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

Part III: Evaluation area D – Project CAS evaluation

2. Interim report

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Evaluation Advisory
Central Europe

Contractor:

Evaluation Advisory CE s.r.o.
Křižíkova 70b, 612 00 Brno IČ:
25342282

Submitter:

Czech republic – Ministry of Education, Youth
and Sports
Karmelitská 529/5
Prague 1 118 12, IČ: 00022985

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LIST OF ABBREVIATIONS

APIE	Action Plan for Inclusive Education
CAS	project Comprehensive Assessment System
CATI	Field survey method – telephone interview
CAWI	Method of data collection – questioning via electronic questionnaire (Computer Assisted Web Interviewing)
CGCO	Czech Geodetic and Cadastral Office
CSI	Czech School Inspection
EA	Evaluation area
EIP	Examples of inspirational practice
ES	Elementary School
ESF	European Social Fund
FET	Further Education of Teachers project
FR	Final Report
IDI	Individual in-depth interview
InspIS SET	Electronic Testing Inspection System (CSI Information System)
IPo	Individual project (other) of OP RDE
IPs	Individual systemic project of OP RDE
IQE-ASI	project Inclusive and quality education in areas with socially excluded localities
IR	Implementation report
IRs	Interim Report (s) in 2019 (2x), 2020, 2021
KA	Project key activity (KA1 to KA8)
KC	Key competencies
LAG	Local Action Group
LAP	Local Action Plan
MA	Managing Authority
MEYS	The Ministry of Education, Youth and Sports
MLSA	Ministry of Labour and Social Affairs
MSC2014+	Monitoring system for drawing EU funds
NIFE	National Institute for Further Education
NIQES	Project National System of Inspection Evaluation of the Education System in the Czech Republic
OP RDE	Operational Program Research Development and Education
PA	Priority axis
QICD	Quality-Inclusion-Consulting-Development project
RAP	Regional action plan
S-RAP	Support of Regional Action Planning project

SIA	Social Inclusion Agency
SMP	Strategic Planning and Management in Schools and Territories project
SP	Selection procedure
SYPO	The system of support for the professional development of teachers and headmasters
SWTP	Supporting the Work of Teachers project
TD	Tender documentation
RIP	Regional information panels

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1 Executive Summary

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

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

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

- EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application¹?
- EQ D.4 To what extent do the key actors of initial education consider the output (or its part) of the KA4 project “Comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic” as useful and why?
- EQ D.7 What were the unintended impacts of the KSH project?

The evaluation was based on an analysis of the information and data provided in the quarterly reports on the implementation of the CAS project (the last 10th report included the situation as of July 2019) and other information in the information system (in particular the fulfillment of indicators) and extensive field research, including in-depth interviews with representatives of the CSI implementer (main project manager, CSI management representative, KA2, KA5, KA6 and KA8 managers, regional consultants) and internal review group members, CSI staff and representatives of

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

academia, schools and NGOs involved to the implementation of activities), representatives of MEYS and representatives of other IPs.

Based on available information and findings from field surveys (in-depth interviews with the involved actors), it can be stated that the project activities are taking place to the required extent and according to the planned schedule and with respect to the project progress so far. For the obstacles that occurred during the project and the identified risks, the implementer chose appropriate measures so that the planned schedule and project objectives are not jeopardized. Internal evaluation is appropriately integrated into project activities and its outputs are used and reflected in subsequent project implementation. When creating the outputs, the emphasis is on the system of peer review management and the involvement of the internal review group, with the fact that all involved actors emphasize the relevance of the suggestions they receive from reviewers. An extensive field survey of the actors involved in the project implementation teams (academics, schools, CSI inspectors) has shown that everyone evaluates their involvement as meaningful, allowing them to fully apply their experience and expertise. The involved actors also positively evaluate the overall organization of work organization and the composition of the teams in which it participates.

With regard to the evaluation questions addressed in this Interim Report, the evaluation focused in detail on the evaluation of the progress of implementation and achievement of the objectives of the key activities KA2, KA5 and KA7:

Within KA2 (linking external and internal school evaluation), methodological commentaries and Examples of Inspirational Practices for Schools were created to help inspectors and schools to assess performance against the criteria of a quality school. According to the stakeholders involved (CSI leadership, academic representatives, CSI inspectors and school representatives), these outputs should bring a methodological alignment of CSI inspectors' approach to evaluation as well as external and internal evaluation (ie CSI evaluation and school-level self-evaluation), which is the basic objective of this key activity. The survey showed a high potential for using methodological commentaries on quality school criteria and examples of inspirational practice (EIP) also for school founders, who, thanks to these methodological documents, could apply quality school criteria in school management. Within KA2, we also process publications on vacant tasks from international surveys (PISA 2015, TIMSS 2015, PIRLS 2016), which are further presented at trainings for school teachers. Schools are unexpectedly interested in publications and training on relaxed tasks, with schools preferring on-site training that is tailored specifically to the needs of a particular school.

The main objective of KA5 (secondary analysis of inspection data) is, according to the actors involved, in particular to ensure the maximum application of the wide range of data collected on the education system in a series of surveys but not available for practical use. This is mainly due to the fragmentation of data and their unavailability without the use of highly sophisticated statistical methods, which are accessible to only a few experts. Secondary analyzes from international surveys PISA 2015, TIMSS 2015 and PIRLS 2016 were processed and published within KA5 with the help of experts and using advanced statistical methods. Users of secondary analyzes (MEYS, regional representatives, representatives of other IPs, CSI regional employees, school heads) point out their high added and information value and use them in their practice. According to the actors in education, the main benefit of secondary analyzes is the identification of specific factors and causes of the monitored phenomena (for example, inadequate reading literacy). Actors in education

(especially representatives of MEYS and regions) then use this information to formulate goals and measures into strategic documents and to formulate new grant programs. According to their comments, these users would like to maintain the creation of outputs even after the end of the CAS project. The KA5 pilotage of statistical tools also took place (so-called Pilotage I), within which specific recommendations for improving the quality of the data base were presented. Furthermore, there was a pilotage, which focused on processing specific analyzes for individual regions (so-called Pilotage II). These analyzes are now presented by the MEYS and the CSI in the regions with the aim of providing individual regions with relevant information on the educational system in their territory and in comparison with other regions. The identified risk is the subsequent real application of recommendations to improve the quality of the data base and set up the survey and data collection system. Implementation of expert recommendations will require interventions in existing data collection procedures and organization of surveys in the education system and cooperation of several departments of MEYS and other entities. CSI representatives in this respect communicate with the MEYS in order to find suitable solutions to ensure a relevant data base. One of the outputs of KA5 will also be so-called sets of standardized tools that will set up procedures for working with data outputs from realized surveys.

Cooperation with other IPs and IPo and the CES project takes place regularly on the basis of formal and informal meetings. Information is exchanged between projects and outputs are transmitted. A bottleneck can be a setting where all responsibility for sharing and disseminating output is left to project level (IPs)². In this respect, the evaluator recommended ensuring a higher participation of MEYS Section 2 in the dissemination of IPs outputs and higher interconnection between systemic projects so that this was not solely addressed within the activities of the projects themselves but was generally more covered by MEYS.

Several unexpected aspects of the application of KA2 and KA5 outputs were highlighted. Especially:

- unexpectedly high interest of schools in publications from vacant tasks
- the potential of applying methodological comments to the criteria of a quality school and examples of inspirational practice (EIP) for founders
- the fact that EIP can serve to support the creation of a positive perception of schools
- regions' interest in analyzing the state of the education system in their territory

KA3, which focuses on the development of a set of evaluation tools for evaluating individual key (KC), will be subject to a detailed evaluation in the next Interim Report (finalized in October 2020). From the findings to date it is possible to state that the KA3 has implemented partial outputs according to the planned schedule. So far, an analysis of foreign systems for the evaluation of key competences has been performed. Now work is underway on the development of a set of evaluation tools (Comprehensive Competence Projects) for the evaluation of individual key competencies. So far, the selected Comprehensive Competence Projects for each educational area have been finalized in the draft.

² To disseminate the OP RDE projects outputs, the MEYS is preparing to launch the OP RDE outputs database. Even after its launch, however, the database cannot be described as a tool for a “comprehensive thematic covering” of the specific topics the evaluator points to.

The KA4 focused on the development of equity indicators at school level and the methodology for monitoring and evaluating the fairness of the education system in the Czech Republic were subject to detailed evaluation in the 1st Progress Report (May 2019). Work within KA4 has so far focused mainly on delimitation of catchment areas of schools and identification of a suitable set of equity indicators at school and catchment area level.

1 Introduction and Report context

1.1 Report purpose

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

1.2 Goals and focus of the project

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

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

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

Key activities of the CAS project:

- KA1 Project management
- KA2 Linking external and internal evaluation of schools and school facilities and creating examples of inspirational practice
- KA3 Evaluation of key competences
- KA4 Monitoring the level of equity in the education system
- KA5 Secondary analyzes of inspection data
- KA6 Implementation of new evaluation procedures and methods
- KA7 Cooperation with other IPs and IPo in the field of enhancing the culture of evaluation
- KA8 Evaluation

2 Summary of progress and implementation for the next period

1.3 Focus of evaluation activities

Evaluator's procedure and 2. Interim report focus are based on the requirements of the Tender Documentation and the evaluation matrix prepared in the Initial Report. The initial report focused on the detailed elaboration of the planned activities for individual evaluation questions primarily for the 1st and 2nd Interim Reports (hereinafter referred to as “IR”), ie evaluation activities in 2019. The evaluator assumes that the evaluation activities for 2020 and the following years will be planned in detail regarding the development of the project implementation and in relation to the solution of evaluation questions in the 1st and 2nd IR.

Within the 2nd IR, the evaluation primarily focused on EA D.1, EA D.2, EA D.5, EA D.6 a EA D.7.

1.4 Field survey

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

Regarding the current stage of the project implementation, where the evaluation could still focus only partially on the benefits and impacts of the project, the evaluation focused on the evaluation of procedural issues in relation to the progress of the project. The aim of the field survey was, with regard to the requirements of the tender documentation and the solution offered, to address relevant actors involved in the implementation of project activities and actors who have competence and information to formulate their expectations in relation to project activities.

The field survey for the purpose of the 2nd Interim Report included mainly in-depth individual and telephone interviews. The choice of in-depth interviews as a suitable method for field research was chosen with regard to the need to obtain qualitative information from respondents.

The survey included representatives of the implementer (project manager and KA managers) and other actors involved in the creation, commenting, dissemination and use of project outputs (CSI inspectors, academics, schools, regional consultants, internal review group members, representatives of other cooperating IPs), representatives of MEYS). Regarding the EAs addressed in this report, the survey focused mainly on the actors involved in the implementation of KA2 and KA6.

Overview of the performed investigations:

Method	Respondent	Link to the EA	Number of respondents	Term
In-depth individual interview	Representative of the implementer (CSI) and Project manager of the CAS project	All solved	1	23. 9. 2019
Individual interview	CSI management representative	D.2 and D.5	1	1. 10. 2019
In-depth CATI telephone conversation	KA2 Manager	D.2	1	7. 10. 2019
In-depth CATI telephone conversation	KA5 Manager	D.5	1	9. 10. 2019
In-depth CATI telephone conversation	KA6 Manager	D.1	1	16. 10. 2019
In-depth CATI telephone conversation	KA7 Manager	D.1	1	7. 10. 2019
CATI telephone inquiry	KA8 Manager	D.1	1	18. 6. 2019
In-depth CATI telephone conversation	Regional consultants and one deputy director / regional consultant Note two consultants were approached for their involvement in the project activities.	D.1 and D.2	6 (+1)	11. – 15. 10. 2019
Survey	Regional consultants	D.1	13	9. – 15. 10. 2019
In-depth CATI telephone conversation	Members of the internal opponent group (At the same time, one of the members of the internal review group acts as a school director and in this role he was addressed as a user of KA5 outputs)	D.1	2	7. 10. 2019
CATI telephone inquiry	Deputy of the Ministry of Education, Youth and Sports, Head of the Department (use of KA5 outputs)	D.5	1	14. 10. 2019
CATI telephone inquiry	Representative of the relevant section of the MEYS (using outputs KA2 and KA5)	D.2 and D.5	1	8. 8. 2019
In-depth CATI telephone conversation	CSI inspectors involved in project implementation (KA2)	D.2	3	11. 10. 2019
In-depth CATI telephone conversation	Actor in education involved in the project in relation to the implementation of KA2 activities (representative of schools in the expert team)	D.2	1	14. 10. 2019
In-depth CATI telephone conversation	Actors in education involved in the project in relation to the implementation of KA2 activities - EIP guarantors (representatives of directly	D.2	4	10. – 14. 10. 2019

	managed organizations of MEYS, academics, CSI inspector)			
In-depth CATI telephone conversation	Actors in education involved in the project in relation to the implementation of KA2 activities - EIP specialists (representatives of participating schools)	D.2	4	10. – 11. 10. 2019
In-depth CATI telephone conversation	Actor in education involved in the project in relation to the implementation of KA5 activities (academic in expert team)	D.5	1	9. 10. 2019
In-depth CATI telephone conversation	User of CAS project outputs (representative of the region, educational institute of the region, representative of directly managed organization of MEYS operating in the region)	D.5	3	10. a 14. 10. 2019
In-depth CATI telephone conversation	Representatives of other IPs cooperating with the CAS project	D.6, D.2, D.5	4	10. - 14. 10. 2019
Participant observation	Participation in the Expert Linking panel	D.6		23. 10. 2019

1.1 Progress summary for the next phase

For the 3rd Interim Report with deadline of 18 October 2020, the survey and evaluation will focus primarily on addressing the following evaluation questions:

- **EA D.1 To what extent is the management and implementation of the CAS project in accordance with the project application??**
- **EA D.3 To what extent are new tools and a revised electronic system for evaluating key competences of pupils developed in KA3 understandable and usable for educators?**
- **EA D.6 How the cooperation with other IPs and IPo in KA7 works and what common results have been achieved?**
- **EA D.7 What were the unintended impacts of the CAS project??**

The following groups of respondents are expected to address the above evaluation questions up to the 3rd IR in the field survey:

- Project team representative (beneficiary) - project manager, project evaluator
- Managers KA3, KA6, KA7
- Representative of the relevant section of the Ministry of Education, Youth and Sports and representative of the grant provider (project administrator)
- • CSI inspectors involved in KA3 implementation
- CSI regional consultants
- Representatives of schools (teachers) participating in the KA3 pilot project

- Educators participating in regional seminars with presentations of the developed system of evaluation of key competencies (link to KA3)
- Representatives of the expert opponent group
- Selected representatives of other IPs and IPo cooperating within KA7

3 Answers and findings for evaluation questions

In accordance with the implementation procedure set out in the Initial Report, the 2nd Interim Evaluation Report focused on addressing the following evaluation questions:

EA D.1 To what extent is the management and implementation of the CAS project in accordance with the project application??

Partial evaluation questions:

- D.1.1. Does the implementation of key activities and output processing correspond to the planned schedule and current needs of project implementation?
- D.1.2. To what extent are the objectives of the CAS project being achieved in the context of the desired five changes to the current situation?
- D.1.3. Are there risks that threaten project implementation and achievement of objectives?
- D.1.4. Does the course of the evaluation activities in the project correspond to good evaluation practice?
- D.1.5 Implementation of KA6 in progress Implementation of new evaluation procedures and methods in expected scope and quality?
- D.1.6. Do the actors involved in initial education consider cooperation opportunities beneficial?
- D.1.7 To what extent is feedback from CSI regional consultants used?
- D.1.8. What is the benefit of the activities of the expert review group within the internal evaluation of the project?
- D.1.9. What does the implementation team consider during the project as the biggest barriers to successful implementation?

EA D.2: What benefits do individual types of key actors perceive of the key outputs of KA2 (or parts thereof ³)?

EA D.5: To what extent do the key actors in initial education and policy makers consider the „secondary analysis of inspection data“ generated in KA5 to be useful and why?

EA D.6: What is the cooperation with other IPs and IPO in KA7 and what joint results have been achieved?

EA D.7 What were the unintended impacts of the CAS project?

3 With respect to the project implementation process, the evaluator will evaluate what is already prepared at the time of the survey.

Evaluation of EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

Evaluation of EO D.1 is based on the analysis of information and data provided in quarterly reports on the implementation of the CAS project (the last 10th report included the status as of July 2019) including the information contained in the 2nd Self-evaluation Report and other information in the information system). The information gathered in the reports was verified and supplemented in individual interviews with representatives of the CSI implementer (main project manager, CSI management representative, KA2, KA5, KA6 and KA7 manager, regional consultants, internal review group members and CSI inspectors involved in project implementation). Furthermore, in-depth interviews were conducted with other actors involved in education who are involved in KA4 (representatives of academia, schools and NGOs). Representatives of the MEYS were also approached in order to evaluate the use of project outputs by the MEYS. For the scope of the survey and the respondents involved, see chap. Field survey.

With regard to the evaluation questions addressed in this report (EA D.1, EA D.2, EA D.5, EA D.6 and EA D.7), the evaluation focused on the overall progress of implementation in individual audits, the implementation of KA2, KA4 and KA7 was evaluated in greater detail and depth (in connection with the EA D.2, D.5 and D.6 solutions). In the following evaluation report (3rd IR with deadline for submission in October 2020), the evaluation will focus on a detailed evaluation of KA3.

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

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

This part of the evaluation focuses on verifying the compliance of the implementation of each key activity with the project implementation plan and verifying that current needs for the proper implementation of the project are met. This evaluation sub-question focuses mainly on the procedural aspects of project implementation with that, the factual qualitative evaluation (fulfillment of objectives and benefits for target groups) is subject to EA D.1.2 (effectiveness) and evaluation of usefulness for target groups is subject to EA D.2, D.3, D.4, D.5⁴. The current state of implementation of the individual planned activities and project outputs was evaluated based on the fulfillment of the expected schedule of the project implementation process (document: “Overview of Key Outputs to Fulfillment of ESF Indicators”) and in-depth interviews with stakeholders involved in project implementation manager KA2, KA5, KA6 and KA7, regional consultants, members of the internal opponent group, CSI inspectors involved in implementation of KA2 and KA5 and representatives of academia and NGOs involved in implementation of KA2 and KA5).

For the purposes of the evaluation of the 2nd Interim Report, the progress of project activities was updated and the progress of project implementation was evaluated in comparison with the previous situation (in the 1st Interim Report, the status of project implementation progress was assessed as of January 2019).

⁴ This interim report focuses on the evaluation of EA D.2 and D.5. Other evaluation questions will be subject to evaluation in subsequent reports.

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

A detailed evaluation of the process of realization of material audits is then the subject of EA D.2, D.3, D.4 and D.5.

Answer to evaluation question

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

Analysis of the (on-going) outputs and the course of the implemented project activities shows that the progress of the project implementation corresponds to the planned schedule. Based on the analysis of the information contained in the Project Implementation Reports and in particular the results of qualitative surveys of the actors involved in the implementation (representatives of CSI management, managers of KA2, KA5, KA6 and KA7, CSI inspectors and representatives of academia, schools and NGOs involved in the implementation) , comments (members of the internal opponent group) and dissemination (regional consultants) and users of outputs (representatives of schools, MEYS and other entities) can be stated that the project implementation process and the existing outputs correspond to current needs to ensure successful project implementation and fulfillment of its objectives⁵. Based on an extensive field survey carried out to evaluate the progress of the implementation of KA2, KA5 and KA4 in the previous report, it appears that the teams set up to ensure project activities are operational, made up of relevant experts and the actors involved show "enthusiasm for project teams evaluate very positively and beneficially (in the sense that they are given adequate space to apply their expertise). The quality and usability of the outputs is then also ensured by the set procedures of internal review procedures (for details see also EA D.2 and D.5 solutions). All available information on the project activities and the statements of the involved actors thus indicate that the project activities meet the prerequisites for ensuring the implementation of the project in the expected scope and quality.

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

⁵ At this stage of the evaluation (for the 2nd IR), the evaluation focused in more detail on the progress of implementation and the need for ongoing outputs for KA2 and KA5 (the 1st Progress Report focused in more detail on the progress of implementation of KA4). KA3 will be subject to a detailed evaluation in the next Progress Report.

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

In this section, the evaluation primarily focuses on achieving the objectives of the KA (efficiency evaluation), namely achieving the expected changes in the current situation as defined in the project charter.

The evaluation of this evaluation question is based on the findings from the EO D.1.1 solution, supplemented by an assessment of the relevance of the implemented activities and ongoing outputs with respect to the project objectives. Furthermore, the outputs and findings of qualitative findings from the field research carried out (regarding the question of the effectiveness of implemented activities) and evaluation of the progress of project indicators. An in-depth investigation was carried out of KA for both the implementation team members and the users of the outputs, which are subject to a more detailed assessment in this report (KA2, KA5, KA6 and KA7).

Regarding the evaluation questions processed in this Interim Report, the evaluation focused in more detail on the evaluation of the achievement and fulfillment of objectives, in particular within KA2 and KA5. The evaluation focused on evaluating the usability of existing outputs among the users of the outputs. Where the outputs are still in the process of processing, the evaluation focused on the current progress of implementation and assessment of whether it is directed towards outputs that have the potential to meet the objectives of individual KA. Thus, whether, regarding the existing outputs and implementation progress, the project objectives can be expected to be met. Furthermore, the survey focused on the evaluation of expectations from the key actors and potential users of the outputs. The evaluation used both the information on the progress of implementation and the existing outputs presented in the Project Implementation Reports, as well as, in particular, the outputs of the qualitative survey of the actors involved in the implementation and the users of the outputs.

The link between the implemented activities and ongoing outputs to the planned project outputs and the expected benefits of the project are the subject of Annex 1 - Technical Report. The subject of the assessment was to evaluate whether the current activities, ongoing and achieved outputs tend to be or are relevant for the fulfillment of the project objectives. Based on this evaluation, it is possible to state that the current activities and interim outputs of the project are linked to the planned project outputs and are relevant for the fulfillment of the expected benefits of the audit.

Achieving key outputs is a basic prerequisite for achieving the project objectives. From this point of view, the gradual fulfillment of composite indicator 50801 Number of products in systemic projects, which has so far been fulfilled to 43,6 % (as of January 2019 was 36,9 %), is particularly important. It is the sum indicator of two indicators: Number of training modules with methodology and training program (51301) and Number of national systems or their components (54902). Both of these indicators consist of the fulfillment of a wide range of key outputs from individual subject audits. Key outputs fulfilling these indicators are exhaustively defined in the application for support in the List of Key Outputs to fulfill the product indicators of the ESF project.

Based on the analysis of the information available from the Implementation Reports, it follows that the timetable for the fulfillment of key outputs (fulfilling the indicator 50801) is adhered to and that the basic prerequisites for meeting the project objectives are continuously met in this respect.

Result Indicator The number of organizations affected by systemic intervention (50810) has so far been fulfilled to 53,2 %. This indicator should be fulfilled in connection with the implementation of KA2 and KA3. In accordance with the project implementation plan, the indicator has so far been fulfilled only within KA2 (schools involved in international surveys).

Table 1: Overview of fulfillment of the CAS project indicators

Indicator code	Indicator name	Indicator characteristics (in relation to the project)	Target value	Achieved value	Fulfillment rate (%)
50801 (output)	Number of products in systemic projects	Sum indicator of indicators: 54902 and 51301	2	0 (continuously filled see text)	42,3 %* (continuously filled see text)
51301 (output)	Number of training modules with methodology and training program	Number of training modules with methodology and training program. The fulfillment of the indicator consists of the fulfillment of a number of partial outputs specifically defined in the grant application.	1	0 (continuously fulfilled according to plan see text)	45,0 %* (continuously filled see text)
54902 (output)	Number of national systems or their components	A product that has a nationwide systemic impact on education. The fulfillment of the indicator consists of the fulfillment of a number of partial outputs specifically defined in the grant application.	1	0 (continuously fulfilled according to plan see text)	37,2 %* (continuously filled see text)
50810 (result)	Number of organizations affected by systemic intervention	Up to now fulfilled within KA2: schools involved in pilot and main data collection of TALIS 2018, PISA 2018 and TIMSS 2019 It will also be fulfilled within the framework of KA3: schools involved in pilot testing of tools for the evaluation of key competences	total 1 520 (v KA2 aim min. 1 100) (in KA3 aim min. 420)	808 (yet in accordance with the plan fulfilled within KA2)	53,2 %

Source: Request for support, CAS project implementation reports (ZoR10 as of 31 July 2019)

* The current share of the fulfillment of indicators 54902 and 51301 was calculated on the basis of the share of achieved partial outputs that meet the respective indicators. The filling status of composite indicator 50801 was calculated as the average filling of indicators 54902 and 51301.

Expected results of interventions (five desirable status changes defined in the project charter) and evaluation of the changes achieved:

- 1. Creating a coherent framework of standards, monitoring and evaluation of all elements of the system with an emphasis on linking external and internal evaluation. The evaluation will include criteria for fulfilling the objectives in the area of equal opportunities, will enable targeted support of schools with weaker results and will also set up a comprehensive set of monitoring of inequalities in the education system. (link to the implementation of KA2, KA3 and KA4)*
- 2. Introduction of evaluation, which will include both summative and formative components. The missing tools for evaluating educational objectives will be developed and verified so that they cover the whole range, including targets that are more difficult to assess, such as key competences. (link to the implementation of KA2 and KA3)*
- 3. Tools will be developed for the implementation of so-called moderation processes within and between schools to ensure consistency in approaches and to introduce „benchmarking“. This will increase the level of reliability and fairness of ratings at all levels. (link to the implementation of KA2 and KA4)*
- 4. Teachers will be encouraged in the continual assessment of individual learners' progress and to provide formative feedback so that personal and social factors such as gender, health, ethnicity or family background do not constitute an obstacle to the individual's achievement of educational goals. (link to the implementation of KA2 and KA3)*
- 5. Increasing the competences of public administrators, founders, school heads and other teaching staff to use monitoring and evaluation as tools for change management and support for further development with the aim of improving equal opportunities and quality in education at all levels. They will also use the new competences directly in practice in developing, managing and evaluating regional and local development plans for individual schools and in the career system. (link to realization KA2, KA3, KA4, KA5 a KA6)*

The aforementioned expected results of the CAS project as defined in the project charter are not considered by the evaluator to be appropriately defined for evaluation purposes. The reason is vague and inaccurate ambiguous formulations, which are difficult to assign to a specific KA. The defined expected results of interventions also often use terms and formulations that are not found anywhere else in the project charter (especially in the description of KA) and are not used by KA implementation teams. For this reason, it is difficult to link to a specific KA. The delimited expected results then often also represent the delimitation of project outputs and not the goals - expected changes.

For the purposes of the final evaluation within the evaluation, for this reason the evaluator assumes the definition of expected project benefits (results and impacts) based on further information in the project charter (description of key activities) and outcomes of the investigations carried out within the evaluation (especially the expectations of key actors). This approach will enable the final evaluation to assess the achievement of the expected objectives (effectiveness) and the real benefits of the project (change of status). Fulfillment of the five desirable status changes identified in the project charter will then be assessed by attributing the observed benefits to these five expected changes.

EA D.4, Thus, evaluating the progress and implementation of existing benefits KA4, was the subject of the first interim report. The processing of EA D.3 focused on the KA3 will be evaluated in the 3rd Interim Report. The assessment of KA2 and KA5 is the subject of the EA assessment D.2 and D.5, which is part of this report.

Answer to evaluation question

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

- The basic prerequisites for fulfilling the project objectives in the form of ensuring key outputs in accordance with the project plan are met (see EA D.1.2)
- Result indicator The number of organizations affected by systemic intervention is fulfilled in accordance with the project plan
- The implementation process of the KA corresponds to the expected schedule (see EA D.1.1.)
- The qualitative survey within the KA4 evaluation confirmed the consistency between the expectations of the relevant actors (MEYS and CSI management) and the focus of the implemented activities (or actors involved in KA4 implementation) (for more see EA D.4 evaluation in the 1st Interim Report)
- • The evaluation of the progress of implementation and implementation of the existing outputs under KA2 and KA5 shows that the existing activities aim at meeting the objectives defined in the KA description in the project charter and the expectations of the involved actors and potential users (for more see EA D.2 and D.5)

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

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

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

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

The identification of risks and barriers in the implementation of the project was evaluated primarily on the basis of interviews with representatives of the implementation team (main project manager and managers KA2, KA5), actors involved in project implementation (representatives of academia, schools and NGOs involved in KA2 and KA5 implementation) regional consultants and members of the internal review group and the information and data provided in the quarterly CAS Project Implementation Reports (the last 10th report included the situation as of July 2019), in particular the information contained in the 2nd Self-evaluation Report, referenced in the controlled interview by representatives of the implementer. Regarding the solution of the evaluation question, KA2 and KA5 were evaluated in greater depth within the qualitative survey. The 1st Interim Report focused on KA4 in more detail and the 3rd IR survey (focused on October 2020) will focus on KA3.

The project management also includes continuous monitoring of risks, their evidence and solutions within the so-called Risk Database. Risks are continually handled in accordance with project management standards (Prince2). When addressing the evaluation question, the identification of risks and barriers in the implementation of the project focused on the risks and barriers associated with meeting the expected timetable and objectives of individual key activities. The main emphasis was placed on factual aspects of the project implementation in relation to the implementation of factual audits. The table below summarizes selected main identified risks of project implementation.

Table 2: Overview of risks for meeting the objectives of the CAS project

Risk	Impact	Severity of impact	The probability of occurrence	Internal / external
<i>Newly added risk</i> (KA1) Requirement for certification in project management with the main project manager	By the end of the validity of the existing certificate (the certificate is for 5 years), the existing experienced manager would have to leave the position despite the fact that he is gradually increasing his qualification	Very significant	Almost certain Note: if the manager himself or someone fails to renew the certificate or the condition is not canceled	External / Internal (Externally: abolition of this condition by the grant provider. It is possible to influence internally by obtaining the certificate for the manager by own means, the question is whether this is adequate)
<i>Risk persists from previous assessment (risk re-confirmed)</i> (KA2) Personnel interventions in school management or supervisors during cooperation in creating examples of inspirational practice (EIP) at school	Delay or resignation of the school from creating examples of inspirational practice	Significant	Possible Note: based on the evaluation of the existing experience from the implementation of KA2, the probability of occurrence has been reduced compared to the 1st IR from Probable to Possible	External (Possible internally influenced by active communication with school and founders)
<i>Newly added risk</i> (KA2) Limited application of project outputs to the target group of schools and founders with regard to the „overload“ of the actors and the overall high number of documents produced	Potential target users will not be sufficiently acquainted with the project outputs (IPs and IPo) and the outputs will not be put into practice to the desired extent	Very significant	Possible	External / Internal (Internally, it can be influenced by targeted and effective communication with the target group, but it is necessary to complement the promotion of

				outputs at the central level)
<p><i>Risk persists from previous assessment (no new facts found)</i></p> <p>(KA3) Possibility to harmonize the creation of attractive complex competence projects (useful in teaching) and to formulate a single reference framework for the evaluation of key competences. In particular, coverage of all aspects with comprehensive competence projects in all educational areas and at key nodes</p>	<p>Impossibility of objectively interpreting complex competence projects (CCPs) in relation to a uniform reference framework for the evaluation of key competencies</p>	<p>Very significant</p>	<p>Probably</p>	<p>Internal</p>
<p><i>Risk persists from previous assessment (no new facts found)</i></p> <p>(KA4) Ensuring the sustainability of the data acquisition process (due to frequent changes in related policies, etc.)</p>	<p>Restricting the possibility of updating and informing the indicators over time</p>	<p>Significant</p>	<p>Probably</p>	<p>External (Internally influenced by both the choice of indicators and intensive communication with data providers)</p>
<p><i>Newly added risk</i></p> <p>(KA5) The formulated recommendations for setting up a data collection system and conducting surveys (one of KA5's key outputs) will not be applied in practice</p>	<p>Failure to exploit the potential of data sources and outputs of surveys</p>	<p>Very significant</p>	<p>Probably</p> <p>Note: given the obstacles and the necessity of involving more institutions, the probability of occurrence is assessed as probable</p>	<p>External / Internal (Although some aspects may influence the CSI in its procedures, in particular, coordinated action by all actors will be necessary)</p>
<p><i>Risk persists from previous assessment (risk re-confirmed)</i></p> <p>(KA6) Low interest from schools / teachers in mobile center training</p>	<p>Insufficient transmission of project outputs to target groups</p>	<p>Very significant</p>	<p>Possible</p> <p>Note: based on the evaluation of the current experience, respectively the measures taken in the implementation of KA2, the probability of occurrence was reduced compared</p>	<p>External / Internal (Internally influenced by the quality of training or the search for a different approach, such as training delivered directly to schools according to school needs)</p>

			to the 1st CA from Probable to Possible	
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Source: see text

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

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

Answer to evaluation question

In the course of solving the evaluation question, the existing obstacles to project implementation and risks that could potentially affect the achievement of project objectives were identified. The identification of risks and barriers was based on interviews (qualitative research) with actors involved in project implementation (see above), members of the internal review group, representatives of MEYS, other users of project outputs and representatives of other IPs (SMP, SWTP, SYPO, APIE-B, IQE) and the analysis of the information available in the Project Implementation Reports and the Self-Evaluation Reports.

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

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

In view of the small distance from the previous Interim Report, the risks identified previously persist, with that the assessment of the likelihood of occurrence for two risks based on the current findings and the measures taken within the project. In relation to the detailed investigations for the evaluation of EA D.2 and D.5, two new risks were identified in relation to KA2 and KA5 that threatened the application of project outputs, respectively the fulfillment of project objectives (see Overview of risks to fulfill the objectives of KA of CAS project above).

For the identified risks potentially threatening the fulfillment of objectives, the implementation team has, according to the existing findings, set up an approach to their management so that these risks

are eliminated or mitigated and do not jeopardize the achievement of project objectives. For the main risks identified, see the Summary of Risks for Achieving the KA Objectives of CAS project above.

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

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

The course of evaluation activities was evaluated based on the outputs of evaluation activities presented in the Implementation Reports. Evaluation of work with outputs and their application to optimize the progress of project implementation was then assessed on the basis of interviews (qualitative investigation) with representatives of the implementation team (main project manager, manager KA8 – evaluation methodologies and managers KA2, KA5, KA6 and KA8). project implementation (representatives of academia, schools and NGOs involved in the implementation of KA2 and KA5) and members of the internal review group.

Implementation of internal (internal) evaluation, ie evaluation performed internally by the implementation team, is one of the obligations arising from the terms of the call. The methodological interpretation of the call for applications for Individual Systemic⁶ Projects stipulates that „at the systemic project level, the so-called internal evaluation of the systemic project will take place. The subject of evaluation is regular mapping and evaluation of realized activities within the project and their contribution to the set objectives“. Within the evaluation:

- internal evaluation activities should be carried out as part of the project implementation team,
- will be regular mapping and evaluation of implemented activities within the project and their contribution to the set goals,
- internal evaluations will evaluate the effectiveness of interventions and the achievement of objectives, both procedurally and materially.

The organization and implementation of the internal evaluation of the project is carried out in the setting unchanged from the status of the evaluation in the 1st Interim Report. The internal evaluation within the CAS project is implemented through the following activities and tools:

Internal opponent group

An internal opponent group was established in accordance with the terms of the call (for more details see EA D.1.8).

Evaluation reports of implemented education of head teachers of schools and CSI employees in mobile education centers and professional panels

The training activities in the mobile learning centers are attended by „external observers“, either members of the internal review group or members of the implementation team who participated in the preparation of the training. The members of the implementation team from CSI inspectors drew up assessments for educational events. The output is evaluation reports for monitored seminars.

6 Annex 4 to j: MEYS - 6741/2015 (as of 15 February 2018)

Ad hoc involvement of external experts and consultants

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

EIP review process (KA2), methodological commentaries on quality school criteria (KA2), secondary analysis from PIRLS 2016 survey (KA5) and materials with released tasks from international surveys (KA2) were currently underway.

Ongoing self-evaluation report

In accordance with the terms of the call, the 2nd Interim Self-Evaluation Report covering 2018 was prepared. The report was submitted and approved under the 9th CAS Project Implementation Report.

Implementation of questionnaire surveys for training participants and regional panels (immediately after training)⁷

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

Evaluation reports and survey results (surveys conducted immediately after training and at a distance) were, as shown by the findings of the qualitative survey and information contained in the implementation reports, subsequently evaluated as in the previous period and based on the findings (reflection from participants) for follow-up seminars. This reflection of the findings into the project practice was consistently confirmed both in the qualitative survey (manager KA6 and the main project manager) and in the information in the Implementation Reports.

Involvement of target group reviewers (schools and CSIs) and reflection from internal opposition group members was highlighted by members of expert teams and actors involved in the creation of outputs in KA2 and KA5 (for more details see EA D.2 and D.5).

Answer to evaluation question

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

Activities and implemented procedures within the internal evaluation activity are appreciated by members of the internal review group (see EA D.1.8) as well as by KA managers and education actors involved in the implementation of activities (in this report, the assessment focuses on KA2, KA5 and

⁷ Technically, this activity falls under the relevant subject matter (specifically KA6)

KA6). Members of expert teams and actors involved in the creation of outputs appreciate the use of internal evaluation outputs in project practice.

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

D.1. Implementation is in progress of KA6 Implementation of new evaluation procedures and methods in expected scope and quality?

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

A summary of the fulfillment of planned interim outputs KA6 is the subject of Annex I of the Technical Report. The main activities to date include the implementation of the Regional Information Panels (RIP) and the on-site education of school leaders and school teachers. The first 7 RIPs took place in autumn 2017 and the second at the turn of 2018 and 2019.

A total of four waves of education for senior educators and school educators have already taken place in mobile learning centers in the regions:

- The first wave of education for school leaders and school teachers began in October 2017. The seminars focused on improving the teaching of mathematics and science using the didactic potential of the released tests from the international survey TIMSS 2015.
- In January 2018, a second wave of full-time education in mobile centers was launched, focusing on the inspiration for improving the teaching of science and mathematics using the released test tasks from the PISA 2015 survey. Furthermore, seminars focused on finding out about the innovative area of PISA 2015 - team problem solving.
- The third wave of education took place in the autumn of 2018 and focused on a modified educational program (based on the results of internal evaluation) entitled Inspiration for Improving the Teaching of Mathematics and Science – use of released test tasks from the international PISA and TIMSS in teaching.
- *(newly compared to the evaluation in the 1st Progress Report)* In the spring of 2019, an educational program called Inspiration for Improving Reading Teaching and Promoting Reading Literacy took place – utilization of didactic potential of released test tasks from international survey PIRLS 2016. During the reporting period, 80 seminars for 675 participants were held in mobile centers set up in twelve cities.

The quality of the training sessions is evaluated through questionnaires for training participants and expert opinions (see also EA D.1.4.). The results of these surveys show that the trainees were largely satisfied with the content and course of the training (91.5% of trainees rated the content structure of the course with 1 and 2 out of five). However, lower participation in some trainings was problematic (see below).

At the instigation of headmasters and schools' demand, training of the entire teaching staff continued in the schools. In the course of February to July 2019, 10 schools and one training took place in the regional office.

Based on feedback from school training, the CAS project team on the autumn wave placed emphasis on the implementation of training directly at schools. This is because these trainings prove to be more effective, both in terms of number of participants and content. In the mobile center trainings, the average wave attendance was 8.4 per training in the 4th wave and with only 2 to 5 participants in 16 trainings. Only 11 training courses were attended by 13 to a maximum of 14 participants. Participation in school training is regularly higher, with an average of 13 participants. So the average here corresponds to the maximum number of training in mobile centers. In terms of content, school training is tailored to the needs of a particular school. Before the training, the trainer will contact the headteacher to agree on the content and then set up the training accordingly.

In early September information was sent to schools that they could apply for training. At the beginning of October, 70 schools applied for implementation. It is expected that other schools will apply in connection with the presentation of this offer on the planned Regional Information Panels.

Mobile center training continues in autumn 2019, focusing on specific cross-cutting topics relevant to a wider audience where school-specific training is not relevant. Since October 2019, there have been trainings for headmasters of nursery schools focused on self-evaluation. According to information from the project manager KA6, there is a great interest in training.

Answer to evaluation question

Based on the analysis of the outputs of KA6 and KA8 and the qualitative survey results of the actors involved in the implementation of the project, it can be stated that the implementation of KA6 proceeds to the expected extent and is evaluated positively by the participants in educational events.

The fact that the implementation team within the project responds flexibly to the demand of schools and put more emphasis on the implementation of training directly at schools is also positive. Similarly, it responds to stimuli and demand from schools in terms of the content of seminars.

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

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

With regard to the evaluation questions to be solved and the evaluation procedure set out in the Interim Report, this evaluation report focuses on evaluating the involvement of initial education actors primarily in the implementation of KA2, KA5 and KA8. Evaluation focused on actors involved in the implementation or cooperating in the creation of outputs of other KAs is the subject of further evaluation reports (1st IR focused on KA2 and 3rd CA focused on KA3).

Evaluation of the involvement of the initial education actors is based on interviews (qualitative research) of the representatives of the academic sphere, schools and other entities involved in the implementation of KA2, KA5 and KA8.

Within KA2, the initial education actors from academia, schools and other entities (eg NIFE) are directly part of the implementation teams. The KA2 manager himself is an academic worker. Participating actors perceive their involvement in the implementation of KA2 positively. These are experts from expert teams and guarantors, as well as representatives of schools who participated in the preparation of Examples of Inspirational Practice (EIP) (for more details see also EA D.2).

KA5's expert team consists exclusively of academic staff. Within the controlled interviews they evaluated their involvement and cooperation with CSI positively. (see also EA D.5).

External experts are also involved in the internal review group within KA8. They also perceive their involvement and cooperation with project teams and CSI positively (for more see EA D.1.8).

Answer to evaluation question

All addressed representatives of the academic sphere, schools and other entities involved in teams and participating in the implementation of KA2 or KA5 evaluate their involvement in the implementation as beneficial. They appreciate the opportunity to apply their expertise and work on outputs that they perceive as beneficial and applicable in practice. (see also EO D.2 and D.5).

The addressed members of the internal opponent group also indicate their involvement (see EA D.1.8).

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

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

The qualitative survey in the form of telephone interviews and the quantitative survey in the form of a questionnaire were used to evaluate the manner and benefits of the involvement of regional consultants within the CAS project. For the purpose of the 2nd Interim Report, the remaining 4 regional consultants were approached (10 consultants were addressed for the 1st Interim Report). The method of in-depth interviews made it possible to supplement the results of the questionnaire survey and thus to obtain deeper qualitative information on the involvement and activities of individual regional consultants. Findings and comments from regional consultants have been supplemented and validated on the basis of an in-depth interview with the project manager.

The position and content of the regional consultant (coordinator) is defined in the grant application as follows: *Regional coordinator in the consultation centers of the Czech School Inspectorate in individual regional inspectorates continuously provides information to the inspectorate of the inspectorate, but especially to schools and school facilities in the region, provides project implementers with feedback and partial stimuli from the field, coordinates the feedback process and communicates with all key actors in the given region in matters of project output creation.*

A questionnaire for regional consultants was drawn up on the basis of lessons learned from previous interviews. The questionnaire survey focused on the quantitative evaluation of how regional consultants were involved in the CAS project and would also include open questions for qualitative evaluation. The questionnaire was sent to all fourteen regional consultants. A total of 13 responses were obtained, with the conclusion that one regional consultant is currently disabled.

The findings of the inquiry confirm the previous conclusions of the telephone interviews presented in the 1st Progress Report. The main activity of the regional consultants is to hand over (dissemination) information about project outputs to the CSI, ie to the inspectors in the region, and to disseminate information among the education actors in the region. They devote a little less their content to the implementation of project outputs at the regional level and handing over inputs from the field for the creation of project outputs. As it emerged from the follow-up telephone interviews, some regional consultants rated these activities as less relevant given that they did not consider them as

key to the position of regional consultant, but rather performed them in their capacity as director of the regional inspectorate.

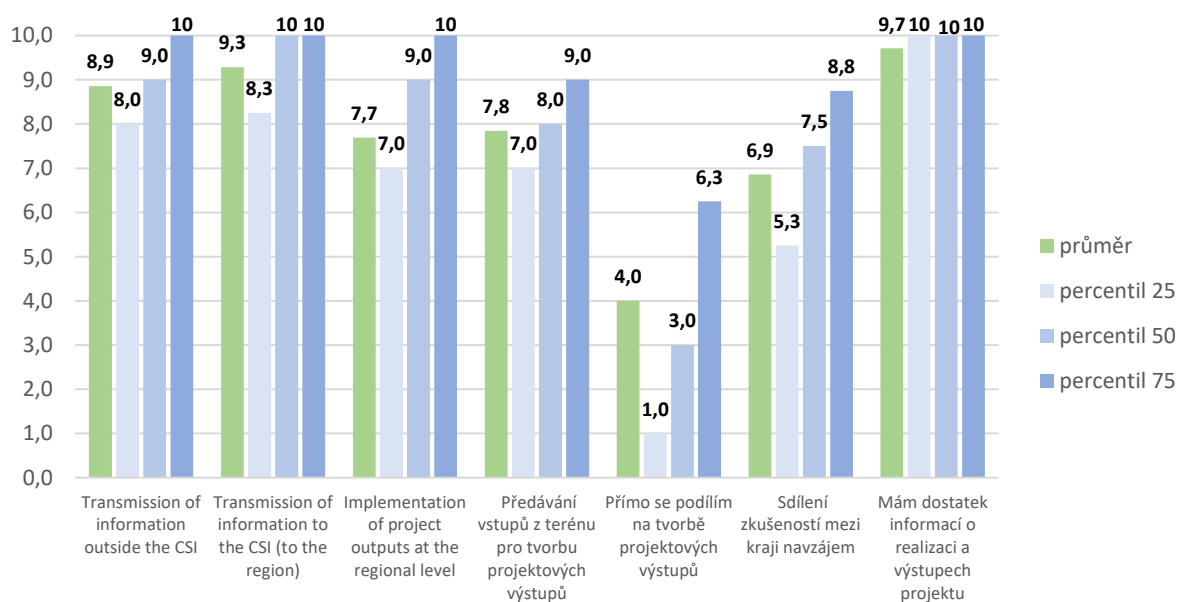
Regional consultants included the results of international surveys in the form of national reports and secondary analyzes, publications on vacancies and elaboration of quality school criteria among the main outputs they applied at the regional level (methodological comments and EIP, with respondents describing and describing these outputs with different names and terms).

The previous finding that only some regional consultants participate directly in the project output is confirmed. Interviews also showed that concurrence of involvement in project outputs and the work of a regional consultant is neither possible nor desirable. For example, if the director was acting as a guarantor in the EIP, his deputy was assigned the role of regional consultant.

Sharing experiences between regions takes place at regular meetings at headquarters, but regional consultants do not consider this activity to be crucial. In any case, they find it necessary, according to the interviews.

The regional consultants said they had enough information on the implementation and outputs of the project.

Graph 1: Method of involvement of regional consultants within the CAS project (degree of involvement according to relevance on a scale of 1 to 10)



Source: Own investigation (N = 13)

Note: Regional consultants evaluated the relevance of their involvement in the CAS project in terms of the position of regional consultant. The graph shows the average value and percentile of responses (the percentile shows the value that divides respondents into a group):

- Percentile 25 - 25% of respondents with the lowest value in the answer (one quarter of respondents reported lower and two thirds of respondents higher value)

Percentile 50 - shows the median, i.e. divides respondents into two halves according to the value of answers (half of respondents reported lower and half respondents higher value)

Percentile 75 - 25% of respondents with the highest value in response (three quarters of respondents reported lower and one quarter respondents reported higher)

Based on a questionnaire survey and additional interviews with regional staff, the findings of the previous evaluation phase for the 1st Progress Report were confirmed. The role of fourteen regional consultants is fulfilled by the directors of individual regional inspectorates of the CSI or their representatives. The activities of regional consultants are integrally linked to CSI structures and activities. Regional consultants play a role in the following four areas of activity and forms of involvement (findings from the 1st Interim Report remain valid):

Transfer of information within the CSI (inspectors)

Regional consultants transmit information on project activities and outputs to the inspectors in the region. The aim is for inspectors to further use this information in their inspection activities and to disseminate it to schools.

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

Activities towards external actors – regional actors in education

Regional consultants disseminate information on project activities in the region. For this purpose they use a number of opportunities, such as meetings with regional representatives, founders, representatives of schools and other entities (e.g. LAGs). On an individual basis, information is passed on in connection with inspection activities in individual schools. The added value of regional staff is the narrower format of meetings, where they could discuss with other actors more closely and with regard to the specific needs of participants at meetings in a narrow group. They complement the realization of infopanel, where a wide audience is addressed.

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

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

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

Direct involvement in the implementation of project activities

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

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

Regional consultants are involved in activities of other IPs and IPo in the given territory – region. In particular, regional staff highlighted their targeted participation in meetings (working groups,

worCASops, conferences) in connection with the preparation and implementation of the RAP and LAP.

The answer to the evaluation question

The findings of the 1st Progress Report were confirmed based on an additional investigation:

Regional consultants are integrally involved in CAS project activities in conjunction with other CSI activities. The main task of regional staff is, in accordance with the original intent, to disseminate information (dissemination) of the project among the education actors in the area (regions, founders, schools) and inwards towards the inspectors. They also play an important role in relation to the implementation of other IPs and IPo, in particular LAP and RAP. According to the regional consultants in the questionnaire survey, they have enough information on the outputs and activities of the CAS project to carry out their activities in the region (dissemination).

Based on their expertise, selected consultants are occasionally involved as needed to participate directly in project outputs, in particular to provide comments and recommendations for ongoing outputs or to help identify examples of inspirational practice (EIP). However, most regional consultants do not directly intervene in the creation of methodological outputs and their role is to take over the finished outputs and disseminate them in the region (inside and outside the CSI). This was confirmed by the main project manager, with the fact that only selected consultants according to current needs and their expertise or region specificities are addressed for closer cooperation. The involvement of all consultants in the comments and creation of outputs would not, according to her statement, be effective.

According to all other findings (based on interviews with managers of KA2, KA5, KA6 and KA8 and other involved actors in the implementation of KA2 and KA5), the involvement of CSI representatives (inspectors) was identified as relevant, providing adequate feedback from within the CSI. Therefore, no obstacles have been identified in the set up system for transmitting feedback from inspectors (from within) to the CSI. Provision of feedback is thus partly ensured by ad hoc involvement of selected regional consultants and also by direct participation of selected inspectors in project activities (for example, within the framework of KA2, 2 CSI inspectors from the region act as reviewers for methodological comments, see EA D.2).

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

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

Evaluation of the evaluation question is based on the information and data provided in the quarterly CAS project implementation reports (the last 10th report included the situation as of July 2019) and individual interviews with representatives of the CSI implementer (main project manager, CSI management representative, KA8 manager – evaluation methodologists, managers KA2, KA5 and KA6) and two members of the internal opponent group (in-depth telephone interview). The evaluation follows the inquiry for the 1st Progress Report, for which two other members of the internal review group were addressed.

The establishment and involvement of an internal opponent group is one of the mandatory requirements of the call. The Methodological Interpretation of the Call for Proposals for Support for Individual Systemic Projects ⁸ sets out the following requirements for the Internal Review Group

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

Members of the internal opponent group were proposed in the project application as required by the call. In total, six experts (four academics and two school principals) were nominated and nominated to participate in the internal evaluation of the project.

The findings from the evaluation of KA2, KA5, KA7 and KA8 (see EA D.1.5., D.1.6, D.2, D.5. D.6 and D.7) and the additional two interviews with members of the internal opponent group confirm Findings and conclusions of the 1st Interim Report:

Each KA is covered by two experts of the internal review group. The division of the work of members of the internal opponent group is set so that the necessary areas are solved within the project according to the respective affiliation of experts.

The main task of the members of the internal review group is to prepare reports on the resulting proposals for outputs or „methodologies” for the implementation of project activities (eg setting up educational programs). Furthermore, as observers, they participate in expert panel meetings and some educational events within KA6, to which they subsequently prepare expert opinions. In the framework of KA2 and KA5, members of the internal review group prepared reports on outputs in the past period: TALIS 2018 Conceptual Framework, National Report on TALIS 2018 Survey Results, PISA 2018 Conceptual Intent (KA2), Pilot of Statistical Evaluation Tools (KA5). The elaborated expert opinions are documented in the Project Implementation Reports.

The additionally addressed members of the internal opponent group confirmed the statements of their colleagues addressed in the evaluation to the 1st IR and that they receive all necessary support from the project team. A plan of activities is set in advance, materials for comments are sent continuously, so members of the internal opponent group can plan their work well. According to the members of the internal opponent group, the activities are „well communicated and generally organized”.

Members of the internal review group further confirmed that they received feedback on their assessments and that their recommendations were taken into account.

Feedback from members of the internal review group was also appreciated by managers of KA2 and KA5 as well as members of expert teams. They identified the recommendations as relevant.

The answer to the evaluation question

8 Annex 4 to: MEYS - 6741/2015 (as of 15 February 2018)

In the evaluation for the 2nd Progress Report, the findings of the evaluation in the 1st Interim Report were confirmed:

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

Conversely, project management, evaluation methodologies (KA8 manager) and KA2 and KA5 managers positively evaluate cooperation with experts in the internal review group.

Evaluation of EA D.2: What benefit do the different types of key actors perceive from the key outputs of KA2 (or their sub-parts)?

EA D.2: What contribution do the different types of key actors perceive from the key outputs of KA2 (or their sub-parts)?

Evaluation of EO D.2 is based on findings from field research and analysis of information and data presented in quarterly reports on the implementation of the CAS project (the last 10th report included the situation as of July 2019). The field survey included individual interviews with:

- representatives of the CSI implementer (main project manager, CSI management representative)
- manager KA2
- members of the working group for the creation of methodological recommendations (CSI inspectors from the central workplace and region, representatives from the school environment)
- principal methodologist and reviewer of Examples of Inspirational Practice (EIP) and EIP expert from the EIP coordinating team
- guarantors for the preparation of EIP and specialists from the schools for which the EIP was preparing (four guarantor-specialist pairs were addressed in total), while the preparation of EIP from the 1st, 3rd and 5th waves was covered, that is, already completed EIP and during the processing of suggestions from reviewers and EIP, for which the works are started
- regional consultants who ensure the dissemination of outputs to regions (within the regional inspectorate and region).

In fact, the work within KA2 can be divided into three units, which correspond to work on three main groups of outputs.

1. International survey

Within KA2, international surveys are carried out. So far, PISA 2018, TALIS 2018 and currently TIMSS 2019 have been conducted. The national reports on the results of the survey were prepared (for TIMSS 2019). From the point of view of the applicability of the outputs for the target groups, the most important are the Publications on the Released Tasks from International Surveys. So far, PISA 2015, TIMSS 2015, PIRLS 2016 have been published. Released tasks from international surveys were the main content of training for pedagogical staff within KA6. The results of the feedback from the training participants indicate that the participants were satisfied with the training (see EA D.1.5).

Findings from international surveys reach the target groups (in addition to the aforementioned released tasks) mainly through Secondary analyzes of data from international surveys processed within KA5 (see EA D.5).

The progress of implementation of this activity corresponds to the planned schedule. Partial delays in initiating international surveys outside the Czech Republic's influence (according to the International Center) had no impact on the fulfillment of the project schedule.

CAS project managers identified the unexpected („extreme”) interest of schools in vacant tasks as an unexpected impact. For this reason, it was necessary to ensure the reprint of the publications on the vacancies and the interest of schools in the implementation of training is high. Schools showed

interest in completing didactics for relaxed tasks in addition to the interest in training on relaxed tasks within KA6. Based on this demand, the CSI responded by completing the relevant chapters. This was mainly an impulse from schools based on realized training.

Another originally unforeseen activity is the existing communication with EDUIN regarding licenses to use existing videos. According to the project manager, the goal is to achieve savings and increase the efficiency of the spent resources while maintaining the meaning and purpose.

2. Methodology of interconnection of external and internal evaluation of schools

Within this activity, internal methodological comments on the criteria of a quality school for CSI inspectors and Methodological recommendations for schools were elaborated: „What can the school do for its improvement and what can it help?”. The outputs methodically elaborate the criteria of the quality school for areas 1 to 6, with the comments for area 6 being processed within KA4. Four modifications have been elaborated, i.e. for pre-school education, primary education and secondary education – general and vocational. Most of the outputs (modifications) were recently (in September 2019) handed over in the final form to regional inspectorates so that the inspectors could get acquainted with them before they are presented to schools.

The reason for elaborating the quality school criteria, as the involved actors agree, was the need to supplement the existing definition of quality school criteria in more detail in the form of detailed methodological comments. The aim of the work was to allow these comments to allow inspectors to better assess and give specific recommendations to schools. They will then provide schools with tools „to help them meet the criteria of a quality school”. The reason for the methodical processing was summed up by the KA manager in the following way: *„The CSI evaluates according to the criteria of a quality school that was established in the previous OP EC project. Currently, inspectors and schools have to learn to work with the criteria. Our work thus consists in refining criteria and interpretations that will help inspectors and schools to evaluate and meet the criteria.”*

A five-member team (for each modification) composed of CSI representatives and current or former school heads worked on the development of methodological recommendations. Furthermore, method reviewers were involved in modifications for different types of education. Internal methodological recommendations were prepared under the co-ordination of the CSI representative in cooperation with representatives of inspectors from individual inspectorates (implementers of methodologies, always two inspectors in the region). They now critically read methodological recommendations and internal methodologies and acquaint them with colleagues in the inspectorate.

All actors involved (KA managers, KA2 team members, regional consultants) agree that methodological comments on the criteria as developed should bring the following benefits:

- It develops the existing material, ie the definition of quality school criteria, and thus generally increases the understanding of the criteria
 - A better understanding of the criteria will increase the validity of the evaluation
 - The material will contribute to the „broadening” of inspectors
- Methodological harmonization of the approach of inspectors in the evaluation of schools, both between individual inspectors and across regions
 - As one of the regional consultants pointed out: „we are CSI inspectors and not regions, so we should all proceed similarly”

- Methodological harmonization of the approach is one of the key aspects. Until now, the interpretation by individual inspectors / regional inspectorates has been conceived differently or has provided room for different understanding of the criteria.
- The issuance of methodological recommendations alone „increases the pressure“ on inspectors to actually apply the criteria of a quality school during their inspection activities
 - in this respect, there have been differences between the inspectors in the emphasis on quality school criteria in inspection activities
- Harmonizing the approach and increasing mutual understanding between schools and inspectors
 - Reconciliation of external and internal evaluation
 - The prerequisite is that the inspectors recommend to schools to carry out their own self-evaluation according to criteria before the actual inspection activity. This will allow the school to have a dialogue with the school on how to proceed.
- It will provide schools with a tool to help them meet the criteria of a quality school
 - As a tool for self-evaluation
 - As inspiration and understanding of the content of individual criteria
 - This is a recommendation to schools (not an obligation)
- There was also mentioned the benefit for communication with the founders, or the benefit for the founders in managing schools
 - The criteria provide “guidance” on how to assess the quality of the school, ie it provides a tool for laymen on how to look at schools in their region and what to ask for from schools

Contribution perceived by individual key actors or target groups, so far, can only be assessed in part with regard to the current publication of the material, partly from the first reactions of inspectors. According to information from the CSI, materials will reach schools only during the first half of 2020⁹.

The quality and "usability" of the output by the target groups was largely ensured by the very approach to its processing. Great emphasis was placed on thorough review and oponent review procedures involving both inspectors from regional inspectorates (at least two reviewers, see below) and invited school heads. High quality of suggestions and feedback from reviewers was emphasized from both sides, both from the methodology team and from reviewers, while also accepting recommendations and suggestions from reviewers. In this way, the relevance of the outputs for the target group of CSI inspectors and school management was ensured. Representatives of these groups also formed members of the working group of methodological development specialists (authors of the text).

The perceived benefit of CSI inspectors was verified by regional (regional consultants) inspectors, some of whom were directly involved in the preparation or review of the outputs and at the same time mediated the relation to the inspectorate's attitude to the output document. In general, everyone agreed that the inspectors perceived the output as positive, bringing usable information for their work. Some pointed to the specific application and feedback of inspectors and that inspectors

⁹ The benefits and use of output from the target groups will be evaluated for the purposes of the Final Report.

use methodological comments to formulate recommendations for schools in relation to findings from inspection activities.

It was apparent from the interviews that the acceptance of methodological comments at regional inspectorates partly differs with regard to the involvement of inspectors in the region in the comment procedure. In the region in which all inspectors were involved in the comment/review procedure, the acceptance was significantly higher. This was also due to the fact that most of their suggestions were, in the opinion of the regional consultant and the director of the regional inspectorate, actually incorporated. In addition, in order to familiarize themselves with the criteria, the Inspectorate held a number of sessions during the summer, where discussions led to discussions on methodological comments. On the other hand, at the inspectorate, where only two designated inspectors were involved, the initial acceptance by the other inspectors was lower. But, according to the opinion of the regional consultant, it was only an initial response with regard to the number of documents that the inspectors received. After familiarizing themselves with the content, the inspectors pointed out the benefits of the document and appreciated the possibility of its application in practice.

Another positive feedback to the output was that it serves as an inspiration for experienced inspectors and indispensable information for new inspectors who are still familiar with the criteria of a quality school.

No negative feedback on the output was recorded by any of the actors (representatives of CSI and schools).

The progress of implementation of this activity corresponds to the planned schedule.

The respondents identified the following unexpected benefits or impacts:

- Highlighting the criteria for evaluation during inspection activities, ie the issue of methodological comments will put more emphasis on the application of the criteria of a quality school during inspection activities
- Representatives from other IPs involved in the implementation of KA2 or cooperating with the CAS project pointed out that the quality school model de facto links other activities, ie it can be taken as the basis on which other activities in the field of education can be linked

3. Examples of School Inspirational Practice (EIP) on Quality School Criteria

In total, it is planned to prepare 80 EIPs, ie more than one EIP per quality school criterion. EIPs should cover evenly the different criteria of a quality school, as well as types of schools and regions. The purpose of the EIP preparation is summed up by the KA manager: „Examples should provide schools with concrete examples of how to meet the criteria of a quality school and thus help them to improve the situation at school”.

The preparation of EIP was divided into several waves. EIP from the 1st and 2nd waves (13 + 13 pieces) have been completed and the final language proofreading is in progress. EIP from the 3rd wave (20 pcs) are now in the phase of incorporating comments from reviewers (finalization 05/2020). In the spring of 2019, the 4th wave was launched (7 pcs). In September 2019, the 5th wave (16 pieces) and the 6th wave were launched in October 2019 (11 pieces). As a result of the search and agreement of suitable schools and guarantors, the 4th wave was postponed by 1-2 months compared to the original internal timetable. Due to the difficulty of finding schools up to the 5th

wave during the holidays, this wave was divided into 5th and 6th waves. These slight delays have an impact only on the internal schedule and do not jeopardize, according to the project manager, compliance with project deadlines.

The selection of schools for EIP was primarily based on identification by the CSI - selection of schools that were excellent in the relevant criterion. Some schools have been recommended by participating academics (eg faculty schools). However, these schools were also verified and finally approved by the CSI.

The preparation of a specific EIP was in charge of a “professional guarantor” (CSI inspector about 60 % of the guarantors, academic staff representatives of other subjects) and a specialist from the particular school involved (mostly the headmaster or a representative or a teacher with confidence). The guarantor was responsible for the elaboration, with the specialist delivering documents from the school and giving the guarantor feedback. Some guarantors were involved in multiple waves (the interviews included guarantors from waves 1, 3 and 5 as well as guarantors with experience from multiple waves). Guarantor and specialist submit the draft proposal to 2 reviewers (there are 3 reviewers in KA2 team). Based on feedback from reviewers, they incorporate suggestions. During the review process, EIP is also looked at by experts from the methodological team and, together with reviewers, ensures uniformity of processing.

According to the team members involved in KA2 (methodologists and guarantors), the form of EIP was formed during the 1st and 2nd wave. The scope of EIP was limited, and the content was methodically defined. In this way, the methodological team responded to suggestions, feedback and best practice in EIP processing. For the next waves, the EIP format is already used. As one of the involved experts commented: „it was difficult at first, but then it stabilized. But we managed to set it up with respect to future users”.

The benefits of EIP processing can be divided into the following groups:

- Benefits for schools themselves who have been involved in the development of EIP
- Benefits of EIP output for other schools
- Benefits for CSI inspectors
- Other benefits

All of the addressed school specialists, together with the guarantors, agreed that their involvement in the creation of EIP helped them to deal with the question at school more systematically. Although the school showed excellent results in the given criterion, there was still room for systematic grasping and linking to other school activities. All addressed specialists emphasized the cooperation with the guarantors and the feedback they received from them. The support from the guarantors' tent, according to their observations, helped them to move the given area to the „higher level”, i.e. awareness of the complexity and systematic nature or application or extension of new tools. All guarantors and specialists highly appreciated the feedback they received from reviewers. They described her as stimulating and relevant to „helping them move EIP”. Another benefit for the participating schools was the appreciation of the quality of their work. This was pointed out by the school representatives, saying that nowadays there is a need to show positive examples from schools.

The only thing pointed out by guarantors and specialists from the 1st wave was that the EIP had not yet received one year after submission and was not published. They would like to work with them or present them.

The benefits of the EIP output itself for other schools cannot be evaluated yet because the outputs have not been published yet¹⁰. From the testimonies and perspectives of the expert team members and the supervisors and schools involved, EIP has a great potential to convey inspiration to other schools. Of course, there are circuits where practice transfer is more difficult. But here too, schools should find inspiration in EIP that can be applied in their environment. Based on a meeting of guarantors and specialists from the 1st wave, where the EIP was presented to each other, the participants stated that a personal performance by a particular school (specialty) has a much higher informative value and portability than a simple EIP text. In addition, this aspect is highlighted by the situation where school representatives are overwhelmed by the large number of outputs and documents they receive.

According to the participants, EIP should inspire not only schools but also CSI inspectors. First of all, because they „point to a reality and a broader picture at school level“ that may go beyond the findings of inspection activities.

Another group that should benefit from EIP are, according to the participants, the founders of schools. For them, EIP should be information about what can be done in schools. Furthermore, EIPs should generally serve to present education in a positive light.

Among the unexpected benefits, the involved actors highlighted the expected presentations of school representatives involved in EIP preparation at regional events and seminars for schools. Furthermore, the use of EIP for inspectors and founders themselves. Also, the fact that EIP can serve to create a positive perception of schools.

Answer to evaluation question

Evaluation of the current process of implementation of KA2, continuously achieved key outputs and especially findings from in-depth interviews with the actors involved in the implementation of project activities (KA manager, CSI inspectors involved, academics involved, representatives of schools involved) does not show or imply any obstacles to implementation that would jeopardize the achievement of the KA objectives.

Involved actors perceive the existing outputs as beneficial, with the fact that in the case of methodological comments on the criteria of a quality school, the real application of the outputs in inspection activities and especially in schools in self-evaluation will be crucial. The outputs in the form of relaxed tasks of the school show higher interest than expected.

Evaluation of EA D.3: To what extent are new tools and a revised electronic system for evaluating key competences of pupils developed in KA3 understandable and usable for teachers?

¹⁰ The benefits and use of output from the target groups will be evaluated for the purposes of the Final Report.

Evaluation of EA D.3: To what extent are new tools and a revised electronic system for evaluating key competences of pupils developed in KA3 understandable and usable for educators?

EA D.3: To what extent are new tools and a revised electronic system for evaluating key competences of pupils developed in KA3 understandable and usable for educators?

The evaluation of EA D.3 will be subject to evaluation by the 3rd Interim Report, which will be submitted in October 2020.

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

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

Evaluation of EA D.4 was the subject of the 1st Interim Report, which was submitted in May 2019.

Evaluation of EA D.5: To what extent do the key actors of initial education and policy makers consider the "secondary analysis of inspection data" developed in KA5 to be useful and why?

EA D.5: To what extent do the key actors of initial education and policy makers consider the "secondary analysis of inspection data" developed in KA5 to be useful and why?

The implementation of KA5 involves a small and compact team of academic experts. These are data experts, quantitative data analysis and statistical models. Evaluation of EA D.5 is based on findings from field research and analysis of information and data presented in quarterly reports on the implementation of the CAS project (the last 10th report included the situation as of July 2019). The field survey included individual interviews with representatives of the CSI implementer (main project manager, CSI management representative) and KA5 team members (KA manager and quantitative data analysis expert). Furthermore, representatives of users of KA5 outputs from the side of the MEYS (director of the relevant section and head of the analytical department), employees of four complementary IPs, employees of regional authorities, director of the educational institute of the region and the school director (also a member of the internal opponent group).

In fact, the work within KA5 can be divided into four units, which correspond to work on three main groups of outputs:

1. Secondary analysis of data from international surveys

A total of 5 analyzes are planned, with 3 completed and published so far. The analyzes are linked with data from international surveys with data from surveys conducted only in the Czech Republic (in particular the CSI survey). The work includes the use of sophisticated statistical methods (statistical models). For example, in the PISA evaluation, it was necessary to link the outputs of the international survey and the outputs of the CSI survey in the same classes. Linking [contextual information about schools and the results of international surveys will allow the evaluation of specific causes and factors affecting selected key topics \(eg reading literacy\)](#). For each evaluation, 3 key themes are selected on which the analysis will focus.

Expected contribution in the words of the KA5 manager: „Explaining the causes of phenomena and results within the Czech education system. We bring new findings or verification or confirmation of existing „ideas“. Policymakers will have new information that can be used to improve the education systém“. The outputs are opposed by a member of the internal opponent group. Members of the KA5 team described the opposition as „constructive criticism and suggestions on the clarity and readability of the text that we liked to incorporate“, with an interest in maximizing the usability of the outputs. The aim is to „write it humanly“ to make the text accessible to target groups.

A representative of the relevant department of the Ministry of Education, Youth and Sports pointed out in the framework of a controlled telephone interview that the MEYS uses the outputs from KA2 (outputs of international surveys) and the related outputs within KA5 (secondary data analysis) providing concrete and comprehensive knowledge of system bottlenecks and fully applicable in setting measures to improve reading literacy¹¹. This was also confirmed by the head of the MEYS,

11 This is a finding in the 1st Interim Report relevant to KA5.

saying that secondary analyzes bring high added value by combining the results of various surveys and interpreting them. The outputs are then used in the creation of strategic documents in the field of educational policy. One of the addressed directors of the MEYS even expressed a direct concern that such outputs would be available after the end of the project.

The benefits and usability of the outputs were also emphasized by the representatives of the regions and by headmaster who directly expressed: „I have a big school and a lot of other work, and without added value I wouldn't have dealt with it.“ They all agree that the outputs demonstrate a number of facts and provide a very good basis for argumentation („it is no longer just „impressions“, but really validated data-based information“).

CSI provides dissemination on a number of platforms. They then prepare presentations for schools and other actors in education for their employees in the regions. The transfer of these documents was also confirmed by regional consultants.

2. Methodology of collecting and analyzing data from the results of internal and external surveys, area and sample evaluations and testing involving interconnection of external evaluations of the Czech School Inspectorate, internal school evaluations and other methods for detailed monitoring of selected quality school criteria

Work on the methodology is ongoing. According to the KA manager, its aim is to create procedures for using data that are available about the education system so that they can be grasped and carried out by the CSI by internal forces. The whole activity aims to increase / ensure the recovery of data that is already available and tries to solve a number of problems associated with the use of this data (the question of the possibility of data binding, missing time series, comparability of data in time and place etc.). Primarily, the problem is that on the one hand there is a large amount of data (survey results) available in the field of education, but these data are not extracted and used. In addition to working with data, the activity aims to provide recommendations for optimizing the entire data collection system so that targeted evaluations can be performed over time. For this purpose, it is necessary to harmonize the data collection procedures, timing and the way of realization of the survey. The ultimate „aim is to link information from multiple sources to enable the availability and usability of test results data“. This approach will then bring concrete and specific findings, to illustrate, for example, whether the use of alternative methods in teaching mathematics leads to better or worse educational outcomes.

So far, two input documents for the methodology were presented. One was Analysis of all data sources of education at the Czech Republic level and the other was Analysis of foreign data collection systems, processing and evaluation according to given criteria, identification of elements identical to the situation in the Czech Republic and solution of their effective transposition into domestic conditions. The analysis of all data sources of education at the Czech Republic level focused on the missing evaluation of data sources at the Czech Republic level. The analysis of foreign systems in turn focused on evaluating the practices of EU, OECD and potentially other inspirational countries. „The aim was to identify countries that are further able to use data from the education system and whose access is transferable to the Czech Republic“.

3. Pilot study of statistical evaluation tools

Pilot study is an input for preparation of methodology of data collection and analysis. Pilot 1 (May 2019) has been completed so far, within which the work with data at CSI and MEYS levels was

audited and the possibility of data pairing and setting of standards was verified. The pilot study output also includes a specific set of recommendations for improving the quality of the data base. The purpose is to adjust the data base to a form that would allow to perform not only primary descriptive data analysis, but also secondary analysis of relationships between various factors and phenomena.

Pilot study 2 focused on direct verification of work with specific data. Based on the available data and their interconnection, analyzes were carried out at the level of individual regions. The output is the evaluation of regional education systems, which shows the differences between regions and identifies strengths and weaknesses. Outputs are now (during autumn 2019) presented to regions jointly by representatives of the MEYS (Analytical Department) and CSI management. So far, the outputs have been presented in four regions. According to the MEYS, the reactions from the regions are positive.

Pilot study 3 will be completed in 2021 and will focus on setting standards (unifying the data system, sorting data) and unifying procedures for working with data. The aim will be to work with existing data.

4. Set of standardized analytical tools

The set of standardized analytical tools is the planned project output for 2021. The aim is to create a practical tool in the form of pre-programmed templates that will be used by the CSI for work with data. The idea is that these templates will continue to be used for longitudinal studies (time series). A condition for ensuring long-term follow-up is setting up procedures and methods of carrying out the survey (eg ensuring long-term follow-up of specific pupils). Overall, the team is confronted with several methodological problems when working with data. Particularly challenging is the pairing of data since they come from different sources, and there is a data compatibility problem. For this reason, the methodology will also focus on setting standards.

The main risks identified by the implementation team are „political aspects of application of outputs“, i.e. the willingness of responsible entities (mainly at the MEYS) to follow the recommendations and change the data collection procedures so that the data can be used for secondary analyzes. The applicability of outputs at the MEYS communicates and ensures the CSI. In this respect, the evaluator failed to contact the relevant responsible persons at the MEYS and to obtain their comments.

Among the unexpected outcomes, the representatives of the implementation team included a specific focus of Pilot study 2 on individual regions. As positive, they said, „that the regions want to do something about it“. There was also a transfer of experience with the Ministry of Education of the Slovak Republic, which was intrigued by a Czech approach to secondary analysis of international surveys.

Answer to evaluation question

The evaluation of the KA5 implementation process to date, the key outputs achieved on an ongoing basis and, in particular, the findings from in-depth interviews with actors involved in the implementation of project activities do not show or imply any obstacles to implementation that would jeopardize the KA objectives.

The involved actors perceive the existing outputs in the form of secondary analyzes as beneficial and use them in their practice (especially in developing strategies and in discussing with other actors in education). As a risk, members of the implementation team identified the potential unwillingness of the Ministry to implement the proposed recommendations, which would imply interference with the way data is collected and, in particular, “harmonize” data collection procedures to ensure pairability and comparability.

Evaluation of EA D.6: How does cooperation with other IPs and IPo in KA7 work and what joint results have been achieved?

EA D.6: How does cooperation with other IPs and IPo in KA7 work and what joint results have been achieved?

Evaluation of EO D.6 is based on findings from the field research and analysis of information and data provided in quarterly Reports on the implementation of the CAS project (the last 10th report included the situation as of July 2019). The field survey included individual interviews with representatives of the CSI implementer (main project manager, CSI management representative) and KA7 manager. Furthermore, representatives of workers from four complementary IPs (SWTP, SYPO, APIE-B, SMP). The results of the interview with the director of the MEYS¹², which realizes regular meetings of IPs.

The main project activity within KA7 Cooperation is regular implementation of expert panels in accordance with the requirements of the call and the project charter. These are realized twice a year. Spring panels focus on formative evaluation (Evaluation panel). Spring panels focus on formative evaluation (Evaluation panel). In the autumn, expert panels focusing on linking internal and external evaluation (Linking panel).

In particular, representatives and experts from schools are invited to the panels. Emphasis is placed on ensuring the participation of new (other) schools in order to ensure that school representatives provide adequate incentives for panel discussion. Experts on the topic from the academic sphere and CSI are invited to the panels. Furthermore, representatives or representatives of founders, NGOs and representatives of IPo (LAP, RAP). The assessment is primarily intended for schools and NGOs and academics. Representatives of other IPs are mainly involved in the Linking panel, which is in the autumn. Participants from other IPs (IQE and SWATP) on the Linking panel pointed out that participation in the panel provides them with an opportunity to learn about the CAS project outputs and possibly link them to their IPs activities. In particular, participation in the panel, according to their statements, serves to create mutual links between IPs workers, which can be further used to establish cooperation.

Table 3: Structure of participants of professional panels

	Evaluation panel (3. 4. 2019)	Linking panel (24. 10. 2018)
CSI	9	8
Schools	22	18
NGO	4	
IPs	3 (2x NIE without determination IPs, 1x P-RAP)	5 (1x NIFE, SMP, P-RAP, NIE, APIE-B)
MEYS	2	2
Academic sphere	4	1
Founders	1	2
LAP		2

¹² Department of Administration and Management of the Education System

Source: Attendance lists (own calculation)

Working groups have been set up under the Evaluation panel focused on networking six projects from the Capacity Building II call. So far, two meetings have been organized. This activity can be described as realized beyond the planned activities within KA7. According to KA manager, this is one of the most beneficial events, thanks to which we managed to support the sharing of outputs and experiences from these projects. The working groups benefit from a less formal atmosphere than is the case with expert panels.

Above-standard cooperation with projects of the Call for Development of Key Competencies within the field didactics, cross-cutting topics and cross-subject relations. A meeting was organized and some of the projects from this call, according to the KA7 manager, cooperate on a separate level.

CAS's cooperation with other IPs takes various forms. In addition to participating in professional panels or conferences of other IPs, CSIs often provide their outputs or information about them or the CSI helps to identify and select schools according to the specific needs of other IPs. An example is cooperation with the CFP project (see below).

Examples of CAS project cooperation with other IPs projects during the last year:

Cooperation of the CAS project with other projects during the period from 1. 8. 2018 to 31. 7. 2019	
P-RAP	<ul style="list-style-type: none"> CAS representative attended a meeting on the topic of Network for Quality Assurance in Vocational Training and Expert Panel of the P-RAP Project Previously, for the P-RAP project, the CSI prepared a material for the preparation of the SAP (the role of the SAP in school strategies and its relation to the quality school criteria)
SMP	<ul style="list-style-type: none"> A list of schools recommended in the 3rd wave of individual assistance support was prepared. These were schools with weaker evaluation results. Participation in professional panels of the CFP project
IQE	<p><i>According to the project manager, this is a very active cooperation</i></p> <ul style="list-style-type: none"> In cooperation with the Agency for Social Inclusion (ASI), a worCASop for CSI inspectors on the topic Specifics of a Roma Pupil was prepared at the CSI headquarters and in four regional inspectorates for all inspectorate staff Negotiations with IQE project representatives on the school's inclusive concept of the region Linking IPs IQE with the implementation of CSI core activities in order to ensure synergy and avoid unnecessary duplication of activities Negotiations with IQE project representatives in order to establish new contacts in connection with personnel changes and to summarize existing activities and follow-up cooperation Participation in the professional panel of the IQE project
SWTP	<ul style="list-style-type: none"> <i>Intensive cooperation in the field of literacy development and the use of secondary analysis outputs</i> Presentation of SWTP representatives within regional information panels Mediation of the use of the possibilities of the InspIS inspection electronic system, or the module focused on electronic testing InspIS SET Participation in expert panels of the SWTP project Participation in the 4th mini-conference SWTP
MOV	<ul style="list-style-type: none"> <i>Regular participation in MOV panels</i>
SYPO	<ul style="list-style-type: none"> Participation in professional panels of the SYPO project Meeting of IPs at the MEYS with an emphasis on SYPO and FET project activities Submitted documents for regional conferences SYPO <i>In addition to KA7, CSI inspectors are involved in the Methodical Cabinets</i>
KIPR	<ul style="list-style-type: none"> <i>There is an agreement on the possibility of training CSI inspectors by KIPR representatives</i>
APIE-A	<ul style="list-style-type: none"> Participation in professional panels of the APIE-A project Contribution for the CSI at the APIE-A conference
APIE-B	<ul style="list-style-type: none"> <i>Cooperation with the main project manager</i> <i>Discussion about the possibility of organizing an educational event for CSI inspectors</i> <i>Regular participation in expert panels</i> <i>Participation in the professional panel of the APIV-B project</i> <i>CSI cooperation in the selection of schools for the regional network of schools</i> <i>CSI representatives were included in working groups in the development of the Action Plan for Inclusive Education 2019-2020</i> <i>CSI member is a representative in the APIV B Project Common Learning Platform (this is outside KA7)</i> <i>CSI representatives are invited to educational programs on inclusive education for the state administration</i>
RAP	<p><i>Specific activities were not mentioned in the CAS Project Implementation Reports for KA7. Interviews with regional consultants, however, show that cooperation with RAP and LAP is</i></p>

Cooperation of the CAS project with other projects during the period from 1. 8. 2018 to 31. 7. 2019	
<i>ensured mainly by them and thus outside KA7..</i>	
LAP	<ul style="list-style-type: none"> • Meeting of IP implementers with MEYS representatives to support LAP (translation of questionnaires, difference analysis) • Knowledge from the current form of so-called examples of inspirational practice (KA2) as well as from elemental activities (for example TZ to MG) are used to support LAP

Source: The information was mainly taken from the CAS Project Implementation Reports, supplemented by information from an interview with the KA7 manager and IPs representatives

Addressed representatives of cooperating IPs (SWTP, SYPO, APIE-B, SMP) emphasized the quality of the CAS project outputs and all, including CAS representatives, pointed out that the basis and key for good cooperation are mainly established personal relationships. The formalized activities listed above are also used to establish contacts, but regular communication is essential, based on personal links created. The interviews showed that communication at this level between the representatives of the individual projects takes place, ie they exchange information about news, invitations to events, etc.

The NIDV representative from the regional center pointed to a very good cooperation with the CSI, their involvement in realized seminars and events and the handing over of documents (outputs from the CAS project). This is the work of a regional consultant in the region. In relation to the questions addressed in this evaluation, for example, it explicitly highlighted the added value of the KA2 output, which elaborates the criteria of a quality school (EIP and methodological comments), and described them as inspirational and useful for schools and founders.

Although communication and cooperation between projects is ongoing and information is exchanged with each other, the interviews showed a lack of overall coordination. All communication and cooperation between projects is largely (and exclusively) left at the level of individual projects. The MEYS Section 2 indeed contributes to the organization of regular meetings between IPs (at 2-3 monthly intervals). Given that the CAS project does not fall under Section 2, it was not initially invited. It attended the last two meetings. However, these are one-off meetings on a specific topic, where information is transferred and the meetings are perceived as beneficial by IPs, but it is not possible to talk about a comprehensive coverage of the issue between projects in the long-term sustainable horizon. Information transmission to the MEYS also takes place via the MC (Managing Committees), usually chaired by the director of the relevant subject department. The outputs of the CAS project are also regularly presented at the „management meetings“ of the MEYS. Thanks to the „management meetings“ and the MC, information is transferred between the CSI (CAS) and the MEYS, but not between the IPs and the professional public (this is not the aim of these meetings). It was this fact that the representatives of several IPs pointed out and stressed that there was a lack of a comprehensive coverage for the dissemination and sharing of project outputs, which is only implemented at the level of individual projects. According to their statement, this coverage should be thematically focused and should contribute to ensuring overall PR and presentation of project outputs to the outside and contribute to a greater interconnection of outputs between projects (beyond the activities carried out by the IPs themselves). This should be ensured by the holder of the overall vision of the OP RDE, ie the MEYS. An example could be the presentation and interconnection of IPs outputs related to a specific topic (eg reading literacy), which is complementarily solved in

more IPs. The outputs could thus also be subject to discussion with representatives of the professional public (academia, NGOs, etc.).

A comprehensive grasp of a specific thematic area across IPs by the Ministry of Education, Youth and Sports would also enable external experts (academics, NGOs) to be invited to the topic. Insufficient involvement of academics (apart from the realization of a specific project such as CAS) was pointed out by some of the addressed academic representatives in interviews.

Another example of the interconnection of IPs activities could also be the assessment of the impact of activities at schools within the activities of other IPs in terms of quality school criteria (this was pointed out by representatives of APIV-B, for example).

The KA7 manager strives to integrate cooperation with other IPs and IPo into the CSI core business. Within the framework of KA7, this intention also ensures the transfer of information about other IPs to the CSI.

The answer to the evaluation question

Cooperation with other IPs and IPo and the CAS project takes place regularly on the basis of formal and informal meetings. Information is exchanged and the outputs of the CAS project are shared with other projects. In this respect, the CSI acts primarily as a source of information for other projects. However, in some cases, the outputs from other projects are used within the CSI, especially the core activities of inspectors. CSI also used the possibility of training for inspectors by representatives of other projects.

Concerning sharing and promoting the mutual use of information it is necessary to highlight the CAS's activity in networking six projects from the Capacity Building II call. This activity helps to share findings between projects and disseminate outputs to other actors.

A bottleneck can be a setting where all responsibility for disseminating output and sharing is left to project level (IPs). There is a lack of a comprehensive thematic coverage by the MEYS, which, as a „vision holder“, should interconnect, implement and disseminate project outputs with the aim of real systemic application of the outputs.

EA Evaluation D.7: What were the unintended impacts of the CAS project?

EA D.7: What were the unintended impacts of the CAS project?

The unintended impacts of the project implementation were evaluated in relation to the EA D.2 and D.5 solutions, ie the evaluation of the existing impacts of KA2 and KA5 implementation. In the previous interim report (1st Interim Report) the findings on KA4 were presented.

The unintended impacts were identified mainly on the basis of in-depth interviews with the main project manager, managers KA2, KA5 and KA7, members of expert teams involved in the implementation of KA and actors in education involved in the implementation of the project.

Unexpected impacts of KA implementation are the subject of EA D 1.5, D.2, D.5 and D.7 solutions. Below is a summary.

Unexpected impacts and potential benefits in relation to the implementation of KA2:

- High interest of schools in relaxed tasks and completion of didactics to released tasks based on the interest of schools
- Highlighting the criteria for evaluation during inspection activities
- Representatives from other IPs: a quality school model can be taken as a basis on which to build further education activities
- Planned presentations of representatives of schools involved in the preparation of EIP at regional events and seminars for schools
- Contribution of the creation of EIP to the schools involved
- Use of EIP also for inspectors (ie not only for schools to which EIP is primarily intended)
- Use of EIP also for founders
- The fact that EIP can serve to create a positive perception of schools

Unexpected impacts and potential benefits in relation to KA5 implementation:

- Specific focus of Pilot 2 on individual regions
- Transfer of experience with the Ministry of Education of the Slovak republic

Unexpected impacts and potential benefits in relation to KA6 implementation:

- Based on the requirements of schools, emphasis was placed on the implementation of training directly at schools

Unexpected impacts and potential benefits in relation to KA7 implementation:

Networking and information transfer between six projects under the Capacity Building II call

Answer to evaluation question

Given the state of implementation of the project, the impacts of the project cannot yet be fully assessed. From this point of view, the identification of unexpected effects focused mainly on unexpected potential benefits and unexpected overlap of activities. A number of unexpected aspects of the application of the KA2 and KA5 outputs were highlighted. In particular, the involved actors pointed to an unexpected high interest in the outputs of KA2 (relaxed tasks) by schools and the demand from schools for their completion for specific aspects. The involved actors also identified a wider-than-originally assumed use of Examples of Inspirational Practice (EIP) and pointed to increasing the overall emphasis on the concept of quality school criteria in the school system through

further elaboration in methodical commentaries and EIP (KA5). Within the piloting (KA5) a specific output for individual regions was created based on the demand of regions and the Ministry.

4 Conclusions and recommendations

4.1 Main conclusions and findings

EA D.1: To what extent is the management and implementation of the CAS project in accordance with the project application?

Main (positive) findings

The findings of the 1st Progress Report were confirmed:

- Project activities are carried out to the expected extent and according to the planned schedule,
- With regard to the progress of the project implementation so far, it is possible (at the moment) to fulfill the project goals,
- Regional consultants fulfill their role in dissemination of project outputs inside the CSI and among the actors of regional education,
- For the existing obstacles (barriers) that occurred within the project implementation, the project team chose appropriate steps to overcome them. Thus, no barriers were identified that would jeopardize the fulfillment of the planned project schedule and objectives,
- For risks potentially threatening the achievement of project objectives, the implementation team has set up an approach to their management so that these risks are eliminated or mitigated and do not jeopardize the achievement of project objectives,
- Internal evaluation contributes to the optimization of the progress of implementation and the quality of project outputs (outputs and findings of internal evaluation are reflected in the project activities settings),
- High emphasis is placed on the process of review procedures for ongoing project outputs, while the involved actors perceive suggestions from reviewers as stimulating and reviewers themselves confirm that their suggestions are reflected,
- All addressed actors involved in the implementation of project activities evaluate their involvement as beneficial and relevant (ie allows their experience and expertise fully)
- Involved actors positively evaluate the overall organization of the work organization („know when and what to do”) and the composition of the teams in which it participates. The ongoing educational activities within KA6 (education of teachers in mobile centers and schools) are evaluated positively by the participants. However, schools prefer training directly at schools, which is tailored to the needs of a particular school,
- The KA6 project team responds flexibly to field-based impulses and optimizes the setting of project (educational) activities,

Negative findings (opportunities for improvement)

- Negative findings in terms of project implementation have not been identified - the project proceeds according to the planned schedule and the project processes are set up,
- ~~- The risk associated with the condition of certification of the main project manager, who will expire during the project implementation, has been newly identified. This condition does not appear to be relevant in the light of the manager's increasing experience.~~

EA D.2: What benefit do the different types of key actors perceive from the key outputs of KA2 (or their sub-parts)?*Main (positive) findings*

- The implementation process within KA2 proceeds according to the planned schedule,
- Unexpectedly, schools show a high interest in publications on released tasks,
- Actors involved in the creation of methodological comments on the criteria of the quality school as well as potential users from the CSI inspectors agree on the usability and benefits of the material, both for inspectors and schools,
- According to the actors involved (CSI leadership, academic representatives, CSI inspectors and school representatives), methodological comments on quality school criteria should bring a methodological alignment of the inspectors' approach to evaluation as well as the expected alignment of external and internal evaluation,
- The potential of methodological commentaries on quality school criteria and examples of inspirational practice (EIP) for founders (ie use of materials for application of quality school criteria in school management) was also identified.,
- Creating inspirational practice was also beneficial for the schools involved in their preparation.

Negative findings (opportunities for improvement)

- Negative findings in terms of KA2 implementation have not been identified - implementation of KA2 proceeds according to the planned schedule and it can be assumed that the outputs will lead to the fulfillment of the aim of KA,
- Specialists and guarantors involved in the 1st wave of EIP pointed out that even a year after the final version was handed over by them, the EIP had not been released yet. According to their observations, they would like to work with them. (Note: however, the preparation of EIP is in line with the project schedule).

Evaluation of EA D.5: To what extent do the key actors of initial education and policy makers consider the "secondary analysis of inspection data" developed in KA5 to be useful and why?*Main (positive) findings*

- The implementation process within KA5 follows the planned schedule,

- According to the actors involved, the main expected benefit of KA5 is, in particular, maximizing the use of a wide range of outputs (data) from a series of surveys, but not available for practical use.,
- Users of secondary analyzes (MEYS, regional representatives, representatives of other IPs, CSI regional employees, school heads) point to their high added value and information value, according to the actors in education, the main benefit of secondary analyzes is the identification of specific factors and causes of the monitored phenomena,
- Very sophisticated statistical models are used for data processing, which enable the combination of several (originally heterogeneous) data sources,
- Actors in education (especially representatives of MEYS and regions) then use this information to formulate goals and measures into strategic documents,
- Within the so-called Pilot study I (Pilot study of Statistical Evaluation Tools), specific recommendations for improving the quality of the data base (concrete proposals for procedures and methods of survey implementation) were presented.,
- Pilotage of statistical evaluation tools (so-called Pilot study II) focused on processing specific analyzes for individual regions, these analyzes are now presented by the MEYS and CSI in the regions,

Negative findings (opportunities for improvement)

- Negative findings in terms of implementation of KA2 were not identified - implementation of KA7 proceeds according to the planned schedule and it can be assumed that the outputs will lead to the fulfillment of the aim of KA,
- The identified risk is the real application of recommendations for data collection settings. Implementation of expert recommendations will require changes to the existing data collection procedures and the organization of the survey, as well as the cooperation of several departments of MEYS and other entities. CSI representatives in this respect communicate with the MEYS representatives.

EA D.6: How does cooperation with other IPs and IPo work in KA7 and what joint results have been achieved?

Main (positive) findings

- Cooperation with other IPs and IPo and the CAS project takes place regularly on the basis of formal and informal meetings,
- Information is exchanged between projects and outputs are transmitted,
- The CAS supports networking of six projects from the Capacity Building II call,
- CSI representatives help with the selection and selection of schools according to the necessary criteria for other IPs for the implementation of their specific activities.

Negative findings (opportunities for improvement)

- Negative findings in terms of KA7 implementation were not identified - KA7 implementation is in the expected scope (or this scope exceeds some additional activities),
- In particular, personal relationships are a key aspect of cooperation, as confirmed by representatives of several IPs. On this basis, the exchange of information between IPs takes place, but it is associated with the risk of losing contact/attachment if a particular employee leaves.,
- A bottleneck can be a setting where all responsibility for disseminating output and sharing is left to project level (IPs). In this respect, there is a lack of overall coverage by the Ministry of Education, which, as the „vision holder“, should also participate in the interconnection and presentation of IPs outputs. The best method was identified by the actors if the MEYS would cover the binding of outputs across IPs for selected thematic areas (eg reading literacy).

EA D.7: What were the unintended impacts of the CAS project?*Main (positive) findings*

- A number of unexpected aspects of the application of the KA2 and KA5 outputs were highlighted. Especially:
 - unexpectedly high interest of schools in publications from vacant tasks
 - the potential of applying methodological comments to the criteria of a quality school and examples of inspirational practice (EIP) also for founders
 - the fact that EIP can serve to support the creation of a positive perception of schools
 - interest of regions in the analysis of the state of education in their territory

4.2 Recommendations in relation to the conclusions

Following the evaluation findings, the following recommendations were formulated:

n.	Name of the recommendation	Recommendation text	Conclusion on which it is based	The bearer of the recommendation
1	Earlier publication of EIP after their final submission by the guarantor	EIP from other waves after their final submission by guarantor and specialist before the first wave. Note: it is necessary to maintain the quality of revisions and hence the final outputs.	EIPs from the 1st wave were not published, although one year has passed since the final version was handed over by schools and guarantors. Schools and guarantors pointed this out in interviews that EIP should already be worked on.	CSI
2	Comprehensive thematic coverage of selected / key topics from IPs outputs by the MEYS	As a “vision holder”, the MEYS should interconnect and disseminate project outputs in a coordinated way, not leaving this to the activities of the IPs themselves. The aim in this respect should be the systemic application of outputs and ensuring their maximum interconnection and dissemination. When comprehensively grasping a specific subject matter (eg reading literacy or data collection), it would also be appropriate to invite experts from the professional community (academia, NGOs).	All responsibility for dissemination and sharing is left to project level (IPs)	MEYS
3	Ensuring the processing of secondary analyzes even after the end of the CAS project	Secondary analyzes from the results of international surveys prove to be very beneficial in formulating strategies at the level of MEYS and regions and in setting up subsidy programs.	Secondary analyzes are processed within the KA5 project by external experts.	MEYS/CSI

5 Incorporation of recommendations from the previous report

No recommendations were made in the 1st Interim Report.

6 List of sources and literature

List of main sources used:

- Call and methodical documents for the call,
- Application for support of the CAS project (including the Project Charter and other documents),
- Implementation reports and annexes (including 1st Self-assessment Report),
- Websites of CSI and other IPs,
- Questionnaire survey for regional consultants
- Outcomes of individual interviews.

7 Attachments

Annex I: Technical Report

Annex II: Technical materials for investigations (internal document)

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