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

Evaluation area A

3rd Interim report

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Content

List of abbreviations

ASZ	The Agency for Social Inclusion
CAWI	Method of data collection - interviews on the web form (Computer Assisted Web Interviewing)
ČR	Czech Republic
ČSI	Czech School Inspection
EO	Evaluation question
IDI	Individual controlled interviews
IKV	Inclusive and quality education
IP	Individual project
IPk	Individual project conceptually focused
IPk KAP	„Regional Action Plans for Education Development " project
IPk MAP	„Local action plans for the development of education " project
IPo	Individual project other
IPs	Individual system project
IPs IKV-ASZ	"Inclusive and quality education in areas with socially excluded localities" project
IPs KIPR	"Support for quality guidance services in schools and school guidance facilities to promote inclusion: Quality-Inclusion-Counseling-Development" project
IPs P-KAP	The project "Support for regional action planning" project
IPs SRP	The project "Strategic management and planning in schools and territories"
IROP	Integrated Regional Operational Program
KA	Key activity
KAP	Regional Action Plan
KLIMA	Learning culture, Leadership, Inclusion, Mentoring - Methodological support of the teacher, Activating forms of learning (acronym representing conceptual solution of projects)
MAP	Local Action Plan
MAS	Local Action Group
MPSV	Ministry of Labour and Social Affairs
MPI	Local inclusion plan
MS2014+	Monitoring system programming period 2014-2020
MŠ	Kindergartens
MŠMT	The Ministry of Education, Youth and Sports
MOV	The project "Modernization of vocational education"
NIDV	National Institute for Further Education
NPI ČR	National Pedagogical Institute of the Czech Republic
NNO	Non-governmental organization
NÚV	National Institute of Education, school counseling facilities and facilities for further education of teachers
OP RDE	Operational Program Research, Development and Education
OPZ	Operational Program Employment
ORP	Municipality with extended powers
PA	Plan of activities for the development of education at school
PO	Priority axis
PP	Teacher
PPP	Pedagogical and psychological counseling
PPUČ	The project "Supporting the work of teachers"

PS	Working group
RAMPS	The project "Development and methodological support of consulting services (VIP III)"
ŘO	Managing Authority
ŘV	Steering Committee
SPSZ	Strategic plan for social inclusion
SZSZ	The project "Systemic Assurance of Social Inclusion"
SPIV	The project "System support for inclusive education"
SŠ	Secondary schools
ŠAP	School Action plan
VIP	Projects „Education - Information – Consulting"
VOŠ	Higher professional schools
VŠ	Universities
ZD	Tender documentation
ZŠ	Elementary schools

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Executive summary

Evaluation area A – „Action planning and strategic management in the territory and in schools" is a part of the evaluation of systematic and conceptual projects of the PA 3 OP RDE call, which was launched in spring 2017. The present interim report of this evaluation is based on the survey conducted by the evaluator at the turn of 2019 and 2020. The comparison of the results in this interim report is based on the results of the questionnaire surveys at the beginning of 2018 and the end of 2019, i.e. two years apart.

In accordance with the tender documentation in this report, evaluation focuses on the following topics and evaluation questions:

To what extent do the target groups have an awareness of the existence and overall conception of IPs P-KAP and IPs SRP, IPk MAP and IPk KAP projects and the whole comprehensive conceptual solution of KLIMA action?

The evaluation question was evaluated on the basis of a questionnaire survey, which involved management (directors and representatives) and teachers of kindergarten (MŠ), primary (ZŠ) and secondary schools (SŠ) and founders of MŠ and ZŠ (municipalities). The investigation focused on the same issues as the survey carried out two years ago, and it was thus possible to assess possible changes from the previous situation.

Evaluation of the level of awareness of the target groups about the concept of system projects and a comprehensive solution of the KLIMA action [1]

Overall awareness of the KLIMA action has not changed between the management and teachers of MŠ and ZŠ compared to the situation two years ago. About half of the teachers and about 60% of the MŠ and ZŠ management know about KLIMA action.

According to representatives of kindergartens and elementary schools, the individual goals of the KLIMA action are fulfilled in full or in part by 86 to 93%, with plans to improve them. School management sees room for improvement especially in the following aspects:

- Summative and formative forms of assessment are used in teaching
- Teachers offer pupils activities to support the discovery, experimentation, questioning, creativity, autonomy and initiative of each pupil
- Teachers receive methodological support
- Teachers are aware in every meeting that, especially in education, error is not a failure but an opportunity to learn

One of the main obstacles still highlighted by teachers is the high number of children in the classroom, which does not allow individual access to pupils.

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[1] *Learning culture, Leadership, Inclusion, Mentoring - Methodological support of the teacher, Activating forms of learning (acronym representing conceptual solution of projects)*

In terms of awareness of strategic approaches, there has been a slight improvement in awareness of Local Action Plans (MAP) compared to the situation two years ago among school management representatives and teachers, and there has been a slight decrease in the share of secondary school management representatives who do not know the content of Regional Action Plans (KAP). Awareness of the Conception of School Development by MŠ and ZŠ Teachers remained at a relatively low level (60 %). On the side of the founders, despite the positive trend, awareness of the creation of strategic documents remains at a very low level (15 % of the founders' representatives are unaware of the existence of the Conception of School Development or MAP and 36 % of the founders have never heard of the KAP).

Real use of strategic planning in secondary schools

The preparation of the Activity Plan (PA) and the School Action Plans (ŠAP) was considered by the directors mainly as a formal obligation for obtaining grants. But the positive thing is that 80 % of directors continue to work with ŠAP and use it in their activities. For PA it is 74 %.

Awareness of education projects

Compared to the situation two years ago, there was an increase in awareness of the implementation of the SRP project. The SRP project outputs are used by 49 % of the representatives of MŠ and ZŠ and 68 % of the representatives of the SŠ management are involved or use the outputs of the P-KAP project. There was a significant involvement in template project among the addressed school management representatives (86 % for MŠ and 88 % for MŠ and ZŠ).

About 50 % of kindergarten and elementary school teachers are unaware of the implementation of the monitored projects, and the awareness of secondary school teachers is even lower. Despite the positive trend, the awareness is still very low about projects in the field of education among the founders of schools. Around 80 % of the representatives of the founders of MŠ and ZŠ do not know most of the system projects. 40 % of the founders of MŠ and ZŠ do not know about the implementation of the SRP project.

Headmasters repeatedly pointed out the high number of system projects, making it very difficult to track and navigate among them.

Evaluation of the contribution of mandatory self-evaluation for project teams and project implementation

Self-evaluation reports are mandatorily compiled for system projects (IPs) in a period of 12 months. Further at the MAP II level, after the first 12 months of implementation and the KAP, self-evaluation reports were prepared as of 06/2019.

In summary, self-evaluation is perceived positively as a principle by MAP II project managers. From the perspective of MAP II managers, the scope of the report is appropriate. The main limitation of the higher added value of self-evaluation is mainly that it is not linked to specific activities or milestones in the implementation of MAP II.

About half of the KAP managers see self-evaluation as beneficial. On the contrary, some regions either did not invest enough effort in the self-evaluation, or on the contrary they carry out it on their own, and compulsory activity was not a great benefit for them, but rather only an administrative obligation.

The benefits of self-evaluation at the level of systemic projects (SRP and P-KAP projects) were assessed more critically by project representatives, that, in their view, the requirement to process reports does not respect the fact that the implementation of projects is underway and is managed under the PRINCE2 methodology, which provides a number of control mechanisms. They also pointed out that the elaboration of reports at the end of the calendar year is not tied to the outputs of specific project outputs, and that they carry out a number of self-evaluation activities themselves during the year. In general, however, representatives of both system projects called for higher feedback from the MŠMT. Based on the outputs and findings, the evaluator recommended specific proposals for changes for the implementation of the self-evaluation process.

Summary of the implementation process and advance to the next period

Implementation process - carried out investigations

Part	Type of inquiry	Respondents (type of)	Return	The term of investigation	EO
A	CAWI	School management, school teachers and school founders A total of 2 510 complete answers were obtained (2 115 responses from MŠ and ZŠ, 294 responses from ZŠ and 101 responses from founders)	27 %	Jutumn 2019 /January 2020	A.6
A	CAWI	KAP Project Managers (14 project managers addressed to KAP, 12 managers participated in the survey)	86 %	December 2019	A.9
A	CAWI	MAP Project Managers (82 project managers MAP II were addressed, 21 managers participated in the survey)	26 %	December 2019	A.9
A	IDI	Group in-depth semi-structured interview with the project manager and key project managers of the SRP (6 people)		17. 12. 2019	A.9
A	IDI	Group in-depth semi-structured interview with key P-KAP project managers (2 persons)		30. 1. 2020	A.9

Summary of the procedure for the next period

The following questions will be investigated and evaluated for the final report:

- EO A.2 focused on activities covered by MAP and KAP
- EO A.4 focused on the evaluation of methodological support by the SRP and P-KAP projects
- EO A.5 focused on the functionality of the partnership in the territory
- EO A.6 focused on KLIMA action awareness
- EO A.7 focused on the unintended impacts of the evaluated projects
- EO A.8 focused on the benefits of individual aid provided under the SRP project
- EO A.9 aimed at evaluating the benefits of self-evaluation

Findings and answers to the evaluation questions

EO A.6 To what extent do the target groups have an awareness of the existence and overall conception of IPs P-KAP and IPs SRP, IPk MAP and IPk KAP projects and the whole comprehensive conceptual solution of KLIMA action?

The survey of the target groups' awareness of the existence and overall conception of the IPs P-KAP and IPs SRP, IPk MAP and IPk KAP projects and the whole comprehensive conceptual solution of the KLIMA action was carried out to the same extent as the survey for 2017 and focuses on following topics and target groups:

- Awareness of the strategic approach of the MŠMT and the KLIMA action. In addition to awareness, the survey also focused on evaluating the situation at school (focused on teachers and management of MŠ and ZŠ)
- Awareness of strategic planning at school and regional level (focused on teachers and management of MŠ, ZŠ, SŠ and municipalities as founders of schools)
- Awareness of system projects (focused on teachers and management of MŠ, ZŠ, SŠ and municipalities as founders of schools)
- Sources of information about strategic planning and system projects (focused on teachers and management of MŠ, ZŠ, SŠ and municipalities as founders of schools)

The evaluator also complied with the additional requirement of the contracting authority and extended the survey focused on SŠ to the evaluation of the use of strategic documents at the level of secondary schools. The survey focused in more detail on issues related to the development and use of the Concept of School Development, the Activity Plan (PA) and the School Action Plan (ŠAP).

Approach to the implementation of the survey

A detailed structure of respondents and detailed evaluation of individual questions of the questionnaire survey is contained in the Technical Report (Annex 1a).

In accordance with the tender documentation, the survey was carried out in the form of CAWI, ie in the form of a web questionnaire survey. The questionnaire was distributed to teachers at schools on the basis of addressing headmasters. School founders - municipalities were contacted based on available contact information (mayor, mail room).

A representative sample in the range of one third of all MŠ and ZŠ and half of SŠ was addressed. Schools were selected on the basis of a random selection of all schools with the exclusion of schools that were included in the survey for the 2017 report. In total, 2 367 (32 %) of MŠ and ZŠ and 683 (50 %) of SŠ were addressed on the basis of random sampling, excluding schools included in the previous investigation. In addition, 600 municipalities - founders of MŠ and ZŠ (randomly selected).

More than a quarter (27 %) of the respondents contacted the school management and teachers and representatives of the founders. A total of 2 115 teachers and representatives of MŠ and ZŠ management, 294 teachers and representatives of SŠ management and 101 representatives of founders participated in the survey. Compared to the survey conducted two years ago, there was an increase in the involvement of teachers not involved in school management. High reliability is shown by the results of the investigation of teachers and management of MŠ and ZŠ (confidence interval around 2-3 percentage points). For SŠ representatives, the outputs should be interpreted with the knowledge that the confidence interval reaches the level of 5 to 9 percentage points. The table below shows the specific structure of respondents.

Table 1: Numbers of school respondents by individual groups

School	Teacher - not involved in (wider) management	Wider school management	Representatives of school management	Headmaster	Management in total	Respondents in total
Number of MŠ and ZŠ respondents	839	91	230	939	1 169	2 115
Number of respondents SŠ	120	31	58	82	140	294

Source: Own questionnaire survey

Awareness of KLIMA action

Awareness of the KLIMA action was investigated among teachers and management of MŠ and ZŠ. The investigation was focused on the same issues as the inquiry for the 2017 report. Repetition of the survey allowed evaluation of possible changes and comparison with the situation two years ago.

The survey findings show that overall awareness of the existence of a strategic approach of the MŠMT aimed at changing the culture of education (KLIMA action) has not changed for representatives of school management and teachers. Changes in survey findings are only at the level of units of percent and within the interval of confidence and measurability of change.

Chart 1: Share of teachers and representatives of MŠ and ZŠ management who stated that they do not know the concept or intention of the KLIMA action
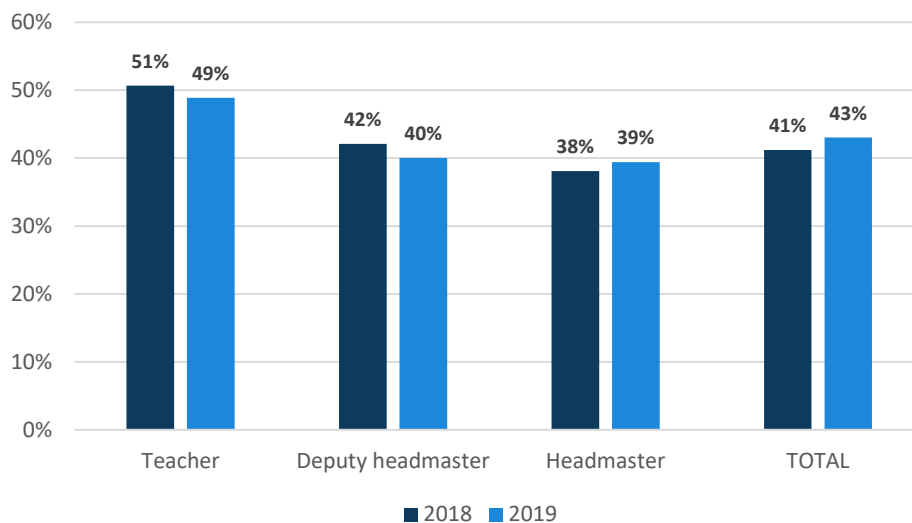
Source: Own survey (N = 2115), Teacher (N = 839), Deputy headmaster (N = 230), Headmaster (N = 939)
Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

The management of MŠ and ZŠ evaluated the fulfillment of individual aspects of KLIMA in a similar way as two years ago. According to the school management, the individual monitored aspects associated with the objectives of the KLIMA action are fulfilled in full or in part according to 86 to 93 % of the members of the school management depending on the monitored aspect. An exception is, as two years ago, the application of summative and formative forms of assessment, which is fully or partially fulfilled only by 74 % of representatives of the management of MŠ and ZŠ.

According to representatives of MŠ and ZŠ managements, the aspects that are fully or at least largely fulfilled include in particular:

- Pupils are successfully educated in a heterogeneous team (fulfilled according to 69 % of school management representatives, with 22 % saying that improvement activities are already in place)

- School management takes care of long-term direction - efforts to make the school do the right things (fulfilled according to 61 % of school management representatives with 34 % saying that improvement activities are already in place)

- There is a mutual sharing of experience among teachers (fulfilled according to 55 % of school management representatives, with 35 % saying that improvement activities have already been implemented)

- The learning progress of each pupil is monitored (fulfilled according to 55 % of school management representatives with 35 % saying that improvement activities are already being implemented)

- The headteacher is a leader in terms of change bearer (fulfilled according to 54 % of school management representatives, with 36 % saying that improvement activities have already been implemented)

Among the aspects that according to the school management are not yet fully fulfilled at their schools and that further improvement activities are already planned and implemented include:

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- Summative and formative forms of assessment are used in teaching (fulfilled according to 28 % school management representatives with 47 % saying that improvement activities have already been implemented)

- Teachers offer pupils activities that support the discovery, experimentation, questioning, creativity, autonomy and initiative of each pupil (fulfilled only by 35 % of school management representatives with 54 % saying that improvement activities had already been implemented)

- Teachers receive methodological support (fulfilled only by 42 % of school management representatives with 44 % saying that improvement activities had already been implemented)

- Teachers are aware in every meeting that, especially in education, error is not a failure but an opportunity to learn (fulfilled only by 42 % of school management representatives with 44 % saying that improvement activities had already been implemented)

Evaluation by teachers who do not participate in school management is also similar to the survey two years ago and the differences are minimal. It is also still true that the evaluation of teachers who do not participate in school management is generally more critical than that of school management. The biggest difference in evaluation is in the fulfillment of the aspect "The headmaster is the leader in the sense of the bearer of change" (difference 12 percentage point). School management is committed to long-term direction - making the school do the right things (difference 9 percentage point) and "Teachers are provided with methodological support" (difference 8 percentage point). Compared to the previous survey, however, there is a partial decrease in the difference between the evaluation of teachers and school management representatives on the following three aspects.

Specific individual comments pointed out the following problematic areas, as in the survey two years ago:

- A high number of children in the classroom (as the most common comment also for respondents with negative scores) does not allow individual access to pupils.
- Criticism of the concept of inclusion, pointing out that an over-heterogeneous team disrupts order in the classroom and so other pupils may lose to the detriment of the individual (integrated child)

About 70-80 % of school management and educational respondents have known some project or activity aimed at improving individual aspects of education, depending on individual projects / aspects. Respondents knew most about projects focused on sharing experiences between teachers (81 % know) and methodological support for teachers (78 % know).

On the other hand, a fewer (below 60 %) respondents know any projects or activities aimed at:

- monitoring each student's learning progress (know 55 %)

- application of summative and formative forms of assessment (know 48 %)

- encouraging the perception that teachers are aware in every meeting that, especially in education, error is not a failure but an opportunity to learn (know 54 %)

Compared to the survey conducted two years ago, the proportion of respondents with knowledge of a project or activity has slightly increased in the following areas: application of summative and formative forms of assessment, director as a leader of change, mistake as an opportunity for learning, care for the long-term direction of the school. On the contrary, there was a slight decrease in knowledge in projects or activities aimed at adapting teaching to individual needs, successful education in a heterogeneous team. Thus, there was a decrease in the areas that respondents pointed out as problematic in the comments.

Awareness of strategic planning

Awareness of strategic planning was surveyed by representatives of MŠ and ZŠ, SŠ and municipalities as founders of schools. The investigation focused on the same issues as the inquiry for the 2017 report. Repetition of the survey thus enabled the evaluation of possible changes and comparison with the situation two years ago.

Kindergartens and elementary schools

The awareness of strategic planning in the form of the Conception of School Development, the Local Action Plan (MAP) and the Regional Action Plan (KAP) is comparable to the survey results two years ago, with a slight improvement in awareness, especially for MAP.

In total, 91 % of the representatives of MŠ and ZŠ management participated in the development of the Conception of School Development or at least used it in their activities. Compared to the survey two years ago, there was an increase by 3 pp, ie the range of the confidence interval of outputs. There was a slight decrease in the representatives of school management who stated that they do not know the content of the Conception of School Development at all (from 9 to 6 %).

The share of school management representatives who do not know MAP remained the same level at around 10 %, however, the share of school management representatives directly involved in the creation or use of MAP increased by 6 pp. The level of KAP knowledge of nursery and primary school management representatives remained similar to two years ago (KAP do not know 50 %).

Chart 2: Awareness of the levels of strategic planning (share of representatives of MŠ and ZŠ)
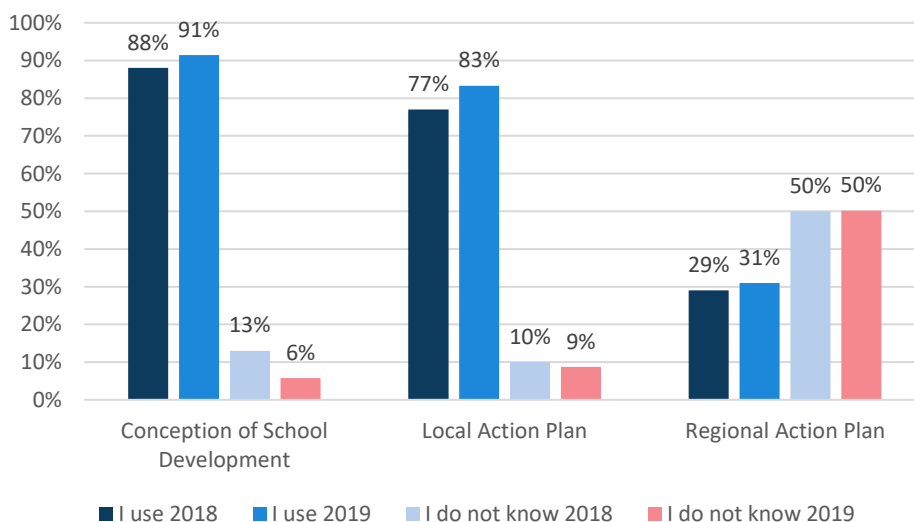
Source: Own questionnaire survey (N = 1169)
Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.
The designation "I use" in the graph includes the answers: I provide (part of) the strategy, I participated in the strategy (eg working group) or I did not participate in the preparation, but I use the strategy outputs.
The designation "I do not know" in the graph includes the answers: I know that such a strategy is in progress, but I don't know the exact content or I don't know.

For MŠ and ZŠ teachers not involved in school management, the awareness of the Conception of School Development remained at the level two years ago (the concept is unknown to 40 % of teachers). There was even a 3 pp increase in the share of teachers who do not know about strategy at all.

However, there has been a positive shift in MAP awareness. Two years ago, MAP was known to only 32 % of MŠ and ZŠ teachers not involved in school management. Now 41 % of teachers know MAP. In addition, the percentage of teachers who did not know about MAP at all decreased (from 42 to 34 %).

Chart 3: Knowledge of the content of strategic documents by MŠ and ZŠ teachers (share of teachers not involved in school management)
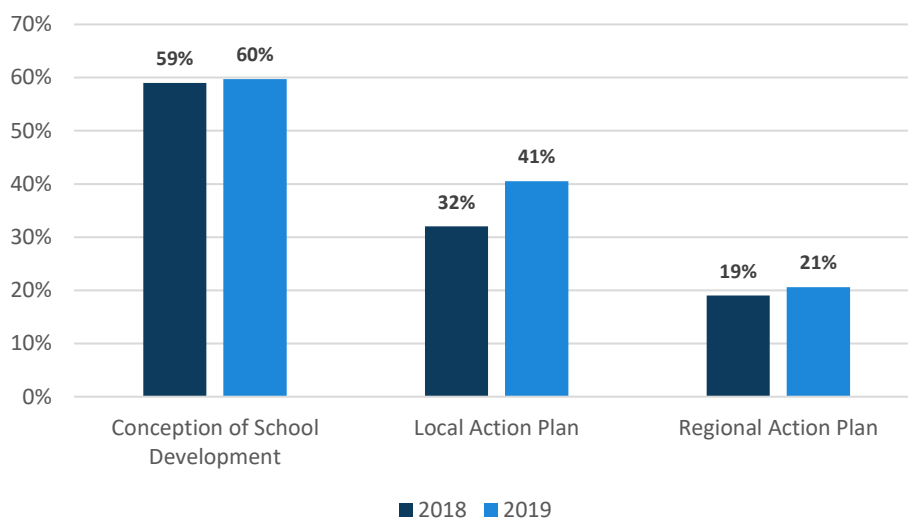
Source: Own questionnaire survey (N = 839)
Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

Secondary schools

In total, 95 % of the representatives of secondary school management participated in the development of the Conception of School Development or at least it is uses in their activities. So, just like two years ago.

The share of SŠ management representatives directly involved in the creation or use of MAP increased from 31 % to 51 %. The share of SŠ management representatives who do not know the MAP content increased from 36 to 26 %. The level of knowledge of KAP has also improved by an increase of 8 pp by the share of SŠ management representatives who directly participate in the creation of KAP or use it in their work. The share of those SŠ management representatives who do not know the content of the KAP decreased by 5 pp.

Chart 4: Awareness of strategic planning levels (share of SŠ management representatives)

Legend: ■ I use 2018 ■ I use 2019 ■ I do not know 2018 ■ I do not know 2019

Source: Own questionnaire survey (N = 140)

Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

The designation "I use" in the graph includes the answers: I provide (part of) the strategy, I participated in the strategy (eg working group) or I did not participate in the preparation, but I use the strategy outputs.

The designation "I do not know" in the graph includes the answers: I know that such a strategy is in progress, but I don't know the exact content or I don't know.

Teachers of SŠ not involved in school management increased awareness of strategic documents compared to two years ago. Knowledge of the content of the Conception of School Development increased from 53 to 58 % among teachers, MAP knowledge from 20 to 34 % and KAP from 25 to 33 %.

Chart 5: Knowledge of the content of strategic documents by SŠ teachers (share of teachers not involved in school management)
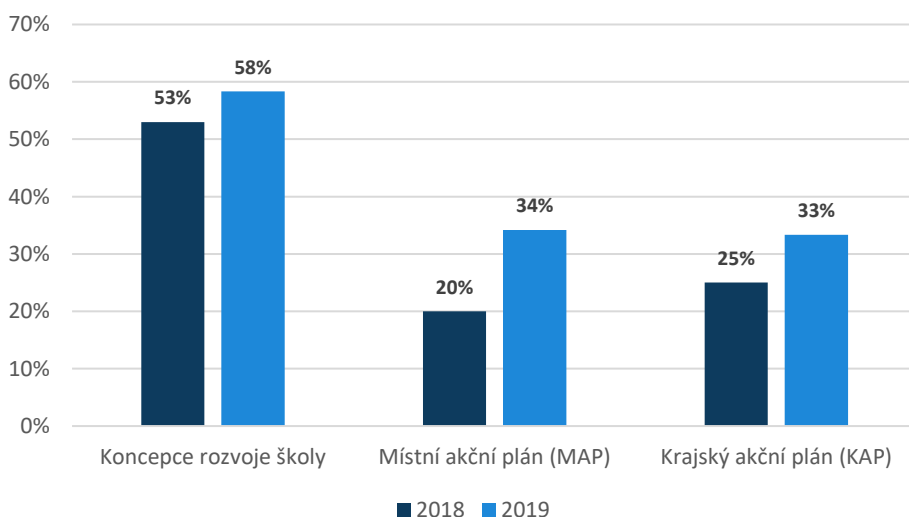
Legend: ■ 2018 ■ 2019

Source: Own questionnaire survey (N = 120)

Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

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Founders of schools (municipalities)

Awareness of the creation of strategic documents by the founders is comparable to the situation two years ago, with a slight deterioration in some parameters. However, the differences from the previous state are still at the limit of the confidence interval of the findings.

However, it is striking to note that around 15 % of the founders' representatives are unaware of the existence of the Conception of School Development or MAP. Even 36 % of the founders' representatives do not know about the KAP.

Chart 6: Knowledge of the content of strategic documents by the founders of MŠ and ZŠ (share of founders of schools)
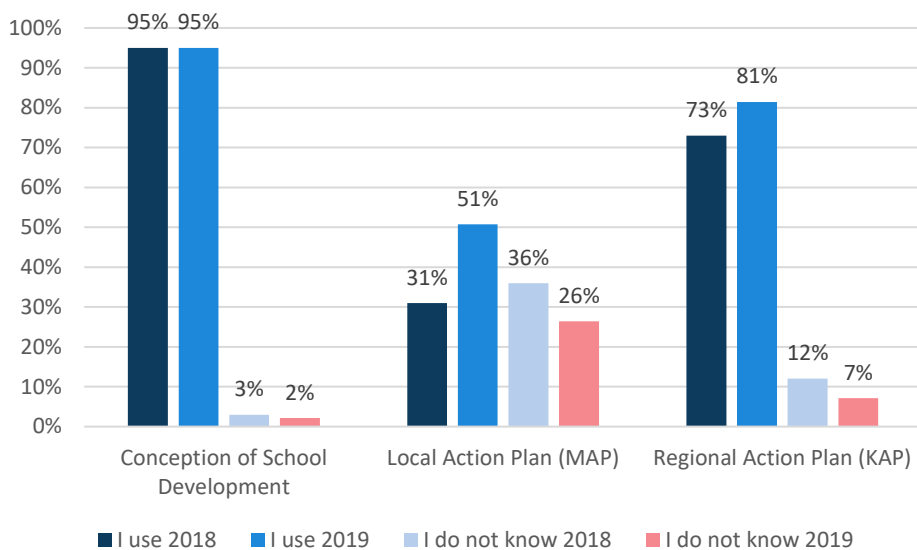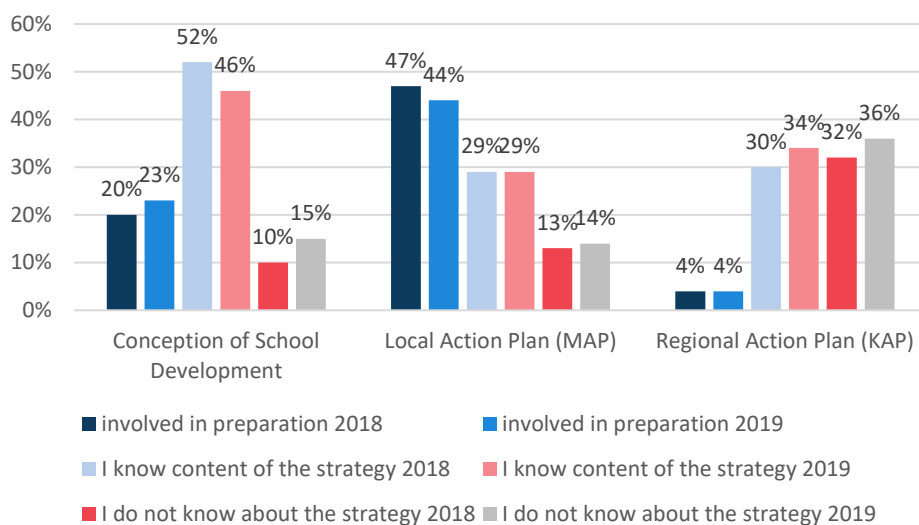

Source: Own questionnaire survey (N = 101)
Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

Real use of strategic planning in secondary schools

At the request of the submitter, the current survey has been extended to include a more detailed survey of how SŠ work and use the Conception of School Development, Activity Plan or School Action Plan. Questions for working with strategic documents were addressed to the headmasters of SŠ.

According to the headmasters involved in the survey (82 in total), they have a Conception of School Development at 79 schools (96 %), an Activity Plan (PA) at 42 schools (51 %) and a School Action Plan (ŠAP) at 72 schools (88 %). Given the fact that schools have chosen to process either PA or ŠAP, it is somewhat striking that some schools, according to the headmasters, have processed both PA and ŠAP. However, some schools were able to prepare PA in the first phase and subsequently ŠAP.

Two thirds of headmasters of SŠ state that they work intensively with the Conception of School Development. They work intensively with ŠAP at half the schools. According to headmasters, the least used document is PA, which is not used by 27 % of schools. ŠAP does not use 19 % of schools for its activities and the Conception of School Development 8 %.

Chart 7: To what extent do you work with the following strategic plans? (statements from SŠ headmasters from schools where they worked out the strategy)

We have a document and work intensively with it. Most current and upcoming activities at the school are directed towards the vision of this document, and most teachers have participated in or at least identify with it.

We have a document and sometimes work with it. We plan some activities with respect to this document. About half of the teachers have been involved or identified with it.

We have a document, but we don't work with it much. Sometimes we look at it or change something in it, but otherwise it does not affect the school. It was made up or identified only by a minority of teachers.

We have a document, but we don't work with it. We created it because it was a duty, but otherwise it was a waste of time / unnecessary administration.

Source: Own questionnaire survey (N = 82 SŠ headmasters; Conception of School Development N = 79; Education Development Plan Activities N = 42; School Action Plan N = 72)

Headmasters primarily (95 %[2]) and then deputy headmasters (70 %) and teachers (54 %) were involved in the development of the Conception of School Development. The founders participated in the Conception of School Development only in 11 % of cases and parents were involved in only 6 % of schools.

Representatives of headmasters and teachers were involved in the preparation of the ŠAP or PA[3] to a higher extent than in the Concept of School Development, namely the deputy headmasters in 77% of schools and teachers in 62% of schools.

Chart 8: Who was actively involved in the creation of mentioned documents? (statements from secondary school heads from schools where they worked out the strategy)

Conception of School Development

Plan of activities for the development of education (PA) / School Action Plan (ŠAP)

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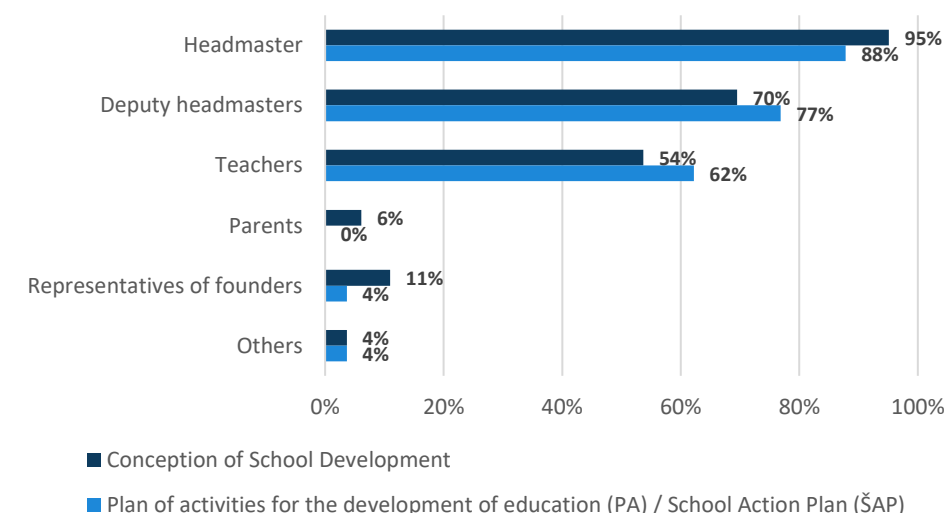
[2] *For the remaining 5 % of directors, it can be assumed, based on comments, that the previous one participated in the processing school management.*

[3] *Schools could choose to prepare one of these strategic documents.*

Source: Own questionnaire survey (N = 82)

The statement of the headmasters of secondary schools shows that in the case of the Conception of School Development the motivation in creating the school vision prevails (61 %). In total, 24 % of directors perceive the creation of the concept as a legal obligation or obligation to obtain a subsidy. The implementation was initiated by the founder at 13 % of the headmasters.

In particular, the preparation of PA and ŠAP was considered by the headmasters as merely a formal obligation. For ŠAP, 77 % of headmasters identified the obligation to receive a subsidy as the reason for processing and only 8 % of their own vision. PA identified 44 % of headmasters as an obligation to obtain a subsidy and 5 % as a legal obligation. Only 28 % of the headmasters identified PA as the reason for writing their own vision.

However, it should be pointed out that 80 % of headmasters report that they continue to work with SAP and use it in their activities. U PA je to 74 %. (see above)

Chart 9: What was the main reason for creating the following strategic document at your school? (statements from SŠ headmasters from schools where they worked out the strategy)

Legend:
- ■ We wanted to write a vision of our school and how to achieve it
- ■ The initiative of the founder
- ■ In other schools they did, so we wanted to try it, too
- ■ Was it an obligation for a grant or project (eg templates)
- ■ Legal obligation
- ■ Another reason
- ■ I do not know
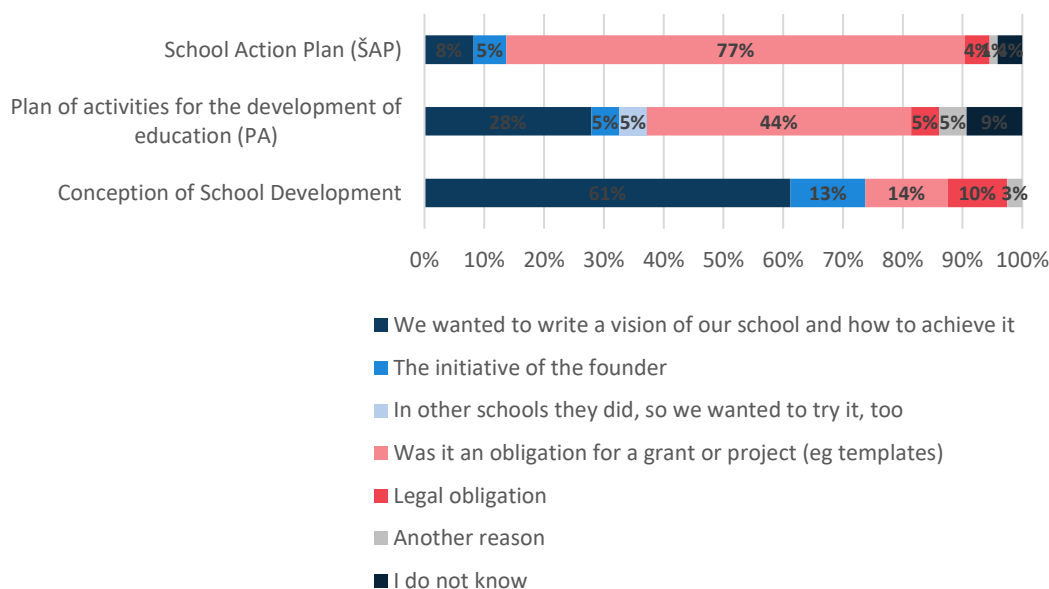
Source: Own questionnaire survey (N = 82), PA processed in 42 of addressed schools and ŠAP in 72 schools.

Awareness of projects in the field of education

Awareness of projects in the field of education related to the KLIMA action was surveyed among representatives of MŠ and ZŠ, SŠ and municipalities as the founders of schools. The investigation was focused on the same issues as the inquiry for the 2017 report. Repetition of the survey thus enabled the evaluation of possible changes and comparison with the situation two years ago.

Kindergartens and elementary schools - school management

Awareness of projects in the field of education by MŠ and ZŠ management follows the situation two years ago, with increased awareness of the implementation of the SRP project. Among the

management representatives of MŠ and ZŠ, 88 % are involved or use template projects and 49 % of the SRP project outputs. Members of the kindergarten and elementary school management have the least knowledge of IKV[4], MOV[5] and SZSZ[6], which are however focused on specific target groups, areas or schools (socially excluded localities, secondary vocational schools) and thus less awareness of them cannot be evaluated negatively. Other system projects are unknown to about 50 % of school management representatives.

Chart 10: Awareness of projects in the field of education among MŠ and ZŠ management (share of heads and representatives of MŠ and ZŠ)

Involved, I use   I know content, but I do not use   I do not know (activity, project)
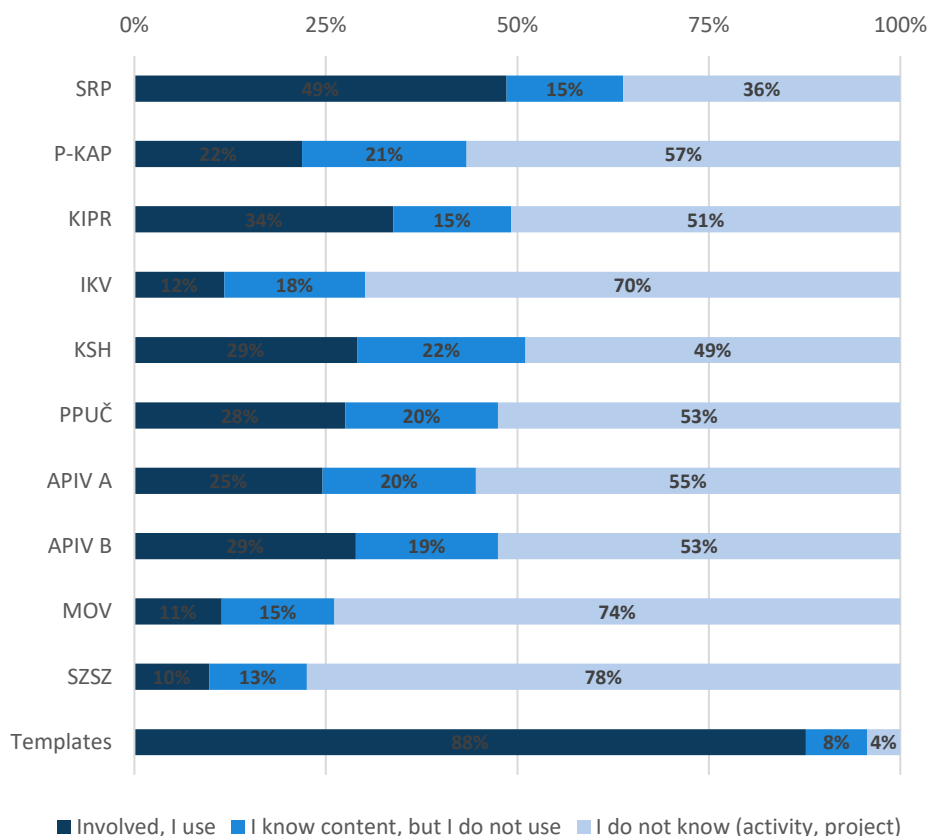
Source: Own questionnaire survey (N = 1196)

Compared to the situation two years ago, there was an increase in awareness of the implementation of the SRP project (by 10 pp) and the share of MŠ and ZŠ management representatives who do not know the project or activities of the P-KAP project decreased (by 5 pp). On the other hand, the share of school management representatives who do not know the KSH project increased (by 5 pp). For the KSH project, based on the experience of evaluating this project, we can estimate that school representatives associate project outputs rather with ČŠI than with a specific KSH project.

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[4] *Inclusive and quality education in areas with socially excluded localities.*

[5] *The Modernization of Vocational Training (MOV) project develops the quality of vocational education and promotes the employability of graduates in the labor market. The project targets SŠ.*

[6] *Systemic provision of social inclusion of persons threatened or affected by social exclusion in 110 municipalities, towns or micro-regions of the Czech Republic.*

Chart 11: Change in awareness of projects in the field of education among MŠ and ZŠ management between the survey in January 2018 and November 2019 (share of headmasters and representatives of MŠ and ZŠ)
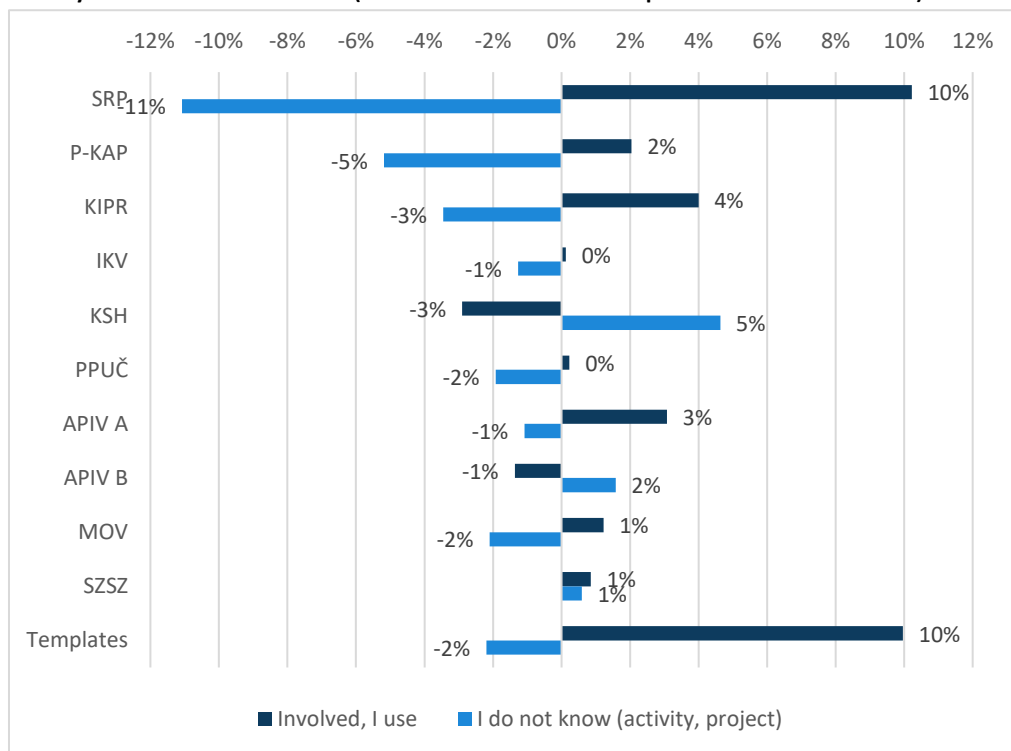
Source:Own questionnaire survey (N = 1196)

Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

In the comments, headmasters of schools (SŠ also) pointed out a high number of system projects, saying that it is no longer possible to perceive and monitor. *"Many projects and their abbreviations already prevent their perception."* One director then suggested in this sense whether "a comprehensive strategic material with clearly and concisely defined objectives for a period of several years would not be enough for education".

Kindergartens and elementary schools – teachers not involved in school management

Awareness of projects in the field of education by teachers who do not participate in school management is significantly lower than that of representatives of MŠ and ZŠ. Compared to the situation two years ago, however, it is possible to notice a positive trend.

As with school management, teachers know most of the template projects. In total, 68 % of teachers who do not participate in school management use or were directly involved in the outputs of the template projects. Teachers make the most use of the outputs of the APIV-B projects (24 % of teachers), KIPR (23 % of teachers) and the SRP project (21 % of teachers).

Most of the projects or their activities are unknown to one third to a quarter of teachers. About 50 % of teachers do not know about the implementation of the monitored projects.

Chart 12: Awareness of projects in the field of education among MŠ and ZŠ teachers not involved in school management (share of MŠ and ZŠ teachers)

Legend: ■ Involved, I use ■ I know content, but I do not use ■ I do not know (project, activity)
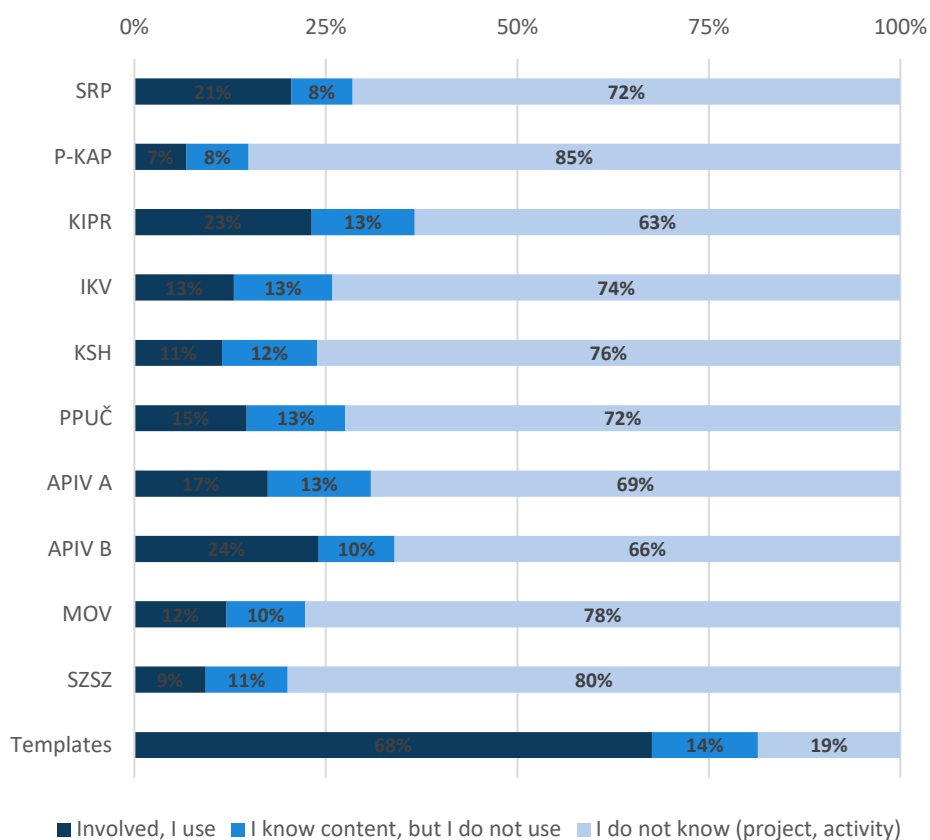
Source: Own questionnaire survey (N = 839)

Compared to the survey two years ago there was a positive shift in awareness of the implementation of projects among MŠ and ZŠ teachers who do not participate in school management. For all projects except KSH, there was a decrease in the share of teachers who do not know about the project or do not know its content, and at the same time there was an increase in the share of teachers who directly participate in projects or use its outputs.

Chart 13: Change in awareness of projects in the field of education among MŠ and ZŠ teachers not involved in school management between the survey in January 2018 and November 2019 (share of MŠ and ZŠ teachers)
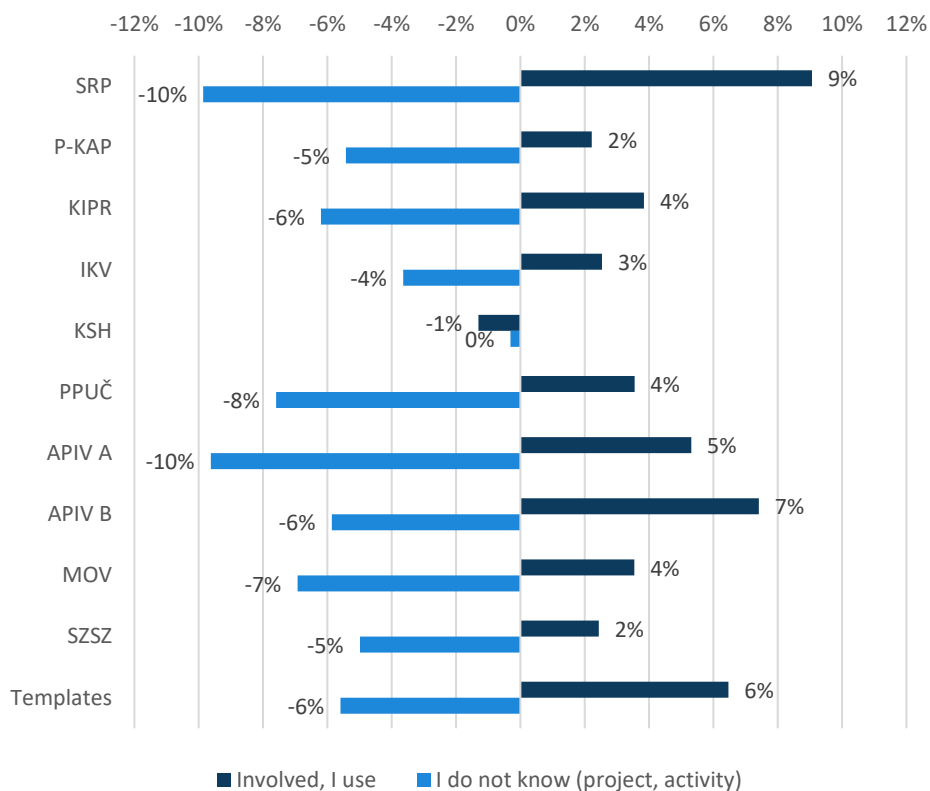
Source: Own questionnaire survey (N = 839)

Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

Respondents from kindergarten teachers commented in the comments that "all projects are focused only on ZŠ, MŠ are on the tail and neglected, they have to cope with everything, it is not taken into account".

Secondary schools – management

Awareness of projects in the field of education by the management of SŠ copies the situation two years ago, with a number of projects increasing awareness of their implementation. Among the representatives of SŠ management, 86 % are involved or use template projects and 68 % the P-KAP project outputs. SŠ management representatives are then most involved in the implementation or use the outputs of the SRP (37 %), MOV (36 %) and KSH (31 %) projects. The lowest knowledge and utilization was declared by the representatives of SŠ management in PPUČ projects aimed at primary schools and in the SZSZ project, which focuses on the specific situation in selected 110 municipalities.

Chart 14: Awareness of projects in the field of education among SŠ management (share of SŠ headmasters and representatives)

Source: Own questionnaire survey (N = 140)

Compared to the situation two years ago, there was an increase in awareness of the implementation of the MOV project (by 10 pp) and the SRP (by 9 pp) and the PPUČ project (by 5 pp). On the contrary, the share of school management representatives who do not know the KSH project increased (by 9 pp). In the KSH project, similar to MŠ and ZŠ, based on the experience of evaluating this project, we can estimate that school representatives associate project outputs with ČŠI rather than with a specific KSH project.

Chart 15: Change in awareness of projects in the field of education by SŠ management between the survey in January 2018 and November 2019 (share of SŠ headmasters and representatives)
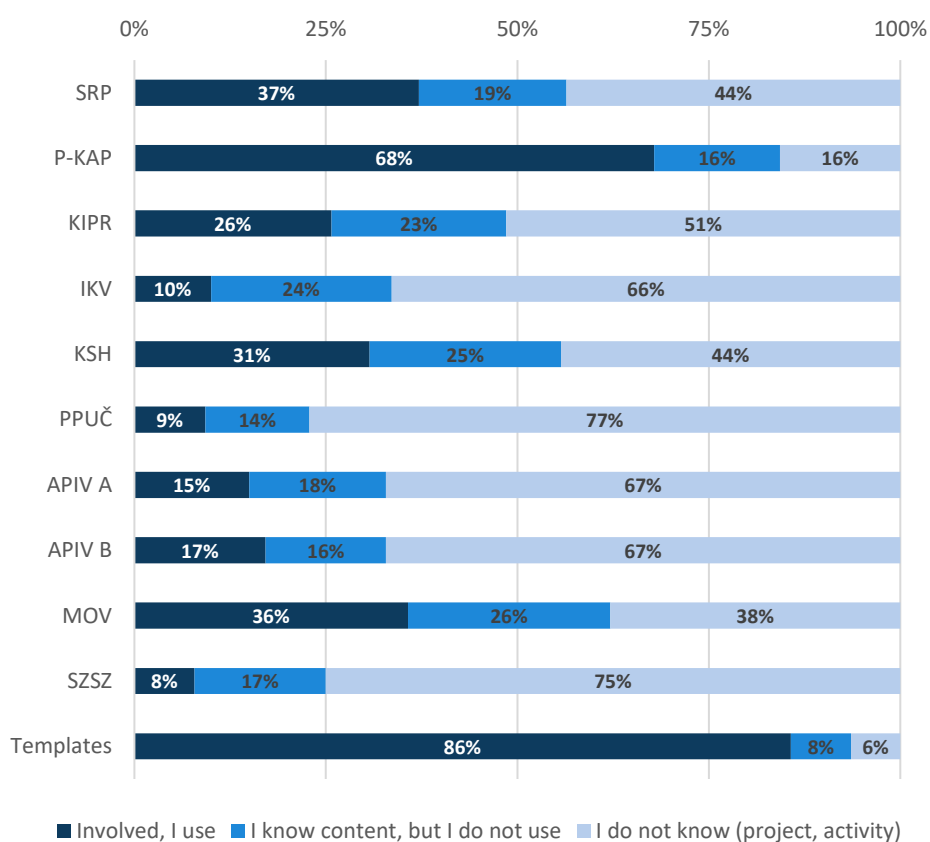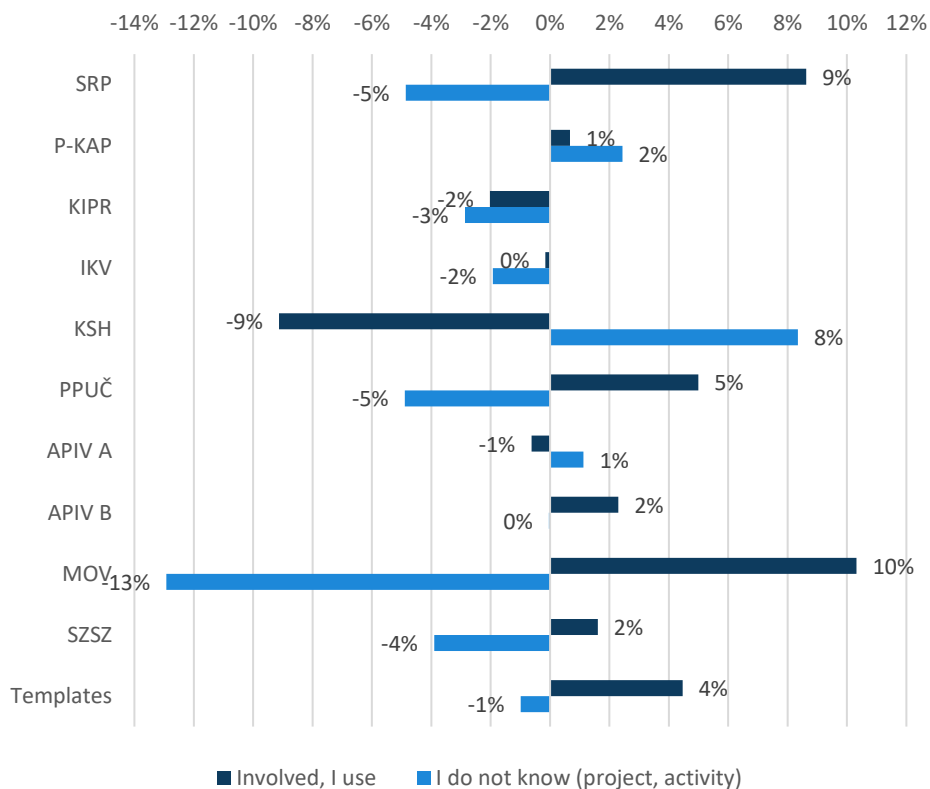

Source: Own questionnaire survey (N = 140)

Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

Secondary schools – teachers not involved in the school management

Awareness of projects in the field of education by teachers who do not participate in school management is significantly lower than that of SŠ management representatives. Compared to the situation two years ago, it is possible to record both positive and negative trends.

Educators who are not involved in school management are particularly familiar with template projects. In total, 59 % of teachers who do not participate in school management use or were directly involved in the outputs of the template projects. For other projects implemented outside the school, knowledge is very low. More than three-quarters of educators know the projects or their content, and overall project awareness is lower for SŠ teachers than for MŠ and ZŠ teachers.

Chart 16: Awareness of projects in the field of education among SŠ teachers not involved in school management (share of SŠ teachers)
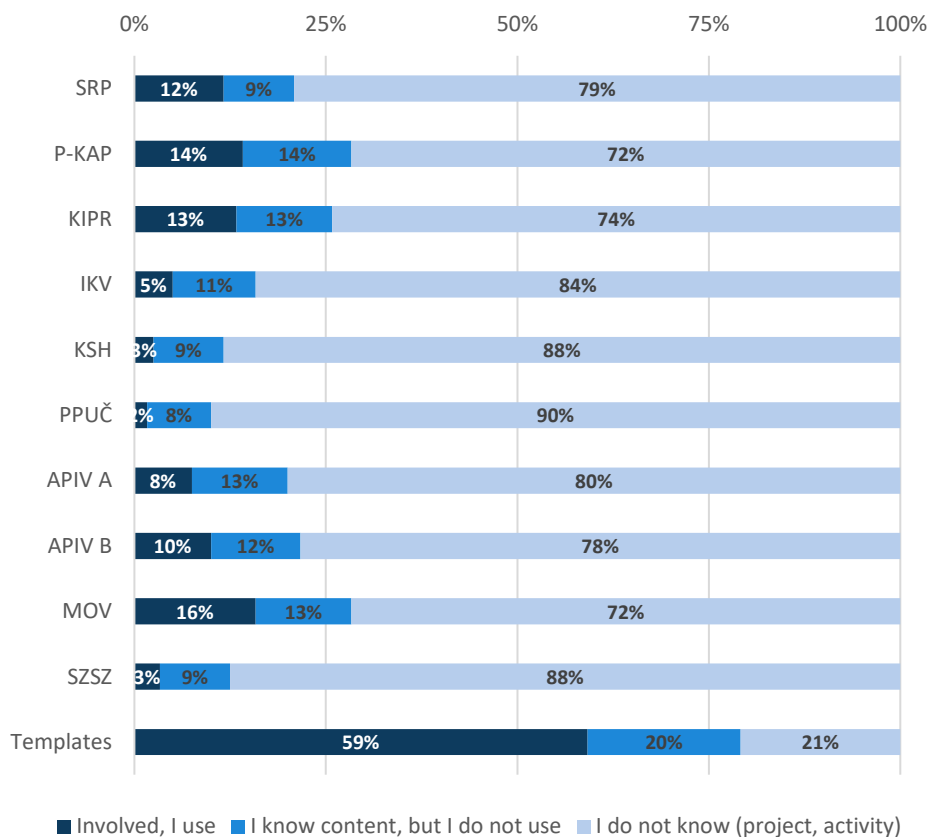
Source: Own questionnaire survey (N = 120)

Compared to the survey two years ago, there was a negative shift in awareness of the implementation of projects among SŠ teachers in the KSH and APIV-B projects. Increased awareness has been achieved by template projects, which is due to the involvement of teachers in the projects implemented. Changes in other projects are already within the confidence interval of the observed values.

Chart 17: A change in awareness of projects in the field of education among SŠ teachers not involved in school management between the survey in January 2018 and November 2019 (share of SŠ teachers)
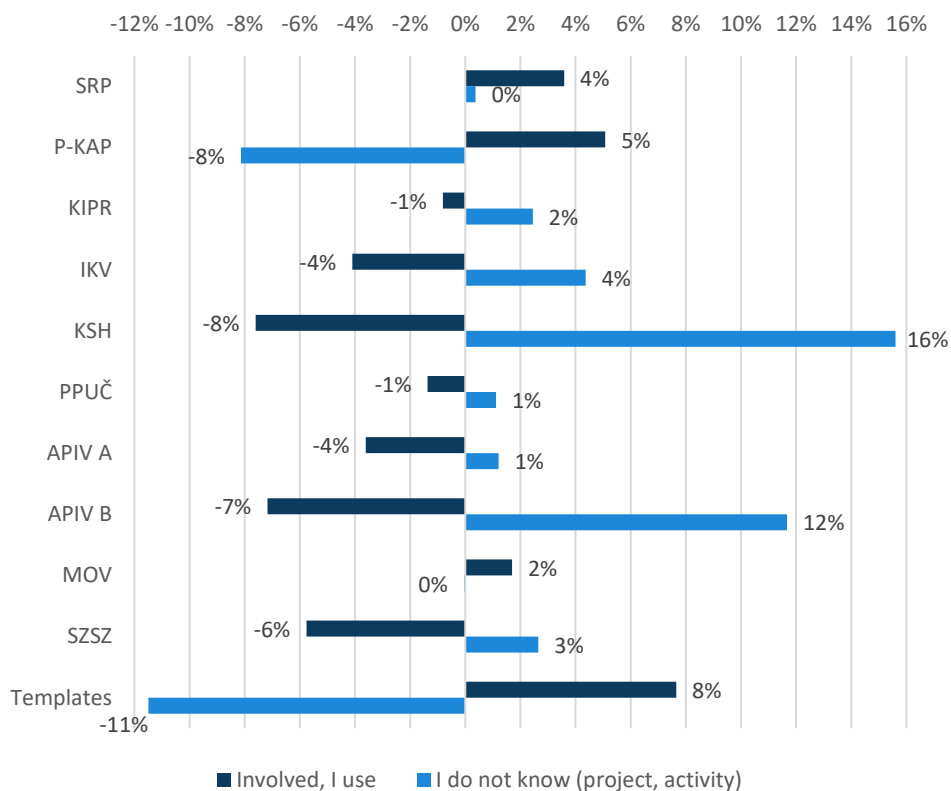
Source: Own questionnaire survey (N = 120)

Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.

Founders of kindergartens and elementary schools (municipalities)

Despite positive developments, the awareness of school projects among the representatives of school founders (municipalities) remains very low. Around 80 % of the representatives of the founders of MŠ and ZŠ do not know the individual monitored projects. For template projects, ignorance is at a lower level. In total, 34 % of school founders do not know the specific focus of the projects. While 16 % do not even know that such projects are implemented. In this respect, we could say that a third of the founders do not know what their schools are doing, and 16 % lack a basic general overview of education. What is striking is the very low knowledge of the P-KAP and SRP projects among the founders. In total, 40 % of the founders of MŠ and ZŠ do not know about the implementation of the SRP project at all.

Chart 18: Awareness of school projects among school founders (proportion of school founders)

Project	Involved, I use	I know content, but I do not use	I do not know (project, activity)
SRP	17%	9%	74%
P-KAP	8%	9%	83%
KIPR	7%	12%	81%
IKV	10%	8%	82%
KSH	11%	10%	79%
PPUČ	9%	12%	79%
APIV A	9%	12%	79%
APIV B	6%	9%	85%
MOV	4%	9%	87%
SZSZ	5%	4%	91%
Templates	24%	43%	34%

■ Involved, I use   ■ I know content, but I do not use   ■ I do not know (project, activity)

Source: Own questionnaire survey (N = 101)

However, given the low awareness of education projects among the founders, we can point out a positive trend compared to the situation two years ago. Compared to the survey two years ago, there was an increase in the involvement or use of outputs in all monitored projects. Especially for the KSH project, which increased by 10 %. In the KSH project, it is thus possible to see the opposite trend from the schools with a decrease in awareness of this project.

Despite a slight increase in the number of founders involved in the P-KAP project, there was a significant increase in the proportion of founders who do not know about the project at all (from 33 % to 49 %).

Chart 19: Change in awareness of school projects among school founders between January 2018 and November 2019 (share of founders' representatives)
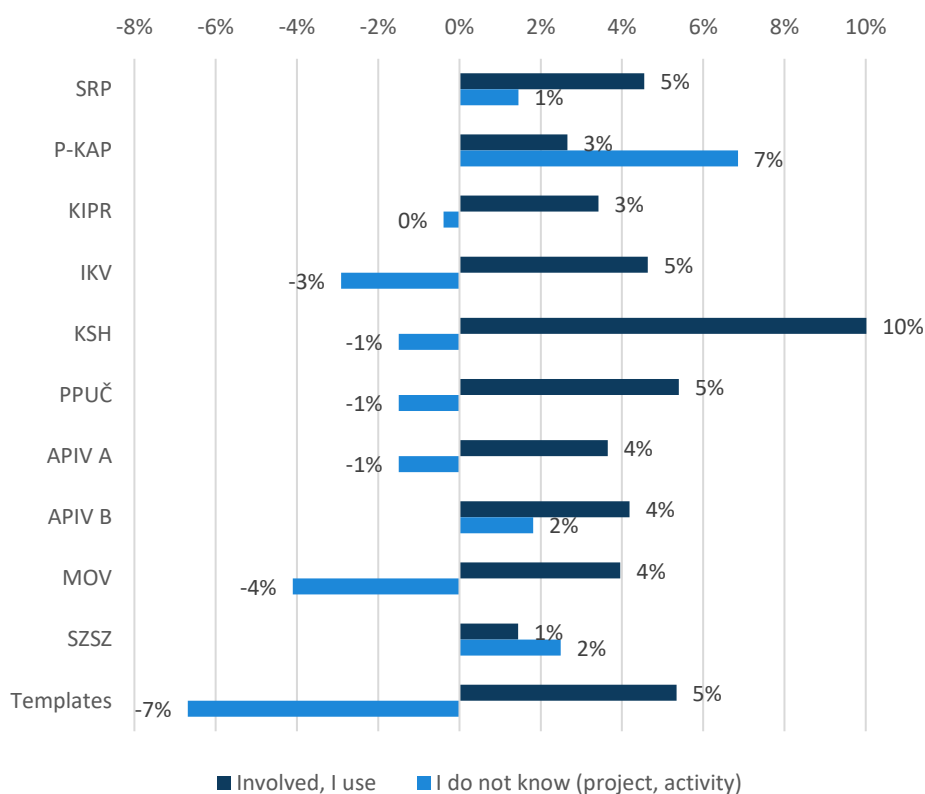
Source: Own questionnaire survey (N = 101)

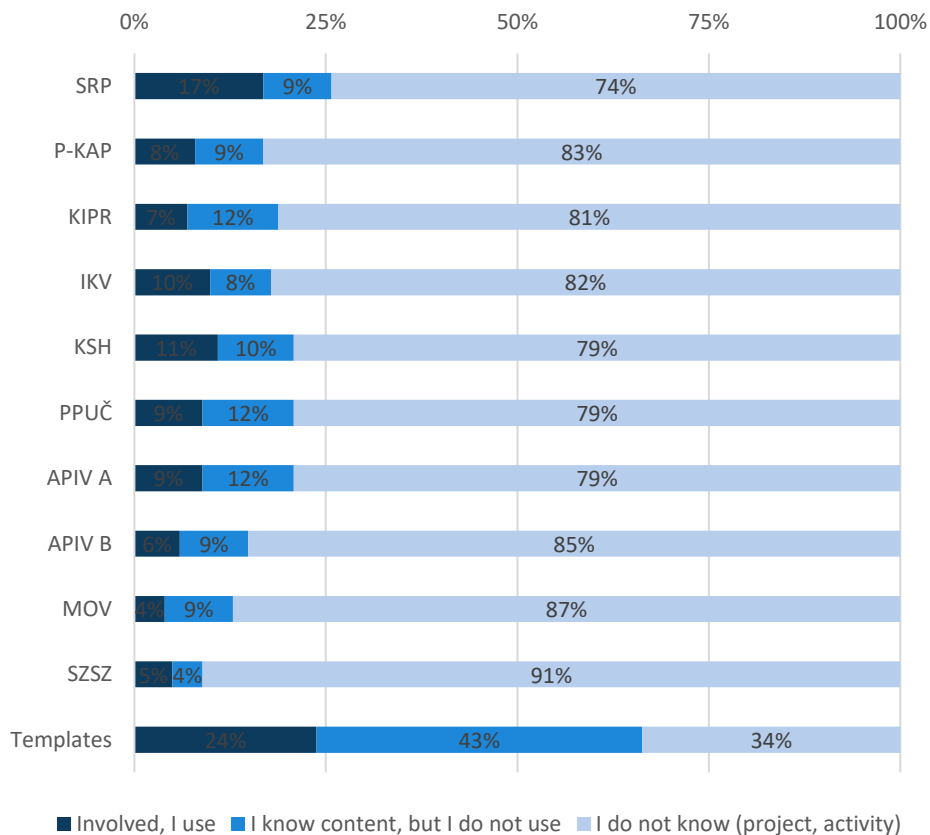*Note: The investigation in 2018 took place in January 2018 and the 2019 survey took place in November 2019.*

Sources of information

Sources of information in the field of education related to the KLIMA action and projects in the field of education were surveyed among representatives of MŠ and ZŠ, SŠ and municipalities as the founders of schools. The investigation focused on the same issues as the inquiry for the 2017 report. Repetition of the survey thus enabled the evaluation of possible changes and comparison with the situation two years ago.

Kindergartens and elementary schools

Sources of information on strategic planning and system projects remain similar as two years ago for management and teachers of MŠ and ZŠ. There was only an increase in the proportion of teachers who receive information directly as part of their involvement in the project (now 22 %, previously 16 %). The reason could be higher participation of teachers in the implemented projects, especially templates (see also above).

Sources of information on strategic planning and systemic projects differ in several aspects between school management and MŠ and ZŠ teachers. School management members use a wider range of resources as the main source of information and draw more particularly from the formal sources of

implemented projects. Especially seminars (72 %) and methodological materials of projects (56 %), web sites of institutions (54 %) and direct involvement in projects (49 %), eventually direct methodological support and consultation (41 %), participation in working groups (36 %) and conferences (29 %).

On the other hand, teachers not involved in school management use information from school management (75 %) and colleagues (73 %).

Based on the comments, headmasters (and secondary schools) point out to the problem of a large amount of information and its fragmentation. One of the comments summarized it as follows: *„ I miss a central website where information is gathered together. And headmaster should not be an everyday detective looking for where and what project would be good... In this burst of bureaucracy and obligations that are still growing, there is simply no available capacity ".*

Secondary schools

For secondary schools, the situation is similar to that of primary schools. School management members most often use formal resources related to the implemented projects as a source of information. On the other hand, teachers not involved in the school management tend to use information from school management and colleagues.

Secondary school management uses the website of institutions (65 %), methodological materials (63 %) and information based on direct involvement in projects (57 %) as a source of information rather than MŠ and ZŠ management. On the other hand, SŠ management uses information from fellow teachers (43 vs. 61 %) and seminars (58 vs. 72 %) less than MŠ and ZŠ management.

Compared to teachers at MŠ and ZŠ, SŠ teachers use relatively less (by about 10 pp) the websites of institutions (22 %), methodical materials (28 %) and information from colleagues (about 63 %) as a source of information. The most important source of information for teachers are information from school management (76 %).

Founders of schools (municipalities)

For school founders, the dominant source of information is school management itself (for 75 % of school founders). Other sources of information reach a maximum of one third of their importance (institutions websites, participation in working groups, information based on their own involvement in projects, seminars).

EO A.9 How did the project implementation teams benefit from the Methodology for Internal Project Evaluation?

The purpose of this evaluation question is to find out to what extent beneficiaries used the self-evaluation tool to improve the implementation of their project, ie how the methodology benefited them.

Based on an agreement with the submitter, the investigation of the project teams of the SRP and P-KAP projects was carried out in the form of a group interview. The aim of using the group interview method instead of the questionnaire survey was to extend the findings of the previously conducted questionnaire survey to include a qualitative view of relevant project team representatives on the issue of compiling self-evaluation reports.

Within the framework of EO A.9, the investigation was conducted in the following implemented projects of evaluation area A:

- IPs SRP (group interview with project team members)
- IPs P-KAP (group interview with project team members)
- IPo MAP II (questionnaire survey - addressing project managers)
- IPo KAP (questionnaire survey - addressing project managers)

Table 2: Structure of respondents of questionnaire surveys

Respondent	Adressing	Number of respondents involved in the investigation	Share in the total number of respondents
MAP II	All MAP II project managers (82 managers in total) were addressed	21	26 %
KAP	All KAP project managers addressed (14 managers in total)	12	86 %

Source: Own questionnaire surveys

Benefits of self-evaluation (MAP II)

The questionnaire survey addressed all 82 MAP II managers. The survey involved 21 managers. The questions of the questionnaire survey were identical with the survey in which the project managers of MAP I were approached two years ago (January 2018). The results of both surveys can thus be compared with each other. Detailed outputs of the survey and comparison with the previous survey are contained in the Technical Report, Annex 1b of this report.

Project self-evaluation

In line with MAP I, mainly the MAP project managers (95 % MAP), members of the expert team (81 % MAP) and members of the administrative team (71 % MAP) were involved in the preparation of

the Interim Self-evaluation Report, which is mandatory for MAP II. For MAP II, working group members were also more positively involved (48 % of MAP II compared to 35 % of MAP I).

MAP II managers evaluate the setting and form of the self-evaluation report more positively compared to MAP I managers. This may also be due to the fact that only territories with a positive experience with MAP I were involved in MAP II. Also positive is the change in methodological support evaluation.

The extent of the information required for the self-evaluation report is evaluated by MAP II project managers as adequate. A total of 14 MAP II managers identified the structure as rather improperly set. Positive development in the evaluation was achieved especially in the methodological support by NIDV/MŠMT, which was negatively evaluated by 36 % of MAP I managers. Currently, only 10 % of MAP II managers evaluated the support from NIDV[7]/MŠMT negatively. The evaluation of timing of the self-evaluation process deteriorated (24 % of MAP II managers evaluate negatively, 17 % of MAP I managers formerly). Based on the comments we can deduce that the managers point out in particular the insufficient link between the evaluation and the specific implemented project activities.

Chart 20: Do you consider the setting of self-evaluation appropriate to its goals? (MAP II managers)
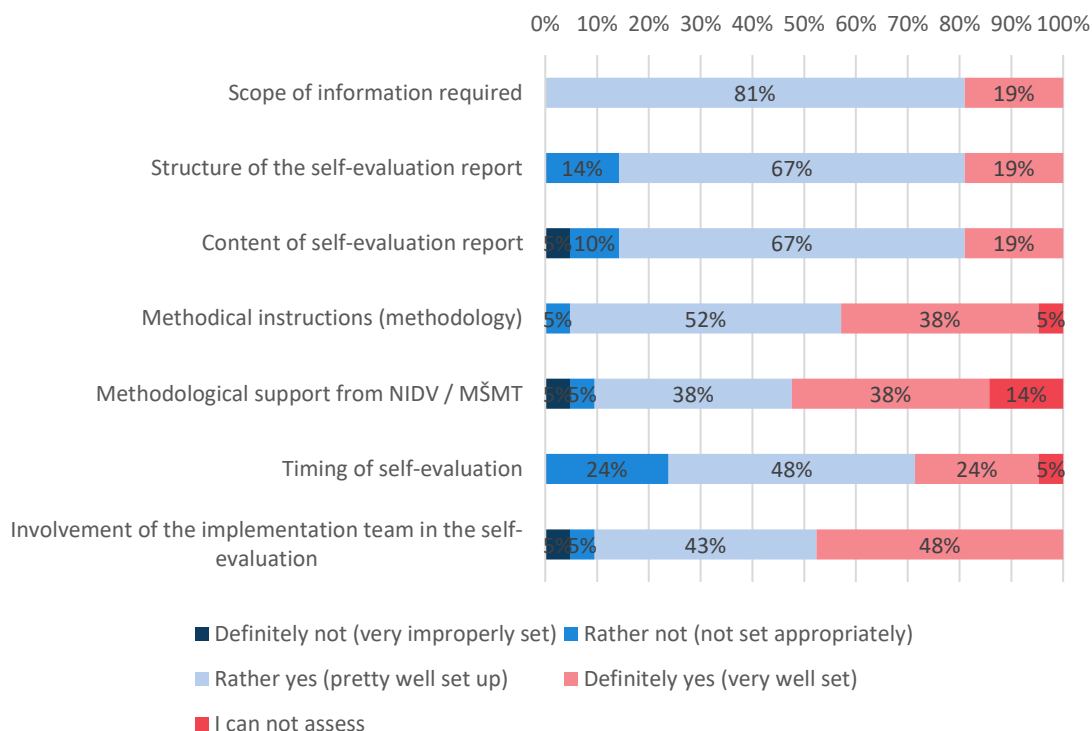
Source: Own questionnaire survey (N = 21)

Over 70 % of MAP II managers who participated in the survey identified self-evaluation as benefit for:

- Reflection of the current state of solution and outputs / results / benefits of individual activities
- definition of measures to improve implementation

- project management and planning

On the other hand, MAP II project managers see lower benefits of self-evaluation in terms of early identification of problems, identification of necessary preconditions for success, real impact of implemented activities and streamlining of the process / removal of the remaining activities. A total of 52 % of MAP II managers had these benefits.

Chart 21: Was the self-evaluation itself beneficial from the following points of view? (MAP II managers)

■ Definitely not. Time spent on self-evaluation would be better invested differently

■ Rather not. Self-evaluation has brought almost nothing new

■ Rather yes. Self-evaluation has brought some new knowledge

■ Definitely yes. Self-evaluation has brought new fundamental knowledge

■ I can not assess
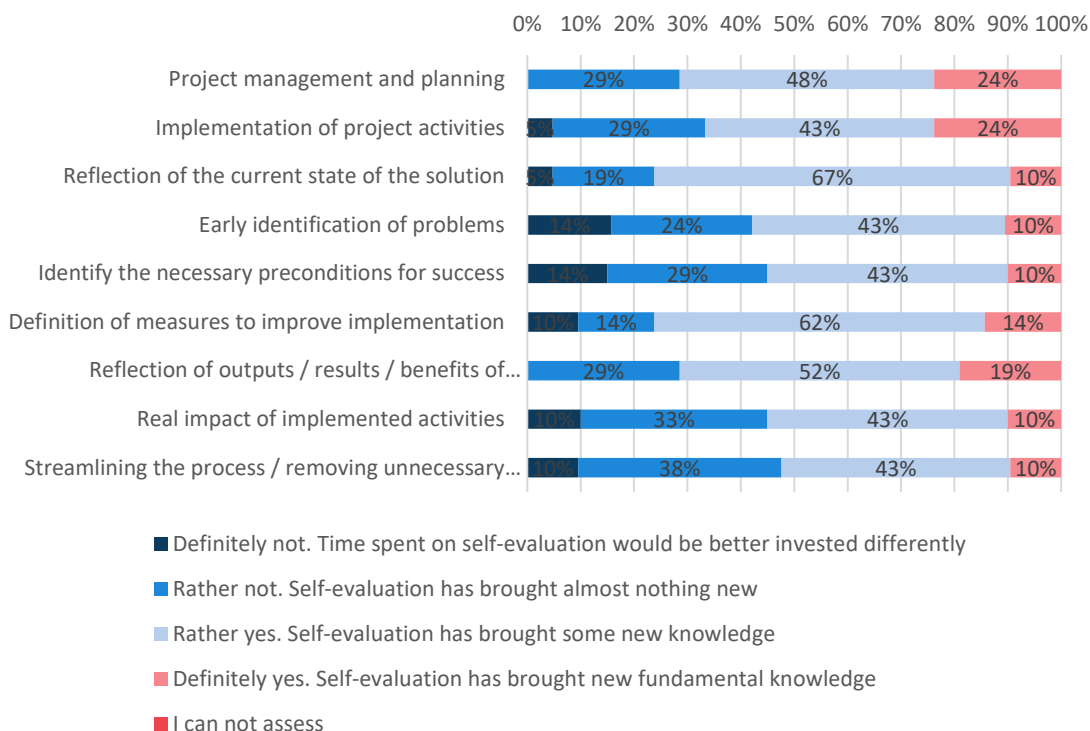
Source: Own questionnaire survey (N = 21)

In the comments, MAP II managers pointed out that increasing the benefits of self-evaluation would contribute to:

- organizing a webinar on the topic in a timely manner [8]
- Self-evaluation directly after the event
- that the ŘO/expert guarantor actually work with the comments and provided to MAP II a feedback based on the self-evaluation ("Information for the ŘO is part of the internal evaluation syllabus – we would like the ŘO to work with the comments")

Some MAP II managers point out that evaluation is more beneficial in relation to the implementation of specific activities. They consider the processing of an additional summarizing and relatively general report superfluous. One MAP II manager commented that *„ Given the ongoing monitoring of project implementation, the processing of self-evaluation reports is not a major benefit. The above-mentioned*

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[8] *According to additional information from the SRP project representatives, webinars on sub-activity 3.2 Processing of self-evaluation reports were not implemented by the SRP at all. The SRP additionaly included a webinar for activity 3.1 Monitoring and evaluation of the MAP, based on demand from the MAP. For MAP managers, both of these activities may be confused in some aspects.*

benefits are continuously reflected in the discussions of RT, PS and Ř, so the self-evaluation report is a summary for the given period and it does not happen that new findings that would significantly influence the project implementation will occur. We believe that the current self-evaluation setting is appropriate to the way in which MAP II projects are implemented. "

In response to the request of the MAP managers to actually work with the outputs of the ŘO self-evaluation, it should be added that the ŘO actually works with the outputs and uses them. Based on the outcomes of self-evaluation reports, the MA prepared a summarizing *Evaluation of Local Action Plans for Education Development* and *and Evaluation of Final Evaluation Reports of Local Action Plans for Education Development*. Findings from MAP self-evaluation reports are regularly shared and presented through the PS Education, the National MAS Network and through round tables with MAP representatives. The findings were also used to set up MAP II procedures.

Benefits of self-evaluation (KAP)

All 14 KAP managers were addressed in the questionnaire survey. A total of 12 managers participated in the survey. The other two managers did not get involved even after additional addressing and urgency to get involved. In the case of CAP projects, this is the first evaluation focusing on the benefits of producing self-evaluation reports.

Self-evaluation projects

Project Manager and the members of the expert team were involved in the elaboration of the Interim self-evaluation Report, which is mandatory for the KAP, in all KAP except one. In 9 out of 12 KAPs involved in the survey, members of the administration team also participated in the self-evaluation report. For two KAPs, other actors in the territory were involved. For any KAP, members of working groups were not involved in the self-evaluation report.

Chart 22: Who participated in the implementation of the CAP self-evaluation? (answers of KAP managers, quantity)
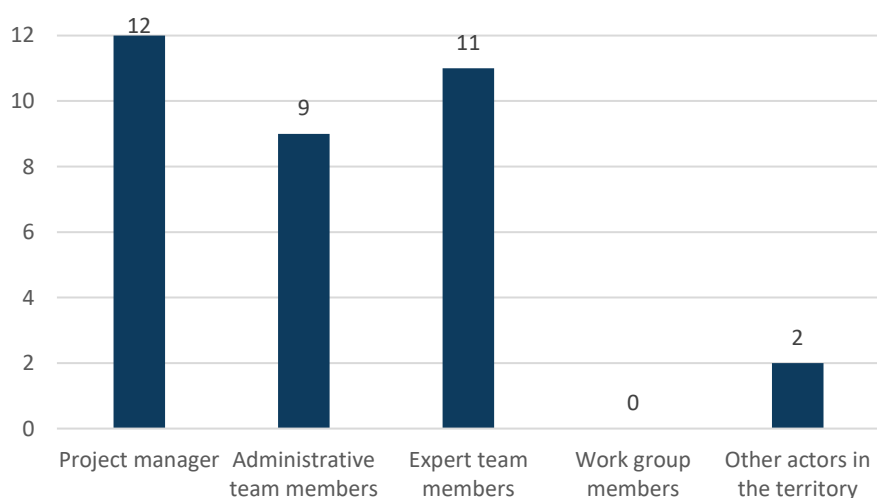
Source: Own questionnaire survey (N = 12)

All but one of the KAP managers positively evaluated the involvement of the implementation team. Only two KAP managers do not consider the timing of self-evaluation to be appropriate. In a 2/3 to 1/3 ratio, KAP managers are divided on the appropriateness of setting the scope, structure and content of the self-evaluation report. The managers are divided into two halves in the evaluation of methodological instructions.

Methodological support by NÚV[9] / MŠMT is evaluated negatively by most KAP managers. In the comments, KAP managers recommend setting clearer rules, specifying clear intervals and better formulating questions than it is now. A workshop was also recommended to improve the methodological area. The following commentary also points out the problem with the availability of methodological support by NÚV / MŠMT: „ *Methodological support is always only at the moment when we need to start implementation sometime later. We cannot prepare documents in advance.* " The timing of methodological support is therefore essential.

Chart 23: Do you consider the way to set up a self-evaluation appropriate to its goals? (answers of KAP managers, quantity)
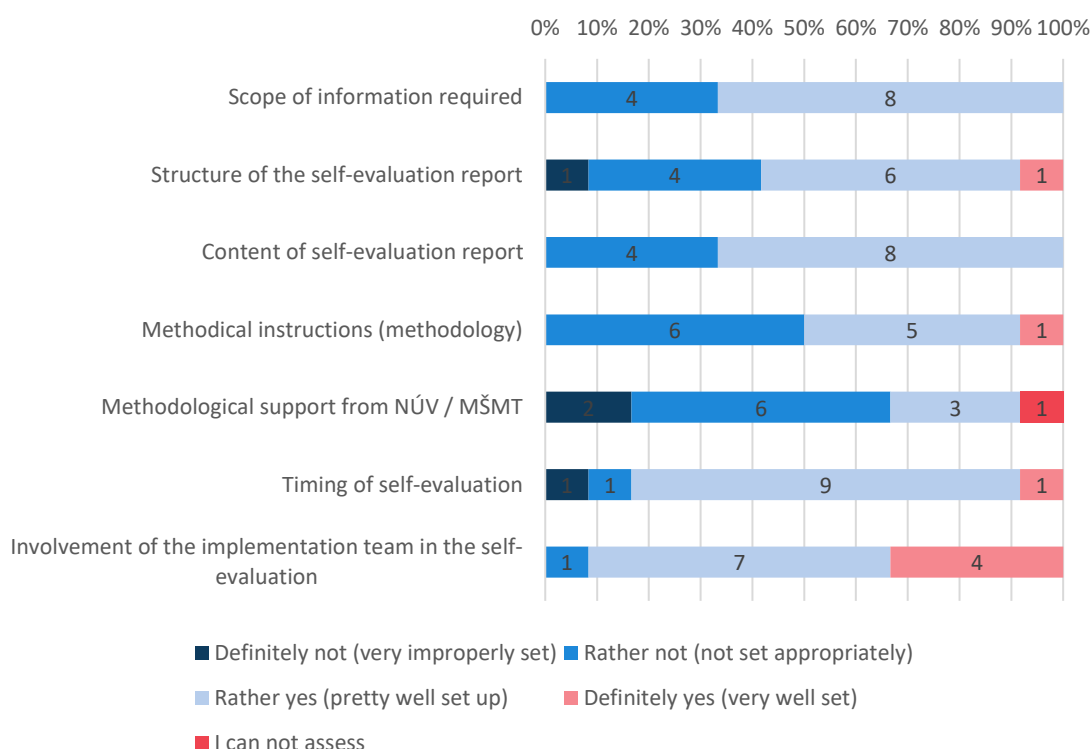
Source: Own questionnaire survey (N = 12)

From the perspective of KAP managers, compared to MAP II managers, the elaboration of a self-evaluation report brings less benefit. Approximately half of managers do not see any benefit in self-evaluation. According to KAP managers (7 out of 12), the greatest benefit was the reflection of the current situation. In the comments, some of the KAP managers cited benefits such as:

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[9] *The NIDV and the NÚV were merged into one institution named The National Institute of Education of the Czech Republic (NPI CR) on 1. 1. 2020. Both institutions were still operating separately for the period covered by the investigation.*

- recapitulation of activity
- reflecting on a more effective continuation of the project
- evaluation of the work of the project implementation team

One positive commentary summarized the following benefits of realizing the self-evaluation: *„1) Reflection on the preparation of KAP LK I. led to more effective planning of preparation of KAP LK II. 2) The reflection of the activities of RT KAP members led to more effective involvement of individual members 3) Reflection of the existing set-up of cooperation among actors in the territory has led to improved cooperation procedures 4) As part of the self-evaluation, RT KAP members were better aware of the scope of the project's activities and their contribution to the territory, so we evaluate the self-realization positively :-)"*

However, the CAP managers rather disagree that self-evaluation would identify the necessary preconditions for success or timely naming the status of the solution. They therefore propose these adjustments:

- Better setting of deadlines and longer preparation time
- Focus more on the real needs of each region
- ŘO statement on the content of self-evaluation

In addition, the following two explanatory comments have been made regarding the self-evaluation, highlighting the lack of feedback or the existence of ongoing self-evaluation within the project:

- *„ We haven't received feedback on the submitted assets, ie we still don't know if the self-report is OK "*
- *„ Self-evaluation is carried out continuously and almost daily, together with project implementation, team meetings and reporting for implementation "*

Chart 24: Was the self-evaluation itself beneficial from the following points of view? (answers of KAP managers, quantity)
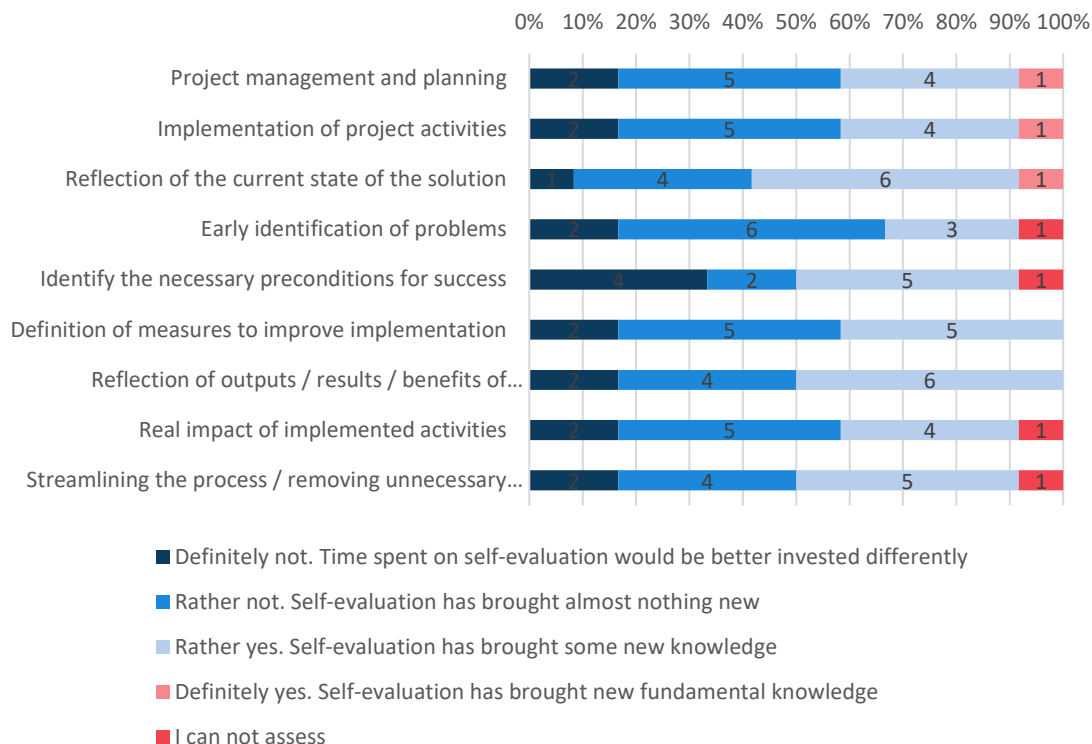
Source: Own questionnaire survey (N = 12)

Based on the findings, the evaluator concluded that we can divide the KAP managers into the following three groups:

- KAP, which have invested in self-evaluation and consider it a beneficial self-reflection
- KAP, which did not invest in self-evaluation and compulsory activity is not a great benefit for them, but rather only an administrative obligation
- KAP, which give a lot of emphasis to the ongoing evaluation and carry out it on their own, and compulsory activity is not a big benefit for them (it brings nothing new)

Benefits of self-evaluation (P-KAP and SRP projects)

At the request of the submitter, semi-structured in-depth group interviews were conducted with the project teams of the SRP and P-KAP project (interviews lasted more than an hour), after experience from the previous questionnaire survey. The relevant representatives of the project teams responsible for the preparation and coordination of the preparation of the report were involved in the interviews. The intention of conducting semi-structured in-depth interviews, instead of repeating the questionnaire survey, was to provide more detailed knowledge, which will extend and deepen the findings of the previous questionnaire survey (realized in January 2018).

Self-evaluation of project

Self-evaluation reports are compiled by IPs for the previous year of implementation. For processing they use the structure defined in the relevant methodological instruction.

In terms of preparation, the group interviews confirmed the findings of the previous questionnaire survey (carried out in January 2018). Only a narrower project team is involved in the preparation of the report. In essence, the information already available, which was already contained in some of the previous reports, is used for processing:

- Implementation reports (ZoR)
- Situational reports at a MŠMT management meeting
- Report Status for Project Steering Committee (ŘV)

In this respect, the representatives of the SRP and P-KAP project teams stressed that the report processing **does not bring any new knowledge for them,** "since most of the information in the self-evaluation report reflects the facts known to the project team". For this reason, the beneficiaries say that "the preparation of the report is only a formality and an administrative obligation". „ We put into it what we already know, respectively information that has already been reflected in other reports." E.g. in „ ZoR we also describe the status and risks " or, „ Whether we have made any changes (in the outputs, involved persons) has long been subject to approval as part of the partial changes to the project ".

In addition to duplicating the above-mentioned reports, it was essential that projects were **implemented under the PRINCE2 methodology**. PRINCE2 itself provides a "series of checkpoints", with PRINCE2 procedures including besides others: Registers, Product decay, Risk management. In this context, project managers pointed out that "two parallel project management procedures are a problem: according to the ŘO guidelines and PRINCE2 principles".

The main problem of the higher added value of compiling self-evaluation reports is that they are not timed to specific partial outputs but summarize the procedure for the whole year. In this context, the SRP and P-KAP project managers stressed that „ **if we found out when writing a compulsory self-evaluation report, it would be too late.** "

Project teams have no clear reason to process the report and to whom the report is to be served. Stressed that „ you can write it, but is it good for? It doesn't give the team any new information. " „ Crucially, we don't even know who the report is for. Who is it good for? The function is not clear. It is for the ŘO or for us ". „ **The report is not for us, it is not a self-evaluation. Just a modification of the information already contained in other reports** ". In this context, the representatives of both project teams consistently stressed that they lacked feedback on the submitted reports. „ Looks like no one's even reading it ". „ It has no response ". „ We have no feedback on ZoR or monthly reports. "

These statements reflect the real perception of the implementers, which as such (perception of the state) cannot be questioned. It is essential to understand this statement in relation to the content of the report, respectively the information contained in the report. I.e. these statements relate to the material process of implementation and direction of projects. It is not meant to be a formal (and factual) review of the document for compliance with the guidelines for processing the report, but what actually happens to the report (or the information contained in it) after its approval.

Thus, the statement made by the beneficiaries shows that the ŘV meeting held for each ZoR for which the ZoR is discussed and approved is not what the beneficiaries would point to and call for. Not even the feedback provided by the MA, which comments and approves the ZoR. The reason is that the

feedback from the ŘV and ŘO focuses more on the procedural issues associated with the implementation of the project, so „ compliance with the formal rules of the grant provider and does not contain any incentives in relation to the relevance, effectiveness and benefits of the project to meet the expectations of the sponsor (in terms of improvement in a certain area of education) ".

However, according to the ŘO's statement, the outputs of the reports are further processed at the level of the MŠMT and the information is subsequently used. From this point of view, the extent of the information that in this sense will subsequently reach the beneficiaries could be described as deficient.

The project teams' recommendations for self-evaluation could be summarized as follows:

- Avoid duplication with other reports and within the self-evaluation report itself
- Do not try to deal with what is already covered by PRINCE2 principles by processing a compulsory self-evaluation report
- It is necessary to evaluate immediately and in relation to the implementation of specific activities. Self-evaluation to build on the implementation of specific project sub-activities and sub-outputs, respectively to specific project milestones
- They would consider it positive "to have opportunity to say what we need from the ŘO. " But it should be mutual dialogue and not defense by the ŘO
- From the side of the ŘO (MŠMT) to provide real feedback to the project teams on the progress of the project implementation
- Emphasize the future, now specifically the preparation of the future programming period in order to use the experience in other OP
- Instead of elaborating a self-evaluation by the projects in which the information described elsewhere is transcribed, it would be relevant for **the evaluation to be regularly processed by the project ŘV** and thus provide relevant feedback ("this would help and could provide suggestions for improvement")

It follows from the above that the current method of compiling the compulsory self-evaluation report is not beneficial and it would be appropriate to change it basically, ie to abandon the existing compulsory self-evaluation reports and to change the approach to self-evaluation in general. Based on the above findings, the evaluator recommends two possible approaches to addressing self-evaluation of IPs:

Option A: Emphasis should be placed on evaluation in relation to the implementation of specific project activities. The basis of self-evaluation should be the implementation of internal evaluation activities (evaluation of benefits of realized activities). The self-evaluation should focus on factual evaluation of the benefits (effectiveness and efficiency) of the implemented activities and not on project management, which is the subject of project management within PRINCE2 and ZoR and other project about implementation reports. Self-evaluation should be established and implemented depending on the specific milestones of the project or individual KA (eg end of KAP I and start of preparation of KAP II; ending the wave of training / support). The setting of project milestones and the focus of self-evaluation reports for already running projects could be modified based on an agreement between the ŘO and the relevant project. For self-evaluation it is also necessary to provide feedback from the ŘO (MŠMT) – the basis must be a mutually open discussion of what to

improve and where to move the project further. Indeed, self-evaluation should be seen as an evaluation activity and not as a project control.

Option B: Provide ongoing evaluation by the ŘV on the basis of information already available in the submitted reports (status reports, situation reports, ZoR). If necessary, the ŘV would request additional information. The evaluation would focus on both the area of management, the progress of implementation (fulfillment of the timetable) and the material direction and outputs of the project. The evaluation should be submitted to the project team twice a year (ie at six-year intervals).

Option C: Combination of the above solutions, options A and B. The ŘV would then conduct regular evaluations at half-yearly intervals. Project teams would process self-evaluation reports processed in relation to specific project milestones.

Conclusions and recommendations

A.6 To what extent do the target groups have an awareness of the existence and overall conception of IPs P-KAP and IPs SRP, IPk MAP and IPk KAP projects and the whole comprehensive conceptual solution of the KLIMA action?

Awareness of the KLIMA action

Main (positive) findings

- individual monitored aspects associated with the objectives of the KLIMA action are fulfilled in full or in part according to 86 to 93 % of the members of the school management depending on the monitored aspect
- Compared to the previous survey, there is an improvement in the evaluation among teachers and a partial decrease in the difference between the evaluation among teachers and school management representatives on the following aspects:
    - The headmaster is a leader in the sense of the change bearer
    - Teachers receive methodological support
    - The school management is dedicated to long-term direction
- around 70 to 80 % of school management and teaching staff were aware of some project or activity aimed at improving individual aspects of education

Negative findings (opportunities for improvement)

- overall awareness of the strategic approach of the Ministry of Education, Youth and Sports aimed at changing the culture of education (KLIMA action) has not changed among representatives of school management and teaching staff compared to the situation two years ago
- aspects that are not yet fully met, according to school management, include:
    - Summative and formative forms of assessment are used in teaching
    - Teachers offer pupils activities supporting the discovery, experimentation, questioning, creativity, autonomy and initiative of each pupil
    - Teachers receive methodological support
    - In every meeting, teachers are aware that, especially in education, error is not a failure but an opportunity to learn
- according to teachers: a high number of children in the classrooms do not allow individual access to pupils
- In the comments, as in the previous survey, there are negative comments on the concept of inclusion
- there was a decrease in knowledge about projects or activities aimed at adapting teaching to individual needs, successful education in a heterogeneous team

Awareness of strategic planning

Main (positive) findings

- from the representatives of management and teachers of MŠ and ZŠ and SŠ, there was a slight (significant increase in secondary schools) improvement in awareness of MAP
- the share of SŠ management representatives who do not know the content of KAP has slightly decreased
- the awareness of strategic documents has been increased among secondary school teachers

Negative findings (opportunities for improvement)

- a relatively low awareness of the Conception of School Development remained among MŠ and ZŠ teachers (at the level of 60 %)
- awareness of the creation of strategic documents among the founders remained low (15 % of the founders' representatives do not know about the existence of the Conception of School Development or MAP. A total of 36 % about the KAP)

Real use of strategic planning in secondary schools

Main (positive) findings

- two thirds of the SŠ headmasters work intensively with the Secondary Conception of School Development
- half of SŠ intensively works with School Action Plan (ŠAP)
- a total of 80 % of headmasters subsequently work with ŠAP and use it in their activities (of which intensively 50 % of SŠ headmasters). A total of 74 % of SŠ headmasters subsequently work with PA
- in the case of the Conception of School Development, motivation prevails in creating a school vision (61 %)

Negative findings (opportunities for improvement)

- the preparation of PA and ŠAP was taken mainly by the directors as merely a formal obligation (but subsequently used by a much higher proportion of directors, see above)
- a total of 27 % of the schools that created Activity Plan (PA) do not work with it (PA)

Awareness of projects in the field of education

Main (positive) findings

- compared to the situation two years ago, there was an increased awareness of the implementation of the SRP project
- it is possible to notice a positive trend in the level of awareness of projects in the field of education among MŠ and ZŠ teachers
- teachers make the most use of the outputs of the APIV-B projects (24 % of teachers), KIPR (23 % of teachers) and the SRP project (21 % of teachers)

- A total of 68 % of secondary school management is involved in or uses the outcomes of the P-KAP project
- the founders' awareness of projects in the education field can be seen as a positive trend compared to the situation two years ago (but awareness remains low, see below)

Negative findings (opportunities for improvement)

- awareness of projects in the field of education by MŠ and ZŠ management remained unchanged from the situation two years ago (except for the SRP project)
- headmasters pointed out to a large number of system projects, making it very difficult to monitor and perceive them
- About 50 % of MŠ and ZŠ teachers do not know about the implementation of monitored projects at all
- the awareness of projects among SŠ teachers is even lower than that of MŠ and ZŠ teachers
- the awareness of projects in the field of education is still very low among the representatives of school founders (municipalities). Around 80 % of the representatives of the founders of MŠ and ZŠ do not know the monitored projects
- a total of 16 % of the representatives of school founders (municipalities) do not know by all means the template projects that are being implemented
- a total of 40 % of the founders of MŠ and ZŠ do not know about the implementation of the SRP project

A.9 How did the project implementation teams benefit from the Methodology for Internal Project Evaluation?

Benefits of Self-evaluation (MAP II)

Main (positive) findings

- setting of requirements for elaboration of self-evaluation report MAP II managers evaluate more positively overall compared to MAP I managers
- the assessment of methodological support of NIDV / MŠMT has a positive trend
- a total of 50 to 70 % of MAP II managers see the benefits of self-evaluation depending on the specific benefit

Negative findings (opportunities for improvement)

- Managers point to the lack of continuity of evaluation with specific project outputs
- MAP II managers are missing feedback from the ŘO

Benefits of self-evaluation (KAP)

Main (positive) findings

- all KAP managers positively evaluated the involvement of the implementation team

- 2/3 of the KAP managers positively evaluate the scope, structure and content of the self-evaluation report

Negative findings (opportunities for improvement)

- the majority of KAP managers evaluated negatively methodological support from the side NÚV / MŠMT
- approximately half of the CAP managers do not see the benefit in self-evaluation
- for any KAP, the working group members were not involved in the self-evaluation report

Benefits of self-evaluation (SRP and P-KAP projects)

Main (positive) findings

- projects are implemented and managed within the PRINCE2 methodology
- project teams are interested in feedback from ŘO, ŘV, section IV of MŠMT
- the project teams emphasize internal evaluation of the implemented activities

Negative findings (opportunities for improvement)

- with regard to the content of the report, only the narrow project team is involved in its preparation
- the processing of the report is not timed to specific project outputs
- According to the members of the implementation team, the elaboration of the report does not bring any new knowledge for the project team
- the report partially duplicates the procedures established within the project management according to the PRINCE2 methodology
- the message is (for the most part) just a modification of the information already contained in other messages
- the project teams have no clear reason for processing the report and to whom the report is to be served
- the project team does not receive any feedback from the ŘO or the ŘV on the subject matter of the project (ie where the project should be directed)

Proposal of concrete measures in relation to findings:

n.	Name of the recommendation	Text of the recommendation	Description of risks and impacts in the event of failure to draft recommendations	Conclusion on which it is based	The bearer of the recommendation	Reference to the conclusion chapter
1	Provide information on outputs and implementation of IPs in one place (under the auspices of the MŠMT)	Provide information on outputs and implementation of IPs in one place, ie under the auspicies of the MŠMT. Information about project outputs should be handled factually, ie based on factual topics (eg reading literacy).	Low application of outputs of realized system projects.	Headmasters have repeatedly pointed out to the fragmentation of a large number of IPs and the availability of information about them. This finding corresponds to the findings from the KSH project evaluation, which pointed out that the MEYS does not support the presentation and PR outputs of IPs projects. This finding has been repeatedly confirmed in the evaluations as a deficit of the system to ensure effective use of the outputs of implemented projects. The MŠMT should take responsibility for the dissemination and presentation of IPs outputs and not leave publicity and dissemination of the outputs to the projects themselves.	MŠMT section 2 in cooperation with section 4	EO Solutions A.6 (findings were also within the KSH project evaluation)
2	Provide feedback on MAP, KAP and IPs self-evaluation	The ŘO (or relevant guarantors of the SRP and P-KAP projects) should provide feedback on self-evaluation reports.	Low motivation to participate in self-evaluation.	Managers of MAP II, KAP and IPs have repeatedly pointed out that they do not receive feedback on self-evaluation reports.	MŠMT - ŘO (possibly relevant guarantors of the SRP and P-KAP projects)	EO A.9 solution (MAP II, KAP, IPs)

			Failure to meet the potential for improvement at MAP II, KAP, IPs.	Although the ŘO uses the outputs of self-evaluation reports, there is a low level of information at MAP / KAP level.		
3	Change the self-evaluation system for IPs	Change the self-evaluation system for IPs and move to one of the three proposed approaches (see message text). Given that a change in the current procedure for projects in implementation would require a complicated adjustment of conditions, it is recommended to implement the adjustment only for the next programming period. In the current period, if necessary, include some of the recommended elements so that the change is generally effective.	Low motivation to participate in self-evaluation. Support for unnecessary administrative burdens. Insufficient self-evaluation ensures the risk of ineffective and ineffective activities.	The self-evaluation as it is set up now is to some extent duplicate with the PRINCE2 and ZoR project management procedures. Furthermore, the investigation showed that it would be appropriate to increase feedback and overall communication with beneficiaries on the material direction of the projects, for example with the cooperation and participation of the ŘV. Self-evaluation should therefore focus exclusively on evaluation activities focused on the factual aspect of the project. Evaluation of the progress of implementation in terms of observance of the formal rules of the grant provider should then be ensured through ZoR and project management (PRINCE2).	MŠMT section 2 (recommendations in particular for the next programming period)	Solution EO A.9 (IPs)
4	Focus on raising awareness of strategic approaches and projects in education among school	Focus on raising awareness of strategic approaches and projects in education among school founders (municipalities).	Founders with a low awareness of education cannot properly perform their role.	The awareness of the founders of kindergartens and primary schools about strategic approaches and projects in education is at a very low level.	All actors (MŠMT, SRP, P-KAP)	Solution EO A.6 (founders of schools)

founders (municipalities)					

Evaluation of the incorporation of recommendations from the previous report

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
1	Taking into account regional findings to strengthen and optimize the functioning of the partnership	The information gathered from the inquiry should be used by the Project Steering Committee (MŠMT) and the P-KAP project team to optimize and to correct the functioning of the partnership in case of negative attitudes from the partners. To focus on regions that in some of the evaluated aspects show worse results compared to other regions. Primarily address the situation in the Moravian-Silesian Region, especially on the methodological support side by the P-KAP, but also on the KAP side. For example, it is advisable to conduct facilitation sessions to address the situation (identifying bottlenecks and	In a few regions, in some aspects a less positive to slightly negative evaluation by partners appears Specifically, in particular: - Overall, in almost all parameters a weak assessment within the KAP in the Moravian-Silesian Region - lower involvement rate and perceived relevance of involvement by partners in the KAP in the Central Bohemia and Ústí nad Labem regions (slightly worse evaluation compared to other regions, this is not directly a negative finding) - Partners in the Hradec Králové Region KAP pointed out to a lower possibility of sharing information between partners (slightly worse ranking compared to other	P-KAP, individual KAP (MŠMT – coordinationand „control" realization of measures)	The project team pays increased attention to the Moravian-Silesian Region. Negative feedback will be primarily addressed with the MSK guarantor in order to obtain feedback and detailed information relating to the reasons leading to a negative evaluation of cooperation. Following the evaluation of feedback information, targeted meetings will be held with the relevant representatives in the region in order to streamline cooperation, especially with a view to aligning regional priorities and project activities so that subsequent cooperation in the KAP II period is more effective and beneficial for regional representatives. Strengthen the methodological support in the Moravian-Silesian Region will be the next step, which will in accordance with the Activity 2 of P-KAP project and with regard to the priorities of the region, which will be ensured on the basis of provided feedback from expert guarantor and representatives of the region with the aim of explaining the benefits of effective cooperation and implementation of cooperation for the region. The main project manager communicates regularly with RT KAP in the region and continually solves this situation.

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
		finding solutions to address them).	regions, it is not directly a negative finding)		
2	Adequate support from expert guarantors for KAP	It is necessary to ensure adequate support from expert guarantors in the regions for KAP. Review the activities of professional guarantors in individual regions. Take corrective measures in regions where support from the guarantors does not show adequate results.	In three regions they are dissatisfied with the support provided by the expert guarantor and in only the regions they evaluate it directly as unprofitable.	P-KAP	Since the P-KAP project team does not have information about the three specific regions, it cannot solve the situation and take the necessary steps to support the expert guarantor of KAP.
3	Adequate support from intervention guarantors for KAP	Adequate support from intervention guarantors for KAP is essential. Review the activities of intervention guarantors. Guarantors should bring specific information for regions. It is essential for the CAP managers to receive up-to-date information (including information on P-KAP project events organized for secondary schools in each intervention area). Guarantors should actively	The most negative responses (5-6 regions) were on methodological support in the areas of school development interventions as lifelong learning centers, support for polytechnic education and career guidance development. Almost half of the KAP managers of the beneficiaries were not satisfied with the methodological support for the optional areas of intervention	P-KAP	Methodological support and its form were solved specifically with the above mentioned guarantors of interventions in order to provide better methodological support according to the requirements of KAP. The individual remedial measures primarily relate to the setting up of more effective sharing of information on activities in the regions between the expert guarantors of the KAP and the guarantors of the intervention. Guarantors of interventions actively participate in meetings of professional platforms / mini teams in regions. Based on the requirements in the regions, direct support from the guarantor of the intervention will be increased.

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
		participate in meetings with individual KAP. It is advisable to introduce feedback from the KAP within the P-KAP, to which it will be possible to respond quickly within the framework of methodological support within individual intervention areas. I.e. that the P-KAP is immediately informed that some information is missing at the KAP level and that corrective action can be taken immediately.			
4	Focus on truly core activities within the KAP	Focus on truly core activities within the KAP and avoid formalisms and "work for papers" Activities must make sense and bring real effects. For each requested activity it should be clear what its purpose is and what the outputs will serve and contribute to. It is advisable to review the activities and remove the remaining (formal and	Only six CAP managers identified the CAP as a suitable tool for efficient spending of resources and improvement of education in the region KAP managers pointed to unnecessary formalism	MŠMT in cooperation with P-KAP (MŠMT is responsible for general methodological setting)	P-KAP: The P-KAP project implementation team adheres to the valid binding rules defined in the Rules for Applicants and Beneficiaries, the charter of the project and the project application and the related requirements for administrative documents necessary for reporting individual project activities / outputs and indicators.

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
		administrative) activities and requirements for the KAP, with no other added value. To do this, make the best use of feedback directly from the KAP (in the form of a survey or round table) – identification of "essential formalisms" and possibilities of their elimination.			
5	Increase the scope of PA using individual support.	Offer and secure individual support for multiple PA implementers	A total of 18 % of the schools implementing the ŠAP and 47 % of the schools implementing the PA did not use individual consultations at schools with that the PA implementers generally evaluate support less positively than SP implementers.	P-KAP	The KAP expert guarantor of provides methodological support to both schools, which make up PA and ŠAP in comparable quality. However, most schools preferred a full school action plan for education development (ŠAP) rather than a partial (PA), which can be seen as a qualitatively more comprehensive document for school development (the SP covers all areas of compulsory intervention). It is up to the school to decide whether it is PA or ŠAP. The lower use of methodological support in the form of individual consultations, which are carried out primarily on the basis of school demand, can also be perceived that schools constituting only PA are not as motivated or willing to invest time as in the case of schools constituting a complete ŠAP.
6	Fill seminars for ŠAP / PA with concrete content	Fill the seminars with concrete content and avoid generality.	Some seminars on individual interventions were assessed as too general (ŠAP and PA	P-KAP	The preparation of the seminars takes into account the target group participating in the seminars, and more space has been given to discuss and address specific questions. The target group is also regularly

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
		To improve the seminars, use the feedback from the internal evaluation seminars.	implementers lacked specific information and examples)		offered the possibility of individual consultations and direct support and is acquainted with other support tools (methodology, video methodology etc.)..
7	Focus on the real core activities within the ŠAP / PA	Activities must make sense and bring real effects. For each requested activity it should be clear what its purpose is and what the outputs will serve and contribute to. It is advisable to evaluate specific bottlenecks within the ŠAP, ie obligations that "do not make sense to schools" (to use feedback from schools themselves, which can be gathered through seminars and individual school consultations). These can then be modified or explained better for schools in order to identify with them.	Almost half of the school representatives consider creation of ŠAP as unnecessarily complicated and one third consider it as a duplicate activity for further planning at school	MŠMT in cooperation with P-KAP (the overall methodological setting is the responsibility of the MŠMT)	Due to the great interest of schools in the creation of ŠAP in the first period instead of the planned 140 ŠAP, a total of 701 schools were involved, which is considered a success.
8	Remediation of some support centers	Remediation of the Functionality of the Support Centers in regions where they show lower performance so	A quarter of managers assess the benefit of the Support Centers in the region negatively.	SRP	With respect to the recommendations, personnel changes were made at the support centers of Karlovy Vary, Brno and Central Bohemia in positions that directly communicate with the actors in the

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
		that they can provide adequate support in the territory.	The negative evaluation of the Support Centers prevailed from respondents from the Karlovy Vary, South Moravian and Central Bohemian regions.		area. In order to improve the quality of support for IPo MAP II beneficiaries and taking into account the number of MAP II in the region, the role of the MAP II Consultant was strengthened by an additional person at the Ostrava Support Center. At the same time intensive and continuous communication with NS MAS was established.
9	Ensure greater awareness of the possibility of using individual support for MAP implementers	Ensure greater awareness of the possibility of using methodological support by the SRP and increase the use of individual support for MAP implementers.	Individual consultations were not used by 40 % of MAP managers. Some MAP managers had no information about the SRP support options at all.	SRP	For the purposes of promotion, at each event organized by the SRP project participants are verbally informed that support is provided from the SRP project, support centers are marked with a promotional sign, roll-ups and other elements of publicity are used. In addition to the services for IPo MAP recipients, the project published 9 texts in media. The MAP support from the SRP project includes, in addition to individual consultations, group consultations, information meetings for IPo MAP beneficiaries, local conferences, webinars for IPo MAP beneficiaries and cooperation with representatives of the SRP support centers within the MAP Steering Committees. Cooperation with the SRP project within the MAP management committees is compulsory according to MAP procedures. Since the beginning of the project, the staff of the SRP Support Center participated in more than 300 meetings of the ŘO of MAP, where the presence of IPo MAP managers can also be expected.

n.	Name of the recommendation	Text of the recommendation	Conclusion on which it is based	Bearer of the recommendation	Evaluation of the incorporation of recommendations by the referral holder
					Other forms of support are offered on a voluntary basis and are intended rather for MAP professionals. According to the reservation system data, 93 % of MAP I beneficiaries and 96 % of MAP II beneficiaries participated in some of the above-mentioned SRP events (compared with official lists of MAP call beneficiaries published on www.dotace.eu). Of the 14 beneficiaries not participating in the SRP actions, 10 are towns or boroughs, only a minimum of MAS. It can be assumed that these beneficiaries receive methodological support elsewhere.
10	Ensure greater awareness of the SRP project support options for template project applicants	Increase awareness of the SRP project support options for template project applicants. Overall, this will increase the use of methodological support of the SRP by applicants for template projects. Coordinate support with the MAS.	A number of project managers commented that they did not know whom to contact for individual consultation or that there was no one to contact. Some comments pointed out that they were unaware of the possibility of SRP support at all.	SRP	For the purposes of promotion, at each event organized by the SRP project participants are verbally informed that support is provided from the SRP project, support centers are marked with a promotional sign, roll-ups and other elements of publicity are used. A total of 8 media texts were published in the project for guidance on templates.

Evaluation of incorporation of relevant recommendations from the 1st PZ report

n.	Name of recommendation	Text of recommendation	Conclusion on which it is based	Bearer of recommendation	Evaluation of incorporation of recommendations by the evaluator
2	Consider possibilities for maximum concentration of information provision for specific target groups	As far as possible, concentrate the way information is provided on schools.	Many educators / school management members have said that the information is too much and is provided from different sources. Teachers are not enough to watch everything.	MŠMT	Based on current findings, it can be stated that the implemented measures in the form of: „ *The communication strategy of the project in relation to the target groups was revised and a uniform system of information transfer was set up. The revision included updating the categories of communications, communication channels and roles and responsibilities for implementing the communication strategy by the support center and the PR team of the project.* " was not sufficient and the situation remains unsatisfactory.
3	Informing implementers about the meaning of internal evaluation reports and their use in communication	Provide feedback to managers based on an implemented self-evaluation.	Managers (especially the MAP) pointed out in the comments that they would welcome to use the self-evaluation outputs subsequently even in the MŠMT and asked for the ŘO feedback.	MŠMT	Based on current findings, it can be stated that the implemented measures in the form of: „„ *The communication strategy of the project in relation to the target groups was revised and a uniform system of information transfer was set up. The revision included updating the categories of communications, communication channels and roles and responsibilities for implementing the*

n.	Name of recommendation	Text of recommendation	Conclusion on which it is based	Bearer of recommendation	Evaluation of incorporation of recommendations by the evaluator
	with project managers (project teams)				*communication strategy by the support center and the PR team of the project*." was not sufficient and the situation remains unsatisfactory.

List of sources and literature

List of resources

- Procedures and methodological documents MAP a KAP
- Methodological sheets and project methodologies SRP and P-KAP
- Monitoring reports with attachments (ZoR), information from the MS2014+ for factual and financial performance
- Approved KAP a MAP
- Challenges and their attachments
- Websites of the projects
- Survey outcomes

Attachements

Appendix 1a: Technical report (investigation outputs EO A.6)

Appendix 1b: Technical report (investigation outputs EO A.9_MAP)

Appendix 1c: Technical report (investigation outputs of additional investigation MAP and KAP)

Appendix 2: Scenarios surveys

Appendix 2a: Datasets surveys - internal material

Appendix 2b: Scenarios and records – internal material

Appendix 3: The document containing the main conclusions presented as (dashboard)