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EVALUATION OF INDIVIDUAL SYSTEM PROJECTS SUPPORTED BY PA 3 OP RDE-II

PART II: EVALUATION AREA A – EVALUATION OF APIV PROJECTS

2ND INTERIM REPORT

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2 Executive summary

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

APIV A Project started on 1st May 2017 and it is supposed to end on 30th April 2022 – it is now in the middle of its implementation. The total budget of APIV A project amounts to 156 620 749 CZK. APIV B Project started on 1st April 2017 and it is supposed to end on 31st March 2022. In the course of the evaluated period the APIV B project was in the middle of its duration and had also entered its implementation stage. The total budget of APIV B project amounts to 185 159 880 CZK. Project holder of APIV A Project in the evaluated period was National Institute for Education (NÚV) while project holder of APIV B Project was National Institute for Further Education (NIDV). This design of project holder institutions was however affected in all project activities from the 1st January 2020 on, as both of the above mentioned institutions have been merged under a newly formed National Pedagogical Institute of Czech Republic (NPI ČR). These facts were however well known in the evaluated period so the implementation teams were getting prepared in advance for the potential difficulties that were to emerge due to this situation.

The 2nd Interim Report focused on the evaluation period that ranges from the point of submitting the 1st Interim Report (22. 3. 2019) to the point when the 2nd Interim Report was submitted (22. 10. 2019). Nevertheless, information included in this report is based on the data that was valid in the time of its collection (August – October 2019). The 2nd Interim Report describes the period of merely half a year that passed after submitting the previous Interim Report. Evaluator reflected these facts in attempts to reduce the requirements towards the target groups (these requirements are connected with conducted research, mainly those aiming at target groups on 35 schools, when the face to face meetings were replaced by phone interviews with school guarantors of APIV). Contrary to activities of the previous period, evaluator rather focused on target groups of individual key activities of the project and he also focused on the users of some of the outputs of the evaluated projects – this accounts for representatives of corresponding section of MŠMT, expert opponent, lecturers and members of work group for RR ČZJ under KA 5 APIV. The research with representatives of ŠIKK processors and representatives of Agency for social inclusion was conducted as the part of the KA 1 APIV B evaluation. The rest of the respondents are similar to those of the previously organised researches.

The base of the case studies of the 1st Interim Report, which means mainly choice of the schools and their general characteristics, was further processed in this evaluation period – the description of the specific issues that the school successfully or unsuccessfully deals with was elaborated. The case studies were also completed with information obtained from council representatives and information collected via online questionnaires conducted on target group of parents and other data relating to project activities on selected schools. The full composition of these extensive inputs could eventually be only achieved in 6 case studies. The rest of the studies unfortunately could not reach the originally intended format due to the various reasons (withdrawal from taking part in the case study research, disapproval of some of the research forms or methods etc.).

Under this evaluation it is also analysed to what extent do the management and implementation of APIV project conform to the project application. **The major changes were observed with KA 5 of APIV A project, where the significant change was approved to accept the option of implementing this activity by means of personal expenses.** The detailed schedule of project activities was also modified. The KA 5 is now in the mode of the increased control over the partial activities fulfilment and identification of personal and deadline risks. The hints of a slight disagreement of hearing impaired community with the project outputs are also being tackled under this increased control situation. The rest of the project key activities have more certain expectations to successfully achieve their objectives.

All scheduled outputs are continuously submitted under KA 2 according to the original plan. Partial modifications of conducted research investigations are put into action (for example investigations on so-called country school). The critical remarks on absence of a clearly structured research that were mentioned in the previous interim report have been compensated and the research design has been completed and included in the project documentation. The effective introduction of KA 2, same as the other key activities of the project, is slowed down by **the missing feedback from MŠMT** (i.e. their involvement in the operation programme or the individual forms of passing along the obtained findings).

All 29 EPs (education programmes) for various levels of education under KA 3 were successfully submitted one year ahead of the original schedule. Also, based on the demand of the target groups various other programmes were evolved (for ZUŠ, SVČ and school management). Despite the fact there is still demand for developing other thematic EPs, **KA 3 has already succeeded in creating the requested number of outputs** (these were actually completed ahead of time and with much better content) and is further on **lacking the necessary resources for compensation of these requests**. **This need is satisfied by means of a flexible respond of the KA 2 activity of APIV B project** (apart from creating new EPs it also takes care of updating already created programmes). In the next evaluated period the KA 3 activity of APIV A will concentrate on creation of specialised modules and long-term trainings. Regarding the comments of lecturers, they frequently **criticised the trainings, which are considered too strict and cannot be adapted to individual needs of the lecturers** (updating, complementing with activation features etc.). The question remains if the management of KA 3 or of the APIV projects can actually change this situation. Low interest in common agreement on the form of the training can also be demonstrated by a very low attendance of lecturers on web seminars (webinars) provided under this key activity.

KA 4 reflects the requirements of the target groups, and this is why the key activity concentrates in this evaluation period on developing and enforcing the differentiating function of the test (which means updating of the original schedule).

The APIV B project teams successfully prevented potential problems caused by the withdrawal of some of the crucial employees of the project by finding their suitable replacements. The unmet expectations were the reason to leave the project for only a minimal number of involved schools. **The established network of involved schools appears to be of a stable condition.** The schools are approaching the stage of receiving project support. This evaluation period also sees the **start of the internship concept that contributes significantly to school networking** (the first step is nursery schools – MŠ). The KA 1 activity also secures expert consultancy for schools and wider public. This

consultancy however meets only a low interest of possible users. The similar kind of information is partially offered by already established *Database of implementation actors of APIV*.

Apart from the above mentioned education programme activities of their creation and updating, the KA 2 attempts to adequately cover the school network with required topics in various other ways. This includes the concept of webinars, but also extending the number of lecturers by modifying obligatory criteria for their enrolment. These attempts gradually help eliminating the impact of previously identified risks and obstacles. **Similar to other key activities of APIV B project, this KA activity is also successful in achieving intended objectives that are conducted according to the project documentation and planned schedule.**

Both the new and the already identified risks and obstacles have been verified in this evaluation period. Apart from the already mentioned merging of NÚV with NIDV and the personal and factual risks resulting from this institutional adjustment, it is also the complete restructuring of KA 5 of APIV A project. Considering the APIV B project, a slight risk was also identified in connection to the merge of NÚV with NIDV – it is the increasing demands on personal capacities of Support Centres as the project enters its implementation stage. Incoherence of APIV A and APIV B projects and their follow up is the already identified obstacle of the project that was being dealt with in the previous interim report. The low availability of instructors and the low coverage of education programmes to satisfy the needs of various different schools is another pervasive issue. A very wide scope of APIV A project also counts as the already identified obstacle. The new obstacle that emerged in the evaluated period is KA 3 activity that draws attention to its limited capacities that are related to the increasing demands of ČZJ I and ČZJ II modules preparation and ABA programme for long term trainings.

The research with target groups shows that the provided support is perceived to be beneficial. Thanks to the support of various kinds the topic of inclusive education is widely discussed at all involved schools. APIV guarantors perceive a significant improvement in professional skills of education workers. As the project proceeds to the latter stages of its implementation and the time is slowly running out, the schools feel the pressure which results from combination of difficult date reservations and lack of the suitable lecturers for some of the topics in several regions of the Czech Republic.

The case studies have been extended in the evaluated period by selected specific topics of inclusive education, comments of school representatives on project support and remarks of council representatives and quantitative research with parents on the school climate. Both schools involved and those not involved were faced with 3 inclusive education topics: 2 year old children in MŠ, pupils of foreign nationalities and cooperation with teacher assistant. If the situation on involved schools is compared to the situation on uninvolved schools, the positive influence of the project is apparent on schools that are involved – for example by giving the affirmation to the education worker in his approach towards inclusive education on school, or the relief provided to EWs and managing school authorities and resulting use of the saved capacities in favour of strategic planning or increasing support in weaker areas of inclusive education on individual schools.

The conducted research also reflects the need of keeping the cooperation between various IPs alive; the information should be mutually shared, same as the experience and obtained data and findings.

The identification of recommendations took place in the evaluated period. Evaluator recommends extending the number of trained lecturers who are well prepared to introduce education

programmes into the network of involved schools. Next thing is introducing the feedback of MŠMT which is missing. Although the project implementers are constantly pointing out this issue and they also show their worries that the project outputs do not necessarily contribute to education policy without the relevant feedback, Ministry of Education, Youth and Sport still does not respond accordingly.

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

3.1 Focus of Evaluation Activities

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

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

These are 2 individual projects, yet they do cooperate in some of their project activities and do complete each other. Project holder of APIV A Project is National Institute for Education (NÚV) while project holder of APIV B Project is National Institute for Further Education (NIDV). Since January 1, 2020 these two organisations merge together. This is further being discussed later on in this evaluation report.

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

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

The 2nd Interim Report focused on the evaluated period from 22. 3. 2019 (the date of submitting the 1st Interim Report) to 22. 10. 2019 (when the 2nd Interim Report was submitted). The data that is included in the Report is however valid for the date of their collection (see the summary of conducted research). Evaluators also had at their disposal ZoRs 6 up to 9 of APIV A project and 7 up

to 9 of APIV B project. Other ZoRs will be covered in following Interim Reports, although the date they were performed falls into the evaluated period of this Report.

Outcomes and conclusions included in this Interim Report are primarily based on opinions and attitudes of Main Project Managers, Key Activity Managers, workers of Support Centres of NIDV and target groups of individual key activities.

Following topics are covered in this report:

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

The following Interim Reports (no.3 and no.4) will increase their span with the key activities and target groups by which a significant progress is expected. This accounts to target groups of specialised programmes and long-term trainings implemented under KA 3 of APIV A Project.

3.2 Field Research

The following research has been carried out in the evaluated period:

Tab 1 – List of field research

Method	Respondent	Number of respondents	Date
Individual interview (written answers)	Project administrator OP RDE (APIV A)	1	22.10.2019
Individual interview	Chair of the management committee and representative of the corresponding section of MŠMT	1	14.10.2019
Individual interview	Project call guarantor	1	11.10.2019
Individual / Group interview	Main project manager of APIV A KA Managers of APIV A project: KA 2, KA 3, KA 4, KA 5 KA Managers of APIV B project: KA 1, KA 2, KA 3, KA 5 Internal evaluator of APIV A and APIV B Main project manager of APIV B	1 4 4 2 1	18.9.2019 13., 16. and 18.9.2019 16.9. and 9.10.2019 18.9. and 9.10.2019 9.10.2019
Group interview	2 cooperation coordinators KA 7 APIV A 2 cooperation coordinators KA 5 APIV B	2 2	18.9.2019 16.9.2019
Individual phone interviews on sample of 32 involved schools	Users of methodological support of APIV B project: - school guarantor of APIV	32	1.10. – 11.10.2019

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Individual interviews on sample of 5 involved schools	Users of methodological support of APIV B project: - school headmaster - school guarantor of APIV - education worker (EW)	 5 4 8	27. – 29.3.2019
Case studies: Individual interviews on sample of 5 involved and 5 not involved schools, individual phone interviews with council representative	5 involved schools: school guarantor of APIV and a ŠPP representative (for complementing entry research and identification and data collection for in-depth analysis of selected inclusive education subjects on involved schools)	10	23.9. – 11.10.2019
	5 not involved schools: school headmaster or ŠPP representative (for identification and data collection for in-depth analysis of selected inclusive education subjects on schools that are not involved in the project Council representatives Representative of ASZ as the information provider on school that interrupted its active participation in the case study	4 9 1	23.9. – 11.10.2019 14. – 18.10.2019 8.10.2019
Case studies – schools involved and not involved **Questionnaire research**	5 involved schools: Parents of pupils	PS6: 68 PS7: 63 PS8 89 PS9: *cancelled*	11. - 24. 11. 2019
	5 not involved schools: Parents of pupils	*PS1: 46* *PS3: 28* *PS4: 33* *PS5:33*	11. - 24. 11. 2019
Individual interviews	Support Centre employees (APIV B)	4	14. – 18.10.2019
Individual phone interviews	Members of *National team of lecturers and consultants* trained under KA 3 of APIV A	5	14. – 18.10.2019
Individual interviews	Expert opponent of *Framework of Reference for Czech Sign language*	1	8.10.2019
	Expert consultant of *Framework of Reference for Czech Sign language*	1	8.10.2019
Individual interviews	Representative of Agency for social inclusion that took part in processing *Regional School Inclusion Concept* (ŠIKK)	1	4.10.2019
Individual phone/written interviews	Regional ŠIKK processors	2	10.10.2019 21.10.2019
Individual written interviews	Cooperation coordinators of collaborating projects (SRP, SYPO, IKV, KSH, P-KAP, KIPR)	6	14. – 18.10. 2019
Questionnaire research	Participants of 11 expert panels of APIV A (under internal evaluation)	185	1.9.2018 – 30.6.2019

Field research on the sample of involved schools

Due to the fact that it is only half a year that passed between the first and the second Interim Report, it was not expected by the project teams to record any significant progress in receiving support by the involved schools. Furthermore, this evaluation period also included summer holiday. The field research on the sample of involved schools was thus limited to phone interviews with APIV school guarantors.

Also, during the evaluated period the personal visit was exercised to 5 schools that were left out of the previous report and which were essential for the completion of the research sample that was incomplete at the time of the first Interim report.

Research with target groups representatives

The new feature of the evaluation practice is the research conducted with target groups of individual key activities and actors participating on KA implementation. The request calling for further extension of various investigations was claimed while proceeding consultations on the 1st Interim report took place.

The field research was also conducted with corresponding section of MŠMT, for which several of APIV A and APIV B outputs are designed, and also with lecturers trained under KA 3 APIV A, expert opponent and members of work group of framework of reference for Czech sign language created under KA 5 of APIV A.

Case studies

Case studies are supposed to become a tool for answering EQ A.3 „How did implementation of project APIV A and APIV B help schools and teachers to implement §16 of Education Act in wording of Act No. 82/2015 Sb.". **Case studies should however provide the deep insight into the way schools deal with introducing inclusive education**. It is impossible to expect a case study will be as fruitful as a monitoring that had been running for several years and focusing on various aspects of inclusive education while based on the scientific grounds. Such a vast research is subject of KA 2 of APIV A project. Evaluator does not aspire to replace this research. Case studies will be perceived as a tool of deep insight into specific issues of inclusive education in form of examples of practice (both good and bad).

The following structure of case study was chosen based on the above mentioned conditions:

1. Fundamental school parameters
2. School profile
   School profiles describe inclusive background of schools and the ways of implementing inclusive education in their practice.
3. Description of concrete issues that school deals with (successfully or unsuccessfully).

The project team was able to get 5 schools involved in the project and 5 schools that are not involved. These schools are of various kinds with different approach to various topics of inclusive education.

For the 2nd Interim Report the school profiles have been completed and the selected topic referring to inclusive education implementation has been processed, based on the directed interviews with school management and employees of school counselling facility (school psychologist, school counsellor, special needs teacher, coordinator for foreign pupils).

Under the case study research an investigation with education authorities at these schools in the form of phone interviews was also carried out.

Progress of inclusive education implementation at schools as perceived by parents is investigated by means of questionnaire research focused on school climate and its evolution over time. The progress can be however demonstrated in upcoming Interim Reports, when the questionnaire research on school climate is revised.

Participating observation on expert panels

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Over the evaluated period of this report there were no participating observations taking place on expert panels. Most of the panels are scheduled for November and December 2019, which are the dates that come after submitting the 2nd Interim Report. Participating observations will be included in following report.

Field research of ŠIKK evaluation and processing

Field research of ŠIKK evaluation and processing as a part of KA 1 APIV B was conducted by representatives of ŠIKK processors and representatives of Social inclusion agency. This topic was also included into directed interviews with the main project manager (HPM) of APIV B project, KA 1 manager, internal evaluator of KA 4 APIV B and also Support Centre employees.

4 EQ Identification

> *EO A.1. To what extent do the management and implementation of APIV projects conform to the project application?*
>
> *A.1.1. Do the execution of key activities and the processing output match the planned time schedule and current needs of project implementation?*
>
> *A.1.2. To what extent are the objectives of the APIV A and APIV B projects and changes in the existing situation expected as a consequence being achieved?*

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

State of the implementation process of individual activities, outputs and objectives was learned from Implementation reports and their appendices. Evaluators had at their disposal ZoR (Implementation Report) 6 up to 9 of APIV A project and ZoR 7 up to 9 of APIV B project. The actual state of the key activities of the project was verified by directed interviews with KA managers, field research at schools and directed interviews with Support Centre employees. State of some KAs was also verified with the target groups.

State of the implementation process of individual activities is summarized in a table form under Summary of key activity implementation and output processing in technical attachment no. I. 1 of this report. This summary is based on the Product breakdown, where the main outputs are broken down to the partial ones and detailed schedules of individual key activities.

APIV A Project

KA 1 Project management

Sources:
- *ZoRs 6, 7, 8 a 9 and their appendices*
- *Directed interviews with the Main project manager*

Personal capacities of the project are being continuously dealt with under this key activity. Available positions are filled through the tender process. This is currently addressed in implementation team of KA 5 where the newly created occupations need to be filled as the key activity had been re-structuralised and the KA will be implemented by means of personal expenses.

Under this activity the team elaborated project management documents and adjusted control mechanisms to comply with the methodical rules of MŠMT (Preparation and management of IP projects under OP RDE project). The project management documents are expected to be modified with respect to the scheduled merge of NÚV and NIDV institutions.

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

The project is regularly presented at MV OP RDE meetings.

One of the tasks of the activity manager is arranging the project implementation, securing its coordination in form of implementation reports, tackling the objections passed in by the authorities and managing the project changes. Implementation reports are issued in scheduled terms. The manager is also responsible for public contracts which are carried out with no emerging issues (with only exception of the contract for purchasing computer equipment).[1]

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

Sources:
- *ZoR 6, 7, 8, 9 and their appendices*
- *Directed interview with KA manager*
- *Outputs: Interim report on results of inclusive education introduction and implementation I., Report on identified issues of schools implementing inclusive education I. (both part of ZoR 7) and Examples of inspirational practice (part of ZoR 6)*
- *Minutes from KA 2 expert panel – Research of inclusive processes in education from 31. 10. 2018 (part of ZoR 9)*
- *Minutes from KA 2 expert panel – Research of inclusive processes in education from 29. 5. 2019 (part of ZoR 9)*
- *Design of monitoring research for inclusive education (part of ZoR 9)*
- *Research design of self-efficacy teachers for inclusive education (part of ZoR 9)*

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

In the course of the evaluated period the first outputs of KA 2 activity have been created according to original schedule: Interim report on results of inclusive education introduction and implementation I., Report on identified issues of schools implementing inclusive education I. and Examples of inspirational practice. These outputs were presented on the expert panel and based on the recommendations obtained there the outputs were modified accordingly. Minutes recorded on expert panel show that the expert panel members evaluate highly the contribution of the conducted research and examples of inspirational practice and also applicability of the obtained data in practice of inclusive education. Quality of the outputs is on the same high level as are similar research reports in different scientific fields. Final outputs are afterward handed to MŠMT section II, to which they are originally designed for. Due to the fact that expert panel does not provide sufficient space for a deeper presentation of the project research results and the context, MŠMT as the main output user

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[1] At the time of submitting of this evaluation report it was not possible to purchase computer equipment due to the determined penalty on computer equipment of this public contract. At the time of this report completion, the implementer submitted further comments on these findings.

was offered a seminar that would focus in detail on research results. For the sake of the education policy needs, the most important findings could be discussed, same as the suggestions on system and targeted measures for improving school practice in terms of inclusive education. So far, MŠMT did not respond to this offer. Project implementer however keeps this possibility alive. Also the seminars for Czech school inspectorate, APIV B implementation team and stem NÚV activities are being planned. Next interim report will also include conclusions from the conducted research, with addressed recommendations that are easily applicable by MŠMT.

The research results and selected findings are presented to the expert pedagogical public at international conferences (e.g.: international conference of the Czech Educational Research Association (ČAPV) and international conferences of ECER), university lectures or by means of articles published in scientific journals with international outreach.

Project implementer however does not have any feedback from MŠMT that would cover presented reports. According to MŠMT representative of relevant section who is also the head of the Management Committee the presented outputs are being used for adjustments of education policies, for implemented measures modifications and they also form the foundations for suggestions on system and legislative changes. Also the project guarantor expects the data obtained from the monitoring will be beneficial for MŠMT.

KA 2 manager appreciates „*the expressed interest of academic workers on faculties in obtained data and mutual cooperation, willingness of scientific workers – even those from outside Prague – to attend expert panels, create platform of university experts and school representatives willing to start mutually beneficial discussion"*. Thanks to the fact the research conclusions have been spread into regular NÚV and NIVD activities, it is supposed the research is qualified to contribute to improvement of education workers training in the field of inclusive education.

Into the ZoR number 9 the new design of monitoring research has been added. It describes into detail all the objectives of conducted research and its intended schedule. Other newly modified document that has been added is Research design of teacher self-efficacy for inclusive education, which has been complemented with biographical research of teacher professional self-evaluation in inclusive education abilities.

In the course of evaluated period the qualitative and quantitative research on MŠ (nursery school) and ZŠ (primary school) took place.

Qualitative research on ZŠ kept on going according to the modified plan. Due to the fact that the sample of schools involved in the first stage of the research did not include sufficient number of schools located in rural areas, it was recommended to concentrate more on such schools in upcoming stages of the project. Newly formed sample will include 6 village schools of various types (selected schools will be of the same type as the schools defined in the first stage of the research). The research is currently under way.

Based on the experience obtained from the pre-research, a new methodology of the sample selection has been chosen for qualitative research on MŠ – methodology of the sample saturation. The size of the sample is not specified upfront, the new sample components are being added as long as they provide new information on investigated subject. The research is currently under way and the obtained data are continuously processed. The sample is complemented with further nursery

schools that can provide new information on investigated subject according to the processed data of the quantitative research.

Quantitative research was conducted on 140 primary schools located in all regions of the Czech Republic. The research is currently being evaluated. Quantitative research is also carried out on nursery schools (MŠ). The sample also consists of 140 MŠ and the obtained data are being processed.

The second stage of research – the research of teacher self-efficacy for inclusive education was conducted with the help of international tool called The Teacher Efficacy for Inclusive Practices (TEIP) scale, which was so far never used in Czech background and needs to be verified. This research will include both quantitative and qualitative part on selected sample and the issues covered should be examined more in depth. Respondents will not be only confronted with questions if the particular aspect of inclusive education is appropriately coped with but also the reasons and causes of their self-evaluation. The first stage of verification will take place on MŠ and SŠ. The choice of SŠ is made with cooperation with P-KAP project. Research on ZŠ will follow. The plan is to gather data of 500 respondents for each level of education.

Currently the 4 more examples of inspirational practice are being processed in the form of extended investigation.

The expert panels are organised under this KA – subject matter from expert panels are used for both KA outputs modification and also for other stages of statistical processing of gathered data or forming of new research questions.

The key activity is conducted according to the planned schedule. All preconditions for achieving the objective of the key activity are fulfilled by the project implementer. Evaluator finds the way of key activity outputs use by MŠMT problematic – the project implementer believes that applicability of KA 2 outputs would significantly increase if the members of decisive domain attend expert panels where the individual aspects of inclusive education are widely discussed. The acquired knowledge and identified issues can become beneficial for further work of MŠMT.

KA 3 FEPW programme preparation

Sources:
- *ZoR 6, 7, 8, 9 and their appendices*
- *Directed interview with KA manager*
- *Minutes from project APIV A and APIV B meetings*
- *Minutes from KA 3 expert panel – FEPW programme preparation in the field of inclusive education from 12. 12. 2018 (part of ZoR 7)and from10.4.2019 (part of ZoR 8)*
- *Output from questionnaire research conducted under APIV B project Teacher preparation and operability under APIV B Project*

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

All 29 education programmes were already created and pilot-tested under this key activity. The last programmes were handed to the APIV B project teams in May 2019. The programmes were

therefore passed to APIV B ahead of the original schedule by 12 months. This fast process of preparation responded to the actual needs of APIV B project, which can now offer to the involved schools the whole set of education programmes. Based on the focus of target groups of education workers (MŠ, ZŠ, SŠ, VOŠ, SVČ, ZUŠ, management) there have been created and verified over 71 individual programmes in APIV B project.

Outside the original scope of Project Charter, which considered creating EPs for MŠ, ZŠ, SŠ and VOŠ, the teams also created education programmes for ZUŠ, SVČ and school management. The numbers of EPs for individual school types are as follow: MŠ - 25, ZŠ – 26, SŠ/VOŠ – 20, ZUŠ - 7, SVČ – 9 and school management – 8.

As of 30 June 2019 there have been conducted 37 pilot runs, where more than 104 lecturers were trained, out of which 41 lecturers completed 40 and more hours to meet the request of a minor case support.

In March 2019 the questionnaire research among the trained lecturers was conducted under the APIV B project. This questionnaire research implied that lecturers regularly attend 3–5 trainings. AS a part of this questionnaire research lecturers also evaluated the applicability of obtained materials for lecturing and teaching, the relevance of provided information, the level of lecturer presentation and the number of practical examples on the covered topic. The quality of education programmes is evaluated by the lecturers as good or at least satisfactory. Some programmes are however problematic in form of their processing which is not suitable for the lecturers or the training attendants. On the other hand it is necessary to put into consideration the fact that lecturers had a chance in the course of a pilot run of the individual programme to influence its form and appearance. Nevertheless, this possibility was most likely not sufficiently utilised.

To secure larger number of lecturers to meet the needs of APIV B project, the key activity KA 3 offers repeated training sessions to achieve this objective. So far 8 repeated training sessions took place. However the problem lies in the low number of interested lecturers.

APIV B Project provides methodical support under KA 3 activity to education workers after their training in various forms. The team launched the project of green line which enables lecturers to communicate any potential issues. The green line also enables any EW to contact the original lecturer or expert guarantor of the specific module and discuss the possible course of action. Updated methodological materials to various education programmes are also published here. Further on, methodical meetings that are devoted to mutual experience sharing take place both face to face or on the web (webinar is the most suitable form of the methodical support). Last but not least is the support of the original lecturer or FEPW expert on specific programme personally while it is being implemented on the lectures of a specific school. All above mentioned forms of methodical support contribute to updating the contents of education modules and complementing them with new information. Trained lecturers of APIV B are being informed in advance on dates of open interactive webinars, where they can together tackle issues and questions of lecturing practice. They are requested to send inquiries on potential issues beforehand. If they are unable to attend the webinar they are sent a web link where they can find methodical materials with updated or innovated info as opposed to the original materials. The use of above mentioned tools by the lecturers is however very low.

Responses of EP attendants show that the programmes actually reflect the practice only partially. The focus of some of the topics is too theoretical and EP does not provide sufficient space for discussion and answers on various questions of EWs. The contents and structure of education programmes should be adapted to these requirements. This however defies terms and conditions under which the processed programmes were passed on to APIV B project teams to implement. It was arranged and approved by the Management Committee members that the processed programmes should not be modified by the lecturers and they should get hold of the originally prepared presentations. This issue is discussed further in EQ A.1.3 and A.1.5.

The evaluation summaries of individual courses of APIV B formulated by attendants of EP are regularly passed on to KA 3 APIV A project teams. The feedback is also sent to corresponding lecturers. The lecturers who were repeatedly given a negative evaluation will be asked by APIV B teams to start using methodical support of APIV A project.

Under this KA there is a plan to create 10 specialized modules. Modules 1 up to 5 should be ready in November 2020 according to the original schedule. The topics reflect the needs of pedagogical practice and they also reflect the plan of APIV in 2019-2020. Currently the first module is being prepared – Case management in school practice. The first part of the pilot run was conducted in June 2019. Modules 6 up to 10 should be ready as originally scheduled in October 2021. So far, these modules have no concrete topics to cover.

Further on, the 3 long-term trainings are created under KA 3. Two of these long-term trainings are focused on Czech sign language for the purpose of teacher assistant. These long-term trainings are currently in the stage of preparation. The third training focuses on applied behavioural analysis. This training is designed for special pedagogues and psychologists involved in Autism Spectrum Disorders. This training is long-term – it was introduced in 2018 and will last until 2021.

The key activity is conducted according to the pre-designed schedule. All 29 programmes handed to APIV B project were even passed 1 year prior their scheduled date. According to the original project documentation APIV A should create for project APIV B only 20 topics. By creating 9 more topics it actually exceeded its capacity. Further on, APIV B lecturers are provided with methodical support by means of methodical meetings or webinars held for each of the 29 topics which also serves for topic updating. At this moment there are no free capacities for creating any new EPs or updating those already created in order to fulfil all needs of the target groups. This problem is however tackled by APIV B teams who plan to carry on with EP creation and updating of inquired topics. Implementation of this KA therefore achieves its objectives according to its own project capacities.

Indicators that are bound to this specific KA and their target and on-going values could be found in technical attachments I.1 and I.2 of this report.

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

Sources:
- *ZoR 6, 7, 8, 9 and their appendices*
- *Directed interviews with 2 KA managers*
- *Outputs: Report from monitoring of pedagogical implementation of supportive measures for pupils – foreign nationals in 2018 (part of ZoR 7)*
- *Minutes from meeting of expert work group in education of children and pupils with insufficient knowledge of language of instruction of 1. 8. 2018 (part of ZoR 6)*

- *Minutes from APIV A project and KA 4 expert panel – Teaching Czech as the second language of 19. 10. 2018 (part of ZoR 6), of 9.4.2019 (part of ZoR 8) and from 20.6.2019 (part of ZoR 9)*
- *Concept of methodical and educational materials for teaching Czech to pupils with other mother tongue in last years of MŠ and 1st and 2nd grade of ZŠ (part of ZoR 6)*
- *Preparing* the diagnostic tool to ascertain the level of language competencies in pupils of foreign nationalities *(part of ZoR 7)*
- *Creating methodical and educational materials – Results of research conducted on selected primary schools (part of ZoR 9)*
- *Minutes from project APIV A meeting, a part of KA 4 team with representatives of ČŠI on 23. 5. 2019*

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

In the course of the evaluated period the teams kept on working on creating the diagnostic tool. According to KA manager, the creation of the first versions of test sets for pupils of the 1st and 2nd grade of ZŠ and their internal opposition and complementation have been finished *(reading, speaking, hearing, writing).* These sets are completed with review evaluations of external evaluators. Also since May 2019 the large revision of evaluation criteria for writing and speaking ZŠ1 and ZŠ2 took place. These revisions were added to the reviewer inquires to evaluation criteria from autumn 2018 and outputs of the second expert panel discussions from October 2018, where the criteria were presented for the first time and where the first requests for their further simplification were formulated. The criteria were also revised due to the fact that the test sets for writing and speaking ZŠ1 and ZŠ2 were changed according to the requests of the review evaluations and other modifications that required changes of criteria. The three sources of data and information therefore had to be processed at once. The tool creation is facing the thorough external and internal opposition in the whole course of its existence.

The project implementer also considers the relevant needs of the target groups and tries to move forward to meet the requests formulated on the work group meetings and expert panels. According to KA 4 manager the creation and internal opposition of the second and third test versions are under way. *„It was however decided to put these activities on hold for now and focus on improving differentiating aspects of the diagnostic test. Although the test is right from the beginning designed in accordance with project charter to serve as a diagnostic tool to help education workers with identifying strong and weak aspects of the pupil's communication competencies and find the areas where he/she needs to be supported, the practice showed the education workers would appreciate if the tool could also help them with differentiation of education approaches and individualisation of their lectures. This way the tool can help with identifying strong and weak aspects of the pupil but can also easily ascertain his or her language level. This is the reason why it was decided to modify the test in order to satisfy this need. The test will become even more complex and there will be even more opportunities to use it in the daily regular practice of primary schools."*

„Based on the negotiations with ČŠI representatives, who provide the digital environment for test administration, it was decided to replace test form of True/False (yes/no) with other forms that can be used in such an environment".

The implementation schedule of the diagnostic test has been modified according to these new facts. The internal partial dates have moved by appx. 2 months, yet the terminal date of the diagnostic test delivery is preserved.

Preparation of FEPW which will be focused on the correct use of the diagnostic tool will follow after the tool is completed and pilot-tested (i.e.: after the inputs for FEPW are obtained).

In the course of the evaluated period the preparation of methodical and education materials took place to help education workers develop the language competencies of the pupils as based on the results of diagnostic tests. The concept is ready, currently the research on selected primary schools and kindergartens (ZŠ and MŠ) take place in order to give a survey on education methods and available methodical materials applied for teaching Czech as a second language.

The last partial activity of KA 4 is monitoring of pedagogical implementation of supportive measures for pupils – foreigners. The first output has been processed - *Report from monitoring of pedagogical implementation of supportive measures for pupils – foreign nationals in 2018*, which summarised researches conducted on high schools (SŠ). According to KA manager *„Report from monitoring of pedagogical implementation of supportive measures for pupils – foreign nationals in 2018 on high schools was handed to MŠMT, outside the Management Committee it was sent to the department of high school general and vocational education and institutional education of MŠMT. The report was presented at the project expert panel on 9. 4. 2019. It went public on the web of NÚV (http://www.nuv.cz/file/3630/). The results of monitoring were presented at work group meeting of the Department of Equal Opportunities in Education and Council Services of NÚV in June 2019. All information on conducted research at high schools (How SŠ support pupils with a different mother tongue) including the monitoring report are published on web portal inkluzivniskola.cz and META o. p. s. website".* Evaluators believe that KA 4 outputs are therefore sufficiently distributed. Considering the actual application of the first KA 4 output, implementer did not receive any feedback from MŠMT on the submitted report. According to the MŠMT representative of the corresponding section there is the effort to put forward the set of supportive measures for pupils with a foreign mother tongue (FMT) to make this support more available at all schools. This set of measures makes the actual use of data of monitoring report. The KA manager also believes that *this data is also applicable for planning FEPW support, school counselling institutions and schools teaching* pupils with a foreign mother tongue. The information is distributed to these target groups by means of publishing the report on the web pages of NÚV and META o.p.s.

Currently the monitoring on primary schools is being carried out.

The key activity KA 4 is implemented according to the original schedule. All preconditions for the successful achievement of the KA objectives have been fulfilled by the implementer. Indicators and outputs that are bound to this specific KA and their target and on-going values could be found in technical attachments I.1 and I.2 of this report.

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

Sources:

- *ZoR 6, 7, 8 a 9 and their appendices*

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

- *directed interview with KA/HPM manager*
- *Minutes from project team meetings of KA 5 held on 22. 2. 2019, 13. 3. 2019, 25. 3. 2019, 29. 3. 2019 and 12.4.2019 (part of ZoR 8) and 21.5.2019 (part of ZoR 9)*
- *Minutes from expert panel of APIV A and KA 5 – Creation of a framework of reference for Czech sign language on 25. 4. 2019 (part of ZoR 8)*
- *Report on open point – Change of KA 5 implementation (part of the significant change no. 38)*
- *Minutes from exceptional meeting of Management Committee held on 6. 8. 2019 (part of ZoR 9)*

The framework of reference for Czech sign language (FR CSL) will be created as part of this activity for levels A1 through B2. The framework of reference will contain general description and drafts on descriptions of levels A1 through B2. This framework will provide general base for processing language syllables, directives for curriculum development, exams, text-books etc. so that the language preparation and language competencies of the lecturers and assistants to the hearing impaired pupils is as effective and transparent as possible. The tool will be available to be used to ascertain the pupil's level of the Czech sign language (CSL) (what are his or her actual knowledge and abilities in CSL). The receiver of KA 5 is MŠMT. The target group of this KA are the supportive professions essential for teaching the pupils that are hearing impaired (teachers, teacher assistants, translators etc.) The pupils themselves are from the point of view of the project the secondary target group. According to the expert consultant the framework of reference can also provide the base for a further research and become a source for forming a corpus of Czech sign language. KA 5 thus has a wider potential than its primary purpose.

KA implementation has been facing various issues since the beginning of the project. These issues after all caused the delays in activity implementation. The causes of delay are described by project teams as follow:
- personal change on the KA coordinator position
- insufficient number of relevant actors – experts in CSL
- limited means of coordinating the contract with the experts before the call as it might be perceived as a conflict of interests in public contract policies
- problematic discussion among the members of expert public on requests of FR for CSL
- delays in dates of mutual meetings
- long terms of project documentation considerations and dealing with MŠMT and completely opposite requirements of various of its departments

The reasons of KA delays were identified and verified by the expert opposition and also by the expert consultant of this KA. Their belief is that the most significant reason of the delays is the insufficient number of the experts in the field which was also identified with both implementation team members and potential suppliers. The current conditions made it impossible to find one universal supplier for such a complex and extensive project as the framework of reference for Czech sign language. None of the institutions that could become a potential supplier of the project does provide either the facilities or the number of experts to tackle this assignment. The institutions would have to form a consortium or try to find another way of cooperation which would need a great amount of legal steps leading to the very top of the company management. The efforts to meet these conditions were likely to be considered too demanding by the institutions. That is the reason why under the procurement procedure (announced in November 2018) the contracting entity did not receive a single business proposition.

The above mentioned reasons resulted in considerations on further directions of KA 5, where various possibilities were drafted:

- announce the public contract again in the same format and wording
- announce the public contract as a negotiated procedure without making it public
- re-structuralise the KA from public contract form to the form of personal expenses

Out of these possibilities the one of a complete re-structuralising of KA 5 was chosen, so the framework of reference for Czech sign language will not be created by a supplier company (i.e. in the form of public contract). Instead the framework will be all covered by the project implementer (i.e.: implementer will make legal business contracts with various individual experts and the incurred costs will be paid in the form of personal expenses). According to the expert opponent and consultant this solution is both commercially suitable and technically possible. Both expert opponent and expert consultant appreciate constructive efforts of the project implementer to tackle these issues and his determination to rise to this challenge.

Based on this decision the project implementer started to immediately work on the significant change of the project no. 38 (change in the Project charter, schedule modification of various activities, redesigning budget and product breakdown, identification of the new job positions, increasing the advance payments of 2019, reducing the financial milestone of 28. 4. 2020 etc.), that was approved by Managing authorities on 16. 9. 2019. Preparation of implementing FR in the form of personal expenses however started even before the significant change was approved so that no unnecessary delays occur. Full implementation of KA 5 started on 1. 10. 2019. The date of the project implementation completion remains untouched.

The key activity will be carried out by a larger team of 20 members. It will be 12 new job positions with employment contract created (the volume of 16,3 full-time equivalent unit - FEU), 8 new job positions with agreement to perform a job (the volume of 29 480 hours). Also the existing administrative positions of KA 1 will be increased in volume by 5,2 FEU and the working hours of the translator will be raised by 4 600 hours. In total, the implementation team will be increased by 21,5 full-time equivalent units on employment contracts and by 34 080 hours on agreements to perform a job (DPP).

Inside the implementation team several work teams will be created for individual parts of the framework: the team for the framework of reference description, the team for translation, for the web, for the translation and feedback (pilot testing of the framework). The team members will mingle according to the assignments that will be covered.

Currently there are no issues identified with filling the vacant job positions. According to the information obtained from the directed interview with HMP the selection procedure for the new job positions were announced in September 2019 and it is expected that by 1. 10. 2019 the team will be almost complete. Some additional changes may occur also in October and November, but these are only minor changes with no key impact.

The schedule for the framework of reference was processed and it is now planned to last until April 2022, which is the very end of the project itself. The schedule is well processed and contains no risky spots. The essential condition is to carry out all activities according to the schedule so that no delay in partial activities shall occur as the reserves in the schedule are minimal.

At the same time, the project coordinators prepare trainings of all employees on CEFR, which will take place in October 2019 and also communicate the potential issues with international expert who shares his experience with creating framework of reference for sign language in Germany.

The control and feedback mechanism has been created to watch over framework of reference processing. It is based on a progressive expert evaluation of all partial outputs and the final product itself.

The first OP was held on 25. 4. 2019 in order to get as much information from expert public on the new setting of KA 5, the next OP is planned to take place before the end of 2019 after the new mode of KA implementation is already in use. As the time possibilities of the project are limited (the deadline of the project implementation is April 2022) the expert panel recommended to focus under KA 5 on processing the achievable and realistic objectives while modelling the framework of reference, so the appropriate activities can follow in upcoming projects.

Currently the new KA 5 setting has all conditions of achieving the KA objectives, providing the thorough check of the task fulfilling is well organised according to the pre-set schedule and the partial activities will show no implementation issues. Other important precondition is a good-quality personnel choice for the newly created job positions. Implementation team of KA 5 is currently very well organised so this activity is qualified to achieve all its intended objectives.

Other important precondition is a high quality technology to be used for KA 5 implementation. The objective achievement will also depend on applied cameras and writing and editing devices for the best outcome from sign language recording sessions.

HPM identified main risks of the KA implementation:
- *„Personal – low number of experts on CSL (both hearing and deaf persons) and their workload (risk elimination – experts will focus on content creation of KA, administrative load will be carried out by the assistants);*
- *Time risk – the schedule counts in with some time reserves for the activity, yet these reserves can be counted in days (risk elimination –continuous regular checks upon the work of the individual project teams);*
- *Task uniqueness – creating a completely new and unique system feature in education system (risk elimination – inspiration from abroad experience and experience with creating framework of reference of Czech as a foreign language, use of SERR).*

Time capacity of the project for such a demanding assignment (Creation of a framework of reference for Czech sign language) is perceived to be the largest risk as seen by both expert opposition and expert consultant.

MŠMT representative of the corresponding section feels that the obstacle to the successful KA implementation is the prevailing fragmentation of views and opinions on the contents of the framework of reference in the community of the deaf. There is the risk the community will not accept the framework. It is therefore essential to reach mutual agreement on the form and content of the framework inside the community so they can easily accept its final version.

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

KA 6 Evaluation

Sources:
- *ZoR 6, 7, 8 a 9 and their attachments*
- *Directed interview with internal evaluator*
- *Evaluation of implemented expert panels*
- *Output: 2nd Interim Evaluation Report*

The internal evaluation should secure continuous monitoring and regular evaluation of key activities implementation. KA is implemented based on the document called Form of the evaluation.

The internal evaluation teams processed the 2nd Ongoing evaluation report which was assembled based on the data obtained from various realisation reports, minutes and meetings of implementation teams of the key activities and meetings of leaders and management. As compared to previous report, there were no directed interviews conducted. If needed, the internal evaluator verified the required information with KA managers.

Under this internal evaluation the partial evaluations of expert panels do take place. For each of the panels the individual evaluation is developed. Evaluation of expert panels is provided to the manager of the activity and to the cooperation coordinators who can make the organisation of expert panels more effective.

Under the KA Evaluation only the internal evaluation of expert panels take place. All other KA are evaluated outside this key activity.

The methods of evaluation are further analysed in EQ A.1.4.

KA 7 Cooperation

Sources:
- *ZoR 6, 7, 8 a 9 and their attachments*
- *Directed interview with 2 KA coordinators*
- *Updated schedule of expert panels*
- *Minutes from expert panel KA2 and KA 3: Supporting quality of pre-gradual training of education workers in the field of inclusive education from 20. 9. 2018 (part of ZoR 6), from 5.12.2018 (part of ZoR 7), and from 27.2.2019 (part of ZoR 8)*
- *Evaluation of introductory conference and 2 expertise reports*

The main activity of KA 7 is expert panel organisation. Under KA 7 there is a cooperation expert panel established. *Supporting quality of pre-gradual training of education workers in the field of inclusive education* is organised 10x throughout the span of the project. Also 4 thematically focused expert panels focusing on KA 2 up to KA 5 activities are also organised 10x throughout the span of the project. These expert panels of KA 2 up to KA 5 give space for presenting actual outputs and their opposition. Expert panels of KA 2 - KA 5 present the partial results obtained and face the opposition. Also the present pedagogical issues from practice are being tackled, so are the relationships between individual grades of schools (nursery, primary, high schools, universities etc.) or examples of inspirational practice. The new approaches to further education of teachers are discussed, either in pre-gradual or post-gradual preparation. Thanks to the active attendance of representatives of MŠMT, ČŠI, other IP projects and NGOs are the topics discussed in broader context and could be observed from different perspectives.

Under KA 7 Cooperation the teams organised 3 joint expert panels of both KA 2 and KA 3 for the monitored period (ZoRs 6 up to 9) *Supporting quality of pre-gradual training of education workers* (Cooperation expert panels), where the main topic was the activity of the teacher assistants, their education and teaching practice in pre-gradual studies on pedagogical schools. These panels resulted into 2 recommendations for MŠMT. These were both system recommendations and recommendations focused on specific modifications. Same as the submitted outputs of KA 2 and KA 4, the project implementer also did not receive any feedback from MŠMT. Nevertheless, according to the representative of the corresponding section of the Ministry, these data are regularly worked with and eventually utilised.

The cooperation coordinators also took part in organisation of 2 KA 2 expert panels, 2 expert panels of KA 3, 3 expert panels of KA 4 and one expert panel of KA5 key activity.

Under KA 7 the teams hold the regular meetings with APIV B project implementer.

On 23rd January 2019 the opening conference of APIV A project took place where the individual key activities were presented, as were their outputs and methods of their processing. This conference was later evaluated by 2 expert reviews.

All KA 7 activities are processed according to the original plan. The expert panel schedule is being regularly updated.

KA Cooperation is further evaluated under EQ A.3.

APIV B Project

This project is divided into 6 key activities, under which the individual partial activities are scheduled and configured.

KA 1 Methodology and coordination networks

Sources:
- *ZoR 6, 7, 8 a 9 and their attachments*
- *Directed interview with KA manager*
- *Minutes from meetings of APIV A and APIV B projects*
- *The list of schools with mutual cooperation agreement*
- *Self-evaluation of Support Centres*
- *Materials for external evaluation as processed by internal project evaluators*
- *Minutes from meetings of regional ŠIKK coordinators*

The expert team on Support Centres (SCs) were established under this KA. The SCs were enforced in personnel by regional methodologists and APIV consultants. Also, 2 new positions of area methodologists for region WEST and region EAST were established. The Support Centre team seems to be stable; there is no evidence of personnel turnover.

The network of cooperating schools was established under this key activity. Currently the network is fully operable and it consists of 355 schools. The total number of schools that left the project is six. Two schools left in autumn, other 4 followed in spring. These schools consist of 2x ZUŠ, 1x ZŠ, 1x SŠ and 1x ŠD. The reason to leave was the fact that the offered support did not meet their expectations. This is thoroughly discussed under EQ A.1.3 and A.1.5.

The entrance research on inclusive background was conducted on schools in cooperation with the teams of internal evaluation. This research has already been evaluated and the conclusions are processed in further investigations. In following stages of the project the school representatives will be asked by the Support Centre employees to tell their opinions toward provided support and their satisfaction with the coverage of their individual needs.

The schools are slowly starting to receive the allocated support. Schools with full support are provided with the support in form of coaching for school management (with the span of 40 hours), mentoring for EWs (the total of 25 hours for each EW) and expert services (48 hours). Schools with full and partial support are further offered education programmes (see KA 2). A larger amount of individual forms of support and EPs were implemented in the end of school year 2018/2019. The beginning of the new school year is expected to bring full rush of the project activities. So far the offered services were not equally distributed into the network of schools involved in the project. This situation is now being tackled by the project team. New identified aspect of the project is to offer support in the form of mentoring and coaching also to the schools with partial support. This was positively received by these schools.

The concept of expert internships is being processed in this evaluation period – a leaflet that announces start of these internships has been sent out in October 2019. The first expert internships will be conducted on nursery schools (MŠ) where the highest demand is registered. The expert internships of education workers from involved schools will be organised at both schools included in the network and schools that are not included (these will be in the role of receiving organisation), or also in the organisations concentrating on inclusive education.

Another partial activity of KA 1 is supporting target groups in form of expert counselling and consultations in the area of inclusive education for schools and wider public. The regional methodologists and consultants mainly provide concrete methodological and expert support but can also recommend facility or organisation that has a capacity of providing expert services for a certain region. This can account to the area of health or social disadvantage, special pedagogics or others. The advisory services for schools and wide public (including parents) are regularly provided according to the plan. The interest in expert counselling services is permanently lower than expected in the original project. In school year 2018/2019 only 269 consultations were organised.

Under this activity a document called *Database of APIV implementation actors* has been created and is constantly updated. This database was published on website www.inkluzevpraxi.cz. It is planned to put this database into Helene system so it is better accessible for Support Centre employees. This database will also be connected to application *„Zapojme všechny"* and will serve the public to search for the contacts on organisations and experts in the field of inclusive education.

One of the activities that fall under KA 1 is also methodical support of ŠIKK processors. These issues are dealt with in detail under the individual subchapter below.

Under this activity all partial outputs of Product breakdown are being processed. Indicators and target and on-going values that are bound to this specific KA could be found in technical attachment no. I. 1 and I. 2 of this Interim Report.

Progress of activity implementation and their outputs are currently expected to reach the scheduled objectives. The system of complex support to schools has the potential to achieve intended results

on involved schools. The benefits and usefulness of acquired knowledge in daily practice as stated by target groups are further analysed in EQ A.1.6. below

KA 2 Education

Sources:
- *ZoR 6, 7, 8 a 9 and their attachments*
- *Directed interview with KA manager*
- *Self-evaluation of Support Centres*
- *Minutes from meetings of APIV A and APIV B projects*
- *Outputs of questionnaire research among Lecturers training and actions under APIV*
- *Materials for external evaluation as processed by internal project evaluators*
- *Minutes from meetings of regional ŠIKK coordinators*

This KA is implemented in close cooperation with APIV A and APIV B projects. The KA 3 activity of the APIV A project now includes creators of all individual education programmes. Under APIV A project the individual education programme developers operate as the initial tutors who train the members of *National team of lecturers and consultants*, which has been created under KA 2 of APIV B project. These lecturers from the National Team then give lectures on inclusive education topics at target schools (so far only at those associated under the regional network).

In May 2019 all the remaining EPs created under APIV A project were submitted. The project APIV A thus suits the needs of APIV B project, or the network of involved schools respectively, which can now choose from the full selection of the processed topics.

The number of implemented education programmes is gradually increasing. Each of the implemented EPs is provided with the feedback. The obtained findings are reflected when the individual programme reaches its implementation stage. Both involved actors and affected lecturers raise the request of EP revisions and updating in their feedback. Project team of KA 2 tries to reflect these requests. Education programme revision (updating) is carried out in two lines. The first line secures upgrading of current EPs created under APIV A project. This EP updates mean to modify presentations in the way to include more activation features and to give more space for discussion and answering various requests. All modified presentations will be eventually submitted for approval by APIV A project.

In the second line of APIV B project the project teams decided to create their own EPs that would reflect identified needs of various target groups. The new topics and forms of education will be added. Developing of the new education programmes has not started yet (as the significant change of the project still has not been submitted for the approval), this situation was however discussed with managing committee (preparation for necessary actions will start in the half of 2020). Adding up this new activity will bring the new processes, project capacities (both financial and personal) however enable this to happen. The EP selection is planned to be expanded by education programmes for school management. Three new topics will be chosen which will be available to both education workers and school headmasters.

Schools are now also offered education programmes in the form of the web seminar. This step was approved in order to tailor the EP offer to better suit the needs of individual schools. The teams discussed the list of EPs that can possibly be converted into web seminars with APIV A implementer. This form can be achieved in 2 topics to be offered, by the end of the year this should increase to 6.

So far the total of 11 topics were picked to be converted into webinars. The obtained feedback on the web seminars is quite positive, yet it is natural that this form does not suit each and every respondent. Webinars are to be perceived as an alternative to the classic, attended form of EP.

The education programmes designed for members of the project team are also developed under the KA 2 activity, these EPs are designed to prepare workers for the tasks connected with the activities under APIV project. There are also EPs focusing on presentation and lecturing abilities offered under the activity. By now the team of mentors and coaches is completely staffed and fully trained. Later on each of the team members was thoroughly supervised by the supplier organisation. Methodical meetings of lecturers, mentors and coaches are held at the regular basis. The further training of coaches is planned to follow these already organised courses.

The education programmes for public administration are up and running. These EPs are designed for employees of MŠMT, regular activities of NÚV and NIDV and ČŠI. Programmes for local government administration are also running. The expectation is to organise at least one of these in each of the regions.

The availability of lecturers is gradually getting better although it is still not fully satisfactory. The new lecturers are continually being enrolled. Most likely not all topics in the region will be balanced in the satisfactory manner (if there is a region where a lecturer is missing or the number of lecturers is insufficient then the project teams try to individually provide a lecturer of a different region or attempt to carry out the training by means of on-line training or web seminar). The total number of 200 lecturers successfully passed the training of APIV A project, out of which 110 are active at current moment (they signed DPP contract for lecturing activities). The newly set rules approved by the managing committee help resolving this situation by enabling so-called „excellent lecturers" to join the team if they successfully fulfil all pre-set criteria for lecturer competences and other conditions. These lecturers do not need to go through the full initial training of APIV A project. However, these "excellent lecturers" must be approved by the managing committee of the project. Excellent lecturers are recruited from the brand new lecturers or from the already active lecturers who expand their portfolio of topics to teach. These newly set conditions allowed increasing the number of active lecturers by dozens. More info on this topic is to be found under EQ A.1.3 and A.1.5.

The number of mentors and coaches corresponds to the requirements of the project although their numbers are by no means equally distributed in the regions.

Under this activity all partial outputs of Product breakdown are being processed. Indicators and target and on-going values that are bound to this specific KA could be found in technical attachment no. I. 1 and I. 2 of this Interim Report.

The progress of implementation of most of the activities and outputs currently provides qualification for successful achievement of all its objectives. Previously identified risks and obstacles are persistent, yet their impact is significantly reduced. The KA 2 implementation is getting stabilised as the project approaches latter stages of its proceedings.

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

KA 3 Public

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

Sources:
- *ZoR 6, 7, 8 a 9 and their attachments*
- *Directed interview with KA manager*
- *Manual for promotion and organisation of informative (motivational) seminars*
- *Analyses of the website, Facebook group and evaluation of newsletters*

Internal KA 3 activities are conducted according to the pre-designed *Strategic marketing plan*. Both informative web page www.inkluzevpraxi.cz and Facebook group (*Inkluze v praxi*) are running and are regularly updated. Website activities and frequency of visits are continuously analysed. Webpage traffic and visits on Facebook profile is gradually increasing (with only exception of a slight decline at the time of the summer holiday). According to available data collected from 1. 4. to 30. 6. 2019 the website was visited by 8 074 users, who made a total of 14 249 visits with 28 178 web page views. The closed Facebook group *Inkluze v praxi* has recorded an increase of visits by 9 %. Altogether it has 477 members who are receiving newsletter via e-mail (in the course of above mentioned period the newsletter was sent to 1743 subscribers). The above mentioned channels are designed to serve as an information source for a wide public without pedagogical expertise.

The fundamental activity carried out under KA 3 is organisation of info seminars. It is basically 4 seminars in each of the region per year. Due to the limited financial resources only one of these seminars is given more extensive promotion. According to ZoR 9 it is around 123 info seminars that have been organised since the beginning of the project. The average number of attending persons on info seminars is 18 per session. The audience consists mainly of education workers, the parents are represented in smaller proportion. The project teams now try to find the way to attract more parents to info seminars.

The interactive application is ready in technical part – the graphics and functions have been already processed and programmed. Application is now being optimised for internet browsers. Currently the content of the application is being worked on – the content is crucial and it takes wide range of various experts to pull it together. The application will consist of 14 fields with corresponding topics. The content type will be of two kinds: part of the contributions is brand new – they are particularly based on the examples of good practice at schools. For content creation the materials of OP VK database and RVP.cz are being utilised. There is the prevailing effort to try and utilise already processed outputs, which would otherwise come in vain. At present, the project teams identified schools that have gone little further in introducing inclusive education and thus can provide examples of good practice of their own. These examples will be processed in form of texts and videos. The project teams also collect examples of good practice by means of education workers' portfolios.

The setup and the successful implementation of the key activity have a predisposition to achieve intended objectives. However, we still have to keep on mind that it is beyond the frame of the project to shift the attitudes of the general public. The project can nevertheless have the impact on general public which can attend information seminars and other activities which are linked to the project. The survey on general public opinions that has been carried out during the seminars shows that project is able to change (and is actually changing) the attitudes toward inclusive education in general public and their knowledge and awareness of this issue. These data are however direct immediate reactions of seminar attendants, which cannot be taken at face value. Nevertheless, the

activity serves its original purpose which is the transfer and sharing of project information according to actual needs.

Indicators and target and on-going values that are bound to this specific KA could be found in technical attachment no. I. 1 and I. 2 of this Interim Report.

KA 4 Evaluation

Sources:
- *ZoR 7, 8 and 9 their attachments*
- *direct interview with internal evaluator*
- *Concluding report of entry investigations at schools involved in APIV B project (part of ZoR 8)*
- *Evaluation of APIV project milestones from 2016-2018 (part of ZoR 8)*
- *APIV 2019-2020 (part of ZoR 8)*

The monitoring and evaluation of all key activities are carried out on regular basis. The implemented education programmes are being evaluated at involved schools by means of on-line questionnaires. Summarised information for longer time periods are also passed to individual teachers and APIV A representatives. Evaluation of education programmes is still a part of the summarised output for each school year that passed. The report for school year 2018/19 is currently being prepared.

Also, the education programmes that are suited for the project team (programmes focusing on presenting and teaching abilities, education of mentors and their supervision or training of coaches).

Evaluation of info seminars is carried out according to the processed reports of Support Centre workers who organise the seminar. The subject of evaluation is the content of info seminars, the quality of attending experts and the topics discussed (these can be later used as an inspiration for other info seminars. The possible change of attitudes in attending participants is also tested at the seminars.

Individual forms of support on involved schools (mentoring and coaching) are evaluated by means of education worker portfolios. The tool and the data collection were designed in the previous project period. The tool was beta tested on various types of schools and since June 2019 the data collection takes place by means of individual links. The data was downloaded for the first time on 31st August 2019, the tool itself will still be the subject of technical and methodological modifications. Education worker portfolios verify one of the indicators in the end of the project.

In the course of the evaluated period the teams completed the concluding report of entry investigations at schools involved. The report had the objective of describing conditions in the field of inclusive education at schools involved in regional network and also their needs of individual schools for better aiming of provided support. Also, the questionnaire research among lecturers called *Lecturers training and actions under APIV B* took place, which was primarily focused on evaluating their professional training under KA 3 of APIV A project.

In the observation period the team completed ongoing evaluation report (in *Product breakdown* it is called *Self-evaluating report*), Feedback evaluation report – product evaluation (evaluation of feedback on individual products, i.e. education programmes and modules and products of individual support like mentoring or coaching) and Evaluation report – process evaluation on Support Centres (auto-evaluation of SC in form of questionnaires, that serve as a foundation for personal interviews with SC staff that are going to follow).

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

Under this key activity an expert platform has been created. The expert platform processed the conception for APIV 2019-2020 in June 2018 and also took part in evaluation of the third phase of APIV 2016–2018. The expert platform also dealt with the continuation of its further operation. The mandate of the expert platform members for the first phase of their activity ended on 30. 6. 2019, when the main tasks for the period were successfully achieved. The platform also gets engaged with evaluation of *Regional inclusive conception at schools* project (ŠIKK). The topic of ŠIKK evaluation is discussed in individual chapter below. The new request of MŠMT for evaluating APIV 2019-2020 by the platform resulted in increasing the number of expert platform members to work as ŠIKK evaluators. Also, about 2–3 work groups will be formed to evaluate APIV 2019-2020.

The activity fulfils its objectives. Still it is necessary to optimise the IT system for data evaluation, which is collected in large volumes. The automatic data check must be secured so that random checks do not need to be applied.

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

KA 5 Cooperation

Sources:
- *ZoR 7, 8 and 9 their attachments*
- *Direct interview with 2 cooperation coordinators*
- *Minutes from meeting of MŠMT representatives with IPs implementers from 9. 11. 2019 (part of ZoR 7)*
- *Minutes from meeting for cooperating of SRP and APIV B projects from 21. 1. 2019 and 18. 2. 2019 (part of ZoR 8)*
- *Minutes from meeting of expert panel Cooperation from 8. 4. 2019 (part of ZoR 9)*

There are at least 2 cooperation panel meetings held under KA 5 each year. The common topic of the activity under the Cooperation panel is the quality criteria for further education of pedagogical workers and FEPW instructors. In the evaluated period the recommendation of expert panel Cooperation No.4 which took place in November 2018 was completed, the topic was „Difficulties of on-line education".

In April 2019 the fifth Cooperation expert panel took place. The panel was focused on school networking and teacher internships as a form of FEPW. The findings and minor recommendations were handed to KA 1 team manager for creating a concept for expert internships at schools included into school network of APIV B project. The expert panel also suggested further options of networking, for example informal thematic meetings of EWs of various schools or meetings of headmasters to implement education programmes for school management.

The continually strong attendance on cooperation panels and the overall positive feedback form the opinion that the panels are perceived to be useful and beneficial. The recommendations are so far not addressed to MŠMT, but to other users, for whom the topic was chosen, for example to implementers of other projects or KA managers of APIV B project. There will be only one recommendation to MŠMT and it will be handed to MŠMT members in the end of the project.

The fifth expert panel was followed by the questionnaire research conducted by cooperation coordinators. This research was focusing on IPo investigation of Call no. 02_15_007. The objective is to collect information on FEPW quality, which was implemented and provided to education workers of schools of various kinds involved in IPo projects that focus on inclusive education in 2016-2019.

Further on, the subject of research was data collection on other forms of professional development of education workers that are provided in IPo projects. Currently the results are being processed into the document called „FEPW quality and other forms of professional development of education workers in IPo projects focusing on inclusive education in 2016-2019", which will form one of the founding stones for creating recommendation for MŠMT, which is to be completed under KA 5 in the end of the project.

The cooperation coordinators also carried out the output research of the completed projects financed by OP RLZ and OP VK in previous programme period in the field of inclusive education. The obtained information will serve to build an interactive application designed under KA 3. The team efforts are to link the current system projects to already implemented activities so that the outputs of the completed projects are put to the most effective use.

The regular meetings of APIV B project implementer with other IPs implementers are held (for example with SRP project to discuss seminars organisation for IPo MAP and MAP II methodology and Methodology of equal opportunities).

The KA 5 activities are run according to the original schedule and the Key Activity follows its objectives.

Other aspects of KA Cooperation are further being evaluated under EQ A.3.

KA 6 Project management

Sources:
- *ZoR 7, 8 and 9 their attachments*

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

Methodical support of ŠIKK processing and evaluation

Sources:

- *Directed interviews with ŠIKK processors*
- *Directed interview with the employee of Agency for social inclusion*
- *Directed interviews with HMP of APIV B project, KA 1 manager and internal evaluator of KA 4 of APIV B project*
- *Directed interviews with Support Centre employees*

The creation of ŠIKK is the obligatory activity of PO3 Call Implementation KAP I. The methodological outlay of ŠIKK processing is based on the Methodology of equal opportunities. This methodology is more specific in parts describing the analytical component of ŠIKK while the outlay part is rather general. The prerequisite for the good quality ŠIKK processing – at least according to this

methodology – is to have sufficiently experienced regional ŠIKK processors in concept processing and data analysing. The processors said they were missing this experience which was also the reason why the methodology was considered insufficient. While processing ŠIKK, the manifestations of problems in obtaining regional data for processing the analytical part have been recorded. The Methodology of equal opportunities expected that ŠIKK would obtain required data and information from MAPs and KAPs, which were however not prepared for this situation. Also, the MŠMT and NÚV data were missing (actually these were for now already handed by both KAP and MAP).

The progress of ŠIKK processing and its coordination vary significantly across the individual regions. The institution of regional authority is responsible for ŠIKK processing. Coordination is usually secured by implementation team of KAP project. The individual parts of the conception are continually consulted by the work group for equal opportunities which is organised in each of the regions. Group composition and method of working also vary across the country.

According to the employee of the Agency for social inclusion which is involved in the coordination of ŠIKK processing, this should be carried out with intensive cooperation of all involved partners. This coordination should take the form of the community planning. This also affects methodological leadership as ŠIKK involve both primary and secondary schools so the representatives of individual IPs (SRP, APIV B, P-KAP) cannot contain all constituents of education system. Cooperation is however not yet set on these principles so it is quite frequent at working group sessions that instead of constructive cooperation and finding the right ways to progress the involved institutions rather fight for their own individual interests. This is also confirmed by the responding ŠIKK processors.

The work groups of individual regions vary in terms of processing and organisation and also in quality of their work. The quality of the work group is influenced by several factors. One of the most fundamental factors is the prevailing attitude to inclusive education by the members of the individual group, the active approach of all work group members including P-KAP, SRP and APIV B projects and the overall method of working of the work group (i.e., if the creation of ŠIKK is based on participative principles, or if the work group outputs are presented without the possibility of a wider discussion). According to HPM „*the attitudes of individual actors in the region are based on the background where ŠIKK is processed. In regions with many excluded areas there might be stronger tendencies to tackle the issues of inclusive education in more „pragmatic way", rather than in regions where the issues of excluded areas are unknown. The different attitudes can be also held by ŠIKK processors themselves – their attitudes are then shared at the meetings of work groups for equal opportunities. This can influence the whole atmosphere of the meeting and the interpretation possibilities of the topic of inclusive education from the regional methodologist of the support centre"*.

Project APIV B is supposed to provide support to ŠIKK processing. This activity is described in Project charter only in general terms so the interpretation of the APIV B project role in ŠIKK processing may vary between various actors. Project APIV B is not responsible for the quality of ŠIKK processing as the project representatives do not have the role of ŠIKK creators. The APIV B teams are only responsible for the quality of methodological support which they provide.

The main project manager (HPM) of APIV B project informed that the support of ŠIKK processing has been set to be conducted in two lines. The first line is the centralised administration of expert platform established under KA 4 activity in order to evaluate all processed ŠIKK. For the evaluating tool the teams will be using criteria that have been created by the implementation team of APIV B

project and discussed by all members of expert platform. The APIV B project representatives participated on mutual meetings of ŠIKK processors and also presented the created criteria in the way to teach processors the ways and aspects of ŠIKK that are to be evaluated and also give them some methodological guidance.

The second line is the regional one, where regional methodologists of Support Centres provide methodological support to ŠIKK processors in their region. The regional methodologists serve the role of networking and counselling providers. They attend the work group meetings for equal opportunities, check the progress of ŠIKK processing, answer the questions on inclusive education or the questions focused on ŠIKK evaluation and also help to find suitable actors who are able to contribute professionally in developing ŠIKK designs. This support is accepted by ŠIKK processors in various extents.

The regional methodologists do not have a role of the key actors of the whole concept, they might however contribute to more elaborate processing of Regional School Inclusion Concept (ŠIKK) with their activity. The quality of regional methodologist in providing methodological support is influenced by several factors:

- attitude of regional methodologist to inclusive education
- sufficient competences in the field of inclusive education
- active and constructive approach of regional methodologist
- support of APIV B management and management of regional Support Centre
- interdisciplinary insight into the questions of inclusive education (orientation in actual network of actors with influence on inclusive education, including not only school organisations, but also organisations active in social services).

According to the employees of the Agency for social inclusion the good quality work is performed by those regional methodologists who are not only able to answer the questions of the work groups members but also be able to tackle various issues and set examples from practice, bring new topics and impulses for strategic parts of ŠIKK or involve other important actors into regional concept development. Nevertheless, in case of some of the regions this way of methodological support of work group is not requested by ŠIKK processors. The possibilities of utilising regional methodologist are very limited at these occasions.

Criteria for regional school inclusion concepts (ŠIKK) were created by implementation team of APIV B and afterwards presented to the members of expert platform. Next meetings of expert platform were concentrating on standardisation and objectification of evaluating criteria in the way to create unified ŠIKK evaluation materials.

ŠIKK concepts are presented to expert platform coupled with the statement of regional methodologist. This statement reflects the extent of relevant actors' involvement in the concept and the consideration of work group needs, which are evaluated as a part of the ŠIKK criteria. Later on, each of the ŠIKK concepts will be evaluated by 2 evaluators (members of expert platform). This evaluation will result into 2 review reports which are to be discussed on expert panel meetings (here the processors will be given the chance to "defend" his/her concept). As a result of this meeting a summarising review will be created. The processors will modify their concepts according to the recommendations included in the summarising review.

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

In June 2019 the first ŠIKK concept was evaluated – this was the one for Karlovarský district. Three evaluators (members of expert platform) participated on final evaluation of the concept. According to the implementation team of APIV B project the presented outputs had the appropriate content and form. Some employees of Agency for social inclusion however noticed that the pre-set criteria were interpreted too loosely and subjectively so that the resulting evaluation is not quite transparent. That is also the reason why evaluation of other ŠIKK conceptions will not be unified and will be subject to subjective opinions of individual evaluators. This risk is particularly eliminated by the previously mentioned system of discussions, reviews and reports on expert platform and processing of one summarising report.

The evaluation results have been presented to OP RDE MŠMT and representatives of Karlovarský district. The experience of the first evaluation was promptly shared with other ŠIKK creators by means of the open platform meeting with district authority representatives. The districts were also offered the individual consultancy aid of the experts gathered in the platform.

Evaluation of ŠIKK is supposed to be finalised in November and December 2019 (according to current schedule there will be around 8-9 processed ŠIKK concepts presented by the end of the year).

Significant changes of the projects:

The Institute of significant changes has been in the course of the project duration used for several times, as the various needs of implementer team had to be tackled.

The changes under **APIV A** projects were concentrating on:
- correcting indicator values
- modifying Overview of key output for the fulfilment of indicators document ,
- creating new items in the budget for securing ABA education programme,
- decreasing the II. financial milestone,
- increasing the monitoring indicator 54 00 00 Number of supported persons – employees in education from 300 to 700,
- restructuring KA 5 Framework of reference for Czech sign language – implementation will not be carried out by means of a public contract but will be rather covered by personal capacities of the implementation team, decreasing the III. financial milestone.

Changes in **APIV B** project deal with:
- postponing scheduled terms (shifting the term for submitting accreditation application for EP of basic training and EP for school management as the materials of partner APIV A project were not handed on time),
- extending the project with new activities (EP for public administration and web seminars),
- changes of financial plan/budget.

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

Conclusions of APIV A project:

- The implementation teams successfully reached preconditions to achieve objectives in all key activities.
- Most of the activities are conducted according to the planned time tables (the time tables of KA 4 and KA 5 have been updated).
- Applicability of KA 2 outputs would improve significantly if the representatives with the right to decide regularly attended expert panels, where the individual aspects of inclusive education are being identified and discussed. The acquired information would be more beneficial that way.
- The findings imply that many topics of education programmes are too theoretical and do not give enough space for wider discussion and answers for concrete requests of education workers. Currently the project has no spare capacities to create further programmes or to revise and update education programmes that have been already created, so that the needs of the target groups cannot be fully satisfied. Updating of the content is carried out by APIV A project teams by means of web seminars. This issue is also tackled by APIV B project which takes care of the programme updates and revisions of the selected EPs and they also arrange plans for developing new EPs that are focusing on requested topics.
- The funding setup of KA 5 has been changed from public contract to personal expenses. The KA 5 schedule has been modified by the significant change. KA 5 is now under the mode of the increased control over the partial activities fulfilment so the intended objectives and outputs are achieved.
- The present state and the further progress of the whole APIV project have a predisposition to successfully achieve all intended results and impacts. To achieve all intended results of KA 5 it is necessary to maintain a strict coordination in the mode of increased control.

Conclusions of APIV B project:

- All KAs are fully predisposed to achieve their project objectives.
- In case of KA 2 the obstacles to satisfy the real needs of the target groups are still present. These obstacles are however being constantly reduced and eliminated on systematic level.
- Preconditions to achieve results and impacts of KA 3 activity have also been reached. However, if the activity has an influence on public opinion, it is the influence that has a potential to reach only participants of individual events not the wide public.
- Project APIV B has – despite all possible barriers – a potential to achieve project objectives.

The opinions of corresponding section representative and the head of managing committee approve of the project setup; both APIV A and APIV B are well planned and are very beneficial. Project teams are learning about the needs of the target groups and reflect these in active way. Projects themselves however cannot reach the change in improving conditions for inclusion on schools or improving relation of public toward inclusive education. This would need the change of the whole educational system.

> **EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?**
>
> **A.1.3. To what extent do the management and implementation of APIV projects conform to the project application?**

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

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

Sources of information:

- *Directed interviews with KA managers and HPM of APIV project*
- *Directed interviews with APIV guarantors on involved schools*
- *Directed interviews with employees of Support Centres*
- *Directed interview with project guarantor and representatives of corresponding section (the head of managing committee)*

Evaluator considered the logical coherence of the project and reduced the unnecessary steps which in consequence resulted in merging questions A.1.3 and A.1.5 under one. Dealing with both questions at once then reduces the possibility of potential risks emerging. The obstacles are the real elements that have already had to be dealt with.

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

Project risks

Project risks are evaluated in the table form. Same as the previous report this one also implies the probability of occurrence and its severity.

Table 2 – Analysis and risk management

Risk	Probability of occurrence	Risk level	Risk prediction / elimination description
Internal risks			
Insufficient capacities on Support Centres – APIV B Gradual widening of the scope of provided support to various types of schools means increasing demands on staff capacities on Support Centres. This might lead into insufficient coverage of school needs.	1	2	Risk has been eliminated by means of introducing booking system and its optimisation for the project needs. Also, the personal capacities have been increased by extra administrative force. The probability of occurrence has been reduced to 1.
Time demanding character of preparation of framework of reference for Czech sign language	3	4	The project has a limited time to create the framework for Czech sign language. Schedule of KA 5 implementation is elaborated to individual weeks and planned activities closely build one after other. Currently this schedule seems to be doable, however there should not be any delay in any of the partial activities as the time reserves are minimal.
External risks			
Risk corresponding to merging of NÚV and NIDV (in both factual and personal matters)	4	5	Project teams of both projects should acquire sufficient information to get properly prepared for the merging.

Based on the direct interviews with main project managers and managers of individual key activities of both projects the new risk considering scheduled merging of NÚV and NIDV organisation has been

identified. Basically all KA managers mentioned the risk resulting from merging NÚV and NIDV. This was discussed in detail with HPMs of both projects.

Project activities are identified with risks of personal, processing and organisational kind. Merging of institutions will also have influence on managing documents which also needs to be revised. It will also be necessary to prepare establishment of the significant change of the project (change of the statutory representative, monitoring indicators etc.).

The most significant risks are perceived to be those involving project personnel. This is especially the insufficient time of the experts working for the project implementation. These experts frequently work several jobs – they are responsible for regular agenda of NÚV or NIDV institutions, they are also certified lecturers of APIV B project or the members of APIV A project teams. Their activities are limited by the character of their DPP contract (agreement to complete a job) in number of hours they can work annually for an organisation. When two institutions merge into one, the number of hours for the project will be actually halved which seems to be insufficient either for project needs or the regular agenda of the organisation.

Other significant risk is already mentioned physical separation of project activity facilities from regular agenda of the organisations (accounting, public contracts, HR, lawyers, IT). According to all available information of project teams the project activities should be held by the newly formed organisation in NÚV facilities in Hostivař, whereas regular agenda is supposed to be localised in original headquarters of NIDV in Prague city centre at Senovážné náměstí. Project teams identified several risks considering this fact:

- Employees who share their working time between project activities and regular agenda would now need to travel between the institutions (this accounts especially for APIV A project)
- Employees of APIV B project perceive the location of their offices in the city centre as one of the positive aspects of their job and there is the chance that some of them will not be willing to commute to Prague outskirts to work. The employees of APIV A project face the insecurity resulting from possible lay-offs and migration.
- Changing the project team APIV B facilities also means that meeting various target groups representatives (not only regional ones) might become complicated. The current location in the Prague city centre was very convenient for target group representatives as it was in a walking distance from both railway and subway stations. The need to commute for meeting in conference rooms located in Hostivař which is Prague outskirts might be considered by many to be a barrier preventing them to join the meeting.

One of the procedural threats is that the originally adjusted systems (system for public contracts, for their funding, coordination of the project management, accounting systems, IT systems) will not be working correctly until the processes are optimised for the newly formed institution.

The essential problem encountered while eliminating identified risks is that project teams are not provided with sufficient information on how the merge will look like or what the future concepts of the newly formed institution will be. These are issues which are especially felt by implementation team of APIV A project. Project teams are able to accept operational measures to eliminate only those risks which they are aware of. Without necessary information given they are unable to effectively tackle these issues.

The severity of risks related to the merge of NÚV and NIDV organisations has been evaluated with the highest mark - 5. It is especially the risk related to personal changes. Stable and good quality personal staffing is crucial for both projects and it is very risky to replace the experts in the middle of the project implementation. Occurrence of other risks might slow down the implementation of the projects for some time, which can have severe consequences in case of KA 5 of APIV A project which already has a time plan with no time reserves available – this can eventually result in extension of the project implementation.

It is essential to decide on individual aspects of the merge as soon as possible by MŠMT so that this information can be provided to all project teams. Teams are then able to prepare themselves for the new situation and eliminate the risks that are related to this issue.

Project obstacles

Common obstacle of APIV A and APIV B project

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

It is still valid that the project activities that were supposed to coherently follow one after other do not actually go as predicted and as a result the design of KA 3 of APIV A project does not suit the needs of APIV B project. Particularly it is the lecturer availability and insufficient coverage of EP topics for various types of schools. Due to the fact that both identified obstacles have the resulting effect especially on APIV B project, they are described into detail below. The specification of individual activities that should follow up one each other might have been insufficiently coordinated. However, at the current moment project teams of both projects are successful in eliminating these obstacles. The newly identified barrier is related to the need of updating education programmes.

APIV A project

Wide scope of the project

In general, the scope of APIV A project is intensely wide. It is mainly KA 4 and KA 5 activities which consist of many other partial activities necessary for their implementation. These activities are however obligatory by the nature of the project. Other very demanding activity in terms of time and personnel is organisation of 3 long-term trainings under KA 3.

The KA 3 manager declared that *„it seems that modules for CSL I and II are very demanding for implementation and coordination. The difficulty lies in the uniqueness of such an educational module and also the obstacles and barriers that it brings. This accounts to defining content, integration of experts, linguists, specification of target group, time demands, cooperation with individual association representatives and overall coordination of CSL modules. There are only a few experts in this area. Also, most of them are already involved in KA 5, which is being implemented in the same time. The ABA programme is also very demanding and it also concentrates foreign experts who collaborate on the project (ČR does not have sufficient number of BCBA or BCaBA lecturers). At the present moment all activities are being dealt with at once – the last repeated trainings of follow-up modules and APIV B lecturers are on the run, the methodical support for presented 29 topics is taken care of and other specialised modules, ABA programme and CSL I and II are being prepared to start soon. It goes to show that the scope of the key activity to be covered is too wide. CSL modules I and II and ABA programme itself would fit into the key activity of their own."*

Unwillingness of schools to join the research under KA 2

The barriers to seamless implementation of KA 2 that were identified in the previous evaluation period are still present in the project. It is mainly unwillingness of schools to join the research, due to the overall oversupply of researches focusing on various topics or because the topic of inclusive education is really sensitive. Other obstacle lies in the fact that, even though all the sensitive data are treated confidential and schools are assured they will remain anonymous, still the school representatives are unwilling to join as they do not believe they stay anonymous. This obstacle is identified with ZŠ, but also with SŠ in surveys of teacher self-efficacy in inclusive education. In case of MŠ there is no strong demonstration of this obstacle as there are minimal researches on MŠ level regarding the topic of inclusive education.

Setting the parameters for framework of reference for Czech sign language

Another significant obstacle is the stagnation of project team negotiations with hearing impaired over the design of the final output of this action. While the implementation of the CSL framework of reference was planned to be achieved by means of the public contract, the project team had only limited means of coordinating these negotiations as it might be perceived as a conflict of interests in public contract policies

Inconsistency of opinions and insights into the content of the framework of reference in the community of hearing impaired is perceived to be a significant obstacle also by representatives of MŠMT and managing committee. In case there is no compromise met in the community of hearing impaired, there is the risk that this tool will not be accepted by the community.

This obstacle is now successfully eliminated by the newly adjusted KA 5 implementation by utilising personal capacities of APIV A project. KA 5 project teams have been enforced with Czech sign language experts and representatives of hearing impaired community so the formation of the new framework of reference is being done in cooperation with all of these actors.

Updating of already created EPs

The approach of APIV A project to already processed EPs is currently perceived to be the obstacle of its own. It is assigned that any kind of intervention in the EP appearance is restricted (the presentations are provided to lecturers in non-editable format of PDF). Nevertheless, both lecturers and EP participants hold the requests for optimisation of EP progress. The lecturers declared that the methodical materials for some of the programmes are difficult to apply which leads to using the materials that are not of APIV A origin and mixing of content of various individual programmes.

Lecturers who were trained in selected EP topics informed they feel only a weak support regarding the legislative changes which are needed to add to the programme content. Lecturers expect automatic providing of information so that they can prevent EPs becoming obsolete in the course of the project implementation. Lecturers admit they have to complement this information by themselves but are not able to add it into the presentations of EPs provided by APIV A project. Lecturers believe it is not possible to remain informationally stagnant in the period of 3 or 5 years of the project, so that EP presented in March 2018 should not be identical to the EP presented on the same topic in March 2021.

On the other hand the implementation team of APIV A informed that *„generally advised legislative changes were addressed and presented on webinars and implemented under the methodological*

support into several modules, which are directly affected by them. The attendance of these web seminars especially organised for APIV B lecturers is very low". Concerning the objections of lecturers regarding the EP updating, who are also target group of the methodical support, it can be concluded that the form of the webinars is not an appropriate form of EP revisions and updating.

Lecturers were also critical to the frequent absence of practical information inside the presentations for EPs provided by APIV A teams, which are requested by schools. According to the experience of a selected lecturer (from the observation session under the methodological support) he was repeatedly encouraged by the observing lecturer trainer to stick to the original presentation that consisted of the sheer theory (which is very unpopular among the participants). Lecturer identifies the training evaluation by the course participants as being generally more negative than his previous trainings. That is the reason why many lecturers tend to modify the content and presentation of their EPs, continuously complement them or never even use them for their training sessions.

Due to the restrictions given by personal and financial capacities of KA 3 of APIV A project it is not possible for project teams to respond adequately to all target group needs (resp. processing other topics of EP), which will emerge in the course of implementation of the APIV B project. That is also the reason why APIV A project will update already processed EPs only in case of changes in legislation or other system changes that influence content of education programmes (this will be done by means of organising web seminars (see above).

Project APIV B would however try to come forward to help satisfy the needs of target groups. This is the reason why the topic of EP forms and their benefits for practice was chosen for the next expert panel of APIV B cooperation. The topic will cover discussion over the format of presentation, allocated time for discussion, complementing with activation features like videos or surveys etc. to make it more attractive for participants. This EP updates mean to modify presentations in the way to include more activation features and to give more space for discussion and answering various requests. All modified presentations will be eventually submitted for approval by APIV A project.

APIV B Project

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

The obstacle of high number of schools incorporated in the regional network has so far had only a weak effect. As for now only 6 schools left the project. Main reason was that expectations they had toward the project and offered support were not met. Some of these schools were ZUŠ or SVČ which are school types that are difficult to focus with the project support. According to SC employees there is no sign that other school of the project have the tendency to leave the network.

The geographical remoteness of some of the involved schools has proven to be an obstacle of a kind. These schools were given the maximal care although there is the risk they will not be able to achieve the minimal requested support.

Offer of EPs

The 1st Interim Report revealed the non-existence of some topics requested by the involved schools. The field research also shows that although the topics are designed for individual types of schools, the target groups of MŠ, SŠ, ZUŠ and SVČ still find the focus of the topics to be insufficient.

The selection of topics for SŠ was increased by other 6 topics focused on concrete issues or various types of handicap. The offer for ZUŠ and SVČ was also increased by the programmes originally designed only for ZŠ.

The APIV B project also planned to create their own EPs that would respond to actual needs of the schools.

Also the emphasize is put on communication of SC employees with school so that Support Centre employee knows the actual needs of the school and the qualities of various lecturers in order to offer to school the most suitable lecturer for their needs.

Lecturer availability

This obstacle that was identified already in the 1st Interim Report still remains to be the most significant barrier to successful implementation of the project. The barrier is the result of inconsistency between project preparations and requests approvals on project support, when there was a high number of involved schools allocated to project APIV B while project APIV A was designed for a relatively small number of trained lecturers. Another reason is insufficient number of expert in the field of inclusive education and working with children with specific needs in general. While covering the demand it is necessary to take into account all 29 topics, all regions and all types of schools (MŠ, ZŠ, SŠ/VOŠ and also ZUŠ and SVČ). Currently there are approximately 110 active lecturers available. For the complete network coverage it would need to increase their number by 30–40 lecturers.

Issue of lecturer coverage thus remains. In some regions the school network does not have a lecturer for the required topic or his capacities are already fully booked for the year to come. The project teams of APIV A and APIV B are however trying to tackle this issue actively and the number of lecturers is getting progressively higher.

If there is no suitable lecturer available for a school in a region, then the Support Centre employees actively search and ask lecturers from the neighbouring regions.

The teams ask to join those lecturers who successfully passed the certified courses under regular agenda of NIDV and NÚV organisations.

The APIV A project teams offer repeated training in selected topics. Nevertheless lecturers show very low interest in these APIV A project trainings. The reason might be their general work overload and the partial unwillingness to join the 8 hour long attended training session. That is why the implementation team of APIV B would like to offer to lecturers a shorter and more effective form of training in other various EP topics to increase their interest or also adding new topics to attract new lecturers. The training would not take the attended form but instead it would be organised as a web seminar. There will be no need to commute to NÚV headquarters. The time input into organising web seminar would also be shorter and the training could be more effective.

Also managing committee approved the new rules so that that the lecturer team can be enforced with „excellent lecturers", who pass the criteria for lecturer selection and other negotiated conditions. These lecturers do not need to attend APIV A trainings. Excellent lecturers need to be approved by managing committee. Excellent lecturers are recruited from the brand new lecturers or from the already active lecturers who expand their portfolio of the topics to teach. These newly set conditions allowed increasing the number of active lecturers in two waves by dozens, so far by 40

persons. Next wave is planned for this autumn. The higher number of available lecturers is important as is important how lecturers are active and what their area coverage is.

The criteria modification for lecturer selection which would enable more lecturers with suitable profile join the project has not been carried out yet. Other limitation is lecturer salary rate which is lower than the rate for his regular work under NIDV organisation.

Administrative demands of the project

Some administrative processes that were linked to securing support to schools (e.g. reporting, worksheets, travel expenses, signing DPP contracts) have been taken out of SC employees and lecturers responsibility. The administration that had to be processed by teachers and SC employees themselves is now carried out by a newly hired administrative workforce who is now responsible for this agenda. Working with reservation system is also getting stabilised and its drawbacks are being coped with. The number of complaints on system failures is getting lower. Reduction of administrative load resulted in signing long-term contracts with lecturers instead of short-time agreements for each individual course.

The Support Centre team appears to be in a stable condition. So far, the KA 1 manager did not record any sign of discontent. When starting his job as a KA 1 manager, he personally discussed the views with all SC employees to get the larger picture. Up to now only 2 employees left the job at Support Centre, mainly because of personal or health reasons.

It is still valid that administrative demands could be reduced by changing the rules for reporting travel expenses (their reporting by a flat rate cost per kilometre).

Form of the support

The obstacle connected to the form of the support is still valid. This project is based on the EP implementation and fulfilling the minor support. The entry research on schools came to the conclusion, that schools rather prefer individual forms of support and they are not primarily interested in education programmes any more. Implementation team of APIV B is making an effort to extend their offer of individual forms of support.

Presentation of the topic of inclusive education

Implementation team of KA 3 is currently trying to attract more representatives of parent public to their infoseminars. It is essential to focus this information seminar more specifically on the concrete topic. Seminars are aimed at the parents of children with individual educational need as the motivation to attend the seminar without actual need (the necessity to tackle a personal issue) is very low. Seminars are trying to respond to the current needs of the parents and teachers, to topics they are interested in or what they are trying to cope with. Parents without any major issue do not actively learn about the new teaching methods and educational approaches so they are usually not interested in attending infoseminars. These parents could be influenced only indirectly (through the active parents). The presentation of The Prague Education Festival project will be conducted in similar way, so that the presentation stall will also be utilised as a place for advice and consultancy.

Conclusions

Following internal risks have been identified:

- Insufficient capacities on Support Centres (APIV B) – the persistent risk,

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- Time demanding character of framework of reference for Czech sign language (APIV A) – the new risk.

Newly identified external risk:

- Personal and factual difficulties regarding merging of NÚV and NIDV.

Already existing obstacles have been identified:

- Wide scope of the project (APIV A)
- Unwillingness of schools to take part in research under KA 2 (APIV A)
- Setting the parameters for the Framework of Reference for Czech Sign language (APIV A)
- High number of schools and their variety within the region and difficulties to keep them involved in the project (APIV B)
- Offer of EPs (APIV B)
- Lecturer availability (APIV B)
- Administrative demands of the project (APIV B)
- Form of the support (APIV B)
- Presenting the topic of inclusive education (APIV B).

As the project progressed in time, also a new obstacle has been identified:

- Updating of already created EPs (APIV A).

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

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

Source of information:

- *ZoR 6, 7, 8 and 9 of project APIV A, ZoR 7, 8 and 9 of APIV B project, and their attachments*
- *Directed interviews with KA managers of APIV A and APIV B projects*
- *Directed interviews with internal evaluators*

Internal evaluation of APIV A Project is carried out according to Form of Evaluation document.. The procedure of acceptance/evaluation for key activities is determined by the Product Breakdown where the evaluation is carried out by the project teams of the specific KAs. The key activity outputs are regularly presented to review judgements, opponent process under the particular specialized panel and further on also looked into by experts with international expertise. The new process of evaluation mechanism was also elaborated for KA 5 – Framework of reference for Czech sign language.

Internal evaluation of APIV B Project is carried out according to Evaluation Plans processed on year-to-year basis. Evaluation of the most of the key activities is secured by internal evaluator in cooperation with managers of individual key activities.

Internal evaluation also carries out other evaluation activities which go beyond the framework of evaluation outputs of various key activities. This accounts for data collection using so-called

education worker portfolios, internal fieldwork research on involved schools or questionnaire research between lecturers under APIV B project – Lecturers training and actions under APIV.

Conclusions:

Internal evaluation of both projects seems to be adequate, sufficient and in line with evaluation practice.

> **EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?**
>
> **A.1.6. To what extent are the target groups satisfied with the methodical support provided by Inclusive education Support Centres.**
>
> **A.1.8. Are the participants genuinely improving their professional qualifications thanks to the training campaigns?**

Source of information:

- *directed interviews with school guarantors of APIV*
- *directed interviews with SC employees*
- *directed interviews with school guarantors of APIV on the sample of 30 involved schools*
- *directed interviews with headmasters, school guarantors of APIV and EWs on the sample of 5 involved schools (additional research)*
- *directed interviews with lecturers of National team of lecturers and consultants*
- *Outputs from internal evaluation of APIV B project: questionnaire research between lecturers under APIV B project – Lecturers training and actions under APIV B, summarising evaluation of the support provided to schools in year 2017/2018 and 2018/2019, evaluation of EP on presentation and teaching abilities, evaluation of mentor training and their supervision, evaluation of coach training, materials for external evaluation as processed by internal evaluator)*

Evaluator considered the logical coherence and conclusions implied by the research and in consequence merged both questions (A.1.6 and A.1.8) under one. The actual activities of Support Centres under APIV B project deal in fact with various types of individual support of involved schools including education programmes. Both fields of research are close to each other – the evaluation of both questions is based on the application of internal evaluation outputs and also on the research conducted on the involved schools.

**Evaluation based on the materials of the internal evaluation**

Individual forms of support (mentoring and coaching)

The feedback from individual forms of support on involved schools is acquired by means of profession portfolios of EWs. Data collection of EW portfolios got started in June 2019. It is an on-line questionnaire (each education worker has their own individual link) which will give data about EWs and information on benefits of accomplished education programmes, individual forms of support (mentoring and coaching) and using of obtained knowledge/abilities in teaching practice. The profession portfolios show it is around 42 % respondents who evaluate the benefits of mentoring to be large, other 42 % respondents think the benefits are medium. Coaching is evaluated even more positively. The benefits of coaching is perceived by 49 % respondents to be large, 44 % respondents think the benefits are medium.

According to mentor opinions as included in the feedback report it would be good to increase the benefits of mentoring by actually explaining to schools what mentoring is and what are its principles.

EP on involved schools for EWs and Senior EWs

There are both basic and extending education programmes conducted on involved schools. The feedback is obtained by means of the booking system Helene and profession portfolios. The summarising outputs of internal evaluation for school year 2017/2018 and 2018/2019 show that these courses are evaluated well above average. In general, the overall evaluation of lecturers is on average higher than the perceived benefits of the individual courses. Lecturers are most appreciated for their expertise and teaching abilities, the less evaluated attributes are providing appropriate examples for teaching practice and responding to concrete questions. The worst evaluation rating was recorded on benefits of practical part of the module. The figure below shows evaluation of the school year 2018/2019, the feedback data was obtained from 6 767 on-line surveys.
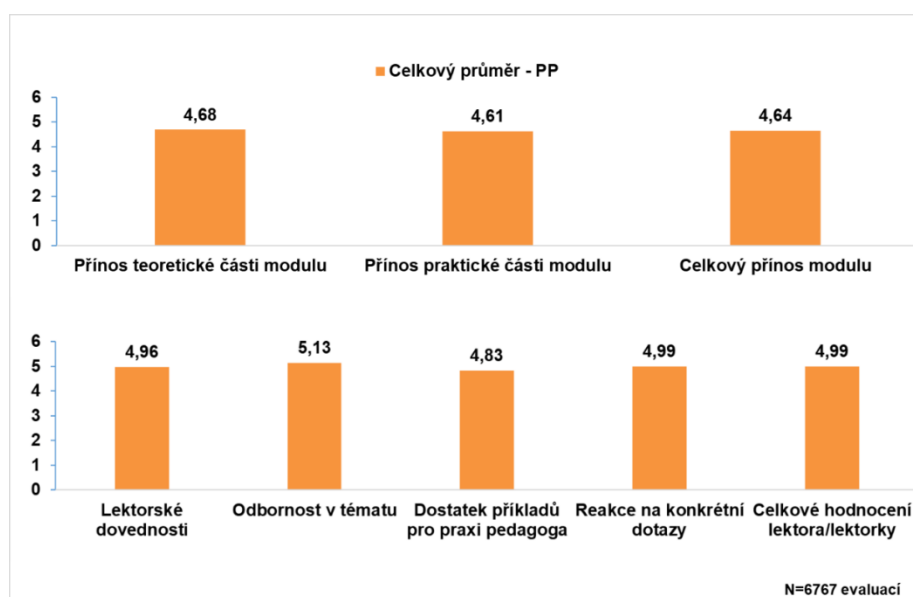
Source: Summarising evaluation of school support for school year 2018/2019 – materials for external evaluation

Note: Evaluation scale reads 1 – completely dissatisfied to 6 – completely satisfied/and 7 – cannot evaluate. The average rating is taken from all respondents who were able to evaluate (i.e. did not put 7 on the scale).

All evaluated attributes have been recorded with improvement in school year 2018/2019 as compared to 2017/2018 regarding the satisfaction of attendees of education programme. Education workers mostly evaluated benefits of this EP in their portfolios to be large – 18 % of EWs and medium – 50 %.

EPs for school management are evaluated positively (more than the courses designed for EWs).

The success of the course is based on the quality of the lecturer and his ability to connect theory with practice. The course attendees appreciate most the sufficient number of practical examples and demonstrations, discussions on the given topic, possibility to get answers on their questions and adding various activation features. Evaluation of the courses varies a lot as it depends on a large amount of various factors. It is not only the personality of the lecturer but also the topic of the course. Schools might pick the topic they need, yet they imagine a different focus of EP than the one

they are actually given. Another significant factor is the teacher staff – if they are too over-trained or demotivated might also be the case.

In case there is a long-term dissatisfaction with the lecturer on behalf of attendees of their course then this situation is systematically dealt with. The lecturer is contacted by the APIV B project team, the reasons of dissatisfaction are discussed and the measures to improve the situation are suggested. Data of internal evaluation are regularly provided to lecturers and also to other employees of APIV A project (evaluation rating overviews of individual courses).

EP for public administration

The outputs of internal evaluation for school year 2017/2018 show the overall evaluation score of the course is well above average. There is however a potential to improve these numbers. There was no internal evaluation carried out in school year 2018/2019.

EP for teaching and presentation abilities

The content of this educational course is perceived by their attendees to be sufficient and most of them believe the course also brings a large benefit for their work in the project and also their personal growth. The majority of the attendees informed they felt ready to take the role of the lecturer.

Training of mentors, supervision

According to the conclusions of the internal evaluation, this training brings a large benefit for the attendee's work in the project and also their mentoring activities. The overall rating of the training is high and the courses are very positively acclaimed. Also, the mentor supervision was evaluated in spring 2019. The attendees evaluated the benefits of supervision with the average score of 4,88 (on the scale 1 up to 6, where 1 is completely dissatisfied and 6 completely satisfied).

Coach training

The coach training, same as the preparations for the role of the coach under the APIV B project are associated with positive responses. The course participants informed in their feedback that the training exceeded their expectations, the course structure was well thought and organisation perfect. All participants evaluated the level of the obtained knowledge on the topic very positively and they feel ready for the role of the coach. Most of the participants also agreed that it would be beneficial to proceed with the training to deepen their expertise and abilities. This need is reflected by APIV B project teams who already prepare next wave of coach training courses.

Evaluation based on the fieldwork research on sample of involved schools

Respondents represented by various members of school guarantors of APIV find the support in various forms of educating and training to be beneficial. The positive evaluation of applicability of these forms of the support always outnumbered negative references. Guarantors embraced the possibility to utilise individual support in form of coaching, mentoring and expert services, which is the support that contributes most to systematic handling with topic of inclusive education. More than 30 % of schools spontaneously mentioned excellent cooperation with Support centres; also coordinators are helpful and are often in contact through phone or e-mail.

The least utilised form of support out of the range of all provided means of support ere expert services – this form of support has not been applied for on more than half of the involved schools. Schools informed that it is complicated to settle a session date (with experts who are always busy) that would be suitable for all involved parties. In case of a failure the schools are questioning their ability to fully embrace this form of support. If they manage to set the date with the expert then the occurrence of negative evaluation of its applicability is minimal. Schools appreciate the wide possibilities of satisfying their individual needs. They also welcome the amount of project flexibility in terms of choosing the experts on their own and whose support will have higher added value to schools. Lecturers also cover concrete cases with education workers, these cases could not be dealt with without their help. Schools also positively evaluate the range and the complexity of the programme. The most frequent receiver of this service is the school psychologist, they use the expert service for instance in diagnostics of a problematic class.
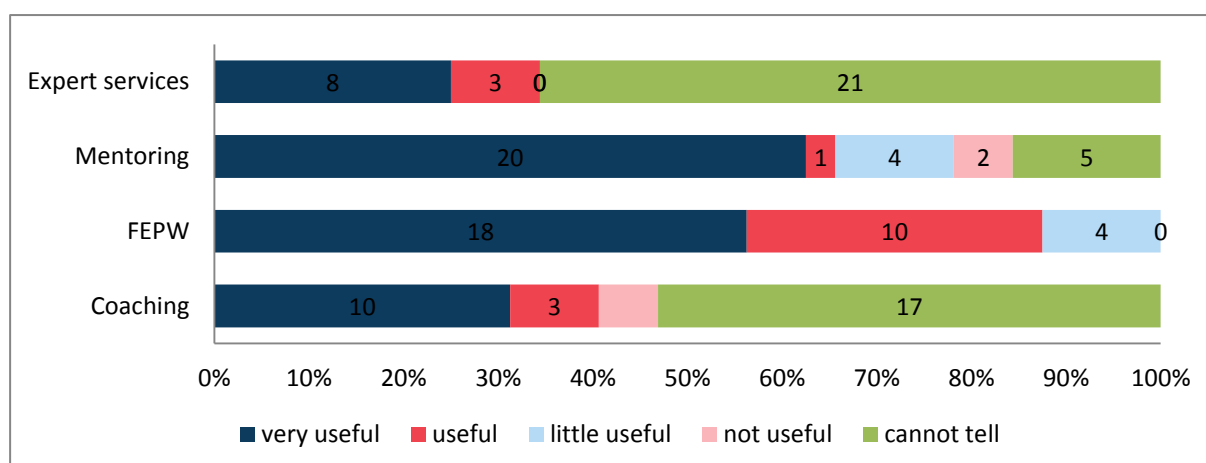
Mentoring is considered by most of the respondents to be very beneficial form of individual support. Teachers appreciate independent opinion and support in concrete situations (teaching organisation, advices for course preparations etc.). Negative evaluation always results from the bad individual experience or personal issues with the mentor.

Coaching is other form of support that has been utilised only little yet it is provided by schools with full support of the project. Coaching is evaluated positively – it is only a very limited number of situations when coaching was not found beneficial.

Education programmes for education workers and senior education workers are regularly utilised at all schools of the survey. The answers show that this type of support is considered beneficial mainly by those schools that have minimal experience with inclusive education in the past. Most schools consider themselves fully experienced in the field of inclusive education so they consider training of their staff to be a beneficial routine. Majority of teachers also obtained the new knowledge that contributes to opening discussions on various topics at staff meetings. Thanks to gaining practical examples applicable in their daily routine, the teachers also gained more self-confidence or inspiration in new topics. Teachers appreciate the long-term character of the project and the number of education workers who are being trained. The previous projects did not offer support in such a wide scope, the new project also makes teachers meet and cooperate more frequently, their shared experience is deeper. Another advantage mentioned by school guarantors of APIV projects is the presence of lecturers directly at schools. The education workers do not need to commute for trainings and the lecturer has a better overview of the school situation.

The schools still appreciate choosing their "own" topic. It is welcomed if the lecturer makes an agreement with the school management (or APIV school guarantors) in advance at the school premises and tailors the training to their needs. Being given an external independent insight into the problems of their own school is also considered to be the great benefit. Teachers also evaluate very positively the trainings designed for senior education workers. Same as in the previous evaluating period education workers complained about several education programmes being too theoretical. The programmes were often evaluated according to the level of lecturer's presentation. Negatively evaluated lecturers were those who strictly held to their original presentations, did not respond to the concrete needs of the school and their presentations were often regarded not to be rendered from the actual lecturer's practice.

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

Fig 1: Perception of usefulness of various support types

N=32

90 % of schools are satisfied with all types of support provided by APIV B project. Almost 80 % of respondents did not have any objections toward the current adjustment of the support provided by the project. Only 20 % of respondents suggested a slight modification of the adjusted scenario, for example asking for more hours allocated for coaching and mentoring and enabling coaching for education workers and mentoring for senior education workers.

Fig 2: Satisfaction with provided support according to its distribution
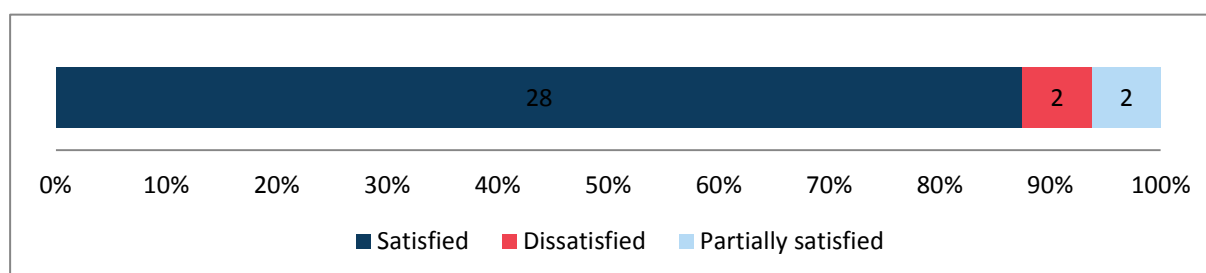
N=32

When respondents of the research survey focused on their own satisfaction with the content of individual trainings they expressed their satisfaction in 60 % of them. Respondents who were not satisfied would appreciate most if they are given more practical demonstrations, methodical documents or case studies to be applied in their teaching lessons. They would also need a better grip of advanced technologies and tools to improve their abilities in communication with parents. Practical skills of improving the communication abilities with parents would also be appreciated by schools that were satisfied with the programme only partially. Respondents also shared negative attitude toward outdated content of some of the offered EPs. Although the selection of the offered evaluation programmes was improved in comparison to the previous evaluation period, MŠ and high vocational schools still complaint about the insufficient number of lecturers able to train the selected EP on the required level. Respondents occasionally mentioned insufficient number of offered topics in EPs for school management.

Fig 3: Satisfaction with support according to its content

19	4	9

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ YES   ■ NO   ■ Partially
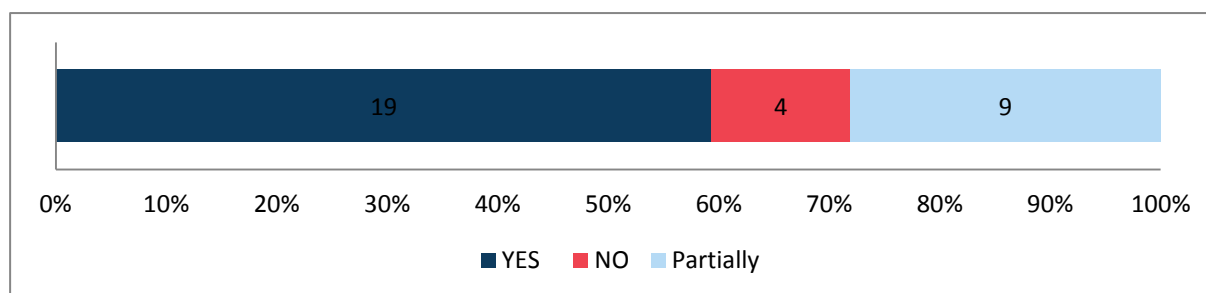
N=32

Over 80 % of respondents are aware of the professional progress of their education workers obtained thanks to the received project support. Several respondents informed that the teachers made a significant progress in their professional abilities and their work makes more sense to them: *„The team of education workers improved in administrative activities, in creating individual plans, in cooperation with counselling centres and generally orientating in the system,"* said one of the respondents. School guarantors of APIV repeatedly emphasized the fact that more they know about the inclusive education, the less afraid the teachers at schools are.

Fig 4: Evaluation of professional skills advancement

28	2	2

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Satisfied   ■ Dissatisfied   ■ Partially satisfied
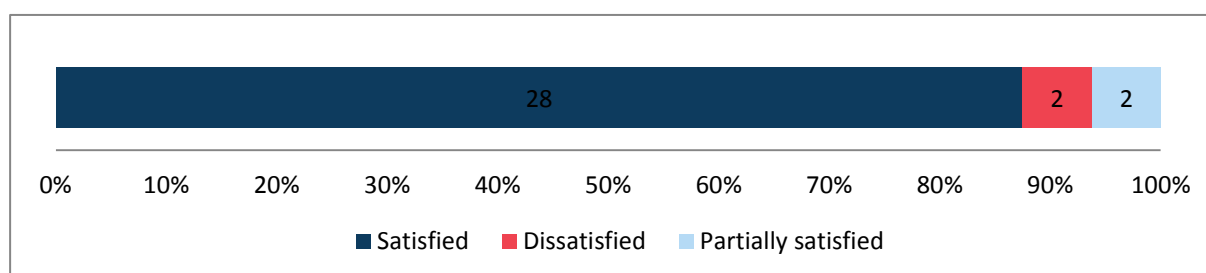
N=32

Schools informed they put the emphasis on a careful selection of education workers to receive provided support. It is believed that it is beneficial to choose especially junior teachers who have not much in common with the topic of inclusive education and the senior teachers who have been working in education institutions for a long time and it is necessary to introduce them to the new trends in teaching and refresh their theoretical knowledge.

The highest number of respondents, which is almost 30 % of them, identify the greatest obstacle to be the time and organisational demands of the project, which was also mentioned by the schools in the last report. Compared to the responses of the last report it is now less time to reach and get all the scheduled support. The higher rate of nervousness is perceived regarding the planning of training of school staff in following months providing this will not have a negative effect on the on-going education of students on schools. Schools have already scheduled plans for organising education programmes for their workers spanning to the end of the project. Many respondents find the tight planning of EPs to be kind of a disadvantage when considering the fast changing situations on schools, changes of conditions and needs of teachers and students. The current adjustment of the project schedule prevents schools from flexible responding to actual needs of the school. The real problems emerge at the moment when the training is cancelled by the lecturer at this latter stage of the project implementation. When this happens, schools face the serious complications of finding

other suitable lecturer or moving the training to a different date. The small and the specialised schools have no other option than organising the training session outside the working hours and rob their employees of their private time or organising a special day off to cover this issue. Most respondents admit the lecturers are often very busy and it is impossible to book them for education programmes, expert services and coaching. After all, this is also manifested by the fact that lecturers are not willing to travel to schools that are located in more remote areas.

It is evident out of the fieldwork research data and feedback that the needs of the schools are usually fulfilled by the individual forms of support. KA 1 manager shows that schools do not need so many education programmes and it is necessary to think of other forms of further education to individualise offered support. This is approved by one of the coaches in her coach training feedback, where she appreciates the fact that APIV B project teams also provide psychological support to the education workers. She also believes that the school employees do not need that much of the professional trainings as they need more humane approach.

Cooperation coordinators of APIV B project also emphasize the shift of the project support perception, which should be more complex in the future. More system projects should focus on concrete schools so that the school would receive support in various areas (currently the project teams try not to mingle one with the other).

Conclusions:

- Generally speaking, the provided support is considered very beneficial. Many schools believe the provided support gives them much valuated revision of already learnt issues yet most of them also admit they obtain the brand new knowledge to discuss at school staff meetings.
- Over 80 % respondents perceive the skill improvement of education workers that has been achieved through methodical support of APIV projects.
- The biggest inconveniences are currently identified in time organisation of date bookings and time possibilities of individual lecturers.

> **EQ A.1. To what extent do the management and implementation of APIV projects conform to the project application?**
>
> **A.1.7. Are examples of best practice being effectively passed on within the regional networks of cooperating schools?**

Source of information:

- *directed interviews with KA managers*
- *directed interviews with cooperation coordinators of KA 7 of APIV A and KA 5 of APIV B*
- *directed interviews with employees of SC*

One of the expected outputs of regional school network is passing on the examples of best practice in area of inclusive education. Connecting schools into networks and passing on the examples of best practice is taking place yet only in limited form.

School networking has so far been conducted by means of meetings of APIV school guarantors (these are often school headmasters) that are held twice a year. Further on, the networking take place at meeting on support centres and meeting of school headmasters while implementing EP for school management. Networking should be also carried out in form of various internships in schools which

are also employed in KA 3 activity as discussed on expert panel Cooperation (the panel was held in April 2019). The output of this expert panel was a recommendation that was later on utilised in the concept of expert internships. The concept is prepared and ready to be put into action. The funding of expert internships is also already prepared. The host school and concrete EW will be given extra pay to attend to the intern. Also the new paid role of an internship guarantor (moderator) has been established to cover the needs of the interns, set the goals of the internships and evaluate their achievement. The interns themselves are consequently financially rewarded for presenting the obtained experience to the colleagues on their home schools.

In order to obtain examples of best practice their collection was incorporated into the questionnaire of EW portfolios. The long term collection of the examples started in June 2019. The examples of best practice will also become part of the interactive application created under KA 3 of APIV B project.

Conclusions:

At the current stage of the project implementation there is the limited share of examples of best practice being passed between the schools incorporated in the network by means of:

- meeting of APIV school guarantors appx. 2x a year;
- meeting at SC;
- meeting of school headmasters while implementing EP for school management;
- networking on the school level and level of individual EWs will start soon by means of expert internship organisation;
- examples of best practice will also be learnt by means of questionnaires in teacher portfolios, the findings will become a part of the interactive application under key activity KA 3.

> **EQ A.2: How did implementation of project APIV A and APIV B help schools and teachers to implement §16 of Education Act in wording of Act No. 82/2015 Sb.?**

- *Case studies on 5 involved and 5 uninvolved schools*

The case study followed the already created information profiles of schools that included entry parameters of individual schools and description of current situation of introducing inclusive education. This was done by identification of specific school topics, which are connected with the area of inclusive education. These were the topics of inclusive education, where schools excel or struggle but still have to cope at the regular basis and create their own strategies to overcome the problem. This also covers the problematic topics which could not be adequately responded to by the schools so they did not adjust conditions to result in successful incorporating of pupils with SVP to regular education. Potential topics suitable for the in-depth analysis were suggested already during the entrance interviews with school representatives or the school counsellors. For the sake of the 2nd Interim Report these topics were approved by the school representatives and subsequently processed by the project teams. That was the way to obtain the in-depth insight into the selected topics of inclusive education on 5 schools involved and 5 schools not involved in the project:

Table 3: Choice of the topics for in-depth study of selected topics of inclusive education

Uninvolved schools			Involved schools		
Case study	Type	Topic	Case study	Type	Topic
1	MŠ	Working with two year old children	6	MŠ	Working with two year old children
2	ZŠ	*The study conducted on the school in favour of the case study had to be interrupted as the school authorities currently negotiate merging this school with other schools or completely shut it down (details to be found in attachment no. I. 4). The teams will remain in the role of the observer and will inform about next steps in the future.*	7	ZŠ	Working with children-foreigners
3	ZŠ	Working with children-foreigners	8	ZŠ	Cooperation with teacher assistant
4	SŠ	Working with teacher staff	9	ZŠ	Working with talented students
5	ZŠ	Cooperation with teacher assistant	10	MŠ	*Topic could not be identified.*

After processing the in-depth study on selected topics of inclusive education, the projects teams continued on involved schools to learn about the project support received by the school and referring to the specific topic. In case the school representative was not able to identify any sign of support provided by the project in the selected topic, he was further on asked about other areas of inclusive education, where the situations changed due to the project support.

In the course of the processing data for the 2nd Interim Report the parents of children were asked to give their opinions on school climate. Parents were distributed online questionnaires that included questions considering 3 general aspects influencing the school climate[2]. This accounts for personal arrangement (person characters and their competences), school culture (e.g. curriculum, value system of the school, its image and symbols) and social relations (between individual groups both in school and inside these groups). The conducted research show how these aspects are perceived and what the overall school climate is really like – in the last year of full influence of project on involved schools and on schools not involved – if they are (rather) satisfied or (rather) dissatisfied. The case study also includes so-called index of perception that is based on the 4-tier scale of the possible answers: (Definitely yes = 1 point; Rather yes = 2 points; Rather not = 3 points; Definitely not = 4 points. The more close the arithmetic average of collected answers under each aspect is to number 1, the better the evaluation of the aspect or the overall school climate is (see attachment I.4). As for the final activities of the case study (summarised under Conclusion report) the repeated research is planned. The team of processors expect to get the progress chart of the parent opinions in time and on various schools as being influenced by the project on the long run. The sample of school not involved in the project can serve as an illustrative example of the school climate progress without the influence of the project.

The parent representatives of the case study number 2 were not faced with the online survey. The case study number 10 recorded very low return rate of the questionnaires, processing teams thus did

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[2] The teams based the questionnaire structure and its evaluation on the set of questionnaires for teachers, students and parents called *School climate* of the *Cesta ke kvalitě* project created by NÚV.

not evaluate this particular survey. *The school of the case study number 9 refused to distribute the questionnaire on school climate to the parents of their students.*

Last but not least, the research with local authorities in charge of school operations involved in case study has been conducted. Teams were trying to find out the orientation abilities of authorities in the topic of inclusive education and their ways of obtaining the essential information. The second part researched the long-term awareness of authority representative about the school needs concerning inclusive education and the problems that the school is facing. On involved schools the authorities were also asked to show their awareness of the school involvement in the project and the extent to which this has an influence on the individual school activities.

The common specific topic of schools of the same type, both involved and not involved in the project resulted in case studies number 1 and 6, 3 and 7, and also in case study number 5 and 8. These cases could be evaluated for the possible influence of the project.

Topic of working with two year old children on both schools involved and not involved in the project

On the involved school there was the new project created in favour of education of the two year old children – the independent "school for the two year olds" has been established as a detached workplace (the school building was reconstructed to create a new facility with specific conditions for two year old children). In case of school not involved in the project this specialised class is part of the common education at the workplace that contains two other classes of regular pupils, one with older children and other with younger ones. The headmasters agree on necessity to create these specialised education facilities specifically according to the needs of these small children. The involved school dealt with the issue by developing the complete new project on their own and meeting all the modern requirements. The school not involved in the project usually place these children to a specifically equipped class with baby changing tables, children nutrition and so on, yet this room is still part of the nursery school building.

Both schools agrees on the fact that the most important impulse to take the opportunity to create an education facility for the two year old children was the insufficient number of children in kindergartens and also identifying rising demand of the mothers of children. Both schools own their own methodological materials that are based on the school education programme. The involved school have in their staff teachers who are profiled to work with this group of children. The school that is not involved in the project rotates the teacher at this position each school year. Both schools find it essential to keep the lower number of children per class (nowadays it counts to 20 children in a class). Both schools believe that these two year old children should be placed apart of other, older children. The headmaster of the involved school thinks the current number of teachers per class is sufficient, the number of education workers on uninvolved school is considered more or less insufficient. The headmaster of the uninvolved school needs to make a great effort to manage personal coverage of this class each school year. Both headmasters believe that the habits that are adopted by children while attending the class for the two year olds will later on significantly help teachers in regular classes. These children are socialised.

Both headmasters agree on possible elimination of aspects connected with SVP as a result of putting the two year old children into the education facility in the future. They are sooner under the surveillance of the education institution, sooner to be diagnosed and it is possible to start working on

unevenly developed brain centres of the child. The headmasters also agreed that they would not be currently able to accept a child with SVP to the class of the two year olds.

The headmaster of the school not involved in the project informed that the benefits of attended education programmes designed for education of the two year old children were very low. In the course of existence of the specialised class for the two year olds, the school gradually adopted their own methods of working with children and creating suitable background to do so. The headmaster of the involved school prefers internal system of training EWs at their school. As being a specialised pedagogue herself, she takes care of the organisation of education workers. The project which she considers to be meaningful is interesting because everybody can choose the topic which is currently important for them. Although the school is well ahead in teaching the two year old children and support to EWs is focused to a spot where school feels to be in the strong position, there were also teachers who do not usually work with two year olds invited to participate on this education programme so the other education workers than those already involved in the programme were trained for the potential future situations. The lecturer enriched the teachers with examples of best practice (e.g. in diagnostics) and gave enough room for various EWs' questions.

According to the research conducted with parents of students on both schools the respondents seem to be very satisfied in all fields of the conducted research. The highest rate of satisfaction is to be found on involved school in the set of various aspects which are being referred to as „school culture" - this involves school curriculum, value system and the image of the school. At the school that is not involved in the project the parents value most the personal composition of the staff and their competencies and abilities.

Regarding the relationship of education authorities toward inclusive education and school activities in this field, at both schools authorities operate as the effective support which operates at both material and financial level that covers all of the school needs. Regarding the involved school, the education authorities make use of the headmaster's expertise in the field of inclusive education and other related issues also in other education facilities in charge of.

Topic of working with foreign students on schools involved and not involved in the project

Both schools have lately started dealing with the increasing number of foreign students in their classes. This is due to the massive construction and building projects in the nearby surroundings of schools or the location of the large shopping mall in the area – these are places that concentrate high numbers of subjects of foreign nationalities. The involved school introduced the special position of a coordinator to take care of the foreign students. Also, the school cooperates closely with META organisation which has its workplace inside the school building. The coordinator for foreign students is actively interested in education of the foreigners, the emerged issues and he also systematically builds up his skills. He develops methods for other education workers and helps them with all obstacles. Working with groups of foreign students is based on the diagnostic system which divides students into individual groups. The involved school has hired a new teacher for this school year who is nominated to parallel teach Czech as a foreign language. The school not involved in the project nominated school counsellors for the lower and higher level of education to take care of this issue. A special teacher has been authorised to work with younger foreign students under the parallel education. The school employees find this practice to be the beginning of the systematic work in this area.

In cooperation with META organisation the involved school provide effective communication with the parents of these students. The school that is not involved in the project considers the current situation of communicating with the group of parents to be too demanding and invading the private time of their education workers.

Both schools mention the good will of regular students to accept limitations, disadvantages and differences of the foreign students. The education workers on school not involved in the project are more receptive to the problems that are brought by cultural differences of foreign students. The involved school does not record any problems resulting from cultural differences of foreign students – neither do they experience forming of groups consisting of foreign students of the same nationality inside the class as mentioned by representatives of the school not involved in the project.

According to the research conducted with parent public there has been identified a negative school climate on the uninvolved school. On the other hand, the involved school is identified with significantly higher rate of satisfaction with individual aspects of school climate. The parents value the most the aspect of social relationships between various groups of actors and inside these groups on both schools.

The teams on involved school do not feel the support of the education authorities to be sufficient. The staff on school not involved in the project thinks it is rather government that does not provide sufficient support. The staff on school not involved in the project, same as the representative of school authority share the common belief that the current education policy in introducing support measures to schools according to the law no. 82/2015 Sb. valid since 2016 is ridiculous and unhelpful. They do agree that the school should be provided with more rights and be able to decide how and where to use the allocated financial resources by their own consideration.

The involved school perceive progress with regards to the support received from the project also in deeply researched topic of foreign students. This group of disadvantaged students have no possibility of setting the support measures based on the diagnostics carried out by counselling facilities. Education workers however provide the individualised support to these students as they provide it to other involved groups. The project supported school employees on essential level of expertise and also helped to set criteria for evaluation of these students (formative evaluation). The project support significantly helped in the field of differentiating of the education practice and pedagogical diagnostics. The project also considerably supported the position of the foreign student coordinator as he was involved in receiving support in the form of mentoring – he was given individual support in operability in unfamiliar situations or cooperation with other colleagues.

Topic of working with teacher assistants on schools involved and not involved in the project

Both schools have made use of teacher assistants (AP) right from the beginning of their introduction, which started 5 years ago. The school that is not involved in the project has been employing a teacher assistant on both the lower level of education (1st – 4th grade) and the higher level of education (5th – 9th grade). The school that is involved has tried employing assistants on the higher level of education for the first time this year, i.e. since the very beginning the APs have been enlisted for working only with the 1st – 4th graders. There was a brief training of education workers reaching for the higher education assistance before the actual employment.

Both schools consider teacher assistants to be an undividable part of their teacher staff. This approach also works as a valid motivation for the assistants. Both schools try to gradually progress

and develop this position on both general and individual level. Both schools also invite their assistants to join school events so the APs eventually operate as distinctive parts of school staff. Nevertheless, some representatives of schools not involved in the project are still not fully sure how to cover accompanying expenses of APs in common events like teambuilding.

The school involved in the project prefers creating the long-term stable bonds between assistants and students. The change of the rules or the assistant personality takes place only in case of ´cabin fever´ or other unintended outcomes resulting from the long-term cooperation. The school that was not involved in the project has proven worth the practice of repeated rotations of APs between the classes – the assistants share knowledge, experience and their skills also rapidly increase, also individual assistants can replace each other as substitute teacher assistants in case some of them are absent. This is seen to be the great problem – the substitutions are not tackled on the system level.

Systematic work on supporting AP is on the school that is not involved in the project achieved by organisation of methodical meetings of APs, EWs and prevention methodologists, also by sharing practice between APs and progress supervisors. The school psychologist and social pedagogue are also involved in the systematic support of teacher assistants. The essential part is also the motivation provided to teacher assistants by the school management. The most work on systematic support of teacher assistants on the involved school is carried out by school psychologist. Collective meetings on regular basis are yet to be planned; so far the support has been provided individually.

The involved school claims the need for allocation of another teacher assistant to the class where there is a student with high demands for assistance. At this moment the only assistant would not be able to help all in need within a class but rather one and only student to whom he is allocated. The teacher assistant is however important also to other students and the teacher himself. The shared obstacle is the low salary of AP, which is compensated on both schools by offering APs the part-time job in school clubs/daily nurseries.

The school that is not involved in the project organises education of its assistants internally by „learning from daily practice". The involved school searches for appropriate trainings of their assistants outside school.

The research with parent public on school not involved in the project showed the relative satisfaction with individual aspects of the school climate. Parents valued most the area of social relationships on school. The involved school shows the satisfaction ratio in all monitored aspects to increase by approximately 10 %. Generally speaking, parents value most the personal composition of school staff.

The case studies no. 9 and 4 were concerned with various topics. The major findings from research of the case study no.9 on the involved school are included in a limited degree, the research results on the school not involved under the case study no.4 are to be found in the attachment of this Interim Report.

Topic of working with talented students on involved school

There is a complex system of support for talented students available to schools. The care for the talented students is one of the strategic objectives of the school despite the fact, that the school has a history of high numbers of students with SVP on the other part of the scale being accepted to study there. The diagnostic tests have been conducted by various means including counselling facilities,

school psychologist or Mensa organisation. Based on these tests the students from various classes are gathered to get involved in the specialised education programme.

The topic of working with talented students as the part of the education programme was at the time of processing the 2nd Interim Report booked by the school but not yet undertaken. The pedagogical staff including APs and caretakers at school club/daily nurseries has by then attended other topics, which are evaluated by school as very beneficial. In order for school to achieve a deeper knowledge of the topic, the school was provided with other means of professional support which was the expert on the topic allocated to school through the contract of professional services.

Conclusion:

Based on the comparison of situations on schools involved and not involved in the project, namely the in-depth analyses of the essential topics, it is possible to draw the following conclusions that describe the potential project contribution to successful implementation of §16 of Education Act in wording of Act No. 82/2015 Sb.:

- The project involvement helped the involved school increase the self-confidence of their education staff in taking care of two year old children (also in other areas). A lecturer who visited school assured pedagogical staff of the correctness of their approach and also cancelled obligatory training of education workers in this topic conducted by the extremely busy school headmaster. The headmaster herself finds the project to be the source of valuable information and is also motivated to introduce further innovations. The education workers on schools that are not involved in the project are rather sceptical towards instructing EWs to teach two-year-olds at their schools. They use their energy to keep sustainable conditions on their schools rather than introducing innovations.
- The project activities helped the involved school in getting stronger in fields where its pedagogical workers feel rather. Thanks to the project support also the coordinator of the foreign student education was highly encouraged. The school that is not involved in the project fights hard all the challenges related to inclusive education school and the foreign student education respectively. Without the sufficient support and the missing setup for this particular area the task to tackle this situation is never an easy one.
- Supporting APs on the regular basis by the school throughout the school year is currently identified more with the school not involved in the project. It seems that the school involved in the project tackles the issues more or less ad hoc and AP support is officially received only by the school psychologist, who is responsible of school assistants. The project support in this field was concentrated only on involving selected teacher assistants into EP participation.

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

Source of information:

- *directed interviews with Key Activity Managers*
- *directed interviews with KA Cooperation coordinators*
- *directed interviews with project guarantor and MŠMT representatives*
- *CAWI/CATI with cooperation coordinators of collaborating projects*

- *participating observations at expert panels*

The cooperation between the projects is most frequently carried out by means of mutual informing. The projects are principally designed in the way they do not cover topically – they follow up and complement each other as each and every one of them deals with a different topic. This fact indicates there is not much space for intensive cooperation or creating shared project outputs. The project cooperation is perceived as a form of sharing experience, data or organising conferences or other joint events.

In all of its key activities the APIV A project has started cooperation with expert public and university representatives. The nature of project key activities implies project cooperation on institutional level rather than cooperation with other system projects although this form of cooperation sometimes also happens. For example, KA 2 project team cooperates with P-KAP project on selecting high schools to participate on 2nd phase of self-efficacy research.

Collaboration with other IPs is organised by KA Cooperation teams and takes form of continuously planned meetings to share information on project activities (P-KAP, KIPR, IKV, KSH, SRP, SYPO). Based on the communication between the teams the various projects mutually distribute support to each other. In case of APIV A project this is provided mainly by participating on expert panels (alternatively on Expert platform of inclusive education) or by providing or accepting recommendations of suitable instructors (fort KIPR project) or schools (for the 2nd stage of self-efficacy research on secondary schools this was provided by P-KAP project) etc.

Project APIV B coordinates its activity with various other projects in correspondence to providing support for ŠIKK processors. This accounts to IPs of SRP, P-KAP, KSH and IKV. The projects that are implemented by the same institution, which is NIDV, have a lot in common with APIV B project and the mutual understanding and cooperation can be executed in many activities. The APIV B project teams cooperate with SRP project in preparing and organising web seminars, also in developing the tool of so-called inspiromat for IPo MAP receivers. The APIV B project representatives also tend to participate on the local conferences of SRP project and information meetings of MAP. The cooperation is also held on the level of support centres in case of SYPO project between regional methodologists.

The most common obstacles to mutual cooperation mentioned by representatives of all involved projects are limited number of available experts in Czech Republic, personal shortages in project teams, insufficient experience of the project team members in cooperation with other projects, limited time capacities of the members of project management.

The closest cooperation is to be found between APIV A and APIV B projects in following key activities of KA 3 of APIV A and KA 2 of APIV B. The cooperation is organised also in those areas, where it is possible to make use of the findings of APIV A activities for increasing quality of further education of education workers and FEPW instructors – this is secured by both APIV B project implementer and stem activities of NIDV.

A good example of cooperation with corresponding institutions can be the intense cooperation of KA 4 team of APIV A project with representatives of ČŠI, when they discuss the possibilities of using electronic test engine of ČŠI for entering test assignments of diagnostic tool for students with mother language other than Czech. Under KA 4 there is also cooperation with META o.p.s. organisation

which concentrates on education of foreign students. Their website among other things includes the monitoring report. As the part of the APIV implementation there are other means of cooperation taking place – for example with organisations like Parents for inclusion, Czech society for inclusive education or META organisation.

Another organisation that contributes to development of cooperation is MŠMT. Department of design and development of PO 3 calls, Department of design and management of OP, section IV EU and ESIF organised the meeting of project implementers of IPs projects under KLIMA programme. Unfortunately enough, according to cooperation coordinators of KA 4 these meetings were not attended by any representatives of the corresponding section no.II of MŠMT (some of the meetings were however attended by representatives of administration unit and education management of MŠMT). The similar meeting are currently being organised by the corresponding section no.II of MŠMT – these meetings are supposed to give proper information to MŠMT employees on project operation and also various corresponding issues are tackled here. The cooperation coordinators would appreciate if there were other IPs meetings organised where the teams would concentrate more on the synergy of various other individual system projects.

The benefits of Cooperation activity are not too evident at the current moment as the projects and focus of their key activities are strictly given and could not be easily adjusted. The benefits can be however perceived on the long run in the future stages of the project. The projects share their experience, the mutual communication and cooperation is developing on the way and can be easily built on by the future projects. Sharing of information between the projects makes preconditions for better coordination in project preparations of the new programme period. Also the cooperation between institutions has significantly improved.

Benefits of cooperation activities can be also found in introducing of the new way of communication. Projects used to communicate with each other on the management level, currently the communication is exercised also on usual working level that makes it more efficient.

According to KA 7 coordinators of APIV A this cooperation will strengthen the mutual influence of IPs on changes in educational system. *„Truth be told, IPs themselves will not cause the change, they will however create the new system features that could be shared by an expert panel, where these features can be looked at from various viewpoints which eventually leads into system rationalisation. The change itself must be of course induced by the contracting authority (by incorporating these features into educational system) - MŠMT.“*

The benefits of Cooperation activity is appreciated by the project guarantor and representatives of corresponding section of MŠMT. IPs started to coherently communicate thanks to this activity and although the cooperation often lies in mere details it is still very favourable to know that project team members know each other and know where to go or who to call when dealing with various issues.

Conclusions:

- Cooperation between the projects is carried out on the level of mutual informing and data and experience sharing.
- Cooperation between individual system projects is under way and it is constantly improving – the projects are mutually supporting each other.

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

- The most extensive cooperation is to be found between APIV A and APIV B projects and following key activities of KA 3 in APIV A and KA 2 in APIV B.

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

Source of information:

- *directed interviews with Key Activity Managers*
- *directed interviews with Support Centre employees*
- *directed interviews with APIV school guarantors on sample of 30 involved schools*
- *field research corresponding to conducted case studies*

Resolution of the evaluation question lies in the identification of both positive and negative unintended impacts in evaluated projects, where the core of the evaluation is in mapping of the whole intervention (by means of intervention logic) and description of causal chains that resulted in unintended impacts.

Resolution of this evaluation question is based on the combined results of desk research and field investigation. The method of Process tracing will also be applied for the evaluation.

Process of evaluating this EQ is described in following steps:

1) Theory of change revision

In order to make the links between individual project activities, outputs, results and impacts more comprehensible, the project teams decided to partially revise the original theory of change. The theory of change is to be found in attachment no. I. 5 of this Interim Report.

2) Identification of unintended impacts of APIV project

Below you can find the list of unintended impacts identified by already implemented field research.

Below you can find the list of unintended impacts identified by already implemented field research. Further described are those impacts that have been repeatedly mentioned throughout the investigation.

Project APIV A
- Self-development of research participants under KA 2 and their influence on changes

Project APIV B
- Experience and problem sharing from the field of inclusive education between pedagogical workers
- Improving workplace relations
- Improving self-confidence of pedagogical workers

3) Application of basic concepts of process tracing method

In the next step of the process the basic concepts of process tracing method are being applied: causal mechanism concept and its testing based on the empirical evidence are put into action. When applying causal mechanism concept the teams deal with the map of the causal chains of individual unintended impacts.

Evaluation of individual system projects supported by PA 3 OP RDE-II part II: Evaluation area A – Evaluation of APIV projects

a) map of the causal chains of unintended impacts

Causal chain of process tracing is completely different from causal chains that are usually used in theory of change models. In theory of change the basic perspective is described by axis „inputs - activities - outputs - results - impacts". Main assumption in process tracing is that the change is always caused by the actors and their activities so the causal change must follow the way activities of various actors influence other actors, their interaction with other actors etc. Causal chain ends in the point where the change (effect / impact) that is supposed to be explained by process tracing is achieved.

Below there is the description of processing map of causal chains (scheme) for identified unintended impacts. Based on the above mentioned findings it is possible to define following scheme of causal mechanism (chain). This scheme can be used as an illustrative model of the situation which might emerge as the result of the causal chain of unintended impacts through the model organisation of process tracing theory.
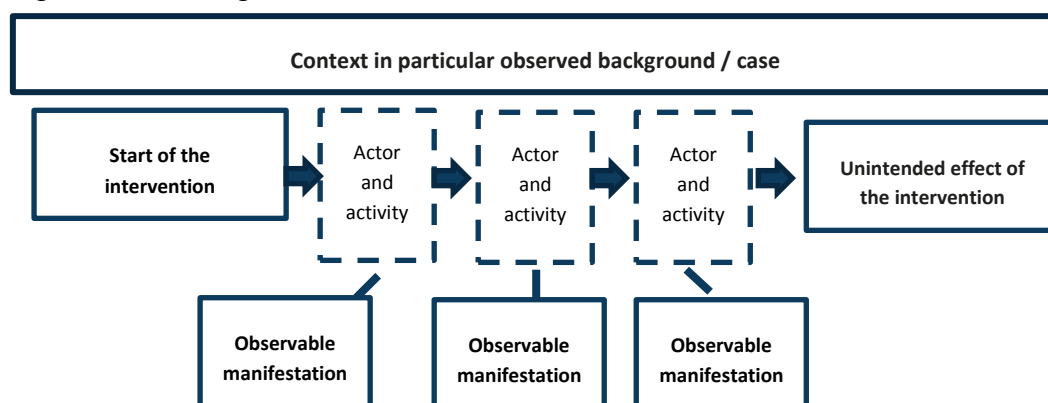
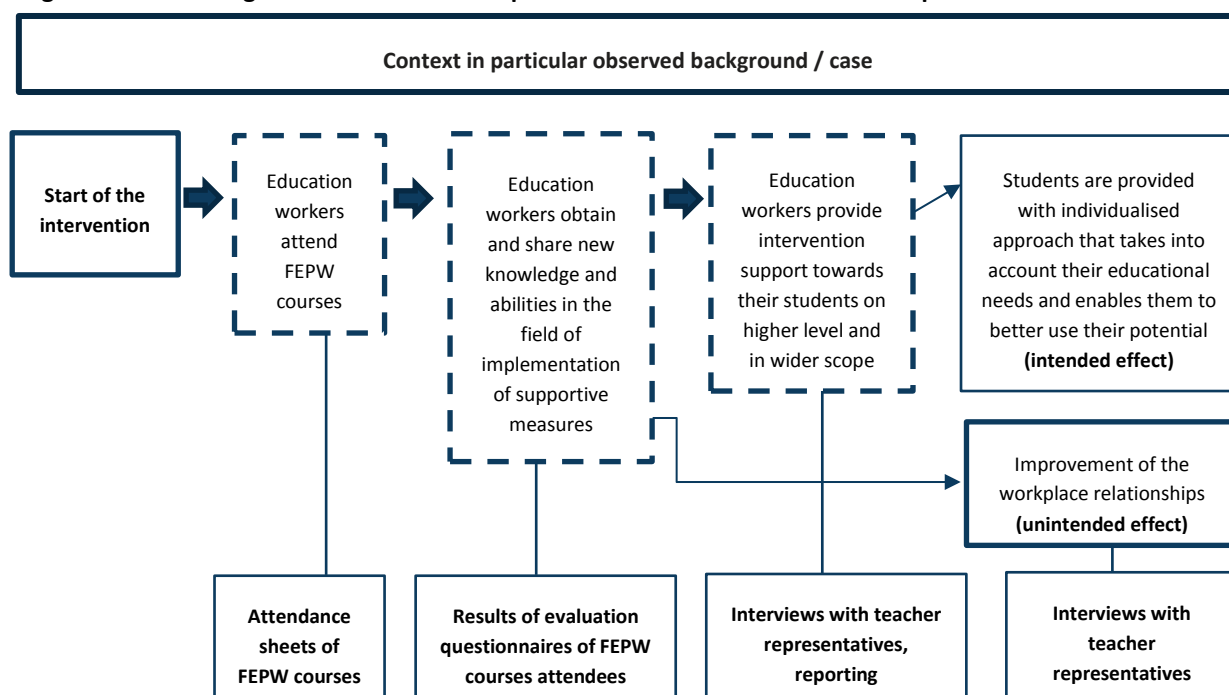**Diagram 1: Model diagram – scheme**

Diagram 1: Model diagram – illustrative example of causal chain for unintended impact

b) empirical evidence

Explaining the cause of the emergence of a particular unintended impact will be proven by the field research that will be verified in researches that are to follow (testing the hypotheses).

Data collection for demonstration of empirical evidence is based on the continuous information processing of implemented case studies on schools under EQ A.2 (school headmasters, education workers). However, the data obtained from field research with other individual actors will also be applied (interviews with implementation team representatives and others).

c) causal tests (testing causal mechanisms/chains)

Methodological approach:

When testing evidence under process tracing method we distinguish following stages:

1) Brainstorming of possible empirical evidence to support individual intermediate steps in causal chain.
2) Picking the most suitable evidence to collect and test (according to already implemented and planned field researches and acquired data).
3) The last step includes the testing itself. For every tested evidence we ask two questions:
   a. Is the presence of a particular empirical trace essential for confirmation of the link in the causal chain? (If it is so and we can confirm that this evidence does not exist, we are seriously undermining or even invalidating the particular link of the causal chain).
   b. Is the presence of a particular empirical trace sufficient for confirmation of the link in the causal mechanism? (If it is so and we can confirm this empirical trace, we are seriously supporting or even confirming the particular link of the causal chain).

Practical testing of evidence is led by this logic but when it comes to practical applications it is not quite desirable to start using technical terms like theoretical certainty or sufficient condition. The objective is to give a credible proof that the obtained evidence (and the resulting effect) can be caused accidentally by operation of other mechanism or if it was the tested mechanism that made it happen.

Expectations and limits of process tracing method

The process tracing method assumes the possibility to flexibly reflect the needs of collecting various types of evidence. This is particularly valid when the objective is to evaluate more than just casual chains resulting from theory of change but also the unintended impacts of the intervention itself.

The major limit of process tracing method is the time demanding character of its processing. This is due to the fact it is necessary to combine various data sources and carefully examine their quality and significance for a particular causal chain. This practically means it is impossible to test greater amount of causal chains, but it is appropriate to use process tracing only for a few selected effects (impacts).

Evaluation of individual target groups

Unintended impacts will be monitored and evaluated in following target groups:

Tab 4: Unintended impacts on target groups

Target group	Data source	Expected research date
APIV project team representatives	Interviews with APIV project team representatives	Continuous (Interim Reports, Final Report)
MŠMT representative of relevant section	Interviews with MŠMT representatives of relevant section	Final Report
Management of schools and education institutions	Interviews with headmasters	Continuous (Interim Reports, Final Report)
Education workers	Interviews with representatives of education workers	Continuous (Interim Reports, Final Report)
Public administration and school management	Interviews with APIV project implementation team representatives Interviews with headmasters	Final Report
Employees and volunteers of education and assistance service organisations or organisations of informal and leisure education of children and youth	Interviews with NGOs representatives that cooperate with APIV projects (e.g. META, Parents for inclusion etc.)	Final Report
Representatives of institutions focusing on education, research and counselling	Interviews with representatives of institutions focusing on education, research and counselling (i.e. Agency for social inclusion, ČOSIV).	Final Report
Parents of children and students	Interviews with representatives of education workers, school headmasters	Continuous (Interim Reports, Final Report)
Public	Interviews with representatives of education workers, school headmasters	Continuous (Interim Reports, Final Report)
University students (future education workers)	Interviews with APIV project implementation team representatives	Continuous (Interim Reports, Final Report)

Next progress of evaluation question to be found in 3rd and 4th Interim Report and Final Report

The following activities will be progressively carried out in the upcoming stages of project evaluation:
- Completing and updating the list of identified unintended impacts based on the results of various field researches.
- Elaboration of causal chains of identified unintended impacts.
- Testing individual causal mechanisms (chains) based on empirical evidence (results of conducted field researches).

5 Conclusions and recommendations

5.1 Conclusions

The degree of implementation of both projects improves in time as the progress of individual project activities is gradually settled. At the same time HPM of project APIV A significantly contributed to this condition. Outside preventing further delays in KA implementation, HPM has also a positive impact on project output quality. Project APIV B achieves to flexibly respond to the individual needs of the target groups within the boundaries that had been set for the project.

APIV A Project

- Preconditions to achieve objectives in all key activities have been reached.
- Most activities run according to the anticipated schedule (schedules of KA 4 and KA 5 have been updated).
- Applicability of KA 2 outputs would improve significantly if the representatives with the right to decide regularly attended expert panels, where the individual aspects of inclusive education are being identified and discussed. The acquired information can thus be more beneficial.
- The findings imply that many topics of education programmes are too theoretical and do not give enough space for wider discussion and answers for concrete requests of education workers. Currently the project has no spare capacities to create further programmes or to revise and update education programmes that have been already created, so that the needs of the target groups cannot be fully satisfied. Updating of the content is carried out by APIV A project teams by means of web seminars. This issue is also tackled by APIV B project which takes care of the programme updates and revisions of the selected EPs and they also arrange plans for developing new EPs that are focusing on requested topics.
- The funding setup of KA 5 has been changed from public contract to personal expenses. The KA 5 schedule has been modified by the significant change. KA 5 is now under the mode of the increased control over the partial activities fulfilment so the intended objectives and outputs are achieved.
- The present state and the further progress of the whole APIV project have a predisposition to successfully achieve all intended results and impacts. To achieve all intended results of KA 5 it is necessary to maintain a strict coordination in the mode of increased control.

APIV B Project

- All KAs are fully predisposed to achieve their project objectives.
- In case of KA 2 the obstacles to satisfy the real needs of the target groups are still present. These obstacles are however being constantly reduced and eliminated on systematic level.
- Preconditions to achieve results and impacts of KA 3 activity has also been reached. However, if the activity has an influence on public opinion, it is the influence that has a potential to reach only participants of individual events not the wide public.

- Project APIV B has – despite all possible barriers – a potential to achieve project objectives.

Risks and obstacles of the project

- The APIV B project was identified with a persistent risk in form of the insufficient capacity. The new risk that emerged in APIV A project is the time demanding character of the framework of reference for Czech sign language. Another major risk newly identified in the project is merging of NÚV and NIDV that gives personal and material constraints to the project implementation.
- Both APIV A and B projects face several persistent obstacles that include for example wide scope of APIV A project or low availability of lecturers under APIV B project. The new obstacle of APIV A is updating and revision of already created education programmes.

Target group support

- Generally speaking, the provided support is considered very beneficial. Many schools believe the provided support gives them much valuated revision of already learnt issues yet most of them also admit they obtain the brand new knowledge to discuss at school staff meetings.
- Over 80 % respondents perceive the skill improvement of education workers that has been achieved through methodical support of APIV projects.
- The biggest inconveniences are currently identified in time organisation of date bookings and time possibilities of individual lecturers.

Project contribution to successful implementation of §16 of Education Act in wording of Act No. 82/2015 Sb. on involved schools.

The answer is demonstrated on two examples of concrete cases from the field of inclusive education:

- The project involvement helped the involved school increase the self-confidence of their education staff in taking care of two year old children (also in other areas). A lecturer who visited school assured pedagogical staff of the correctness of their approach and also cancelled obligatory training of education workers in this topic by the extremely busy school headmaster. The headmaster herself finds the project to be the source of valuable information and is also motivated to introduce further innovations. The education workers on schools that are not involved in the project are rather sceptical towards instructing EWs to teach two-year-olds at their schools. They use their energy to keep sustainable conditions on their schools rather than introducing innovations.
- The project helped the involved school get stronger in fields where its workers feel rather uncomfortable. Thanks to the project support also the coordinator of the foreign student education was highly encouraged. The school that is not involved in the project fights hard all the challenges related to inclusive education school and the foreign student education respectively. Without the sufficient support and the missing setup for this particular area the task to tackle this situation is never an easy one.

The regular support base of AP by schools is in the course of the school year currently identified more with schools that are not involved in the project. It seem that the involved school resolve these situations more or less ad hoc and the official receiver of the AP support is in fact their school psychologist or counsellor, who is responsible of AP. The project support thus consists only of including selected APs to take part in education programmes.

5.2 Recommendations

Based on the progress of the identified obstacles the evaluator concludes that both project teams of APIV A and APIV B are finding the way to eliminate these barriers and constructively resolve this issue. Almost all identified obstacles show positive progress in this respect. The table below includes list of recommendations that was present already in the previous interim report but is still considered valid and was not yet successfully fulfilled.

Tab 5: Recommendations

Number	Name of recommendation	Description of recommendation	Context of recommendation (related to findings and conclusions)
1)	Increase of lecturer team members	It is essential to set optimal criteria for enrolling APIV A instructors to allow higher number of professionals from school sector to join the project and thus meet the needs for a specific number of schools involved in the project.	This recommendation is connected to the biggest issue that APIV projects are facing - low availability of its lecturers. The steps were taken to top up the team with new members so the situation is getting better. The change of the criteria setting imposed on lecturers is still perceived as an optimal way to enable more lecturers who are interested to join the project and improve lecturers' availability.
2)	Participation of decisive group representatives on expert panels and providing feedback of MŠMT to project implementers	The usability of KA 2 and KA 4 outputs of APIV A project would be significantly improved if the representatives of decisive group attended expert panels where individual aspects of inclusive education and identified problems are widely discussed as the findings and information obtained on these panels might be very beneficial for MŠMT. In case the limited personal capacities of MŠMT do not enable attendance on expert panels, it would be at least convenient to give feedback to project implementer with additional information on how they utilize the outputs and what is the right way to focus future activities of the project.	Under activities KA 2 and KA 4 of APIV A project there are several outputs developed to serve for purposes of decisive group (MŠMT). Evaluator finds utilising of project outputs by MŠMT rather problematic and it is not clear to what extent do these outputs help to modulate general education policy, to modify already implemented measures and become foundations for future legislative and system changes. The project implementer of KA 2 and KA 4 does not have any feedback from MŠMT who is the only receiver of these outputs.

6 Evaluation of recommendations processing of the previous report

The following table shows the evaluation of recommendations processing of the previous Interim Report.

Tab 6: Evaluation of recommendations processing of the previous report

Number	Name of recommendation	Description of recommendation	Evaluation of recommendation processing
1)	Increasing personal capacities	In order to achieve the successful implementation of the project it would be appropriate to personally increase both KA 1 and KA 2 project teams of APIV B due to the excessive amount of project agenda and activities in securing support to regional school network.	In the course of the evaluated period the administrative capacities have been increased to secure support to regional school network. Many administrative processes that used to be taken care of by employees of SC or the lecturers themselves are now finally carried out by key activity teams.
2)	Increasing the lecturer teams	It is essential to set optimal criteria for enrolling APIV A lecturers to allow higher number of professionals from school sector to join the project and thus meet the needs for a specific number of schools involved in the project.	Project teams made several steps to increase the lecturer teams: - the so-called implementing lecturers, who attended certified course in previous years under stem activities of NIDV and NÚV - the conditions to make use of so-called „excellent lecturers" have been negotiated and approved by managing committee - the lecturers are offered repeated training by APIV A project teams - the possibility of lecturer training by means of web seminars is being negotiated The criteria for enrolling lecturers were not yet optimised so the recommendation remains valid.
3)	Offer of EP topics	In context of continuous training of lecturers it is important to emphasize the specific traits of each and every school in order to tailor the topics to individual needs of schools involved in the regional school network.	The topics of EPs for SŠ, ZUŠ and SVČ have been increased. Project APIV B is getting prepared for creating their own education programmes which will cover identified needs of the target groups. So far only 6 schools left the regional network and currently there is no evidence of further intentions to leave.
4)	Reducing the number of information seminars for public	In order to save financial and staff capacities of the project, evaluator suggests optimisation of the number and scope of planned information seminars for general public and rather use the energy for a better promotion of the events and their higher attendance.	Either project implementer or KA 3 managers of APIV B did not reflect recommendations that were implied by the findings of the 1st Interim Report. The implementer finds the number of one-time events in form of infoseminars to be adequate. It has been found out that the energy that had been put into organisation and preparation of

Number	Name of recommendation	Description of recommendation	Evaluation of recommendation processing
			the high number of activities was excessively high considering the little resulting effect. The teams are currently working on better focusing on parents as it was mainly teachers who attended project organised infoseminars.
5)	Building up a complex data material specifying the goals of the research carried out under KA 2 of APIV A Project	In project documentation (ZoR no.1-5) the essential data material describing research design, its methods and goals is missing. Furthermore the methods of the research are modified under way with respect to actual progress of the project. Recommendation to obtain a fully processed and more up-to-date research design is suggested.	Under the ZoR number 9 the fully processed monitoring research design was added to describe in detail goals and objectives of conducted investigation and its intended progress. Also, the research design of teacher self-efficacy for inclusive education. This activity is now sufficiently processed and outlined.

7 List of sources and literature

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

Project charter

Schedule of key activities

Overview of key output for the fulfilment of indicators

Reports on the implementation of the project and the appendices (project APIV A ZoR 6 – 9, project APIV B ZoR 7 – 9)

Application for change

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

Call in OP RDE System Projects II.

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

LIST OF ABBREVIATIONS

ABA	Applied Behavioural Analysis
APIV	Inclusive Education Action Plan
APIV A	Project „Inclusive Education and Support for Schools Step By Step" - Inclusive Education Action Plan Implementation – methodical support
APIV B	Project „Inclusive Education and Support in Pedagogical Practice"
BCBA	Board Certified Behaviour Analyst
CEFR	Common European Framework of Reference
ČOSIV	Czech Society for Inclusive Education
CSI	Czech School Inspectorate
CSL	Czech Sign Language
DPP	Agreement to complete a job
ECER	European Conference of Educational Research
ESIF	European Structural and Investment Funds
EP	Education Programme/Module
EQ	Evaluation Question
EW	Education/Pedagogical Worker
FEPW	Further Education of Pedagogical Workers
HPM	Main Project Manager
IPo	Other Individual Projects
IPs	Individual System Projects
KA	Key Activity in Project
MAP	Regional Action Plan
META	Association for Opportunities of Young Migrants
MŠ	Nursery School/Kindergarten
MŠMT	Ministry of Education, Youth and Sports
NIDV	National Institute for Further Education
NÚV	National Institute for Education
SC	Support Centre
OP EC	Operational Programme Education for Competitiveness
OP HRD	Operational Programme Human Resource Development
OP RDE	Operational Programme Research, Development and Education
PPP	Pedagogical-psychological Counselling Centre
SVČ	Leisure Centre
ŠIKK	Regional School Inclusion Concept
VOŠ	Higher Vocational School
VZ	Inception Report
ZoR	Implementation Report
ZŠ	Elementary school
ZUŠ	Art School

LIST OF ATTACHMENTS

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

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

ATTACHMENT I.3 TECHNICAL REPORT - IPS COOPERATION MATRIX

ATTACHMENT I.4 TECHNICAL REPORT - CASE STUDIES

ATTACHMENT I.5 TECHNICAL REPORT - UPDATED THEORY OF CHANGE

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

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

ATTACHMENT II.3 FIELD RESEARCH ON SUPPORT CENTRES

ATTACHMENT II.4 MINUTES FROM DIRECTED INTERVIEWS

ATTACHMENT III DASHBOARD