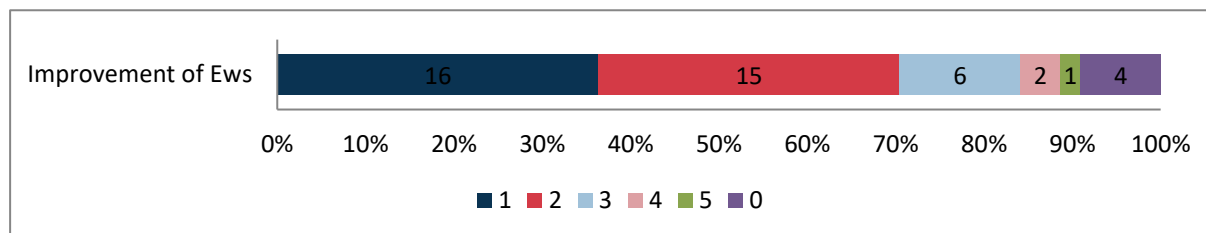
School management and school guarantors of APIV also evaluated the extent to which they perceive improvement of their staff in terms of professional qualifications<sup>5</sup>. Almost 70 % of them graded the improvement of their EWs with 1 or 2 grade – they feel the teachers made a professional progress

<sup>4</sup> Question: How do you evaluate usefulness of the newly acquired knowledge for your job? (Newly acquired knowledge is very useful/useful/little useful/not useful)

<sup>5</sup> Question: How do you evaluate (as an APIV guarantor or a headmaster) the improvement of professional qualifications of education workers at your school? (Evaluate on the scale 1-5, where 1 = great improvement, 5 = I have not noticed any improvement).

thanks to the project. See the figure below.

**Fig. 2: Perception of improvement of professional qualifications of EWs by senior EWs and APIV guarantors**

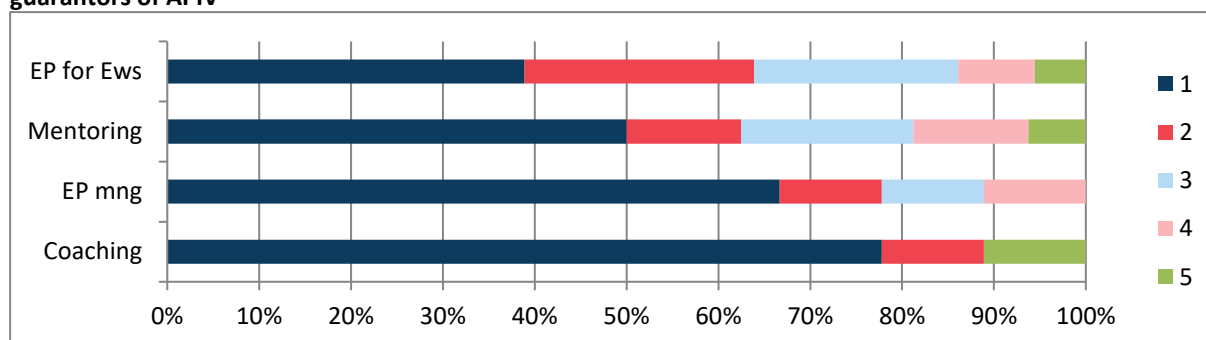


*Note: senior EWs + guarantors of APIV N=60*

Improvement of professional qualifications of education workers who completed support sessions in form of monitoring is perceived by APIV guarantors as being relative. This is correct as monitoring per se is not supposed to improve one's professional qualifications – it is more likely supposed to encourage the personal development of the teacher. Teachers themselves understand this fact and answer the question on improvement of professional qualifications positively with 60 %.

Evaluation of the received support is influenced heavily by the fact that supporting activities are still in their beginning and support in forms other than EP has so far been given to a very few respondents. If we are looking into evaluation of specific forms of support the following figure might help (expert services were not in fact much used so their numbers are negligible)<sup>6</sup>.

**Fig. 3: Evaluation of different types of Education Support provided, as seen by EWs, senior EWs and guarantors of APIV**



*Note: EWs N=41, senior EWs N=30, APIV guarantors N=60*

According to responding representatives of the project leaders it is both coaching and the school management EPs that are perceived positively. Almost 90 % of senior EWs say that coaching helped them improve their professional qualifications positively (grade 1 + 2). In case of EPs for EWs the opinions vary – some say the information they acquired from the programme is useful for their practice, others say information is too theoretical, 11 % of respondents claim the offer of EPs does not suit their needs (this is mostly MŠ and SŠ, where the EPs are not yet fully optimised for their needs). This opinion could also be heard at primary school. Dissatisfied respondents say the

<sup>6</sup> Question: You have been provided with the support in form of coaching/mentoring/education program attendance (choose the relevant option). How do you evaluate the improvement of professional qualifications which you achieved thanks to this support? (Evaluate on the scale 1-5, where 1 = great improvement, 5 = I have not noticed any improvement).

education programme (EP) offer is not wide or up-to-date, that the programmes should be less theoretical and the issues covered should be examined more in depth. There is the clear connection between the discontent of the respondent on one hand and the choice of the topic or the personality of the tutor on the other. If we look into EPs for management, APIV guarantors have frequently problems to find the suitable date for the session. That is very difficult to coordinate. Expert services were provided to a very few subjects – only 8 respondents evaluated them, out of which all claimed the service was very beneficial or beneficial. All of the respondents also said that number of hours of expert services provided met the needs of their school, some of them also added that if they were given even more hours they would surely use them to the full.

### **Conclusions:**

- Generally speaking, the support provided is perceived to be beneficial. Aspects like long-term character of the project, managing the trainings at the premises of target schools, individual approach and tailoring the programmes for the individual needs of each school are found very positive (Support Centres are very helpful).
- Senior Education Workers and APIV guarantors positively perceive the improvement of professional qualifications within the trained EWs – 70 % of them find it very positive or positive.
- Out of all forms of the support provided with regards to the improvement of professional qualification the best rating was achieved by coaching.

The results of the target groups research show that EWs and Senior EWs do improve their professional qualifications and are so far satisfied with the support and services provided by the project.

***EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?***

***A.1.7. Are examples of best practice being effectively passed on within the regional networks of cooperating schools?***

*Source of information:*

- *directed interviews with Key Activity Managers*
- *directed interviews with headmasters of schools involved, coordinators of APIV Project and a sample of 30 schools taking part in the project*

One of the expected outputs of regional school network is passing on the examples of best practice. Examples of best practice should be shared in form of various internships in schools and are also employed in KA 3 activity. In order to receive informal examples of best practice we collected them through questionnaires under PP portfolios. The first round of data collection on examples of best practice will take place in June 2019. Directed interviews were focused at this point of the project on finding if – and how – do schools cooperate outside the network created by the project and if they share any examples of best practice.

Cooperation of schools is most frequently carried out at headmaster level. The schools usually cooperate within a district. In some cases such cooperation concentrates on MAP (Local Action Plan) processing or in form of getting involved in the projects (for example school networking). Only in two cases did the headmasters meet regularly. The less frequent form of sharing examples of best

practice is a personal visit of other schools (this form of cooperation would be appreciated by both headmasters and PWs) or cooperation in cases when a pupil changes school.

Only approximately half of the pedagogical workers state they cooperate with other schools, i.e. share the examples of best practice. The most frequent means of sharing is attending seminars where PWs from other schools are present. Other means of sharing the examples of best practice stated are informal personal meetings or sharing experience within a school.

### **Conclusions:**

At this point of the project there is no sharing of the examples of best practice among the schools connected in the school network. Sharing the examples of best practice outside the project itself is also very limited.

***EQ A.2: How has the implementation of the APIV-A and APIV-B projects helped schools and teachers implement Section 16 of the Education Act, in the wording of Act No. 82/2015 Sb.?***

*Source of information:*

- *case studies at 5 involved and 5 not involved schools*

Evaluation of this EQ shall be carried out on case studies of 5 involved schools and 5 schools that are not involved. Case studies should provide a deep insight on how schools deal with introducing inclusion education. For reasons specified in Inception Report there should be no comparison done between schools that are in and those that are not involved in the project. The relevant data regarding this EQ can however be rendered only out of the case studies of involved schools. Nevertheless, the complex evaluation of EQ can be provided at the very end of the project when the possible changes will take effect.

Regarding 1<sup>st</sup> Interim Report, so far there have been processed entry parameters of schools chosen for case studies and their profiles (see att. 4). The topics chosen that are related to introducing inclusive education will be processed under 2nd Interim Report.

Considering the fact that there has also been some important information revealed about implementing Section 16 of the Education Act during the fieldwork at the involved schools (questions 1, 2 and 3 of directed interviews), we will also involve them under 2<sup>nd</sup> Interim Report.

***EQ A.3: How is cooperation proceeding with other relevant projects and what common results have been achieved?***

*Source of information:*

- *directed interviews with Key Activity Managers*
- *directed interviews with KA Cooperation coordinators*
- *telephone interviews with coordinators of cooperating projects*
- *survey report among expert panels participants*
- *participating observations at expert panels*

The level of cooperation with other relevant projects and common outputs was carried out by means of participating observations at Cooperation expert panels and desk research analysis of relations among various projects. Acquired data were consequently used for building up question frame for directed interviews with KA Cooperation coordinators of APIV A and APIV B Projects. The level of

cooperation was also verified with coordinators of other cooperating projects in form of computer assisted telephone interviewing (CATI).

The right degree of cooperation is essential in system projects. When this condition is met no duplicate data emerge and the long-term goals are achieved. Projects APIV A and APIV B are no exception. Thanks to KA Cooperation which is materialised by each project these criteria were fulfilled. The mutual compatibility of the projects leads into the fact that the most intense cooperation occurs between APIV A and APIV B Projects.

The cooperation with other system projects is covered through APIV B Project, mainly through KA 5 Cooperation activity. Participating observations (carried out within Panel no.1) confirmed that the expert panels of Cooperation Project APIV B cover specific topics and tackle these concrete issues.

On the other hand KA 7 Cooperation activity of APIV A Project concentrates all its capacities on organisation of its own expert panels, the number of which is planned to reach 14 (the usual number of expert panels in system projects is 2 in a year). The cooperation with other projects is carried out through other KAs. With the help of personal observations during the course of expert panels (this has been done at 3 panels) and programmes of specific panels there has been confirmed that APIV A Project makes use of the expert panels to let the public express their views and comment on the results reached so far. Current relevant problems of pedagogical practice – which are not covered by any of Project APIV A key actions - are being tackled and discussed (e.g. Teacher Assistant status, improving practical skills of inclusive education in pre-gradual education etc.).

Currently, the most of the cooperation outputs of various IPs can be read in form of recommendations taken out of the Cooperation expert panels. Interviews on the phone gave the notion that the representatives of other system project perceive cooperation as a form of sharing experience (dialogue) or data (approach, results). In most cases there is no significant overlap in topics or methods applied and also the number of problems that are being tackled is rather low.

Despite the fact that cooperation of system projects is obligatory it is perceived by Cooperation coordinators of APIV B projects to have significant reserves in this field. Efficient coordination of the system projects is undermined by these conditions:

- a) *Positive adjustment of mutual relationships among the individual institutions implementing projects*
  - Project teams of individual IPs have understood themselves as being in the competition, they were concentrated only on their own objectives and did not understand the project as whole. Cooperation coordinators of APIV B projects however feel that this notion is changing in favour of mutual cooperation and more open-minded approach toward other team's agendas. The personal relationships among team members are getting better.
- b) *Stronger connection of the project teams*
  - Next step which is significant is filling post of cooperation coordinator, a member of a project team who will systematically tackle all cooperation issues. This coordinator's agenda deals only with cooperation (he/she does not pick up other project activities) so in consequence he/she is going to be available to other project members with no restrictions. The way cooperation coordinator gets hold of this position and how he/she perceives this activity is an indivisible part of the effective cooperation.
- c) *Willingness to share*

- There is still a very low degree of willingness of the project team members to effectively share their experience, outputs or results.
- d) Low fluctuation of EWs in field of cooperation
  - A high degree of fluctuation can sabotage the continuity of the project. It might be caused by merging the project team with the original activities of the subject with consequent shifts between the positions.
- e) Clear setup of recommendations formed on Coordination expert panels
  - Coordination expert panels do generate outputs in form of recommendations for MŠMT. In order to secure applicability of these recommendations by MŠMT it is essential to coordinate their forwarding and ensure these recommendations have simple form and useful content.
  - The fact that there are no clear rules of generating expert panel recommendations lead APIV B project teams to initiate coordination of all IPs under the KLIMA platform which is summoned by MŠMT 1x in 2 months. This platform now coordinates recommendations generated by Coordination expert panels of all system projects (their form, frequency and consistency is being looked into). Form of the recommendation has been adopted from the collaborating project (SRP).
  - One of the measures that can help with coordination and concepts of the projects might be participation of MŠMT employees on the project.
  - Interconnectedness of individual system projects with APIV A and APIV B projects is demonstrated in tabs of attachment No. 3 of this report.

#### **Conclusions:**

- Cooperation between individual system projects is under way and is constantly improving.
- Cooperation is carried out in form of both expert panels and bilateral negotiations.
- The number of overlapping topics between various system projects is not very high and there are also no common outputs generated.
- Changing the status of cooperation to become the obligatory part of the system projects helped to form tighter and more cooperative relations between the teams.

#### **EQ A.4: What were the unintended impacts of the APIV projects?**

*Source of information:*

- *directed interviews with Key Activity Managers*
- *questionnaire survey and directed interviews with workers at Education Support Centres*

Directed interviews with Key Activity Managers and Education Support Centres workers do not imply any evidence of unintended impacts of the APIV projects. These projects are now almost halfway through their implementation. The impacts are more likely to emerge at the end of the project.



## 5 Conclusions and recommendations

### 5.1 Conclusions

#### **APIV A Project**

- In documents ZoRs 1-5 which are attached to KA 2 project documentation there is no elaborate data material describing research design, its methods and goals. Meeting the goals thus cannot be objectively evaluated.
- In context of KA 3 there are 42 EPs created, out of which 29 are to be handed over to APIV B Project teams and other 13 EPs remain with NÚV.
- Education modules designed for APIV B Project cover inclusive topics for education workers of MŠ, ZŠ, SŠ/VOŠ and ZUŠ/ SVČ. On request of APIV B teams and outside the scope of Project Charter of APIV A the amount of 8 topics were prepared especially for senior education workers. The schedule of deadlines for handing out EPs of APIV A Project was changed in favour of maximum potential for target groups.
- The problem related to APIV A and APIV B projects and their correct follow-up has been identified. The problem might be the incorrect setting of target values of their indicators. So far the number of lecturers for specific EPs and their availability is not sufficiently sorted. Demands of APIV B Project in terms of Regional School Network needs (KA 1 and KA 2) are higher than APIV A Project capacities.
- KA 4 "Teaching Czech as a second language for pupils – foreign nationals" goes smoothly.
- Tender specifications of KA 5 public contract still remains unfinished as the tender competition had to be re-opened. The key activity is thus significantly delayed.

#### **APIV B Project**

- The network of cooperating schools has been created in accordance with planned methodical approach. At this time the network amounts to 355 schools.
- The individual support has started to be provided since February 2018. The wide support has however started already with the start of school year 2018/2019. Receiving inclusive education support is in fact on most of the schools at its beginning. On delay is especially coaching and mentoring.
- Preparation schedules of EPs for APIV A and APIV B projects have been harmonized in order to offer schools this type of support as soon as possible.
- Providing support to schools is endangered by the lack of instructors.
- KA 2 Activity has been complemented with a new partial activity - creating EP for local authorities and public administration. APIV A did not in fact include this option in its layout.
- Target groups prefer support in terms of giving advice on concrete situations and giving examples from real life issues. Target groups very appreciate those instructors who make impression that they are reflecting their practice in their trainings. On the other hand, they do not find very useful those trainings of tutors who base their lectures on theory.
- Both KA 1 and KA 2 are short of staff which means the members of teams working on these activities are overloaded and under pressure for a long period. Also the job duties of the

teams on these activities are mainly of administrative manner which does not reflect the expertise of the team members. That is the reason why many team members feel underrated.

- According to research results among target groups of EWs and Senior EWs the development of competencies in education and developing new skills does take place. So far, target groups are satisfied with the support provided under school network project.
- Significant factor of project success is functionality of reservation system through which meetings are scheduled but also all process issues and EW performance recorded and reported.
- So far there have been held 90 seminars under KA 3 Public activity.
- Evaluators in case of KA 3 Public (APIV B) perceive the wide scope of the project. In this context we are dealing mainly with high number of activities carried out to meet the target of fulfilling indicator 5 10 16 - The number of one-time actions carried out. In course of fieldwork within SC and schools there has been found out that the energy that had been put into organisation and preparation of the high number of activities was excessively high considering the little resulting effect (i.e. change of the public attitude toward the Inclusive Education). There is simply only small number of parents or participants with a priori negative attitudes toward the Inclusive Education attending project activities.
- Expert panel has been established under KA 4 Evaluation. Main outputs are evaluation of APIV 2016–2018 and preparation process for APIV in 2019–2020.

## 5.2 Recommendation

Based on results implied from already performed researches there have been following recommendations for next stages of APIV projects formulated:

Number	Name of recommendation	Description of recommendation	Context of recommendation (related to research results and conclusions)
1)	Staff increase	In context of successful implementation of APIV B project it is necessary to increase the number of professionals in KA 1 and KA2 teams due to excessive load of work in ensuring support of regional school network.	Regional school network currently covers 355 schools of various types (MŠ, ZŠ, SŠ and SVČ). There should be amount of 3 543 education workers trained under APIV Project. Recommendation is based on a fact that coordination of all professionals in school network is highly demanding in terms of communication and administration. In fact it would be very beneficial to increase staff to cover this issue. This issue was also not discussed in any of presented ZoRs.
2)	Instructor number increase	It is essential to set optimal criteria for enrolling APIV A instructors to allow higher number of professionals from school sector to join the project	This recommendation is connected to the biggest issue that APIV projects are facing - low availability of its tutors. We need to cover all

Number	Name of recommendation	Description of recommendation	Context of recommendation (related to research results and conclusions)
		and thus meet the needs for a specific number of schools involved in the project.	regions, all 29 topics and all needs of schools of all different kinds (MŠ, ZŠ, SŠ/VOŠ, ZUŠ and SVČ), where each different type of school needs specialisation of its kind. The current capacities of instructors of the project and their action radius are limited. The schools are offered only a few session dates to choose from.
3)	Choice of EP topics	In context of continuous training of lecturers it is important to emphasize specific traits of each and every school in order to tailor the sessions to individual needs of schools involved in regional school network.	Despite the fact that topics were initially designed to suit different kinds of schools, representatives of target groups (MŠ, SŠ, ZUŠ and SVČ) still find the targets and topic covered insufficient. Opinions are, topics are processed significantly in favour of ZŠ (primary schools).  Due to this misconception there is a high risk of schools leaving the network as the topics covered do not reflect their actual needs.
4)	Reducing the number of information seminars for public	In order to save financial and staff capacities of the project, evaluator suggests optimisation of the number and scope of planned information seminars for general public and rather use the energy for a better promotion of the events and their higher attendance.	Evaluators in case of KA 3 Public (APIV B) perceive the wide scope of the project. In this context we are dealing mainly with high number of activities carried out to meet the target of fulfilling indicator 5.10.16 - The number of one-time actions carried out. In course of fieldwork within SC and schools there has been found out that the energy that had been put into organisation and preparation of the high number of activities was excessively high considering the little resulting effect (i.e. change of the public attitude toward the Inclusive Education). There is simply only small number of parents or participants with a priori negative attitudes toward the Inclusive Education attending project activities.
5)	Building up a complex data material specifying the goals of the research carried out under KA 2 of	In project documentation (ZoR no.1-5) the essential data material describing research design, its methods and goals is missing. Furthermore the methods of the research are modified under way with respect to actual progress of the	At the time of processing 1st Interim Report, evaluator had at their disposal ZoRs 1-5 and all attachments. These included only data related to preparation stage of the project. None of these documents was elaborate enough

Number	Name of recommendation	Description of recommendation	Context of recommendation (related to research results and conclusions)
	APIV A Project	project. Recommendation in form of updated and more up-to-date research design is suggested.	to derive the goal of the research and the way of its suggested progress. From the evaluator's point of view this activity is insufficiently described and planned. We expect that ZoV (Report of Results) and ZoIO (Report of Identified Obstacles) which are the main output of the research are part of ZoR 6 or ZoR 7 and thus will be evaluated in next Interim Report. This applies also to expert opinions.

## 6 List of sources and literature

Application for a grant - Projects APIV A and APIV B and the appendices thereto

Project charter

Schedule of key activities

Overview of key output for the fulfilment of indicators

Reports on the implementation of the project and the appendices (project APIV A ZoR 1 - 5, project APIV B ZoR 1-6)

Application for change

Output from internal evaluation – Implementation Reports included in ZoR 4 of APIV A and APIV B projects

Call in OP RDE System Projects II.

The rules for applicants and beneficiaries – specific part, Call in OP RDE System Projects II, version 3

## LIST OF ABBREVIATIONS

APIV	Inclusive Education Action Plan
APIV A	Project „Inclusive Education and Support for Schools Step By Step“ - Inclusive Education Action Plan Implementation – methodical support
APIV B	Project „Inclusive Education and Support in Pedagogical Practice“
ESF	European Social Fund
EP	Education Programme/module (Since both APIV A and APIV B projects use different terms we distinguish between Education Module for Project APIV A - measuring K3 activities outputs - and Education Programme when dealing with Project APIV B.)
EQ	Evaluation Question
EW	Education Worker
FEPW	Further Education of Pedagogical Workers
IPo	Other Individual Projects
IPs	Individual System Projects
KA	Key Activity in Project
MC	Monitoring Committee
MŠ	Nursery school
MŠMT	Ministry of Education, Youth and Sports
NÚV	National Institute for Education
NIDV	National Institute for Further Education
OP RDE	Operational Programme Research, Development and Education
PC	Public Contract
PPP	Pedagogical-psychological Counselling Centre
PZ	Interim Report
RVP	Framework Education Programme
SC	Education Support Centre
SPC	Centre for Special Pedagogical Needs
SŠ	High School
SVČ	Leisure Centre
ŠIKK	Regional School Inclusion Concept
VZ	Inception Report
VŠ	University
ZoR	Implementation Report
ZUŠ	Art School
ZoR	Implementation Report
ZV	Primary Education
ZŠ	Primary school



## LIST OF ATTACHMENTS

ATTACHMENT I.1 TECHNICAL REPORT - STATE OF IMPLEMENTATION OF INDIVIDUAL KEY ACTIVITIES

ATTACHMENT I.2 TECHNICAL REPORT - SUMMARY OF INDICATORS AND STATE OF THEIR FULFILMENT

ATTACHMENT I.3 TECHNICAL REPORT - IPS COOPERATION MATRIX

ATTACHMENT I.4 TECHNICAL REPORT - CASE STUDIES

ATTACHMENT I.5 TECHNICAL REPORT - UPDATED THEORY OF CHANGE

ATTACHMENT II.1 SCENARIOS AND RECORDS OF CONTROLLED INTERVIEWS WITH KA MANAGERS

ATTACHMENT II.2 FIELD RESEARCH ON SCHOOLS (RESEARCH PLAN, SCENARIOS, RECORDS, EVALUATION)

ATTACHMENT II.3 FIELD RESEARCH ON SUPPORT CENTRES

ATTACHMENT III DASHBOARD