

"Evaluation of Systemic and Conceptual Projects of the PA 3 OP RDE calls" - Evaluation Area C

3rd Interim report

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List of abbreviations

APIV A	Project "Joint education and support of schools step by step. Implementation of the Inclusive Education Action Plan - Methodological Support"
APIV B	Project "Promoting joint education in pedagogical practice"
ASI	Agency for Social Inclusion
CAWI	Data Capture Method – Querying a Web Form (Computer Assisted Web Interviewing)
CSI	Czech School Inspection
EQ	Evaluation question
IA	Initial Analysis
IDI	In-depth interviews
IP	Individual project
IPc	Individual project conceptually focused
IPo	Individual Project Other
IPs	Individual project system
IHQE	Project " The Inclusive and High-Quality Education in Territories with Socially Excluded Localities"
QICD	Project "Support of quality counselling services in schools and school counselling facilities aimed at promoting inclusion: Quality-Inclusion-Consultancy-Development"
LAP	Local Action Plan
LPI	Local Inclusion Plan
MoLSA	Ministry of Labor and Social Affairs
MEYS	Ministry of Education, Youth and Sports
NIFE	National Institute for Further Education
NGO	Non-government organization
OP RDE	Operational Program Research, development and education
OPE	Operational Program Employment
QIAD	Quality-Inclusion-Advice-Development
SEL	Socially excluded localities
SDP	Strategic Direction and Planning in Schools and Territories
SISP	Social Inclusion Strategic Plan
SISA	Project " Social Inclusion Systemic Assurance"

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1 Executive Summary

The assessment of the Evaluation Area C, that is, of the individual systemic project "Inclusive and High-Quality Education in Territories with Socially Excluded Localities" (IHQE), forms part of the systemic and conceptual project evaluation in the PA 3 calls of the OP RDE. This evaluation was initiated in spring 2017. Present interim evaluation report is based on a research conducted by the evaluator at the turn of 2019 and 2020 and reflects the project status by the end of 2019.

The project is more than half of its implementation (42 months of 70 planned), 106 mil. CZK of eligible expenditure has been disbursed so far. According to the plan on fulfilling of indicators were reported two documents – the Evaluation Manual and the Analysis of School Segregation.

Other documents presented in 13th monitoring period (2019/7-2019/9) include 29 Local Plans of Inclusion, 42 Initial Analyses of localities, 47 working groups of IHQE support and 26 communication strategies, the Evaluation Manual and the Analysis of School Segregation. 61 expert workshops and 21 public meetings were held.

The present evaluation **examines continuously the benefits of the project as perceived by the stakeholders in the supported municipalities**. Following aspects of the implementation were evaluated: the fulfilment of intermediate goals and of the project's main goal, that is, to apply successfully the principles of inclusive and high-quality education based on participation and to create conditions for sustainability and a long-term development of measures set up on local level during the project. Evaluation will be carried out every year until 2022. Conducted observation of variables will enable assessment of progress made in time. A total of 18 parameters was set to enable a clear quantified comparison of values with upcoming years' findings. 90 interviews were carried out to find out the opinion of the stakeholders in 30 cooperating municipalities. The information on respondents' portions presented below is based on the responses provided by the 90 mentioned respondents.

No significant deviation from the expected was recorded in any of the parameters. All activities are performed. The most significant positive shift compared to previous investigations was recorded by the parameters directly affected by the ASI activities, namely the approval of SISP and LPI documents and the evaluation of the impact, incl. Evaluation reports. In none of the remaining parameters did the situation improve – the three most important, but the most influential parameters on the part of ASI – the direction of schools to inclusion, the change in attitudes of the actors and the involvement of children from socially excluded sites. Therefore, parameter values are more or less stable over time (differ by a maximum of several tenths of a point).

The strategic documents (Social Inclusion Strategic Plan (SISP) and Local Inclusion Plan (LPI)) are mostly approved by the municipality council, which was stated by 56 % of the 90 respondents to the survey for the SISP and 54 % for the LPI. This is a lower proportion than in last year's survey, which may be due to the inclusion of new municipalities to the survey, but also by the ignorance of respondents, as well as their reference to the upcoming (updated) documents. Discussions, working groups and the deployment of actors in the preparation of documents are rated by respondents as more intense than after their approval; the interest of the actors gradually decreases (respectively most work intensively with the target group, on specific projects, etc.)

Respondents mostly agree that LPI originated without problems, in some municipalities there is already an update for the next period. Only a proportion of respondents again commented on the actual fulfilment itself – timely and sufficient performance of activities and implementation of measures set in the LPI (although compared to the survey in previous years, the number of "don't know" responses decreased from the original 46 to 35 % in 2019¹). Most respondents indicated that the activities were carried out at least partially as planned and (partly) to a sufficient extent. Only a tenth of respondents indicated that activities were not carried out as planned / to a sufficient extent, often because the plan had not yet been approved. The mentioned problems are a lack of funding, overburdening of schools and the lack of interest of target groups.

This year's survey also confirmed that the involvement of municipalities in existing Education Development Local Action Plans is very intense (according to 80 % of respondents the community is involved). However, respondents are again often heard that the documents are being met (e.g. LAP, LAP2, LPI, SISP, IA or other strategic documents of the municipality) .

ASI activity is rated as beneficial, compared to the last year's survey, there is a greater proportion of respondents who were not able to assess ASI activity and (partly because of this) a smaller proportion of those who are (partially) satisfied with it (61 % of respondents compared to 73 % last year). The difference in satisfaction can be observed according to the institution of the respondents (at least partially satisfied is 80 % of representatives of municipalities; in the case of schools and other organizations, satisfaction is around 50 %). Communication with actors outside the municipality after the creation of documents is soured, respectively moved to the field of project consulting, education, etc. The most appreciated is the assistance of ASI in the preparation of project applications and in the networking of actors. Among the reported problems in the context of ASI activities were frequent changes (especially in the positions of local consultants, which hindered or completely stopped cooperation with ASI).

The majority of respondents involved in the preparation of project applications reported that ASI had a significant and positive role in the preparation due to its knowledge, capabilities and staffing capacities. The possibilities for consultation were highly appreciated, with the majority of respondents welcoming the ongoing assistance of the ASI with the implementation of the projects. Even in this year's survey, it was confirmed that most education actors are not preparing any projects with ASI (they find them very challenging and mainly implement The Templates projects).

Very critical voices were heard towards the administrative complexity of the application processing and the implementation of projects. A major disadvantage of projects is their temporary character (especially for jobs).

Cooperation at local level mostly works (involvement of relevant institutions, functioning of meetings, quality of meetings, discussion, sharing of needs), working groups are organized in accordance with the set plan and in sufficient frequency (according to 70 % of respondents) – in municipalities from earlier waves, the frequency of meetings is rather reduced. The majority of respondents agreed that all actors who thought they should be involved were involved in the cooperation, and technically and organizationally the groups were also well secured (many respondents, especially in the field of education, would rather appreciate meeting less often). It was appreciated that people from different

¹ Average of both questions.

areas could come together and work together to address topics in education. The participants of the groups also confirm that they were able to present their views on the groups and those were accepted (only 7 % of respondents (rather) disagree with this).

The assessment of overall satisfaction with the quality and incentive of WG and with ongoing discussions remains similar to last year. Again, critical voices are also emerging, and some school representatives (who are not inclined to inclusion) see the meetings as unnecessary. The main objective of the working groups – the drafting of LPI – has already been met in localities, and the effectiveness and high frequency of meetings is losing its main meaning.

Respondents agree that there is usually not enough funding in the municipal budget, but these funds are widely covered by subsidies. Respondents mentioned the difficulty of preparing project applications, the uncertainty of these finances and the short-termness of funding – the difficulty of asking for the same activities again leads to uncertainty. Furthermore, the respondents agree that it is not a problem to raise money for aids, school equipment, but the problem is with staffing. Respondents argue that the funding of staffing capacities for inclusion (e.g. school psychologists) should be systemic, directly from the budget, not based on the projects.

Respondents agree that steps are being taken to improve schools towards inclusive education, but their view of the success of these steps is often different – this depends to a large extent on the individual approach of each school / headteacher / teacher / assistant, but also of the child and family. Respondents are often concerned about the negative impact on the education of other pupils in the context of inclusion.

The assessment of whether the project is being able to change the attitudes of actors in the municipality is more negative, with only 6 % of respondents making much progress. Half of respondents see some progress or a path towards strengthening inclusion, but there is still a small proportion (18 %) who do not perceive any shift. According to some respondents, this is an issue on which such short action of the ASI or the IHQE project cannot have any effect. According to the respondents, schools are certainly or rather able to involve children from SEL in schools (52 %) – but they point out that really inclusive education is a long track and they perceive problems of inclusion (problems of ethical acquisition of teaching assistants, lack of interest of parents, segregation of schools etc.).

The sub-objective no. 6 of the project (to ensure the evaluation of the impact of the project) is in this evaluation represented by three parameters. Awareness of actors on The Initial Analysis (IA; is processed at the beginning of cooperation in the site), was higher compared to last year. Almost two thirds of the respondents stated that the IA is completed, its creation was in most cases problem-free. Furthermore, The Assessment reports on the impact of the project on the site are being developed, the implementation of which is still planned and will be gradually launched. The majority of respondents (81 %) therefore did not know at what stage their preparation currently was (but since last year's survey, the number of respondents who could not evaluate the work force decreased from 90 % to 81 %). A third of respondents have (at least general) information on the planned cumulative impact evaluation, which can be considered satisfactory, given that the evaluation is carried out by ASI as a synthesis of sub-sources and will be processed externally. The number of informed respondents increased slightly compared to last year's survey.

The evaluation further evaluated the **awareness of project implementers about the complementary activities of other IPs and IPc**. The members of the implementation team confirmed the knowledge of the projects that are key to the implementation of IHQE (i.e. the Social Inclusion Systemic Assurance Project (SISA)², Strategic Direction and Planning in Schools and Territories (SDP) and Quality-Inclusion-Consultancy-Development (QICD)).

Of course, the SISA project is in an exceptional position (forms one unit with IHQE) – more than 90 % of the members of the implementation team know this project, its outputs are often used and the members of the IHQE team are involved in its activities. The interconnection is very important, which contributes to the complexity of the implementation of both projects. The use of outputs and follow-up to the activities of other projects is indicated by a significantly smaller number of respondents (the link does not apply to all members of the implementation teams), the whole quarter of respondents are only aware of the existence of other projects.

Almost half (43 %) respondents did not encounter any barriers to complementary projects. In a third of cases, respondents identified more demanding coordination of activities and disproportionately increased administration as barriers – too many project, work and travel reports, and the well-known problem of the difficulty of separately reporting the joint activities of IHQE and SISA projects.

The contribution of complementarity of system projects is seen mainly in the transfer of good practice from other projects, which were reported by two-thirds of the respondents. Only 19 % of respondents did not see the specific benefits resulting from the complementarity of system projects. In the evaluation of coordination meetings, respondents are not consistent, only slightly prevailing positive feedback.

The benefits of the **Methodology for internal evaluation of projects for the implementation team** were also evaluated. Many more members of the implementation team are involved in self-assessment compared to 2017 (45 % vs. 15 %) and a significant part of the team knows about its implementation (21 % of all respondents were not aware of self-assessment, compared to 56 % in 2017). The form of self-assessment is considered (rather) an appropriate for larger proportion of respondents compared to 2017. Overall, self-evaluation is rated more positive – there are no comments on unnecessary reporting and administrative burdens – the changes proposed by respondents are rather constructive. Self-evaluation provides a time to think (in the course of implementation), the possibility of reflection and possible readjustment of processes. Again, however, there was concern about the possibility of admitting problems of the project in self-evaluation without the risk of penalty.

The majority of respondents reported only a partial knowledge of the Methodology, 43 % of respondents could not assess the benefits of the Methodology. The evaluation of the document was neutral.

² Project funded by the Employment Operational Programme

2 Research summary and the upcoming activities

The following chapter provides a brief summary of the investigations carried out in the 2019 evaluation of the IHQE project. A more detailed description of the individual investigations is contained in Annex I – Technical Reports. There is also a brief summary of the implementation process within the next period (incl. possible recommendations for adjustments to the methodology as well as for other reports).

For 2019 (under 3. Interim reports) the following evaluation questions were evaluated:

- EQ C.2 What is the benefit of the project as perceived by the stakeholders in supported municipalities in time?
- EQ C.3 Are the project implementers aware of complementary activities created in other IPs and IPC?
- EQ C.5 To what extent was the Methodology for internal project evaluation helpful to the implementing teams?

Research Procedure - research conducted

Part	Type of investigation	Respondents (type, number)	Date of investigation	EQ
C	CAWI	Members of the implementation team (addressed 62, i.e. all members outside administrative positions, etc.)	November 2019	C.3, C.5
C	IDI	90 actors from 30 municipalities working with ASI	October 2019 – January 2020	C.2

Summary of the procedure for the next period

1. The 2020 interim report will again evaluate the evaluation question C.2 (*What is the benefit of the project as perceived by the stakeholders in supported municipalities in time?*), whose methodology was set with the contracting authority in autumn 2017 and complemented by parameters and open questions on sub-objective 6 in 2018. During the field investigation and the processing of the results, there were no more serious problems indicating the need for a change in the set meme, the investigation will be repeated for 4. Interim report (2020) and Final Report (2022).
2. Evaluation questions C.3 (*What is the awareness of project implementers about complementary activities created in other IPs and IPC?*) and C.5 (*What benefit was the implementation teams of the project Methodology for internal evaluation of projects?*) were set in 2017, the investigation for 3. The interim report for 2019 was carried out without

complications. The questions will be addressed again in 2022 for the Final Report, based on the methodology set.

3 Findings and evaluation questions answers

3.1 Introduction

Project Implementation stage

The individual system project "Inclusive and quality education in areas with socially excluded locations" (IHQE) is after half of its implementation (42 months out of a total³ of planned 70)– takes place from 1. 7. 2016 and is scheduled for 30 June 2016. 4. 2022. The project's eligible expenditure is 229 million CZK, with as at 31 December 2019 is reimbursed 106 mil. CZK – almost half of all funds.

According to the indicator implementation plan (Annex 2 to the aid application), the first partial output of the project Evaluation Manual was to be finalized by the end of 2017, which was therefore submitted in recital 6. The implementation report of 29 April 2005 on the implementation of the European Union's financial 1. 2018. By ⁴the end of the 13th monitored period (7-9/2019), a total of 29 Local Inclusion Plans, 42 Entry Site Analyses, 47 IHQE Support Working Groups, 26 Communication Strategies, 1 Evaluation Manual and Analysis of School Segregation from the perspective of Social Exclusion were reported. 61 professional workshops and 21 public meetings were held.

³ From 1 January 2005, the 7.2016 to 31.12.2019

⁴ However, the fulfilment of the indicator target 54902 (Number of national systems or their components) which the IHQE project shall be reported in accordance with the indicator implementation plan is foreseen until 30 June 2022 – the reported document has not yet been reflected in the indicator value.

3.2 EQ C.2 What is the benefit of the project as perceived by the actors in supported municipalities in time?

The aim of this evaluation issue is to continuously and independently evaluate the achievement of the partial objectives and the fulfilment of the main objective of the project – i.e. to achieve the application of the principles of inclusive and quality education on a participatory basis and to create the conditions for the long-term maintenance and development of measures resulting from the project at the local level. The evaluation question focuses on all 6 sub-objectives of the project.

An investigation to evaluate this evaluation issue was launched in 2017 and was used to establish baseline values to which the following investigations will relate. In 2019 it was the third in the data collection series, and therefore the analysis is already enriched by a comparison of the development of the monitored parameters over time. The evaluation will continue in the coming years (2020, 2022) and its results will be included in the 4th Interim reports and Final reports.

The evaluation took place in the form of a field survey directly in the municipalities, semi-structured interviews were carried out in 30 municipalities, with 3 respondents in each of the municipalities, with whom a total of 90 interviews were subsequently conducted. In order to further compare the responses of the various actors in the text, they were divided into the following groups:

- **Education:** school and school principals, school staff and school establishments.
- **City:** mayors and local government officials, founders.
- **Organizations working with children:** representatives of organizations active in education, counselling facilities, centers of educational care, social legal protection bodies, representatives of parents' associations.

The results presented are based on the responses received by 90 individual respondents.

The field survey focused on the evaluation of individual areas of cooperation of ASI with municipalities, i.e. on the evaluation of the first five sub-objectives of the project and on the process sub-objective 6 (to ensure the evaluation of the impact of activities carried out within the project). 18 parameters have been defined that follow the above objectives. Each parameter has 4-5 categories defined (i.e. possible responses) in order to allow a quantified comparison of values over time. However, these parameters are complemented by additional sub-questions (with the possibility of an open answer) so that it is possible to better understand why the respondents chose the given category for each parameter and thus supplement the parameters with verbal comments.

Scheme: Linking of the sub-objectives to the specified parameters of the investigation

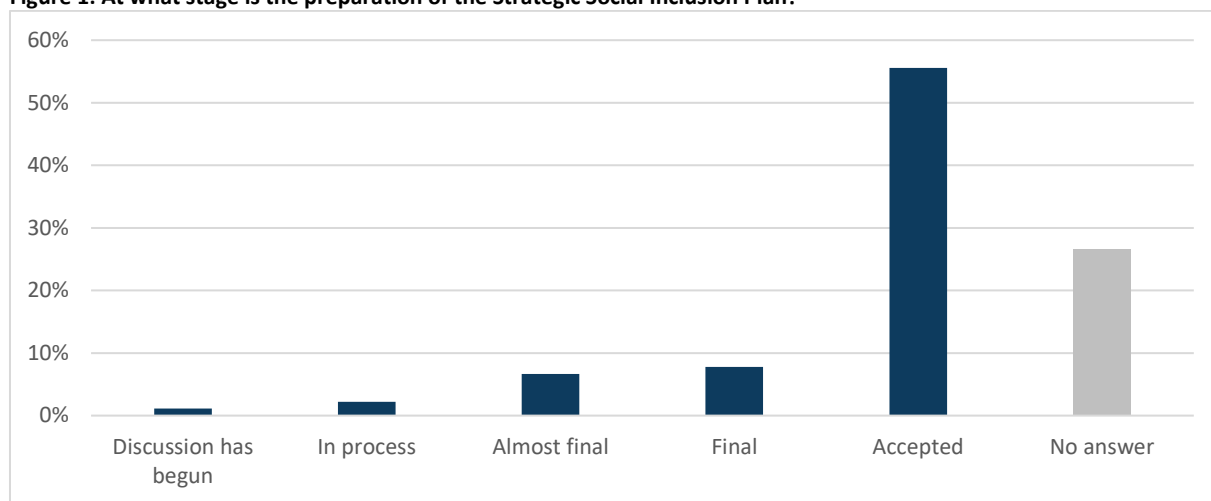
Project sub-objectives	Parameter names								
1 Build capacity to support inclusive education in SEL territories	(2) LPI	(6) Functioning of the negotiations	(7) Quality of negotiations	(8) The course of discussion on the setup of the Education	(9) Sharing needs				
2 Support change in attitudes of actors in municipalities on inclusive education	(6) Functioning of the negotiations	(7) Quality of negotiations	(8) The course of discussion on the setup of the Education	(9) Sharing needs	(5) Involvement of relevant institutions	(12) Fin. funds in the municipality on the incl. Education	(13) Towards inclusive education for schools	(14) Amendment of attitudes	(15) Involvement of Children from SEL in schools
3 Promote communication, cooperation and sharing of experience sacrificial education within municipalities	(6) Functioning of the negotiations	(7) Quality of negotiations	(8) The course of discussion on the setup of the Education	(9) Sharing needs	(5) Involvement of relevant institutions				
4 To provide support in the municipalities involved in the formulation of inclusive education needs and objectives	(2) LPI	(1) SISP	(3) LAP Education	(4) Methodological support for ASI					
5 Support for the creation of project projects and their implementation	(4) Methodological support for ASI	(10) Implementation of LPI according to plan	(11) The implementation of the LPI to a sufficient extent						
6 Ensuring the evaluation of the impact of project activities	(16) Input site analysis	(17) Evaluation of the impact of the IHQE project	(18) Project impact assessment report for the site						



Strategic Social Inclusion Plan (SISP)

On the issue of the processing of the SISP, 56 % of respondents replied that the document had already been approved, or respondents referred to the start of the discussion / preparation of the SISP version for the next period. Only one respondent stated that the discussion on the document had only just begun (and the document had already been approved here, but the respondent was responding to the situation in the municipality, where there is currently talk of the creation of a follow-up SISP). Since last year's survey, the proportion of respondents who could not answer the question (from 16 % to 27 %), has often passed a longer period since the document was approved – there have been personnel exchanges, respondents were not sure of the current developments, or the SISP has expired. In other cases, respondents identified the document as at different stages of development (although in some cases it was a document already approved).

Figure 1: At what stage is the preparation of the Strategic Social Inclusion Plan?



Source: Custom Investigation (N = 90)

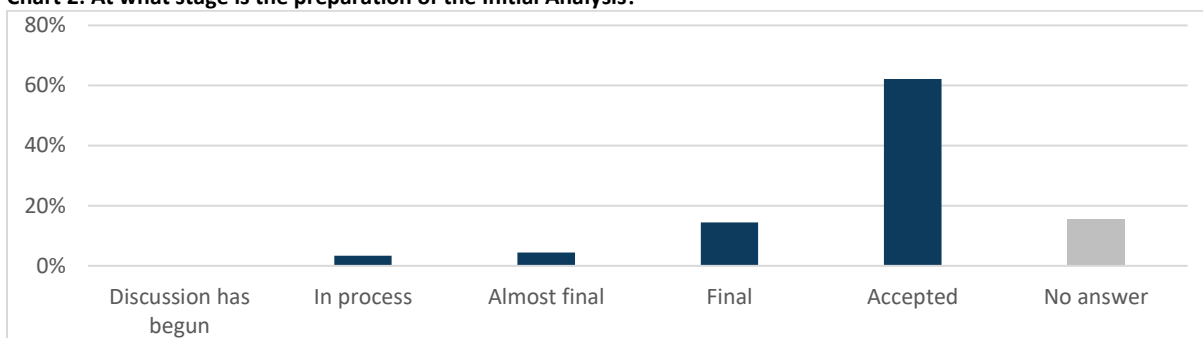
When divided by type of actor, the highest representation of finished SISP sits is shown in the responses of representatives of municipalities (who often participated in its approval in the municipality). In terms of the difference between the different waves of cooperation with ASI, the proportion of finished SPSIs for the first three waves is shown a slightly higher share. There was skepticism in the comments from the respondents: "I feel like the plan is written down and then not used. It's more about whether people want to help. "I'm not going to let It is also often heard from respondents that the documents are amused – " There are a lot of plans, I do not know about it".

Location Initial Analysis (IA)

Almost two-thirds of respondents, most of them representatives of municipalities, identified the IA as completed. Compared to last year's survey, respondents who could not answer significantly decreased from 30 % to 16 %.



Chart 2: At what stage is the preparation of the Initial Analysis?



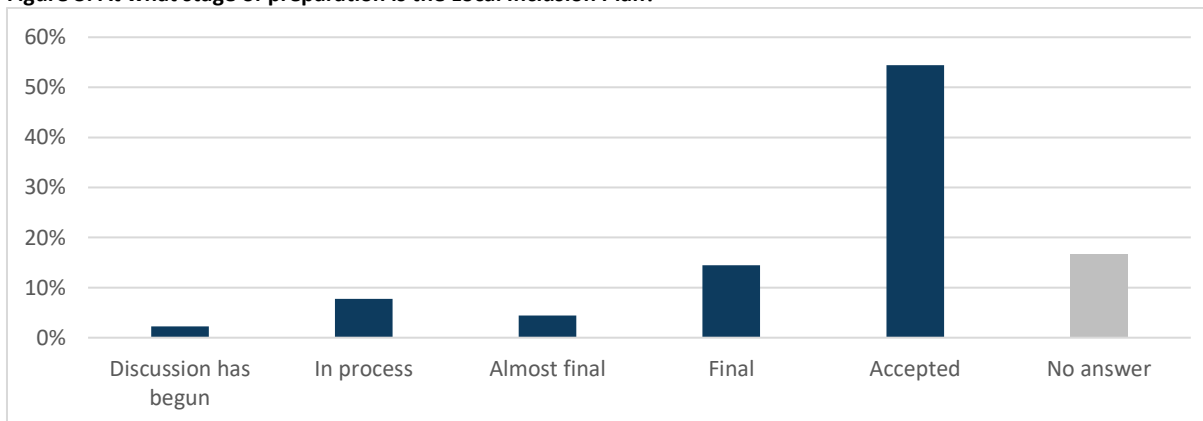
Source: Custom Investigation (N = 90)

In most cases, respondents reported that they participated in the collection of data for the initial analysis (in the form of questionnaires, interviews, discussions with actors, working groups, etc.). Most respondents commented on data collection and the emergence of the IA as seamless, only in cases units were mentioned comments, e.g. that the analysis was made up of too hastily or a problem in communicating with the clients of the organization. There were positive feedback from respondents on ASI and specific researchers ("We still draw from the analysis, we used it for housing projects"; "Our local consultant increased the quality of the analyses, before people were involved in terminology, they used old decrees").

Local Inclusion Plan (LPI)

More than half of respondents confirmed that LPI had already been approved for their location, which is less than in last year's survey (almost 70 %). According to the respondents, the document was only in preparation in several municipalities from the 6th century. in other cases was partly due to lack of awareness. In 29 % of cases, the document is yet to be created/finalized. The largest overview of the workmanship is still mainly due to representatives of municipalities, with representatives of schools and other organizations, approximately a quarter of respondents did not comment on the LPI. According to one respondent, this is due to the fact that schools are not usually project implementers, and therefore do not have to work with documents.

Figure 3: At what stage of preparation is the Local Inclusion Plan?



Source: Custom Investigation (N = 90)

In most cases, the respondents stated in open responses that the LPI was created without a problem (for example, as follows: *the preparation was intensive, everything went smoothly, all relevant actors were involved, the plan is well done and well set*). In some municipalities, revisions of the document are about to be revised or the revision is already complete.

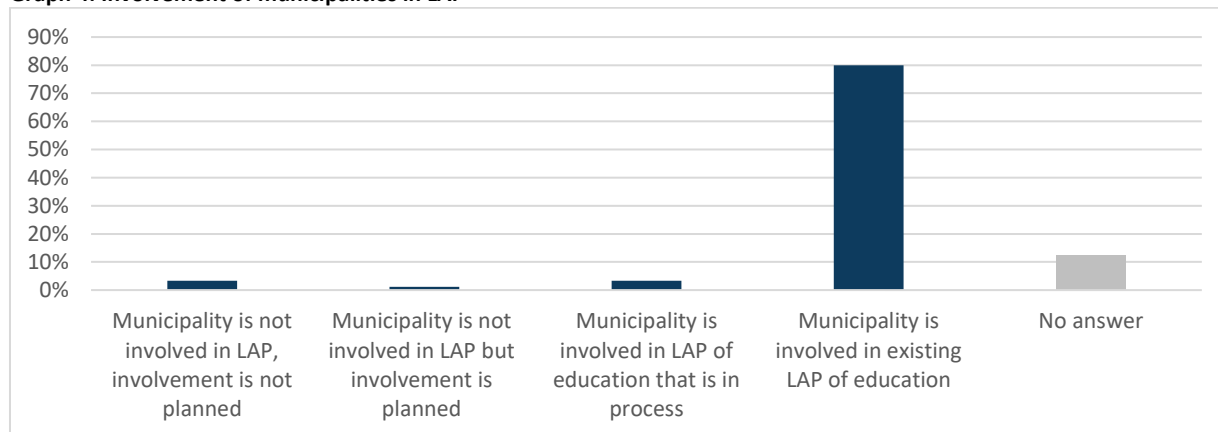
Only in cases of cases, respondents rated LPI negatively, one respondent stated that *"... it was time consuming, because the challenges of 51 were already announced, and in order to ask for it, we had to have it all processed"*. One of the respondents described the shift in access to the document: *" In the beginning, more actors were involved than there are now, interest from schools is slacking off. They wanted to have information they'd already obtained. Now people have more work to do, more activity. "I'm not*

Some did not know about the existence of the LPI, or could not say at what stage its preparation was at. They were mainly actors from organizations working with children, as well as from the field of education. As in past investigations, some respondents were unable to distinguish LPI from other documents, such as the LAP and SISP.

Local Action Plan (LAP)

Exactly 80 % of respondents said that their community was involved in an existing LAP, which is a comparable proportion to the previous report. The distribution of other responses is similar.

Graph 4: Involvement of municipalities in LAP



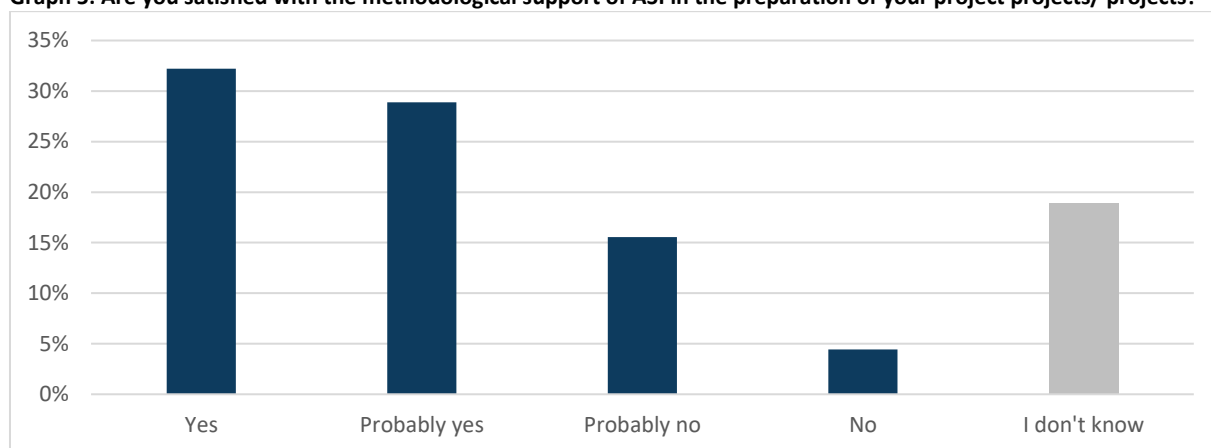
Source: Custom Investigation (N = 90)

The majority of respondents agreed that their municipalities are involved in LAP, which is already preparing or implementing LAP II. In some cases, people working on LPI were involved in the preparation of LAPS, but there were a large number of respondents who could not even assess the degree of interdependence between LAP and LPI. In the context of LAP, respondents also mention known concerns: *"The problem is that no one knows how it will be when the projects are finished"*.

Activities ASI

Compared to the last report, 32 % of respondents expressed complete satisfaction with ASI activity, i.e. 10 pp. (Rather) 61 % of respondents are satisfied with ASI activity, compared to 73 % last year, mainly due to an increase in rather dissatisfied respondents and those who could not answer the question.

Graph 5: Are you satisfied with the methodological support of ASI in the preparation of your project projects/ projects?



Source: Own Questionnaire Survey (N = 90)

When comparing the responses according to the institutions represented by the respondents, it is clear that the representatives from the municipalities are more satisfied, with 80 % at least partially satisfied. Satisfaction in schools and other organizations is much lower and around 50 %.

There have been many positive feedback among respondents (*"Our local inclusion consultant is a huge help for us." "We are 100 % satisfied with ASI."*). You can even meet cases of complete satisfaction (*"We are extremely satisfied. Support is broad, even in things that might not be."*).

The often cited contribution of ASI is the networking of actors (*"Someone who has connected actors from education, housing, non-profit... People have established personal relationships." "She forced the actors to sit at the same table, at the beginning, the first year, I felt the dislike of directors meeting.* However, it can also be seen that the Agency does not contribute to networking, especially in municipalities where, according to respondents, contacts have existed for a long time, but in some cases also in municipalities where respondents report low participation rates of actors (see Cooperation functioning) (*"Mutual networking of actors has already been established here and has been working for a long time, regardless of the agency's activities." "ASI support worked under previous local consultants. Now it does not bring us together or network us."*).

For a large part of respondents, satisfaction or a neutral attitude prevails, but negative opinions can also be encountered. As a common reason for dissatisfaction with the agency, respondents cited personnel changes to the position of local consultant (*"The quality of the consultant is disastrous. She's nice, but she doesn't know anything." "There have been several consultants. We're trying to keep it going, but it's hard, the agency should make it better. If we didn't want it as a city, it wouldn't be any of it."*). In some municipalities, even personnel changes, according to respondents, led to a suspension of cooperation with the Agency for a relatively long period (*"Last year there is no support for the*

Agency." *"Unfortunately, it's poorly set up by staff, so the whole project has been stagnating for two years, we're still doing the same thing over and over again."*

Several respondents felt that ASI staff were not sufficiently familiar with the needs of the sites because, unlike the actors there, they could not be familiar with local specifics (*"People come here from afar and do not know the local environment."*).

Several respondents, mostly school representatives, reported an idea of incompatibility with ASI (*"Over time, I have found that meetings for our school are not promising. Local consultants do not cooperate with us, we are probably not interesting enough for them."* *"We did not agree on the division of competences of schools, their requirements would be liquidating for us."*). On the part of schools, too many complaints about ASI activities are very often complaints, mainly in relation to evaluations (*"Only questionnaires come from the agency."* *"Everyone's doing questionnaires, but we feel like we're not being listened to."*) and the impression that "meeting meetings" are organized and "projects for projects" are organized.

Projects

As the main benefits of cooperation with ASI in the submission of projects, respondents cited assistance in formulating and clarifying ideas, for example by comparing with functioning projects in other municipalities, providing feedback and, above all, access to information and know-how. A large proportion of respondents would like the ongoing assistance of ASI with the implementation of projects, which only took place in case units. One respondent even stated that it would be best if ASI projects were written whole, because their creation is in time beyond the possibilities of schools and NGO. The most common project implementers are municipalities or NGO. In several cases, NGO representatives expressed dissatisfaction with the progress of the projects they carried out. They did not find a problem in methodological support by the ASI, but cited the administrative complexity or reluctance of the municipality to participate in the project as a reason why they did not want to submit a follow-up project.

Projects carried out with ASI often include teaching, supporting positions as inclusion coordinator, assistant teacher, special educator, social assistant and mediator in cases. In one case, the respondent stated that the follow-up project would no longer contain mediation because schools were not happy with them (*"It would be better if people did it directly at school. For example, principals or educational advisors should have a mediation course. Things need to be dealt with quickly when someone commutes, it's worse."*). Other frequently implemented projects were low-threshold facilities, pre-school preparation, fun educational activities, seminars and trainings for parents with children, out-of-the-way seminars on inclusive education for educators, etc. Projects with visible output such as reconstruction, construction of professional classrooms or capacity expansion of the high-quality and high-quality e-law were positively evaluated.

Respondents often reported that the temporary nature of the jobs created under projects is a major disadvantage (*"Unfortunately, it's only for a year or two, we would welcome it in the long term."*). According to respondents, it is difficult to fill these jobs, especially in remote locations, because the limited duration of the project discourages potential candidates.

Several school representatives said that they do not implement projects with ASI and that they prefer to use Templates that are less demanding for them, or LAP, with which they have experience. For example, one respondent noted that the school does not use CASEL projects just because the challenges are covered with templates and the system is too messy.

Some respondents expressed dissatisfaction with the assistance from the ASI, which they said was unable to assist with the preparation of the projects and therefore had to be hired by an external agency that prepared the project. In cases, according to respondents, assistance from THE ASI in the preparation of the project was not needed, for example because the municipality has its own experts. One respondent stated that the municipality is being pushed by ASI into the implementation of the project, even though the LPI is not completed, and expressed its concerns about its implementation.

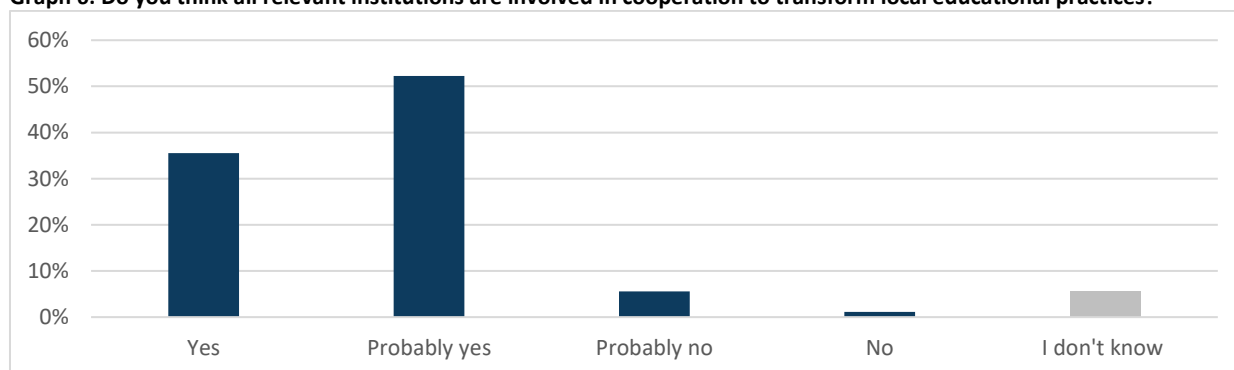
The main advantages of submitting projects under KPSEL were seen by respondents in that municipalities did not have to compete with each other in the competition for subsidies (*"The money package was there when we met all the requirements, so we couldn't be eliminated and there was certainty that we would get it approved."*). Some see to as an acceleration and simplification of the process, although respondents stressed that it does not bring a reduction in the volume of administration (*"We had to submit 40 annexes, which is an incredible bureaucracy."*). The amount of bureaucracy is a big demotivating factor mainly for schools.

In the units of cases, respondents, who also move in projects from the OPE, stated that while the MOLSA set the preparation of projects optimally, projects under the auspices of the MEYS are primarily burdensome. They feel that the documents are too complicated (*"The pay tables have 18 pages, but 2 as in OPE would be enough. The location of documents on the site is cluttered, there are too many attachments. It would be good if they learned from the MOLSA."*).

Functioning of cooperation

A third of respondents said that all relevant actors are involved in the collaboration to transform local learning practices. The in sub ordain *partially yes* was chosen by over half of those surveyed. The proportion of overall (partially) satisfied respondents is similar to that of last year's survey, but there has been a shift from a *yes* response (from 52 % in the last survey to 36 % now) to a *partially yes* response (from 36 % to 52 %).

Graph 6: Do you think all relevant institutions are involved in cooperation to transform local educational practices?



Source: Own Questionnaire Survey (N = 90)

The biggest change occurred among school representatives. While 60 % voted yes in the last survey, this time their share fell to 33 %, and the majority, or 53 %, voted in part yes.

As the graphs above show, most actors agree that all or at least most institutions are involved. Representatives of municipalities, schools and NGO are primarily involved, in several cases representatives of the police, OSPOD or churches. The high participation was considered negative by the two actors because they found that meetings could not be organized effectively with such a high number of participants.

Respondents often mentioned the lack of interest of school principals to attend meetings because of their negative attitudes towards inclusion. On several occasions, it was considered that secondary schools, which are in contrast to the primary schools established by the county, should be involved. In one location, according to the respondents, the municipality considers the activity of the NGO to be negative and tries to actively limit it (*"The municipality does not want us there, it perceives it as attracting Roma with its activity. We are shutting down activities there."*).

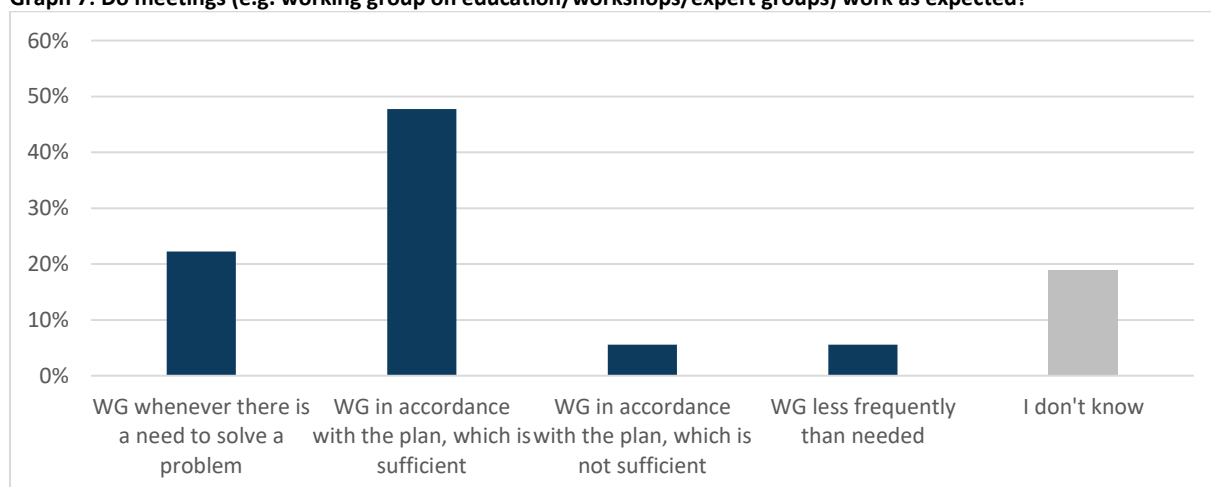
Actors in multiple locations said that the OSPOD was under-involved and expressed dissatisfaction with the way the authority communicates (*"I would expect more friendliness from them. As for the child, they should start acting now, but the administration is dealing with it. They are too willing to accommodate us." "OSPOD cannot communicate data and information, but that is what cooperation is all about."*).

In many municipalities, cooperation already existed before the entry of the ASI, mainly thanks to LAP or community planning, but according to the respondents, the agency's activity contributed positively to the expansion and formalization of cooperation.

Functioning of working groups

The following questions focus on the quality of the education working groups. There was almost no change in the functioning of the meeting compared to the previous survey, only dissatisfaction fell by percentage points.

Graph 7: Do meetings (e.g. working group on education/workshops/expert groups) work as expected?



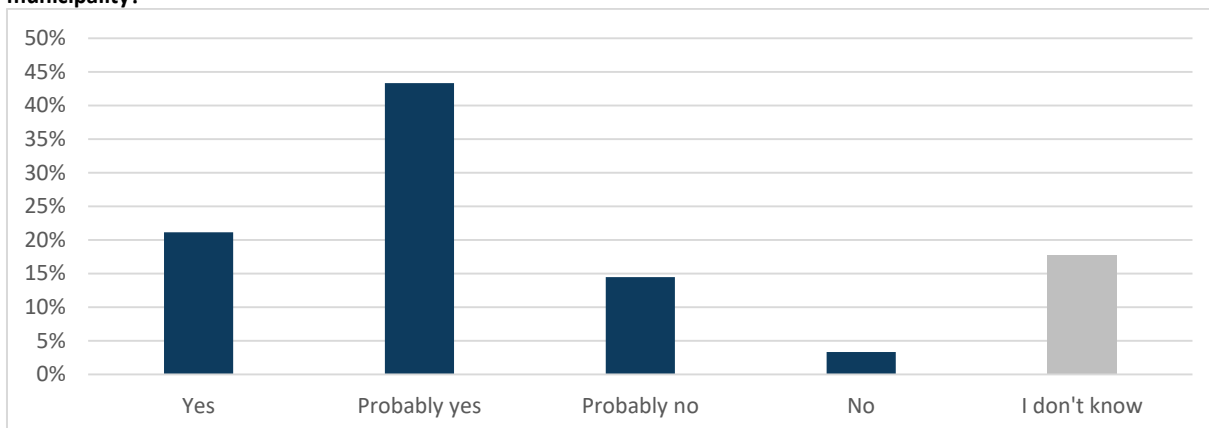
Source: Own Questionnaire Survey (N = 90)

The majority of respondents said that the technical provision of the groups was good, only a few respondents indicated that they were not sufficiently alerted to the organization of the PS. Opinions on how often WG should meet differed. The view that groups are organized too often, which is burdensome, was mainly heard from school representatives (*"For more than half a year we went from one group to another and we were still dealing with the same thing."*) and more suits them less frequented meetings.

However, there were also respondents with the view that groups meet too little (*"Nowhere is it determined how often they are to meet. Now they meet so once a year, it should be more frequent."*). The frequency of meetings varies greatly between municipalities, mainly according to the size of the municipalities. Respondents often reported that they met twice a year within the PS, in several places every two months, but in one case the respondent reported that groups had been organized weekly in the past (*"Previously, those working groups were counterproductive. They were every week, and people didn't even want to go there anymore."*) and in several places, on the contrary, the groups ceased to take place completely (*"Now with the new consultant, the meetings are no longer taking place" "At least a year has not happened."*). In municipalities from earlier waves, WG are run according to needs, i.e. with a lower frequency (*"We've only seen each other once this year because there was no reason."*).

When asked whether meetings were stimulating and good quality, the majority of respondents *replied in part to yes* (43 %) rather than *ne* 18 % of respondents. Overall, these results are almost identical to the previous investigation. The highest satisfaction was among the representatives of the city, the highest dissatisfaction among other organizations.

Chart 8: Are meetings of quality and inspiring for the promotion and development of inclusive education in the municipality?

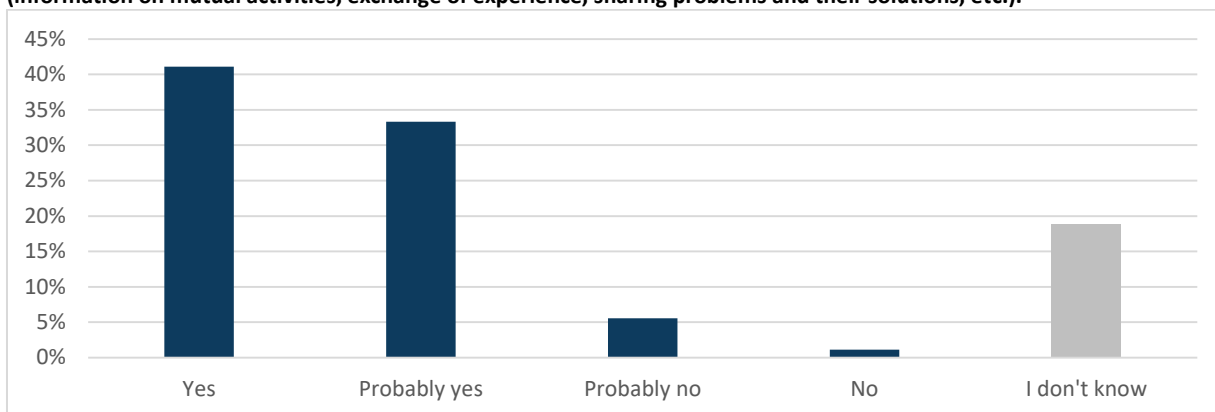


Source: Own Questionnaire Survey (N = 90)

According to some respondents, the working groups are too theoretical, and the implications for practice are limited (*"They'll listen to us, but it's not going anywhere and no one knows much about it."* *"Schools don't care about strategies, they don't need them."*). The criticism of WG as insufficiently factual was heard most often by primary school principals, who in some cases indicated that they had stopped participating for this reason.

The question of whether there is a debate on the setting up of inclusive education has shifted from answering *partly yes* to *yes*, the proportion of which has increased from 35 % to 41 % compared to the previous survey. Community representatives answered *the most* (twice as common as partially *yes*), for school representatives, the number of responses remained *yes* and some of *them were* comparable.

Figure 9: At regular meetings with school representatives, there is a discussion on the setting up of inclusive education (information on mutual activities, exchange of experience, sharing problems and their solutions, etc.).

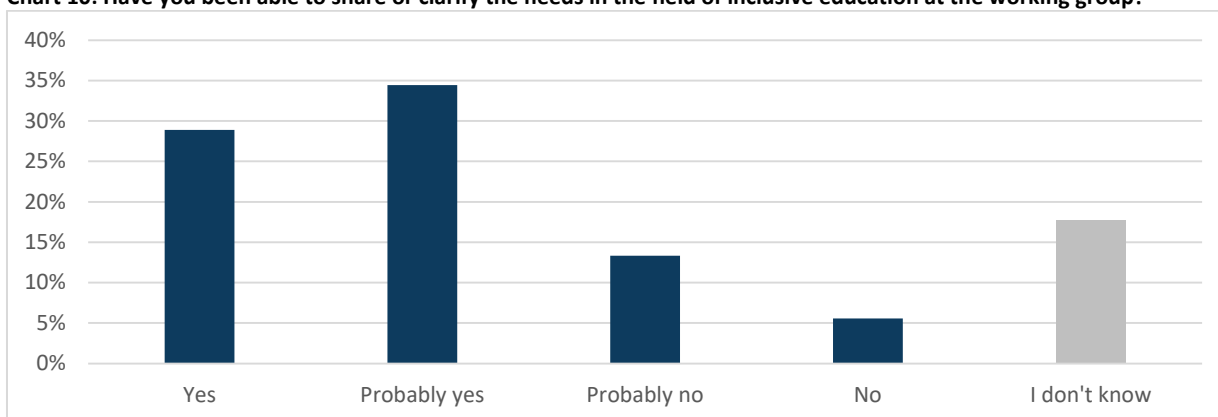


Source: Own Questionnaire Survey (N = 90)

Most respondents are satisfied with the discussion within the PS, their opinions and comments are taken into account in the PS. More often than not, it cites sharing experiences, raising awareness of events, opening up dialogue and introducing actors from other spheres, most often schools and NGO (*"Opinions are always discussed and everyone can comment on this."*). One director of the University of Education stated that he had difficulty asserting his opinion on WG (*"Sometimes we came across that WG leaders were strictly pro-inclusive and it was difficult to really assert their opinion."*). In another case, a representative of the special school stated that they are not interested in working with them and are not called on working groups, although they could contribute to the conversation (*"No one wants to cooperate with us, although we would like to. We would advise schools that are learning to inch -how to do it, but not interested."*).

Even when asked whether the needs of inclusive education had been clarified, there was no noticeable change in the distribution of responses compared to the previous investigation. The proportion of respondents who failed to respond, increased from 10 % to 18 %, while the share of all other responses fell by units per cent. According to the majority of respondents (63 %) they and the forest have partially managed to share or clarify the needs of inclusive education at the working group.

Chart 10: Have you been able to share or clarify the needs in the field of inclusive education at the working group?



Source: Own Questionnaire Survey (N = 90)

According to most respondents, the need to clarify is thriving. In the municipalities involved in the latest waves, respondents said that familiarizing themselves with the needs of schools is the main activity of WG and that their course is not yet possible to evaluate (*"In education we are familiar with the situation and needs rather than sharing good practice."*). Several directors of the E.P.A. have stated that the need to clarify is not possible because the directors do not know how to proceed.

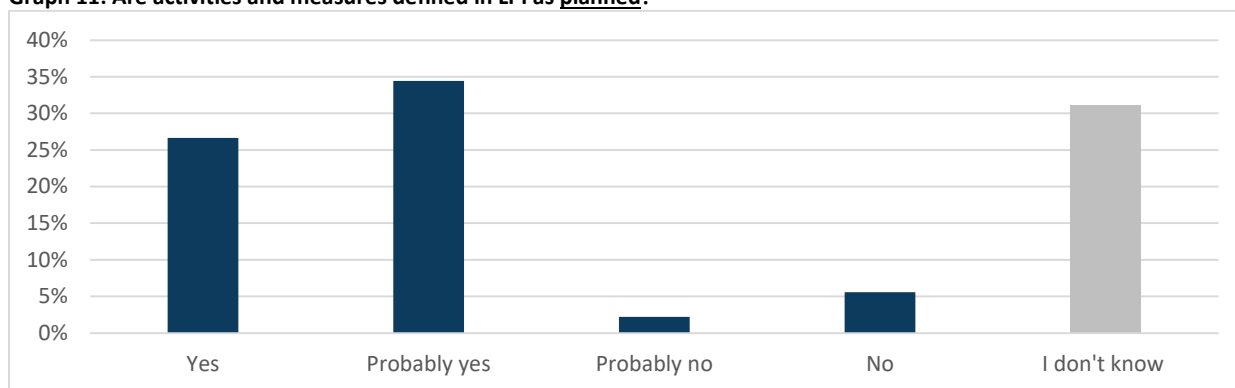
Implementation of LPI

As in the previous interim report, it now appears that the majority of respondents are unable to assess whether LPI activities are carried out as planned and to a sufficient extent (31 and 38 % of all respondents respectively), but the proportion of these responses decreases over time (almost half of respondents could not answer in 2017, around 40 % in 2018. Looking at the differences according to the competence of the respondents, it turns out that representatives of municipalities see the most in the implementation of the LPI (for school representatives and NGO, the answer is "I do not know/can not judge" in more than 40 % of cases).

According to 61 % of respondents, the activities are carried out at least as planned, half of the respondents refer to them as (partly) to a sufficient extent. Again, there are differences in the assessment according to the affiliation of the respondents – in 80 % of cases, the actors evaluate the implementation at least partially as planned, for the actors from education it is just over 50 % (since 40 % could not judge).

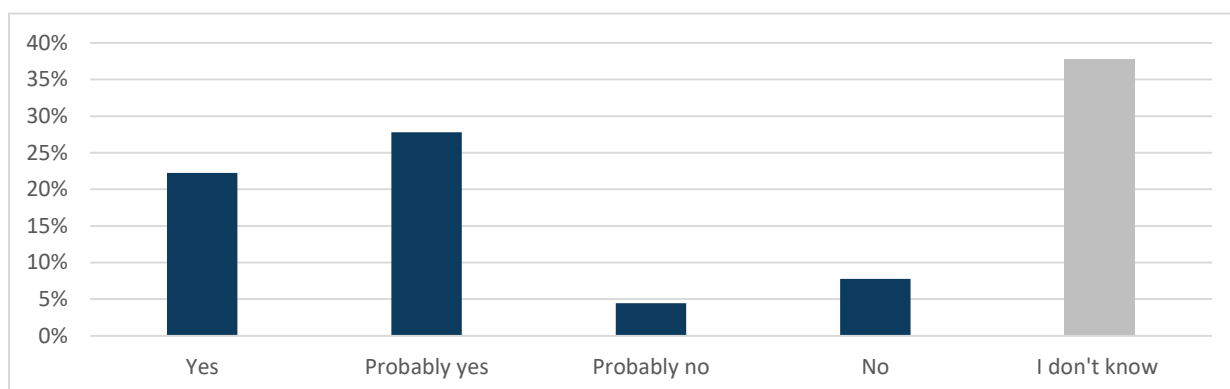
Respondents who have indicated that the activities are not carried out as planned / to a sufficient extent, have in most cases chosen this option, explaining that the plan is not yet approved. The hindaization of the implementation of the (approved) LPI would therefore be a little more positive.

Graph 11: Are activities and measures defined in LPI as planned?



Source: Custom Investigation (N = 90)

Figure 12: Are activities and measures defined in the LPI sufficiently implemented to a sufficient extent?



Source: Custom Investigation (N = 90)

Representatives from the city see to a greater extent the implementation as sufficient, without problems (80 % are at least partially satisfied with the implementation as planned, 70 % with implementation in part sufficient). In their view, a lack of funds and legislative problems are a certain barrier here. The document was approved by the municipal authorities, it is backed by the municipality and its representatives have the opportunity to see the document more as a whole. So they are more aware of it, and only a small percentage of them could not assess the implementation of the plan. To implement projects under the LPI, one of the respondents commented: *"The actors are struggling to overwhelm all the projects, everyone is working on their own, they have to keep an eye on them, so as not to double-funding, we have redesigned. A project manager would help directly on the village, who will see all the projects and communicate with all actors."*

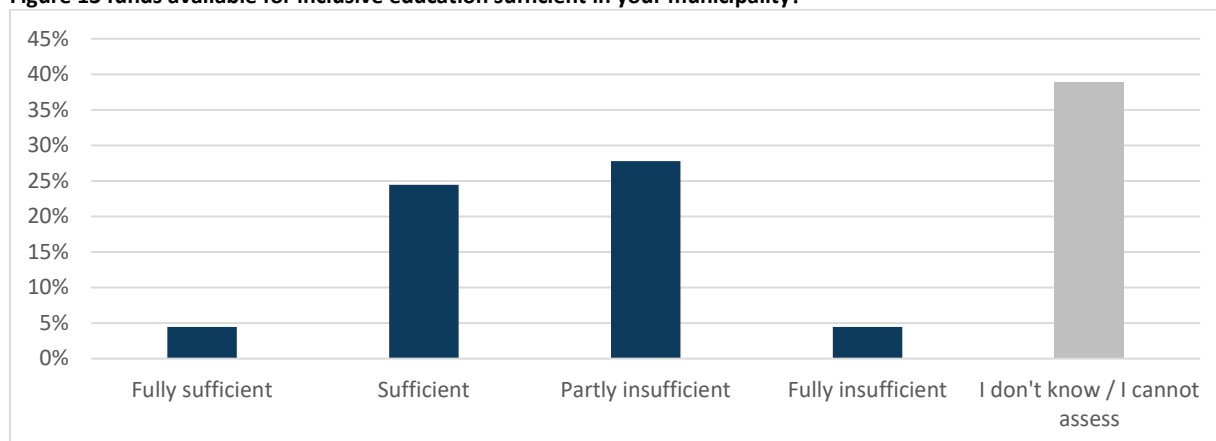
Representatives of organizations working with children are less knowledgeable in their assessment of the implementation of the plan and are already more critical. There is more dissatisfaction in the comments (*"There is only one project being implemented, for which the whole LPI was written"*), the main problem is the representatives of organizations consider the overload of schools and the lack of taste and energy to deal with this topic.

Education actors report that the document has identified basic problems and these are followed by financial support for projects – in most cases to the satisfaction of schools. The criticism was directed towards the complexity of the applications submitted ("*We have been preparing the project for a year and a half, it is terribly exhausting*"), and the respondents also encountered misunderstandings on the part of citizens or the lack of interest of the target groups.

Funding for inclusive education

The largest proportion of respondents (39 %) he did not dare to say whether the funds available for inclusive education were sufficient (for organizations working with children, it was even every second respondent, which is partly understandable). A similar number of respondents (about a quarter) concentrated in the responses "sufficient" and "partially sufficient". Together, therefore, half of respondents decided to choose answers in middle of the scale (in the comments, one respondent admitted that "*they would never say that they have enough money, because money is always needed*"). Respondents who consider the funds to be wholly inadequate are 4 %, which is, like those for which the funds are quite sufficient. The differences by wave are not fundamental, there is only an increase in the proportions of "I don't know/I can't judge" responses (from 33 % for the first three waves to 46 % for the newer three waves).

Figure 13 funds available for inclusive education sufficient in your municipality?



Source: Custom Investigation (N = 90)

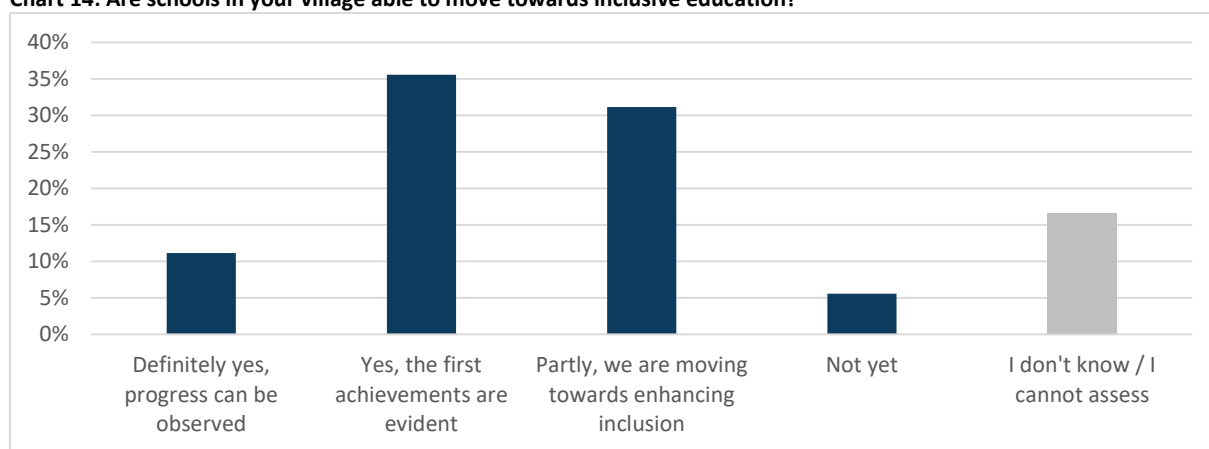
The funding in both the frame and the subsidies are assessed as sufficient (especially by municipalities, from schools more often notes on the lack of finance). However, the difficulty of preparing project applications, the uncertainty of these finances, the complexity of funding – which also affects the filling of positions ("*The problem is not to get money, but to occupy those positions, we fight for psychologists – they want certainty, stability*"). The need to apply for the same activities, for example, after two years again leads to uncertainty. However, municipal budgets cannot solve these problems, municipalities themselves do not have enough money for inclusion ("*Everything has to be dealt with through projects and there is no systemic money*"). Furthermore, the respondents agree that it is not a problem to raise money for aids, school equipment, but the problem is precisely the staffing (to raise money for an assistant and then to successfully occupy his position).

Inclusive education in schools

Moving municipalities to inclusive education

The most, i.e. a third of respondents (36 %) considers that the first achievements towards inclusive education are already evident, with 31 % of respondents believing that schools in their communities are only partially able to progress in this direction. Compared to the previous interim report, 6 % of respondents who do not see success espoused in the direction of inclusion have been added. In all cases, these are municipalities from the 6th century. or municipalities with Remote Sub-control, thus the slower onset of successes can be explained. This answer was chosen primarily by representatives of organisations working with children, and there was no representative of schools.

Chart 14: Are schools in your village able to move towards inclusive education?



Source: Custom Investigation (N = 90)

Respondents agree that steps are being taken towards inclusive education (education of educators, assistants, aids, rings, douching...), but often vary their view of the success of these steps. The success of these measures largely depends on the individual approach of each school/principal/teacher/assistant ("It's about the approach of schools, you can create a good environment, but if it doesn't catch the principals well, it will move only a little .." He must want school, child and family, otherwise it will not work").

Among the negatives of the steps taken is mainly the bad impact of inclusion for other children – the gifted ones are forgotten ("They say that the gifted are to support us, but they do not help us financially, all only for the socially weaker") – or if there are too many children or children in the classroom, for example. with autism ("I don't think special schools should be disturbed because it suffers from gifted children and children in need of care. "). ").

Some respondents from schools claim that they were inclusive a long time ago, others attribute the influence of the project("Change is definitely for the better, thanks to ASI and mainly thanks to the professional professions that the project brought"). Again, the problem was mentioned that it is difficult to find people who would be willing to hold professional positions (e.g. a psychologist)

One respondent from an organization working with children said: "I wrote for each school to assess the shift and you could see that schools were changing their minds about it. The individualized approach, each child is considered important, the possibilities of support are sought, the evaluation in the

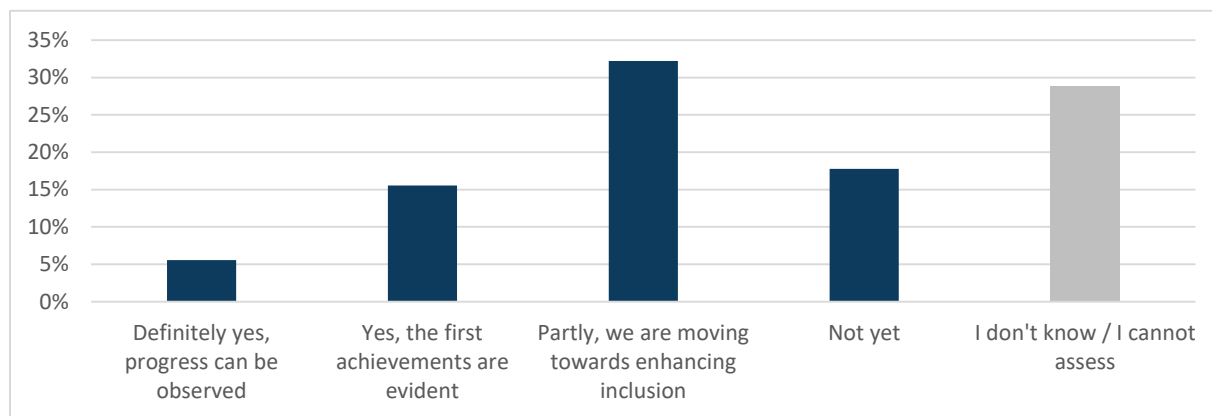
relationship of individual advances, not comparisons has changed. A lot of things have changed for the better. "I'm not going to let

Change in attitudes of relevant actors in the community on the issue of inclusive and quality education

The most (32 %) respondents to the 'partially yes' response. A similar quantity could not assess the situation. Only 6 % of respondents are convinced that the attitudes of the actors are certainly changing. A slightly larger proportion of respondents (18 %) does not see any shift in this regard for the time being. The evaluation of this parameter remains very stable, it is similar to previous years.

The least positive situation is perceived by representatives of other organisations working with children. Only 7 % were inclined to the first two options, while for representatives of municipalities and schools it was less than 30 %.

Graph 15: Has the project managed to change the attitudes of relevant actors on the issue of inclusive and quality education thanks to the project?



Source: Custom Investigation (N = 90)

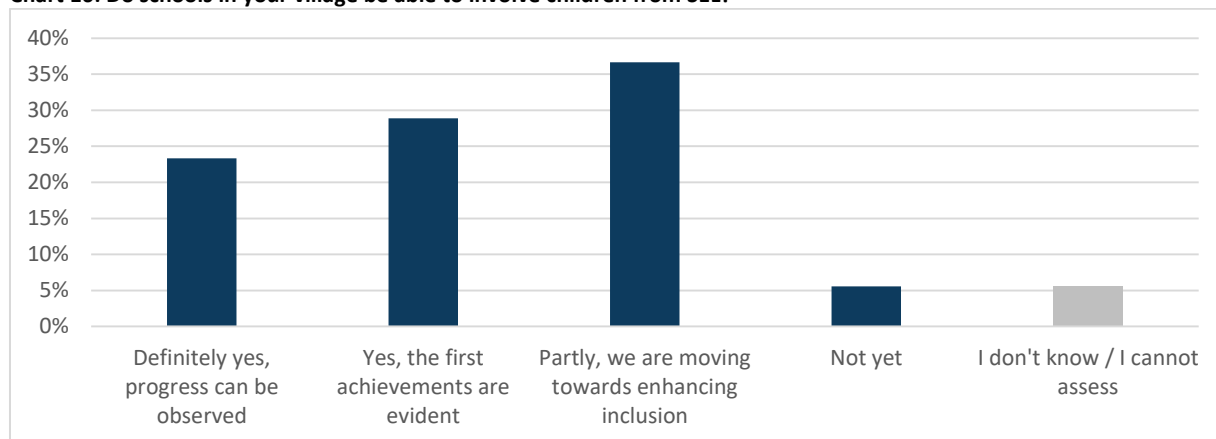
Some of those surveyed said that public attitudes to inclusive education issues do not change in localities. According to many, this is an issue on which the action of ASI or IHQE project can have no effect (*"It is necessary to change people's thinking and these one or two trainings cannot change."* *"ASI does not affect attitude changes, it is based more on the media – in a negative direction."* *"With the experience of ASI teachers, nothing will do anything."*). However, there is a need to distinguish between changes in the public and for actors involved in local partnerships – there are some shifts perceived by respondents (*"inclusion is no longer such a taboo"*).

Again, the respondents' assessment shows that the changes in attitudes of the actors in the municipality are very individual, depending on many circumstances, in the survey the most pessimistic respondents from organizations working with children (they often mentioned that they did not have an overall insight into the issue).

Involvement of children from SEL in schools in the village

Another question in this area was whether schools in the village were able to involve children from SEL, with the results again very similar to the previous report (the changes are only in p.b. units). Respondents again leaned towards partial consent (yes and "partially yes" answers), where exactly two-thirds of respondents are represented. 23 % of respondents are fully convinced of the successful involvement. Only insignificant differences in the institution represented by the respondent are shown.

Chart 16: Do schools in your village be able to involve children from SEL?



Source: Custom Investigation (N = 90)

In most, respondents agree that schools try and engage children from SEL, often even kindergarten – but they point out that really inclusive education is a long-distance run. At the same time, respondents perceive problems in the form of segregation in schools (concentration of Roma children), problems with the ethical acquisition of teaching assistants, lack of interest of parents (*"There is no support from families ... parents are often illiterate, non-working and do not lead children to education"*). There are still views that less intelligent children have been better educated in special schools (*"They don't prosecute at school, they may improve their social status, but they will be better educated"*).

However, respondents also give positive examples of the functioning of children from SEL – *"The connection of children thrives, it does not carry with it any great negative moods, it takes place naturally, at rest. " As part of the field work, we see that children are able to maintain that families work better."* According to several respondents, it is a great achievement to change the thinking of children to want to study.

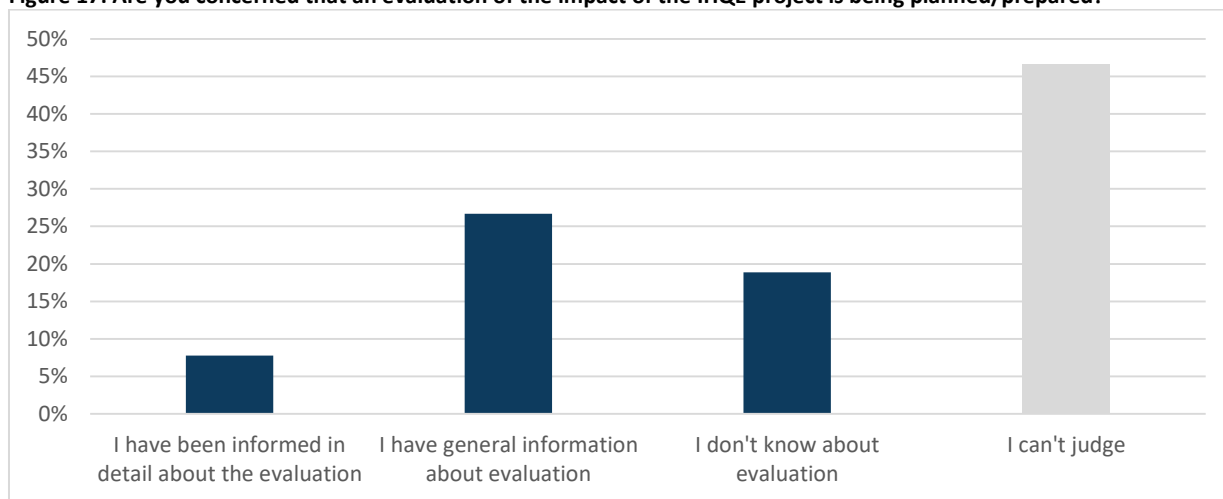
Of the three parameters presented on the topic "towards inclusion", the change in attitudes of the relevant actors was the worst rated (at least the first successes were observed by only a fifth of respondents, but the other fifth did not see any changes so far; and compared to the other parameters, the most respondents could not answer).

Evaluation report on the impact of the project in localities

In addition to the parameter to input analyses, sub-objective 6 of the project is represented by parameters focused on the Evaluation reports on the impact of the project on the site and the aggregate evaluation of the impact (realized from above, ASI itself, by synthesis of individual Evaluation Reports and other sources).

When asked if respondents were aware of the preparation of a comprehensive evaluation of the impact of the IHQE project, 19 % of respondents replied that they were unaware of the implementation of the evaluation, while another 47 % did not comment on the issue. Therefore, approximately 35 % (at least general) have awareness of the planned evaluation. Compared to last year's survey, there was a slight increase in at least generally informed respondents (from 30 % to 35 %). Although this is a relatively low number, it can be assessed as satisfactory, given that the evaluation is carried out by ASI as a synthesis of sub-sources and will be processed externally.

Figure 17: Are you concerned that an evaluation of the impact of the IHQE project is being planned/prepared?



Source: Custom Investigation (N = 90)

The last parameter concerned the preparation phase of the Evaluation Report on the impact of the project on the site – 19 % of respondents said that the report was already in one of the phases of development, most often data collection took place (9 % of all reports), several respondents had already indicated the analytical phase of the report creation. In other cases, the report is at the level of preparation and a debate is launched.

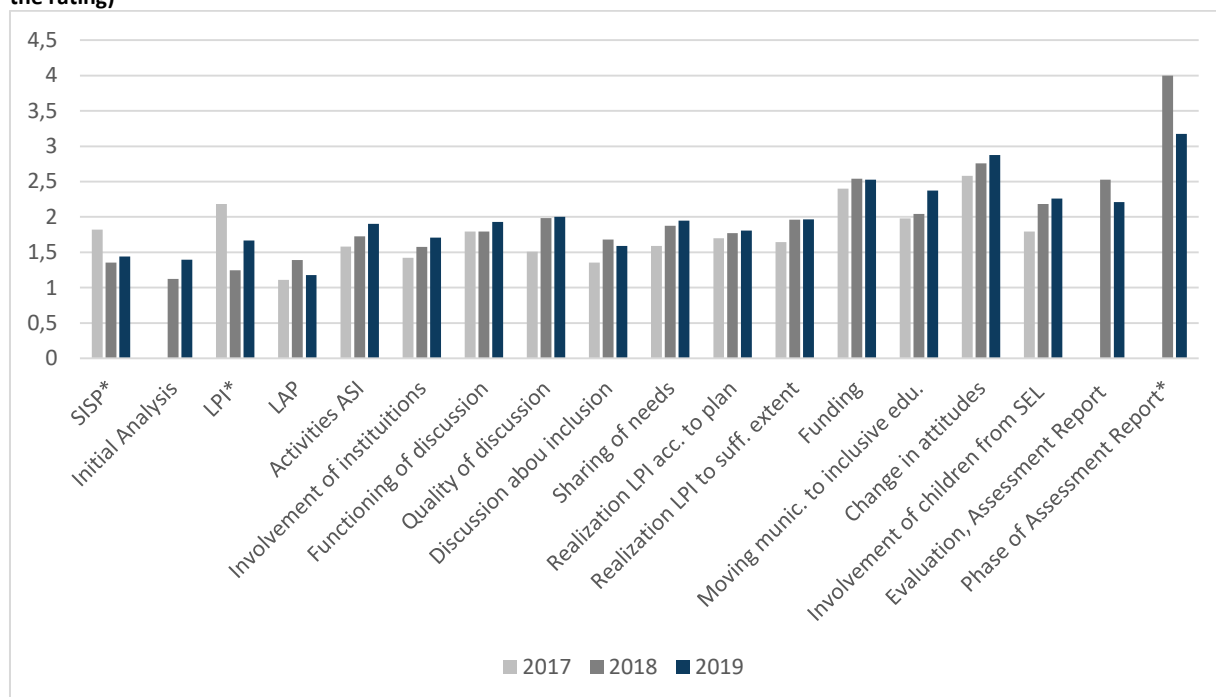
The vast majority of respondents (81 %) did not know at what stage the current preparation of the Assessment Report on the impact of the project on the site is, which is partly in line with the fact that the implementation of the Evaluation Reports is still planned and will be phased in in locations that will end /will end at the end of cooperation with ASI – the percentage of respondents who have not yet met with the Evaluation Report should therefore decrease in the coming years (since last year's survey, the number of respondents who have not been able to evaluate, the work has decreased from 90 % to 81 %).

3.2.1 Development of parameters

This Interim Report may already include an evaluation of the development of set parameters. In 2017, 15 parameters were defined in the survey, in 2018 three new parameters were added to evaluate sub-objective 6, so a total of 18 parameters are evaluated. As stated at the beginning of this chapter, the parameters had defined 4-5 categories (i.e. possible responses), which were used to quantify the responses. Categories were assigned numbers 1 – 4, where category 1 marked the ideal status (document approval, answer "yes", "definitely sufficient", etc.) and the average of the values obtained was determined.⁵

In general, if the value of the parameter has decreased since 2017, this is a positive trend and an improvement in the situation, in the case of the growth of the parameter, the respondents evaluate the situation more negatively.

Graph 18: Parameter values in 2017, 2018 and 2019 (category 1 indicates ideal status, the higher the number, the worse the rating)



Source: Own investigation (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90)

Note: Asterisk is indicated by parameters that have a five-point range of categories.

Changing the parameter value is minimal in most cases, the values being collected are stable, usually vary by a maximum of several tenths.

Compared to the first survey in 2017, the largest positive shift was recorded in LPI and SISP in the following two years, which respondents referred to more often as "approved documents". These are the parameters on which ASI has the most significant influence within the project, with the cooperation process in newly added locations their creation and approval takes place. Compared to the 2018 investigation, there was an improvement in impact evaluation, LAP processing and the

⁵ Or 1 – 5 for five-point scale

development phase of the Evaluation Report (in the case of the Evaluation Report parameter, there was an improvement of almost one category – from 4.0 to 3.2). Again, these are parameters with the direct effect of the work of ASI.

In none of the remaining parameters did the situation improve. The previously deteriorated parameters (LPI implementation, WG discussion) have already stabilized. Stable negative developments (aside only in a row of several tenths) record the three most important but the most influential parameters on the part of ASI – the direction of schools towards inclusion, the change in attitudes of actors and the connection of children from the SEL. Open comments of actors in individual years are similar, do not show greater deviations (mentioned similar problems, complaints, barriers and opinions). There has been no widespread change in the situation which could be explained by the deterioration under review.

3.3 EO C.3 Are the project implementers aware of complementary activities created in other IPs and IPc?

The evaluation question focuses on verifying that project implementers have sufficient awareness of the activities generated in other projects and that individual projects can therefore be fully linked and work together to achieve a set of systemic changes, as foreseen by the methodological interpretation to call No 02_15_001. The evaluation issue addresses, inter alia, the benefits of mutual cooperation for the implementation teams of individual projects and the barriers that implementers encounter in practice, so that mutual cooperation can be ensured as efficiently as possible.

The issue is specifically divided into areas dealing with the level of awareness of respondents about the existence of complementary projects, the degree of cooperation with individual complementary projects, as well as the benefits and barriers in the implementation of the IHQE project directly resulting from the complementarity of the projects.

The solution to the evaluation question is based on an electronic questionnaire survey in which the implementation team of the IHQE project was approached, and we obtained 33 complete questionnaires.⁶

Knowledge of complementary projects

In the questionnaire survey, respondents were first asked an open question asking about their spontaneous knowledge of other system projects. The answers were ⁷**most frequently mentioned in the QICD project** (15 respondents out of a total of 27 who replied), **followed by the CFP and APIV-B projects** (the same 14 respondents) and the **APIV-A project** (12). The spontaneous knowledge of these projects by individual team members corresponds to the significance of these projects – according to the Project Charter, the closest cooperation with the CFP, QICD, P-KAP and KSH projects is envisaged during the implementation of the IHQE project. APIV-A ⁸and APIV-B projects were only launched in 2017, so they are not listed in the Project Charter, but their link with the IHQE project is strong according to the respondents' responses.

⁶ 62 members of the implementation team were approached (those members who only work for the project for a short period of time, have a minimum time or hold a marginal position – e.g. administration) were not approached. The questionnaire survey was replied 33 respondents, i.e. a return of 53,2 %.

⁷ Question text: The IHQE project is implemented in a complex with other system projects of the Ministry of Education and Training and other ministries (e.g. MPSV). Do you know any of these system projects? Please write down the names or shortcuts of the projects you know:

The System Projects of the Ministry of Education and Training are intended to help to improve education in the Czech Republic (e.g. within the framework of the so-called KLIMA action) and to support the processes of social inclusion, the creation of a level playing field and opportunities for disadvantaged residents of socially excluded localities.

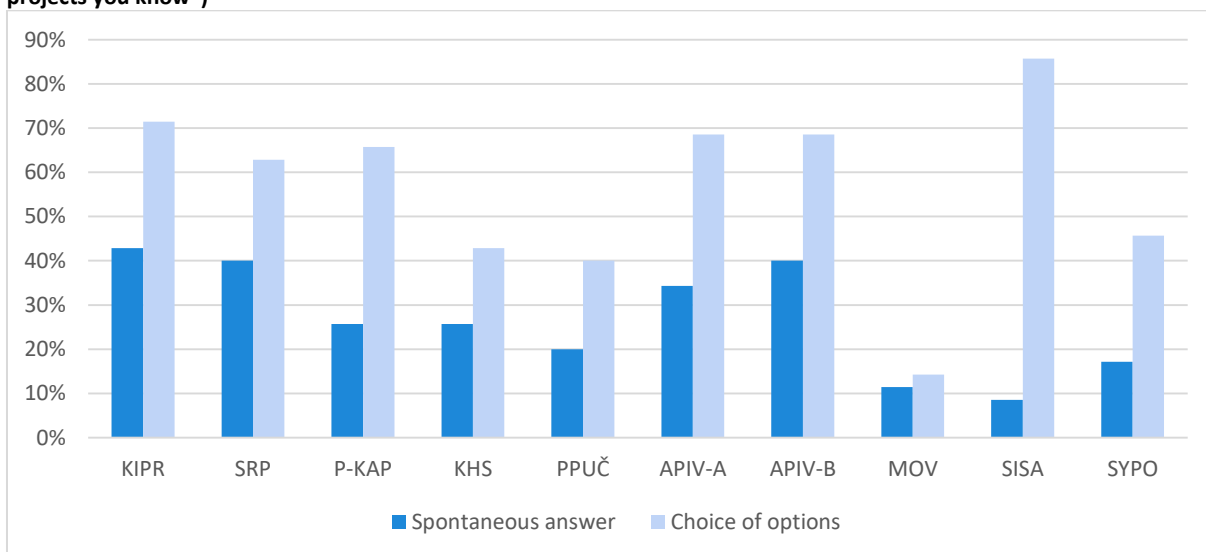
⁸ The KSH project was presented by a total of 9 respondents.

The least respondents spontaneously identified the SISA and IOC projects. The IOC project focuses on secondary vocational education, while IHQE focuses on early childhood education and basic education, which is why IHQE project workers are unlikely to come into contact with the IOC project. The SISA project was spontaneously mentioned by the least respondents (only 3) – but it can be assumed that this is more of an omission of this project, since another question has shown that knowledge of this project is very important across the implementation team. Spontaneously, in addition to the system projects examined in education, individuals were mentioned in the projects ŠIK, Right to Childhood, Pilot G/GP, or the realtors themselves (NIFE, NÚV, CSI, etc.).

A comparison of the question for spontaneous knowledge of projects and questions on the designation of known projects in the defined list is shown in the following graph. A significant difference between the designation of known projects and the spontaneous indication of the project is evident in the SISA project and also for the P-KAP project, which was also identified by respondents only within the list.

The graph also confirms that the IHQE project is most strongly linked to the P-KAP, QICD, SRP, APIV-A and APIV-B projects through the members of the implementation team; plus, of course, the SISA project mentioned above, with which IHQE forms one unit.

Chart 19: Marking the knowledge of the respondents of individual projects (Select from the options for the question "mark which projects you know" and spontaneous knowledge for the question "write down the names or abbreviations of projects you know")



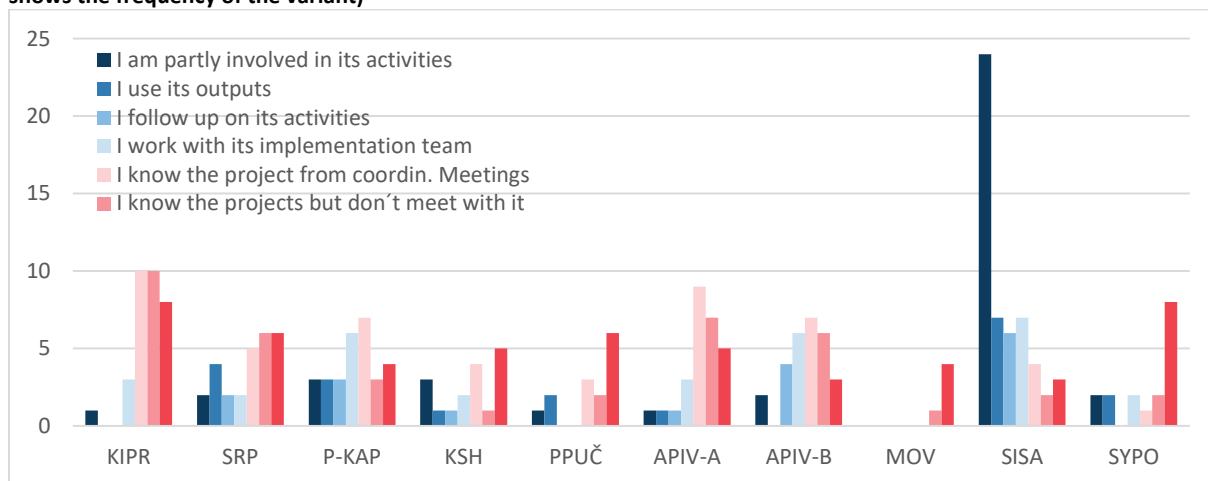
Source: Own questionnaire survey (N = 33)

In the questionnaire survey, we further interviewed the members of the implementation team, who know the following projects in away, see the following⁹ chart. Most actively, the members of the implementation team are connected to the SISA project, which is logical by the nature of this complex of two projects. On the contrary, the least active connection is with the IOC project (respondents only know about its existence), with the QICD project (knowledge prevails only from coordination meetings,

⁹ Respondents were shown only those projects identified in the previous question „Oindicate which projects you know", see the previous chart. Respondents shouldcheck all variants that correspond to reality – Following the graph therefore shows the frequency of the.

respondents do not know the outputs or activities of the project) and with the PPUČ and SYPO projects (almost half of the cases it was stated that the respondents only know about the existence of the project, so they have no further information about it).

Chart 20: How do you know the following project? (The ability to check all variants that correspond to reality – the graph shows the frequency of the variant)



Source: Own questionnaire survey (N = 33)

In particular, for the SISA project, respondents indicated that they were involved in its activities, which again corresponds to the interconnection of these projects. In the comments, they listed specific positions in which they are involved in the project (e.g. inclusive education consultant, project advisor), or indicate specific activities (cooperation in localities, common platforms, creation of strategic plans, cooperation in the collection of good practices, communication of project outputs, coordination of educational activities, etc.). Other projects were mentioned to a much lesser extent, only the units of respondents commented on their involvement in these projects. Most often, respondents were involved through joint meetings (e.g. on the edge, with KAP implementers), as well as involvement in specific structures, where they act as members of the platform, steering committee, working groups, etc.

Also in the *use of the outputs* of the projects concerned, the SISA project is most strongly represented, where the use of outputs is natural relative to the scope of the projects "side by side". One of the respondents stated that the outputs of the project used "for more efficient and comprehensive planning as well as the activity in localities with an overlap in the field of education (e.g. children and pupils)". The use of outputs for other projects was reported to a lesser extent – more significantly only for the CFP project, where one respondent stated that he distributed information from regional meetings among his colleagues in ASI and another used the methodology of equal opportunities for LAP.

Cooperation with the implementation team of complementary projects is reported for most projects, similar to the *follow-up to the project activities*. Respondents to the follow-up to the activities report e.g. sharing of invitations, cooperation in the creation of ŠIKK, within working groups, outputs for inspection activities, etc.

Cooperation with the implementation team takes place e.g. in the preparation of expert panels, promotion of possibilities of participation in LAPS, consultation in the development of methodology, comments on documents, etc. For the KSH project, one of the respondents stated that he was carrying out training for čši on the topic of inclusion.

Most often, however, for all projects there are answers *I know that the project exists, The project is known from coordination meetings ips and IPo* and *I know the project, but I do not meet with its outputs or activities*. When subtracting the SISA project (which has an exceptional position on the IHQE project), these options included 68 % of all responses. General answer *I know that the project exists* has been reported in a quarter of cases.

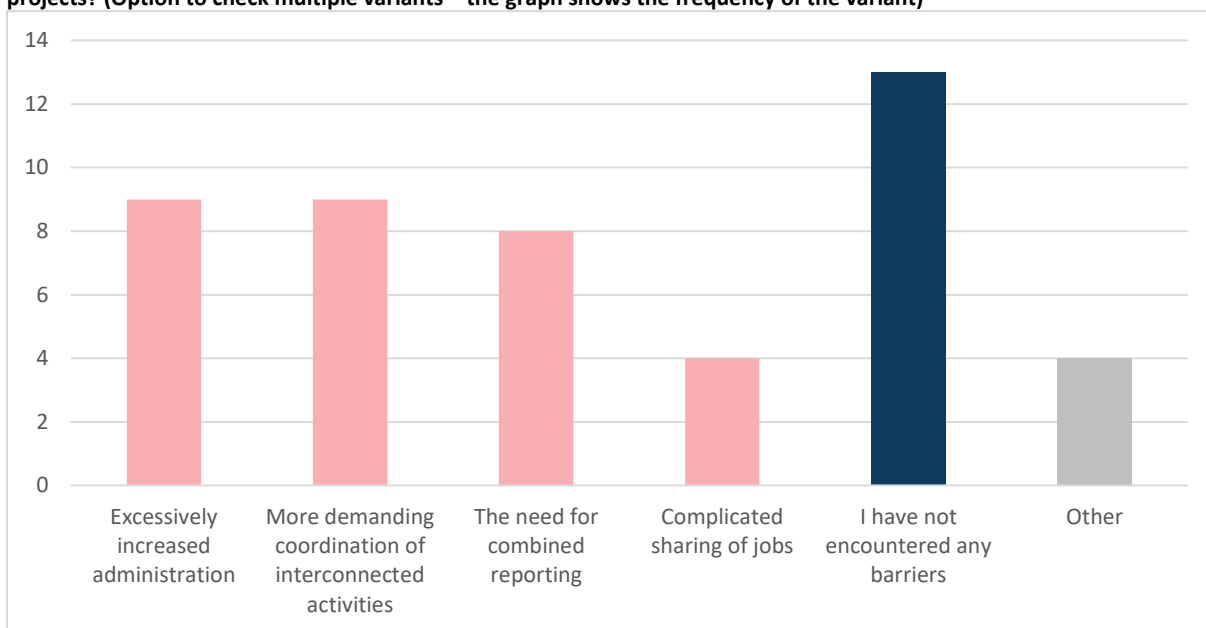
Barriers as a result of implementing complementary projects

In the perception of barriers, 42 % of respondents said they *had not encountered any barriers caused by the implementation of complementary projects*. However, the remaining respondents perceive certain barriers.

Among the barriers were most often mentioned *disproportionately increased administration and more demanding coordination of interconnected activities* (each identified by nine respondents). To increase administration, respondents say there are too many reports – both project, work and travel. One of the respondents cited specific obstacles, which are more related to the project itself: *"travel orders – about 30 minutes of administration one trip; reports – does not substantiate the actual activity, the outputs there; travel reports, conference reports, meetings, attendance reports, selection procedures, plus all internal guidelines"*.

A total of 8 respondents identified as a barrier *the need for combined reporting*, most of whom were involved in the SISA project, where the problem is the biggest. Thus, again, a well-known but significant problem is the common activities of the IHQE and SISA projects, which must be reported separately. One of the respondents stated specifically: *"In my experience, in this greatest barrier is the MA, which combines the sharing of ties with disproportionately increased administration and control and does not proceed in accordance with a uniform methodological environment in the reporting of project activities (as opposed to other MA, where the procedure is simpler)"*.

Graph 21: Have you encountered any of the following barriers as a result of the implementation of complementary projects? (Option to check multiple variants – the graph shows the frequency of the variant)



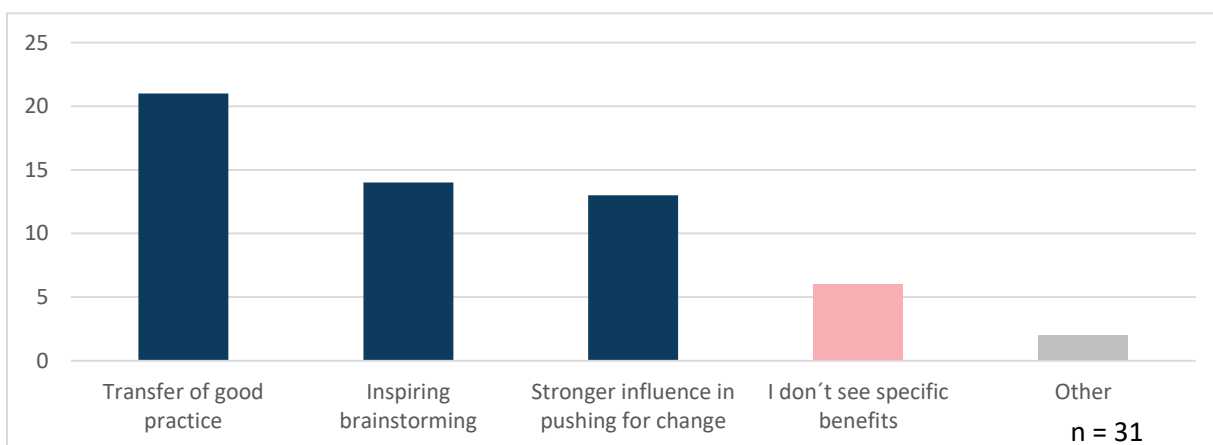
Source: Own questionnaire survey (N = 31)

Benefits as a result of the implementation of complementary projects

The contribution of complementarity of system projects is seen mainly in *the transfer of good practice from other projects*, reported by two thirds of all questionnaire respondents (67 %).

Furthermore, respondents appreciate the contribution of complementarity of projects for *promoting positive systemic changes* and *stimulating brainstorming in meeting implementation teams*, albeit to a lesser extent. Only 19 % of respondents do not see the specific benefits resulting from the *complementarity of system projects*.

Graph 22: What specific benefits do you see in the complementarity of system projects for the implementation of the IHQE project? (Option to check multiple variants – the graph shows the frequency of the variant)



Source: Own questionnaire survey (N = 31)

Evaluation of coordination meetings

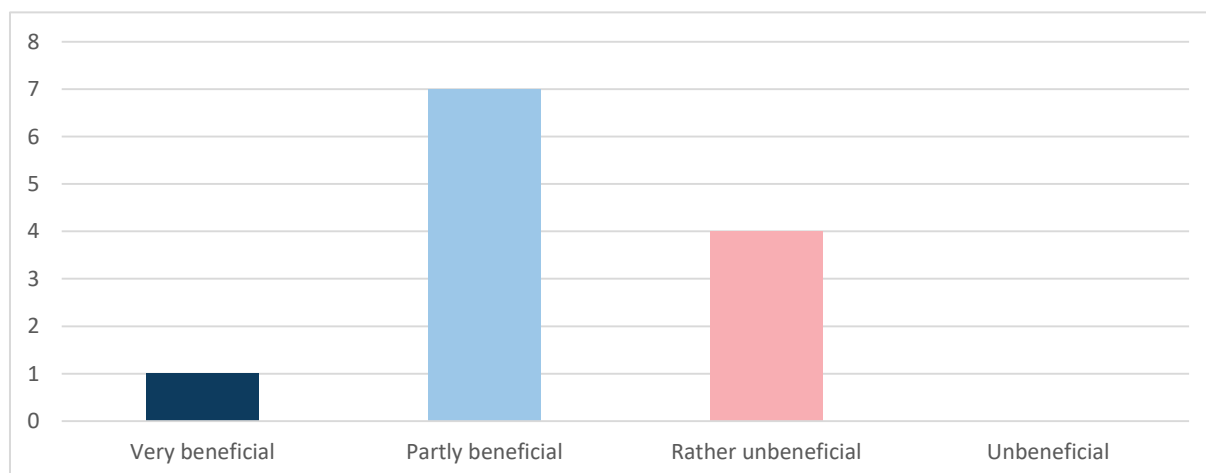
Questions at the coordination meetings with the implementation teams of other individual projects (IPs, IPo) were asked only to respondents who replied that they had ever participated in these meetings. The following assessment is therefore based on the responses of only 12 respondents.

Two-thirds of these respondents see coordination meetings with the implementation teams of other IPs in terms of the contribution to the IHQE project as beneficial (rather beneficial – 7 respondents; very beneficial – 1). Networking, sharing of experience, information and continuous outputs, networking are mentioned. One of the respondents stated a specific achievement: "an attempt to reconcile the *common vocabulary and the appearance in the field (even if this failed)*".

The remaining third of respondents rate the coordination meetings as rather unhelpful. Respondents say that there is room for the introduction of specific activities rather than for actual coordination of work, often mentioned by the information already known, for example, from regional meetings. Respondents describe the meeting as primarily informative.

The question of the recommendation for the coordination meeting was reflected above – the meetings should be more about communication and less about lecturing, meetings should also be held in localities, etc. Other recommendations focused on staffing capacities that are not available for coordination, respondents reported that they were busy with their normal activities and there was no time for networking, study and coordination of outputs, and effective interconnection in the field. Another recommendation followed a complaint with separate reporting, one of the respondents specifically stated: "MA should allow complement project implementers to organize joint actions (due to the often similar CS) and not insist on strict reporting and financing within only one of the projects".

Figure 23: How do you evaluate coordination meetings with the implementation teams of other IPs in terms of contribution to your project?



Source: Own questionnaire survey (N = 12)

The distribution of responses is also very similar to the assessment of whether coordination meetings contribute to better project interconnection. 10 respondents (83 %) rated them as (partly) beneficial, and even described the coordination meetings as definitely beneficial.

The assessment of the effectiveness of the meeting for achieving the objectives of the KLIMA action is rather neutral, 7 respondents rate them as rather beneficial, 5 as rather unhelpful. Respondents reported some specific changes that would contribute to the higher benefits of the meeting – e.g. smaller thematic groups – the other recommendations were more generally about promoting the idea of inclusion in society.

3.4 EQ C.5 To what extent was the Methodology for internal project evaluation helpful to the implementing teams?

The purpose of this evaluation question is to determine the extent to which the beneficiaries have used the self-assessment tool to improve the implementation of their project, i.e. to improve the implementation of their project. how the methodology has benefited them. The aim of the contracting authority was also to find out how the continuous self-assessment reports were carried out within the implementation teams and therefore almost all members of the implementation team were approached by a questionnaire survey.

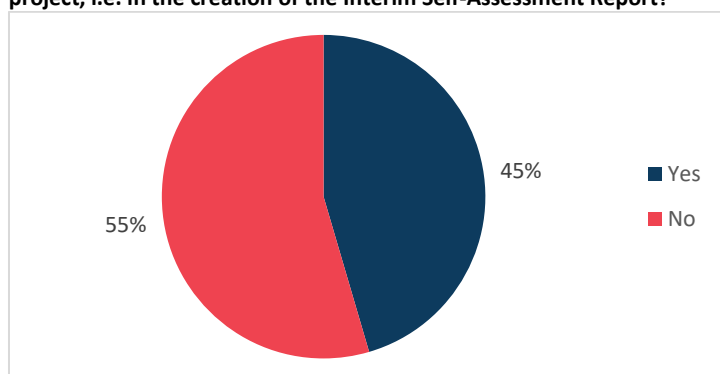
The questionnaire survey primarily examined whether respondents were involved in conducting self-assessment, followed by looking at the views of the groups involved and not involved in the evaluation. 62 members of the implementation team were approached (those members who only work for the project for a short period of time, have a minimum time or hold a marginal position – e.g. administration) were not approached. 33 respondents replied to the questionnaire survey, i.e. a return of 53,2 %.

Self-evaluation of the project

The questionnaire survey found that almost half of the implementation team members (45 % - i.e. 15 of the 33 respondents who replied in the questionnaire survey) were involved in the implementation of the self-evaluation of the IHQE project, i.e. in the production of the Interim Self-Assessment Report.

Of those who did not participate in self-assessment, a third were not aware of its existence. The other two-thirds knew about self-assessment and worked with the report to varying degrees. Those who know the content of the Interim Self-Assessment Report consider the reflection of their own work and the impact of activities in localities (reflection of *outputs, results, benefits of individual activities; real impact of activity execution*)as its greatest contribution.

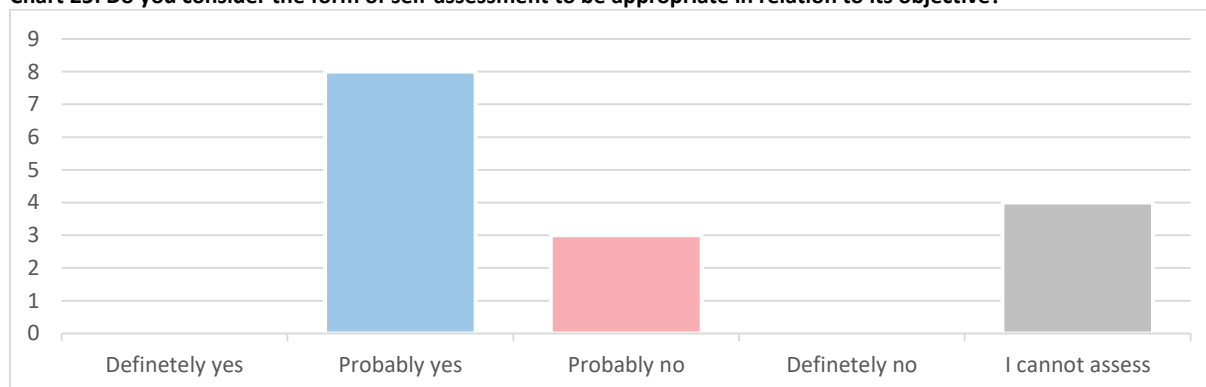
Graph 24: Have you been (albeit partially or marginally) involved in the implementation of the self-evaluation of the project, i.e. in the creation of the Interim Self-Assessment Report?



Source: Own questionnaire survey (N = 33)

Of those respondents who confirmed their involvement in self-assessment, most were involved in the processing of Part B of the report (project activities – factual focus) or from the work of evaluating a particular key activity, or reported that they had processed input to self-assessment from other team members. The following analysis applies only to the members of the team involved in self-assessment (15 respondents), so it is necessary to interpret it in the knowledge that the data are based on a small sample of respondents.

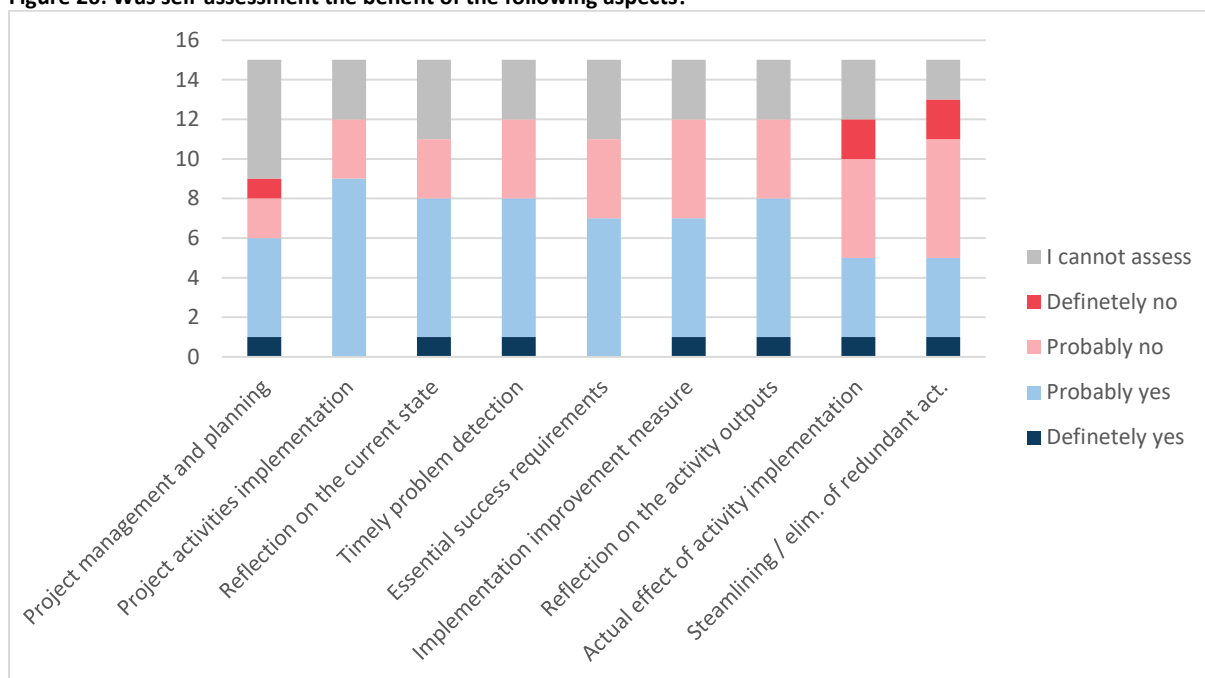
Chart 25: Do you consider the form of self-assessment to be appropriate in relation to its objective?



Source: Own questionnaire survey (N = 15)

The form of self-assessment determined by the Methodology for internal evaluation of PA 3 projects is considered by the members of the implementation team to be rather appropriate (53 % of respondents said Yes *rather*, a quarter could not judge). When asked what changes in the form of self-assessment would be better suited to its purpose, respondents were asked to make suggestions for a more personal form of self-assessment, including oral form with individual team members (*personal interviews, focus group, personal questionnaires*).

Figure 26: Was self-assessment the benefit of the following aspects?



Source: Own questionnaire survey (N = 15)

The processor examined the benefits of self-assessment for the implementation team, for most aspects the positive evaluation is slightly prevalent, even if none of them are evaluated significantly positively or negatively. Only the "Real impact of the implementation of activities" and "Streamlining the procedure/ elimination of unnecessary activities" have a more negative rating compared to the positive. In this case, 2 respondents described the time spent on self-assessment as unnecessary (more appropriate to invest differently).

Specifically, respondents reported that the greatest benefits were the possibility of reflection, analysis of non/success and readjustment of processes or naming of barriers. There were also voices that self-assessment was a room for reflection, one respondent specifically stated: *"I see the benefit in the need to focus attention on things that would probably fit in the course of the project or would not be given sufficient attention"*.

At the same time, respondents also commented on the possibilities of changes in the self-assessment process. According to respondents, cooperation in the wider team would lead to an increase in the benefits of self-assessment. One of the respondents is concerned about the "anonymity" of the report and states that *"the possibility of admitting project problems without the risk of penalization"* would contribute to increasing its contribution. One of the critical respondents states that project implementers do self-evaluation *"only because they have to"*. In his opinion, this is a time-consuming and administratively demanding *"filling activity"* and it would be better to focus on the real impact of the project and its activities. Another sees a problem in the subsequent work with the report: *"in practice, unfortunately, the outputs on the project management had only a minimal effect, only minimal changes were made"*.

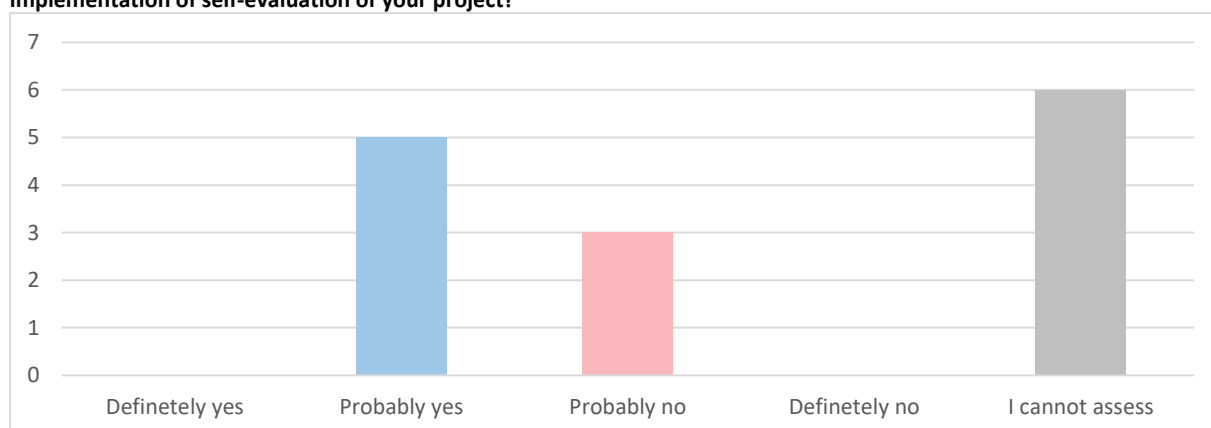
Many more members of the implementation team are involved in self-assessment compared to 2017 (45 % vs. 15 %) and a significant part of the team knows about its implementation (21 % of all respondents were not aware of self-assessment, compared to 56 % in 2017). The form of self-assessment is considered (rather) an appropriate larger proportion of respondents compared to 2017. Overall, with the evaluation being more positive – there are no comments on unnecessary reporting and administrative burdens – the changes proposed by respondents are rather constructive. As in 2017, respondents commented on sending self-assessment of the MA – there was concern about the possibility of admitting the problems of the project without the risk of penalty, and even in 2017 respondents recommended leaving the Interim Self-Assessment Report only as an internal document (which will not be sent out of the organization).

Methodology and Self-Assessment Report Template

All 15 respondents who participated in the preparation of the Interim Self-Assessment Report were asked about knowledge of the Methodology for Internal Evaluation of Projects PA 3 OP RDE. Knowledge of the Methodology is at a reasonably good level. Three respondents reported that they knew Methodology, eleven respondents knew it in part (they knew it existed), only one had never heard of Methodology.

The majority of respondents reported only a partial knowledge of the Methodology, which could have been reflected in the actual evaluation of the document – 43 % of respondents did not understand the usefulness of the Methodology. The evaluation of the document was neutral – 5 respondents rated it as more useful to an assessment of the IHQE project, 3 as rather unhelpful. One of the respondents proposes to extend the Methodology to a wider team, another suggests that the document should be more concise overall.

Graph 27: Do you consider the Methodology for internal evaluation of projects PA 3 OP RDE as beneficial for the implementation of self-evaluation of your project?



Source: Own questionnaire survey (N = 14)

4 Conclusions and recommendations

Main conclusions on the contribution of the project

- The monitored parameters, which cover the activities of the project in municipalities, reach the expected values.
- Parameter values are stable over time (differ by a maximum of several tenths of a point).
- The most significant positive shift was recorded by the parameters on which the activities of the ASI have a direct impact – i.e. document approval (SISP and LPI), evaluation of the impact incl. Evaluation reports.
- The three most important, but the most influential parameters on the part of ASI – the direction of schools towards inclusion, the change in attitudes of actors
- The strategic documents are mostly approved by the municipal authorities, in some cases updates (SISP, LPI) are already being prepared.
- In the preparation of documents (LPI and SISP), respondents evaluate the involvement of actors, discussions, working groups and the deployment of local actors from municipalities as intensified, after their creation and approval the interest of the actors gradually decreases (or most actors work intensively with the target group, on specific projects, etc.)
- The involvement of municipalities in existing Local Education Development Action Plans is intense, but respondents often hear that the documents are merging with them.
- Two-thirds of respondents described the Initial Analysis of Their Location as finalized, which was in most cases seamless.
- A third of respondents have (at least general) information on the planned aggregate evaluation of the impact of IHQE, which can be considered satisfactory, given that the evaluation is carried out by ASI as a synthesis of sub-sources and will be processed externally. The number of informed respondents increased slightly compared to last year's survey.
- Community representatives (80 % at least partially satisfied) are more likely to be satisfied with methodological support for ASI than schools and NGO (around 50 %). Communication with actors outside the municipality after the creation of documents is soured or moved to the field of project consulting, education, etc.
- The methodological support of ASI is the actors of the more important assistance in the preparation of project applications (knowledge, possibilities and personnel capacities of the implementer, including consultation possibilities) and in the networking of actors. A large proportion of respondents would like the ongoing assistance of the ASI and the implementation of projects.
- The preparation of project applications and the implementation of projects are rated as very administratively demanding, so schools are implementing projects using Templates or LAPS. A major disadvantage of projects is their temporary character (especially for jobs).
- Cooperation at the local level usually works.
- Working groups are organized in accordance with the set plan and in sufficient frequency (in municipalities from earlier waves, the frequency of meetings is rather reduced).

- The implementation of the LPI is as expected, only a tenth of respondents indicated that the activities are not carried out as planned / to a sufficient extent, often because the plan has not yet been approved. The problems are seen as a lack of funding, overburdening of schools and the lack of interest of target groups.
- Respondents agree that steps are being taken to move schools towards inclusive education, but often their view of the success of these steps is often different – this depends to a large extent on individual conditions.
- There remains a distrust of inclusive measures among some actors (mentioned negatively affecting the education of other pupils).
- Among the reported problems in the activities of ASI were frequent personnel changes (mainly in the positions of local consultants) or activities under-focused on the outcome.

Main conclusions on awareness of complementary projects

- The members of the implementation team confirmed the knowledge of the projects that are key to the implementation of IHQE (i.e. mainly SISA, SRP and QICD).
- The SISA project is known to 90 % of respondents, the link is significant, its outputs are often used and members of the IHQE team are involved in its activities.
- The use of outputs and follow-up to the activities of other projects is indicated by a significantly smaller number of respondents (the link does not apply to all members of the implementation teams), the whole quarter of respondents are only aware of the existence of other projects.
- The barriers to the implementation of complementary projects are mainly administrative (bureaucratic).
- The contribution of complementarity of system projects is seen primarily in transferring good practice from other projects.

Main conclusions on self-assessment

- Many more members of the implementation team are involved in self-assessment compared to 2017 (45 % vs. 15 %)
- Overall, self-assessment is more positive – it provides a space for respondents to reflect (in the course of implementation), the possibility of reflection and possible readjustment of processes. Again, however, there was concern about the possibility of admitting in self-assessment and problems of the project without the risk of penalty.
- The majority of respondents reported only a partial knowledge of the Methodology, so 43 % of respondents could not assess the benefits of the Methodology. The evaluation of the document was neutral.

Recommendations in relation to conclusions

In the framework of the 3rd ed. Interim reports have not identified problems or new information that could currently be addressed through follow-up recommendations towards the Agency for Social Inclusion or the Managing Authority of the OP RDE.

5 Evaluation of the implementation of the recommendations from the previous report

According to information from the project implementer, the recommendations of 2. The interim reports are reflected as follows:

No.	Name of recommendation	Recommendation text	Incorporation of recommendations by the project implementer
1	To draw up a system of evaluation tools and their supporting documents	<p>When editing documents, make sure that:</p> <ul style="list-style-type: none"> - the already collected data from checklists has been used to the maximum extent (but at the same time the situation in the locality with regard to an LPI has been taken into account) - evaluation instruments included all pillars of - the different instruments were interconnected - e.g. by unifying terminology and mutual references (what they build on or what they build on) - provide all documents with a clear identification (to whom they serve, what they evaluate, when and how to use them) 	<p>The recommendation has been incorporated according to the requirements, the desired effects cannot yet be evaluated.</p> <p>The related risks identified in the 2nd ed. The interim report has been eliminated.</p> <p>The methodology of evaluation is newly enshrined only in the Evaluation Manual, which is the only document on which the evaluation is based and replaced the previous group of documents (previous versions of EM, Handbook for evaluators, "impact bank"). The design of the evaluation is anchored in this document, which is in a feasible form (only minor clarifications are expected).</p> <p>The document has undergone significant changes, is more clearly targeted to its readers, terminologically aligned, provides methodological support to evaluation in localities and specific instructions for the implementation of evaluation.</p> <p>EM has been redesigned and is now primarily practically oriented, includes new key evaluation tools (including questionnaire questions sets, etc.) so that the evaluation process is comparable in all locations. It also contains the basic principles of the entry of evaluators into individual sites when evaluating the results of cooperation (according to the state of meeting the objectives of the LPI).</p> <p>The evaluation schedule is set – EM contains, inter alia, the an evaluation plan setting out what and when to evaluate, what tools are used for this and who is responsible for it. The evaluation investigation procedure is divided into individual sub-steps, thus providing the evaluators with guidance on the work.</p> <p>The evaluation manual is the starting point for linking tools in all locations. It contains a detailed structure of evaluation tools for evaluating the progress of cooperation (interviews/questionnaires with inclusive education coordinators and members of local partnerships/working groups) for which a smaller range of modification is envisaged according to local specifics of cooperation in the site. On the</p>

		<p>basis of this tool and the evaluation of project advice (in the locations where the IHQE project was provided), a report on the progress of the cooperation will be prepared.</p> <p>The evaluation manual also describes the tools for evaluating the results of cooperation – i.e. the procedure for preparing a report on the results of the cooperation, the content of which will be based on LPI in each location. The manual specifies the procedure for monitoring the planned and (in whole or in part) achieved LPI objectives. In the chapter, the typology of the LPI measure (which will be used by individual evaluators) is given. For some types of measures, framework evaluation issues are also listed – this could be elaborated in more detail (for all types, including the designation of institutions or persons to be interviewed, etc.).</p> <p>The summary evaluation report shall be produced, inter alia, by the Commission. using partial evaluation sites. This report will be processed externally, in the form of a public contract (not yet published). However, the complement project OPE already has prepared to enter a similar summary evaluation report, also implemented externally. The assignment foresees the use of sub-reports from cooperation sites, the synthesis of the findings contained therein on factors that affect the success or failure of ASI interventions in the sites, the main changes achieved, as well as a comparison of the progress of changes in the substantive areas of the OPE in the municipalities involved in KPSEL with a sample of municipalities with SEL, which were not involved in KPSEL or other cooperation with ASI. For summary evaluation reports in the IHQE project, a partial modification of this assignment for the external evaluation orator is foreseen.</p>
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2	<p>Systemically train and lead all personnel who will implement impact evaluations in locations including mutual sharing of experience in the preparation and implementation of</p>	<p>Create a system of conduction and control of evaluations operating in localities so that the methodological documents are properly understood, evaluation designs are of high quality and the evaluation designs have been set in a comparable way.</p>	<p>The recommendation has been incorporated according to the requirements, the desired effects cannot yet be evaluated.</p> <p>The related risks identified in the 2nd ed. The interim report has been eliminated.</p> <p>According to the information from the implementer, regular meetings of the evaluators who participated in the preparation of the manual or are trained in it take place. New evaluators will be involved in the meetings gradually (switching from the position of Researcher, after completion of the Input Analyses). Meetings take place approximately every two weeks in person, or in person. with the participation of part of the team online. The meetings participate in evaluation methodologies, which ensures their quality in a professional way (or research methodologies or head of department, if the evaluation methodologies are not present). Currently, piloting has been carried out in two locations.</p> <p>As soon as evaluation reports begin to take place, meetings will increasingly focus on the transfer of good practice, discussion, problems, space will be devoted to commenting on evaluation design proposals, the inclusion of LPI measures in types and other issues that will lead to the maximum possible standardization of evaluation between sites.</p> <p>In addition, thanks to the new EM, it is ensured that part of the data is collected equally in all locations.</p>
3	<p>Implement activities for factual evaluation of the project (evaluation of partnerships and evaluation of project consultancy, or evaluation of attitudes towards inclusive education)</p>	<p>According to the original plan, the activities to carry out the factual evaluation of the project (evaluation of the partnership and evaluation of project consultancy, or evaluation of attitudes towards inclusive education) among local actors in localities and the results of the investigation subsequently reflected in the practice of project activities.</p>	<p>The recommendation has been incorporated according to the requirements, the desired effects cannot yet be evaluated.</p> <p>The related risks identified in the 2nd ed. The interim report has been eliminated.</p> <p>Data collection was initiated between actors who have used project advice (i.e. "evaluation of project consultancy").</p> <p>The evaluation of the partnership will take place in each location separately. During March, the evaluation is started in 5 locations (Bruntál, Břeclav, Krnov, Liberec, Odry) – after an interview by the evaluator with the coordinator of inclusive education in the locality, evaluation interviews or collection of questionnaires with representatives of all cooperating actors will take place (the form of collection will be determined taking into account the scope of the sample). In other locations, the evaluation will start in April/May.</p> <p>Pilot data collection took place in selected locations to verify the availability of actors, their knowledge of the situation and the type of supporting documents/responses that can be obtained for the evaluation of the progress and results of the cooperation. Pilot evaluation reports on the progress and results of cooperation in two locations were created.</p>

		<p>From February 2020, the evaluation will take place in the newly staffed evaluation team, as well as with the contribution of part of the capacities of the researchers.</p> <p>The preparation of a field-wide questionnaire survey to evaluate the change in attitudes towards inclusive education is suspended due to methodological obstacles and. The theme will be evaluated in individual interviews conducted in all locations as part of the impact evaluation (i.e. Site Evaluation Reports).</p>
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6 List of resources and literature used

List of resources used

- Project Charter incl. annexes
- Internal project documents (Local plans of inclusion of individual municipalities, Input analyses of individual municipalities, contact lists to members of the implementation team, and d.)
- Monitoring reports incl. annexes (ZoR)
- Treasure materials and information from the MEYS, e.g. climate action, Methodology for internal evaluation - http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitri_evaluaci_PO3_IPs_v_erze2.pdf, etc.
- ASI website (<http://www.socialni-zaclenovani.cz/>)
- MEYS website (<http://www.msmt.cz/>, <http://www.msmt.cz/strukturalni-fondy-1/vyzvy-op-vvv>, http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitri_evaluaci_PO3_IPs_v_erze2.pdf)
- Respondents to questionnaire surveys, individual and telephone interviews (see chapter 2)

7 Annex I: Technical report with a detailed description of the investigation

External attachment.

Annex I contains a detailed description of the investigation carried out in order to gather the underlying information for the preparation of the Interim Report.

Information on the investigations carried out shall be broken down according to the evaluation questions examined in order to increase the clarity of the report.

8 Annex II: Complete supporting documents

External attachment – a set of supporting materials.

9 Annex III: Dashboard