

The Evaluation of Systemic and Conceptual Projects in PA 3 of OP RDE Evaluation Area B

FINAL REPORT

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List of abbreviations

AP	Teaching assistant
APIV A	Co-education and school support step by step. Implementation of an action plan for inclusive education
APIV B	Support of joint education in pedagogical practice
ASZ	Agency for Social Inclusion
CATI	Data collection method – Computer Assisted Telephone Interviewing
CAWI	Data collection method – Computer Assisted Web Interviewing
CPIV	Project "Support Centers for Inclusive Education"
ČR	Czech Republic
ČŠI	Czech School Inspection
EFPA	European Federation of Psychologists Associations
EO	Evaluation question
EUROPSY	European Certificate in Psychology
IDI	Individual controlled interviews
IKV	Project "Inclusive and quality education in areas with socially excluded localities"
IP	Individual project
IPk	Individual project with a conceptual framework
IPk KAP	Project "Regional action plans for the development of education"
IPk MAP	Project "Local action plans for the development of education"
IPs	Individual project systemic
ISPA	International School Psychology Association
IVP	Individual educational plan
KA	Key activity
KAP	Regional action plan
KIPR	Project "Support for quality counseling services in schools and school counseling facilities aimed at promoting inclusion: Quality-Inclusion-Counseling-Development"
KSH	Project "Comprehensive evaluation system"
MAP	Local action plan
MOV	Project "Modernization of Vocational Education"
MP	Mental disability
MPSV	Ministry of Labour and Social Affairs
MŠ	Kindergartens
MŠMT	The Ministry of Education, Youth and Sports
NEPES	Network of European Psychologists in the Education System
NIDV	National Institute for Further Education ¹
NPI ČR	National Pedagogical Institute of the Czech Republic ²

¹ As of 1 January 2020, there was a merger between NÚV and NIDV, in the new organization NPI ČR.

NÚV	National Institute of Education ³
NNO	Non-governmental non-profit organization
OMJ	Different mother tongue
OP VVV	Operational Program Research, Development and Education
OSPOD	Authority for Social and Legal Protection of Children
PAS	Autism spectrum disorder
PLPP	Pedagogical support plan
PO	Priority axis
PPP	Pedagogical and psychological counseling
P-KAP	Project "Support for regional action planning"
P-PUČ	Project "Support for the work of teachers"
RAMPS	Project "Development and methodological support of consulting services (VIP III)"
ŘO	Managing authority
SPC	Special pedagogical centers
SPIV	Project "System support for inclusive education"
ŠPP	School counseling workplace
ŠPZ	School counseling facilities
SRP	Project "Strategic management and planning in schools and territories"
SŠ	Secondary schools
SVL	Socially excluded localities
SVP	Special educational needs
SYPO	Project "System of support for professional development of teachers and principals"
VOŠ	Higher vocational schools
VŠ	Universities
ZD	Tender documentation
ZŠ	Elementary Schools

² Dtto.

³ Dtto.

1 Executive Summary

The findings recorded in the evaluation are summarized below for each area evaluated.

Cooperation

The survey showed that cooperation with key actors and experts within the KIPR project has been going on for a long time. Given that the description of the key activity in the project does not indicate (with the exception of expert panels) specific forms of cooperation, it can be stated that the cooperation was basically in accordance with the description of the key activity in the project, with all defined groups of actors. However, it is not possible to define with certainty whether the implemented activities really corresponded to the ideas of those who prepared, evaluated and approved the project. In any case, most of the involved actors retrospectively assessed the cooperation with the KIPR project as beneficial and of high quality. The individual allegations were directed only, for example, to the problematic beginnings of the project associated with personnel changes or low participation in some expert panels. The actors with whom the cooperation was most intensive differed in the different phases of the project. As for foreign cooperation, cooperation with representatives of the academic community, who acted as international entities such as EUROPSY and ISPA, as well as with a representative of the Catholic University in Ružomberok can be considered. For other foreign workers, it was more of an exchange of experience within a conference or professional seminar. For similar projects in the future, we recommend defining the results of cooperation more specifically (eg in the form of a published collection of contributions from foreign experts), allocating funds for foreign trips of employees and for better clarity between different system projects to ensure electronic sharing of their activities.

Methodical support of SPZ and schools

In the case of methodological support, the most positive responses were mainly to the creation of methodological networks in the regions, specifically the introduction of regional methodologists. The opportunity to address these people and at the same time solve specific problems with them during meetings, which they can then better present to the MŠMT, considers the majority of respondents to be the most important positive impact of the KIPR project. We therefore consider it essential to maintain some form of this network in the future. Documents on the website, which were used by more than 50% of all users who came into contact with the project, were evaluated positively, it was recommended to extend them, for example, with specific examples of what makes the most common mistakes in creating support measures, more detailed legislative interpretations in the form practical examples. The survey also showed the need to analyze the numbers of children with special educational needs in schools so that it is possible to find out how the workload of special educators differs in different schools. Most of the participating counseling facilities also used methodological support in consultation with the project implementation team. The contribution of the project in relation to the Pedagogical Support Plan (as well as to the implementation of support measures in higher

levels) was recorded for approximately 50% of users of project activities. The higher contribution of the project to this issue was significantly perceived by intensively involved schools, of which up to 68% of respondents stated that the project increased their knowledge for working with PLPP and for implementing support measures. Case studies showed that the intensively involved schools were mostly the ones that served as a source of inspiration for the implementation of support measures for other schools in the region, as in the long run (ie independent of the project) they share experiences with other schools, eg in the form of shared practices or visits of teachers. We therefore recommend the methodological support to implement in the future in such a way that there will be a school in each region, which will serve as a certain "distributor" of experience with support measures. It is appropriate to motivate schools to share more, eg by supporting professional internships of special pedagogues in intensively supported schools.

Educational activities

Thanks to the project, educational activities were implemented in all nine planned modules, with the dominant part of the courses concentrated in two periods - until the first half of 2017 (especially module 4.1 *Implementation procedure to § 16*) and then until the autumn of 2018 (especially module 4.5 *Communication and cooperation in the care of pupils with special educational needs*). Up to 41% of all courses were implemented in Prague, a total of 35% of all participants commuted to classes in Prague. In the future, it is recommended to consider increasing the share of courses held outside Prague. Up to 96% of participants rate the courses as beneficial, which indicates the high quality of the implemented courses. The increase in their professional competencies, the knowledge gained through examples of good and bad practice and the expansion of the diagnostic ability of employees were appreciated. From the organizational point of view, there were also recommendations, for example, to continue emphasizing on the creation of at least basic written outputs from the implemented courses, it was also recommended to focus to a greater extent on the e-learning form of training in the future. From a factual point of view, it was recommended to expand the offer of course topics for similar activities in the future, eg by the managerial skills of managers or specific courses directly for special pedagogues, social workers or psychologists. Demand was also for courses specifically focused on specific student constraints. For this reason, in the future we recommend considering two levels of courses: general training, especially for beginning special educators, and special training focused on a specific topic (eg autistic pupils, pupils with mental disabilities, but also pupils with other than Czech mother tongue). It is appropriate to state that some of the above topics were not even among the goals of the evaluated project, so it is more of a recommendation for the future in which directions to expand the thematic offer of courses.

Self-evaluation and internal evaluation

The project self-evaluation activity was considered by the representatives of the implementation team to be beneficial, especially as a structured feedback on the course of project implementation. With the elaborated Self-evaluation Reports it was worked on at least at the level of project management, individual managers of key project activities and the main project methodologists. However, in certain

respects (eg identifying the necessary preconditions for success, defining measures to improve implementation or naming problems in a timely manner), the benefits of the self-evaluation activity were very small. The preparation of the Self-Assessment Reports was also considered by some representatives of the project implementation team to be too formalized and in some parts duplicated with other submitted reports (Project Implementation Reports).

The main benefits of the project and the fulfillment of the project objectives

The pillar of the main benefits of the project was the methodological network providing methodological support to both SPZ staff and teachers, school principals and others. Educational activities, case conferences and, in some cases, supervisory activities were also assessed very positively. The main output of the project, apart from a number of individual methodological materials, are in particular the Uniform Rules for the Provision of Advisory Services in ŠPZ and related methodological documents. Representatives of target groups (employees of ŠPZ, representatives of founders of ŠPZ) evaluate the developed Uniform Rules positively, they perceive them as another step towards a more uniform approach in the provision of counseling services. The extent and manner of their use should be evaluated in the future with a time lag from the end of the project (or a possible revision of the Uniform Rules).

The main goal of the project was to increase the quality, coherence, comparability and efficiency of consulting services. To achieve this goal, a total of ten interrelated sub-goals were defined. A review of the final outputs of the project and the findings of the investigations showed that all partial objectives of the project have been met.

Project evaluation in terms of fulfilling the principles of 3E/5U

Below is a summary of the project evaluation in terms of meeting selected 3E/5U criteria. Specifically, it is an assessment of the criteria of efficiency, economy, usefulness, sustainability and relevance.

Efficiency

The method of using available resources (financial resources, human resources, time) and the method of implementation of project activities can be assessed as effective. No area or areas were identified whose higher preference (at the expense of others) could clearly lead to better overall project results.

Economy

The project was implemented according to the approved project application, including changes, without increasing funding. During the evaluation, no project activity (or part of it) was recorded that could be considered necessary in terms of its impact on achieving the set outputs (results) of the project.

Usefulness

All the main activities of the project were evaluated without fundamental reservations as useful and beneficial. The most beneficial can be assessed the educational activities (educational courses, seminars, case conferences, etc.) that were implemented within the project.

Sustainability

Most of the planned activities (objectives) in the area of sustainability were designed to be ensured by the normal activities of the project implementer (NÚV, or now NPI ČR), or users of the outputs. An exception is the measure concerning the maintenance of the network of methodologists in individual regions. However, the implementation of this measure is necessarily conditioned by the decision on its financing.

Relevance

The need for the project was relevantly defined and described within the approved project plan of the KIPR project. No facts were recorded within the project implementation that would significantly affect the relevance of the project in this respect.

2 Introduction, initial situation and context

In the Czech Republic, there are significant educational inequalities between children and young people, one of the main reasons is the different level of learning opportunities, determined mainly by the family environment and the external differentiation of pupils in the education system⁴. Therefore, one of the main priorities defined by the Strategy of the Czech Republic's educational policy until 2020 is the prevention and compensation of health, social, cultural and other personal disadvantages. In pedagogical and diagnostic practice, the priority for fulfilling the goal is to strengthen the quality of the counseling provided and the role of inclusive education⁵.

The main goal of the project **Support for Quality Counseling Services in Schools and School Counseling Facilities Aimed at Promoting Inclusion: Quality-Inclusion-Counseling-Development (KIPR)** is to increase the quality, coherence, comparability and effectiveness of counseling services in education. The project thus qualitatively develops, builds on and completes the line of activities shaping the environment of school and school counseling services, among others in terms of:

- system and process,
- methodical,
- educational,
- control,
- supervisory,
- and legislative

It thus follows, among other things, the outputs of completed projects with the ambition to create an environment of counseling services in education implemented at the national level in the form of national projects. (such as VIP - Career - Career counseling in the conditions of curricular reform, RŠPP – Development of school counseling workplaces, RAMPS – Development and methodological support of consulting services or CPIV – Inclusive Education Support Centers) but also on the outputs of other individual projects formed, for example, in the academic sphere (Systemic Support for Inclusive Education in the ČR - SPIV, etc.).

The implementation of the project should contribute to the fulfillment of the priorities of the educational policy of the ČR in the field of inclusive education and help to implement changes in connection with the amendment of the Education Act (Amendment of the Education Act No. 82/2015 Coll.). The amendment of the Education Act guarantees, with effect from 1st September 2016, the right of children to so-called support measures. These measures should help to overcome their disadvantages and address individual needs arising from individual differences resulting from socially disadvantaged and culturally diverse backgrounds, disabilities and disadvantages or exceptional talents.

⁴ Strategy of the educational policy of the ČR until 2020

⁵ Long-term plan of education and development education system of the Czech Republic for the period 2015-2020

The aim of the evaluation is to provide the contracting authority in the outputs (interim reports, final report) with independent, ongoing, relevant and managerially useful feedback (usually from the level of target groups and project actors) in relation to the degree of implementation, progress and contribution of the project to the project objectives. Based on the evaluator's outputs, the contracting authority will be able to identify risk situations in project management, quality of outputs and will be able to initiate preventive or corrective measures.

3 Methodology

Framework solution procedure

The approach to evaluation is based primarily on the feedback of key project actors and target groups. A mixed evaluation design was used to evaluate the evaluation questions, including both quantitative and qualitative methods of data collection and analysis.

The processing of individual evaluation reports (Input Report, First Interim Report, Second Interim Report, Final Report) was always performed in the following steps:

Step 1: Identification of key actors and target groups

Step 2: Desk research of project documentation and other data sources

Step 3: Create or update a research apparatus

Step 3: Data collection (questionnaire surveys, individual interviews, case studies)

Step 4: Synthesis of findings from performed investigations

Step 5: Determining the conclusions from the findings and formulating any recommendations

3.1 Overview of performed investigations

The table below summarizes all investigations carried out in the framework of the Final Report. The implementation of the mentioned surveys was preceded by a review and analysis of project documentation and current project outputs.

Table 1: Overview of performed field surveys within the Final Report

Type of survey	Respondent	Return	Date of investigation	EO
IDI	Chief project manager, key activity manager No. 6	-	3. 9. 2019	B.1, B.3, B.4, B.5, B.6, B.7, B.8
CATI	Internal evaluator	-	29. 1. 2020	B.8
CAWI	Participants of expert panels (representatives of cooperating entities, representatives of other system projects)	52% (14 out of 27 addressed)	27. 2. 2020 - 6. 3. 2020	B.1
CAWI	Representatives ŠPZ (SPC, PPP)	85 % (74 out of 87 addressed)	10. 12. 2019 - 20. 1. 2020	B.2
CAWI	ŠPZ staff, school principals, teachers, students of VŠ, VOŠ	19 % (334 out of 1 750 addressed)	5. 3. - 15. 3. 2020	B.3, B.4, B.5, B.7
CAWI	Members of the project implementation team	33 % (8 out of 24 addressed)	26. 3. - 31. 3. 2020	B.6, B.8
Case study - Brno	Principal of the school, head of the SPC, deputy founder of SPZ	-	10. 3. 2020	B.2, B.3, B.4, B.7
Case study - Ostrava	Educational advisor of the school, head of the SPC, 3 representatives from cooperating schools	-	13. - 16. 3. 2020	B.2, B.3, B.4, B.7
Case study - Bruntál	Special pedagogue of the school, head of PPP, deputy founder of SPZ	-	24. - 30. 3. 2020	B.2, B.3, B.4, B.7
Case study - Žďár nad Sázavou	School principal, head of SPC and PPP, 2 representatives from cooperating schools, deputy founder of SPZ	-	20. - 30. 3. 2020	B.2, B.3, B.4, B.7

4 Evaluation questions findings and answers

This chapter contains a summary of findings and answers to evaluation questions based on the analysis of project documentation and the results of surveys. The structure of the chapter is divided into sub-chapters with regard to the wording of individual evaluation questions. Each subchapter is then given a summary answer to the evaluation question.

4.1 EO B.1 How do the other actors listed as key to activity 2 (Cooperation) of the IPs KIPR evaluate cooperation with the project?

The aim of the evaluation question:

The aim of the evaluation task was to evaluate the quality of cooperation between the actors involved in the project under Key Activity 2 - Cooperation. It was focused on gaining experience through cooperation with professional partners and foreign experts. Two basic attributes of cooperation were evaluated:

- a) Process - perceived suitability of the connection
- b) Factual - perceived utility and usefulness of cooperation (resp. The degree of fulfillment of expectations)

The evaluation is performed for the following types of actors:

- • Representatives of cooperating universities, including foreign ones
- • Representatives of implementation teams of other system projects (IPs)
- • Representatives of the Agency for Social Inclusion (ASZ)
- • Representatives of the Body for Social and Legal Protection of Children (OSPOD)
- • Representatives of the MPSV
- • Representatives of NEPES, EFPA and ISPA and other inclusive (especially non-profit) organizations
- • Participants in expert panels who do not fall into any of the above groups (including representatives of ŠPZ who participated in one of the panels.)

The answer to the evaluation question

The statements of the involved actors show that the cooperation was mostly assessed as beneficial and high quality. Individual allegations were directed, for example, to the problematic beginnings of the project associated with staff changes or low participation in some expert panels. Due to the fact that the project did not allocate funds for foreign trips of foreign experts to the ČR, the exchange of experience took place remotely or by participation in international conferences organized by other entities in the country.

Findings

The key activity was carried out through several types of activities:

- **Expert panels** - implementation of own professional panels, resp. by participating in expert panels of other system projects (especially APIV A and APIV B), the dominant part of this key activity was implemented. Each expert panel focused on a certain group of topics, according to which the relevant experts participated. A total of 9 expert panels were implemented within the KIPR project (1x in 2016, 1x in 2017, 2x in 2018, 5x in 2019).

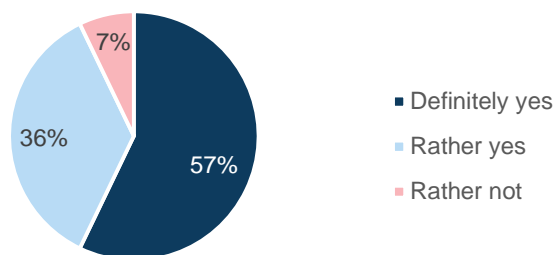
- **Participation in activities of other projects** - in addition to expert panels of other projects, KIPR project staff also participated in, for example, local conferences of the SRP project, conferences of the MAP or SRP project, international conferences organized by the Office of the Government of the Czech Republic or the ČŠI, etc. Organizationally, the employees of the KIPR project participated in arranging the conference 100 Years of the Czech Family from April 2018, during which experiences were exchanged with a number of foreign experts.
- **Exchange of experience between other projects** – experiences were exchanged in a similar way despite project meetings, ie regular meetings of project representatives. Intensified cooperation was initially mainly with the SRP and KAP projects, where it is also a topic of introducing inclusive education. Furthermore, for example, in cooperation with the APIV A project, coordination took place in the preparation of educational modules for ŠPZ.
- **Consultations with representatives of the Agency for Social Inclusion** – these were intensive especially in the first half of the project implementation (until the end of 2017); with their help, the selection of schools, which are to be provided with intensive methodological support through the project, took place in particular. Later, cooperation was also added in creating the concept of educational programs and providing lecturers.
- **Further individual consultations with experts and professional bodies** – in addition to the above mentioned cooperation, a number of individual meetings with experts and professional entities were held in order to set up project activities to the most appropriate extent, or to develop future cooperation (eg by participating in an expert panel). These are, for example, the Association of School Psychology of the Czech Republic, representatives of EFPA, etc. Cooperation with the ČŠI was solved on a comparative study of the KIPR project.
- **Cooperation through other project activities** – as part of other key activities, there was an exchange of experience. An example is the Nationwide Methodological Meeting of Regional KIPR Methodologists or a meeting with other actors to create Uniform Rules for ŠPZ.

In the end, a relatively wide number of actors were involved in Key Activity 2, and their comments on individual aspects of cooperation are set out below. A response was obtained from a total of nine respondents for the interim evaluation reports, and an electronic survey was conducted for the final report, to which a total of 14 individual respondents who participated in this key activity responded.

Contribution of the project to the educational system in the Czechia

In the final evaluation, almost three-fifths of the respondents described the KIPR project as definitely beneficial, while another third of the respondents described it as rather beneficial. Among the respondents were mainly representatives of other system projects, representatives of universities and professional opponents.

Graph 1: Do you perceive the KIPR project as beneficial for the education system in the Czechia?



Source: Own questionnaire survey 2020 (N = 14)

Most respondents agreed on the following benefits of the project:

- **support of systemic care for the school counseling system** (thorough analysis of limits and challenges facing ŠPZ, shift in ŠPZ standardization – Uniform rules, open discussion of system settings)
- **meeting and exchange of experience of experts from various spheres of tertiary and further education**
- **coordination between advisory bodies**
- **strengthening pro-inclusive education**
- **development of consulting, supervision, case conferences**

It is also possible to mention here the statements made in previous investigations. One of the representatives of universities mentioned the benefits in the form of identifying weaknesses in the system, which have not yet

„Ensuring the quality of the guidance system is one of the key issues, especially at a time when schools are coping with the new requirements of inclusive education.“

been systematically described, and their subsequent systemic solution. One representative of a non-profit organization described the project as beneficial because it provides support to ŠPZ staff who are concerned about changes related to inclusive reform, and reassures them of the importance of their work.

Another of the previously interviewed representatives of the non-profit organization described the project as rather unhelpful, because, according to him, the potential of such a huge amount of funds to transform the consulting sector is not fully used⁶. Another respondent was of the opinion that setting the criteria of ŠPZ in practice is likely to encounter the diversity of founders and decentralized management of this institution. One of the representatives of other system projects, who did not

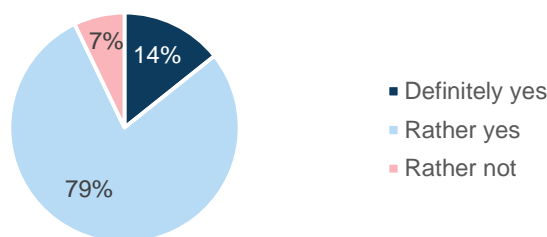
⁶ According to a statement of a member of the project team, this goal is beyond the scope of the project itself without a broader revision of the system of consulting services and the general educational policy of the state.

perceive the project as beneficial, stated the following: „*In the first half of its implementation, it certainly did not use its potential well. So, in my opinion, it didn't do what it could.*“

Benefit of cooperation with the project for the work of representatives of cooperating institutions

The project was also considered beneficial for their work by the majority of respondents, however, this time the share of those respondents who chose the option "rather yes" (rather beneficial) prevails.

Graph 2: Do you consider cooperation with the KIPR project to be useful for you and your work?



Source: Own questionnaire survey 2020 (N = 14)

„Thanks to participation in events organized by the KIPR project, I had the opportunity to establish new personal contacts and also the opportunity to learn current knowledge from areas that are not my narrowest goal of interest..“

One third of the respondents perceived this benefit mainly in the fact that they could establish personal contacts with people dealing with similar issues, in a similar number the respondents appreciated the opportunity to share experiences and be inspired by examples of good practice.

Other individual answers included:

- the opportunity to learn current knowledge in the field
- the possibility to think conceptually about the issues of school counseling
- bring knowledge into your own practice (in your region or within your institution)
- use the established methodologies
- for the institution for which the respondent works, another benefit was perceived in gaining an overview of the proposed measures and their possible implementation in the training of counselors

Representatives of universities involved in 2018 then perceived as a benefit for their institution also in the fact that information and methods can be updated, which can be reflected in teaching. They also appreciated the discussion on the content of undergraduate study and codes of ethics.

„I teach at a university, so information from the KIPR project is important to me in educating future teachers.“

One of the representatives of other system projects stated, similarly to the previous part, that the contribution to his work increased especially in the last year, when the quality of cooperation improved compared to the beginning of the project. This can be combined with the previously presented statement of another representative of other system projects, who described the cooperation as beneficial but unbalanced⁷.

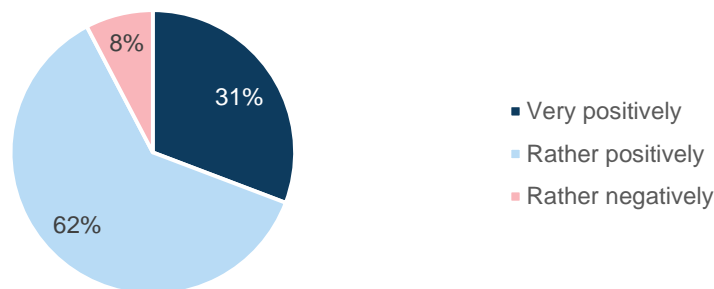
„I get the impression that the representatives of this project often did not accept the invitation to the panels of our project.“

The previously approached ASZ representative emphasized that the cooperation is beneficial to the KIPR project rather than to their institution, to which it provides co-operation in implementation. This corresponds to the fact when ASZ helped in the first years of the project with the selection of schools or the preparation of teaching programs.

Evaluation of professional panels

Addressed actors are generally positive about the quality of expert panels. In the questionnaire survey, all 14 respondents stated that the expert panel suits them as a key form of cooperation. Most respondents identified with the form and organization of the expert panel, as shown in the graph below. Only for the expert panel in 2016, its relatively quick convening without additional information was also slightly criticized in the past; after its implementation, the outputs created on the expert panel were not available to participants, which is related to the previous respondent's complaint. In the case of the first expert panel, however, this was most likely due to personnel changes that were taking place within the project team at the time.

Graph 3: How would you rate the expert panels you attended in terms of their organization?



Source: Own questionnaire survey 2020 (N = 13)

⁷ „ I can only speak for the project I am leading. From this point of view, the cooperation could have been even more lively, it seemed to me rather as unbalanced. Whether my colleagues or me, we personally regularly participated in the meetings of the Expert Panels of the KIPR project. I get the impression that the representatives of this project often did not accept the invitation to the panels of our project. Nor do I remember that the project would ever approach us for a separate meeting to address a certain issue” (Respondent of electronic inquiry dated 10 December 2018). According to the KIPR project team, closer cooperation with other projects - such as APIV B - has occurred mainly since the spring of 2019.

In terms of expertise, positive evaluations prevail among the respondents (thanks to the expertise of the participants and a well-structured panel program). However, the relatively low turnout was slightly criticized by several respondents⁸. According to another respondent, there were few experts from practice on the expert panel and therefore an absent professional discussion, at the same time there were no tangible outputs and conclusions. It was possible to know from the attendance lists that, for example, only 13 out of 42 invited participants participated in the 3rd expert panel and only 17 out of 32 invited participants in the 4th expert panel, while some of them lacked representatives of ČŠI, Office of the Government – ASZ, MŠMT - OP VVV⁹. Within recommendations for further implementation, one of the previously interviewed respondents stated that the position of the provider of the Cooperation activity was not taken into account in the KIPR project and therefore it used to be more difficult to hold a meeting. The higher efficiency of this activity in similar projects would be solved in the future by the establishment of the position of cooperation manager.

Cooperation with other system projects

To a certain extent, the key activity overlapped with the complementarities of systemic projects, where the obligatory cooperation of some projects is already determined in the methodological interpretation for the call in which these projects are supported. Essential for the coordination and exchange of experiences between individual

„We know what is happening in which project, what can be followed up, what can be used, what is happening in the regions, what institutions / projects offer what services to schools.“

projects were project meetings, resp. regular meetings of the project office, which were attended by project managers of individual system projects, implemented by NÚV/NPI¹⁰. It can therefore be stated that information and coordination between individual projects was addressed and ensured. Satisfaction with the coordination meetings was expressed by all respondents to the questionnaire survey (see graph below). Thanks to them, information was ensured among the projects, which thus knew what was being addressed and shared information on the issue of education of pupils with SVP. According to one respondent, this gave a better context for working on one's own project.

⁸ Based on the experience from the implementation of our panels, as well as panels of other projects, I would expect a wider representation of participants. The discussion is usually richer. (Respondent of electronic inquiry dated 10 December 2018)

⁹ E.g. However, the project administrator of IPs KIPR - ie the representative of the MŠMT - OP VVV, she has been regularly participating since the 4th expert panel.

¹⁰ The National Institute for Education and the National Institute for Further Education were merged, and from the beginning of 2020 the National Pedagogical Institute of the Czech Republic was established.

Graph 4: How do you evaluate the coordination meetings with the implementation teams of other IPs in terms of benefits for your project?



Source: Own questionnaire survey 2020 (N = 13)

Thanks to the meetings, it was also possible to use certain thematic overlaps and work in a coordinated way on the activities that are needed for more projects. An example is the cooperation with the APIV A project in coordinating the preparation of training modules for ŠPZ staff. Another important cooperation took place in the period when the APIV B project within the Professional Platform for Common Education created a new Action Plan for Inclusive Education 2019-20, which also includes the topic of school counseling. More information is included in the EO B.8 solution, which deals with project complementarities. One of the previously interviewed respondents suggested the creation of an electronic platform for flexible information sharing between projects, including a shared calendar, to facilitate the planning and implementation of activities so that they do not conflict with each other and exploit their target groups.

Cooperation with other defined actors and institutions

In the first part of the implementation (especially until the end of 2017), the project team cooperated most intensively with the **Agency for Social Inclusion**, which helped it to identify suitable schools near SVL that could be involved in the project. It was de facto cooperation within the project Inclusive and quality education in areas with socially excluded localities. Later, the ASZ helped to provide experts for educational events, especially on the topic of inclusion coordinators. At the time of the survey (spring 2019), the respondent representing the ASZ stated that the KIPR project can be described as beneficial only if it is possible to implement the Uniform Rules for ŠPZ¹¹.

The project cooperated with **representatives of the MŠMT** through the above-mentioned project meetings or through meetings of the Project Steering Committee. **MPSV employees** participated in the project as part of training

„(Case conferences) were useful for us, it had a positive response. Cooperation with that particular school has also improved.“

¹¹ „As the implementation of uniform rules for ŠPZ among the general public has not been implemented so far, it is not possible to evaluate the benefits of the project. The area of counseling services in school counseling workplaces is very important for the education system, therefore the presentation and implementation of uniform rules at the level of all defined criteria should be intensive for all those involved in education. If the planned outputs are achieved, they will be important for the Agency's work. However, this has not yet happened, and therefore the benefits cannot be assessed before the end of the project. " (Respondent of electronic inquiry dated 19 March 2019)

courses focused on social workers, which the project provided. **OSPOD staff** for the region were also invited to participate in case conferences. Case conferences were held in the regions with the participation of a wide range of relevant experts and their aim was to resolve a specific case concerning the situation of a pupil/child. The case conferences are evaluated clearly positively by the two previously addressed representatives of OSPOD and it turns out that this practice brings improved cooperation between the involved subjects, especially between the school and OSPOD. Another cooperating entity is the **Czech School Inspection**; its representatives participated in several expert panels, but the project team also cooperated with the ČSI in the implementation of a comparative study within the project. The expert panels could also be attended by other actors, including, for example, the interviewed representative of the ŠPZ, who evaluates his participation in the project as important for the advisory system and for his own work as the director of the ŠPZ. As a negative of the project, he mentions the already mentioned personnel problems (personnel turnover) in the first stages of project implementation¹².

The project application also declared the assumption of cooperation with international institutions and foreign experts within the activity, the assumed use was

- **NEPES** network (Network of European Psychologists in the Education System),
- **EFPA** (European Federation of Psychological Associations)
- and **ISPA** (International Association of School Psychology)
- and further cooperation with selected university faculties in the ČR, Slovakia, Great Britain and the USA.

Cooperation with EUROPS and ISPA was implemented, for example, through a representative of the Slovak academic community, which deals with the possibilities of further international cooperation in the field of counseling services and the problems of inclusion. She personally assessed the cooperation as beneficial, especially for her activities in the field of developing inclusive schools and inclusive education in Slovakia. An exchange of experiences with EFPA representatives took place during the project, and the result of the cooperation was, for example, that the project team provided EFPA representatives with information obtained through the KIPR project on the organization of school and counseling services. The project was also in contact with EUROPSY thanks to the work of two experts (a representative of the NÚV/NPI and a representative of the Faculty of Education of Charles University in this institution. Thanks to this connection - based mainly on personal ties - these experts brought to the project the views of foreign experts on the topic of unifying the rules for the provision of counseling services in education.

Cooperation with **foreign experts** took place mainly thanks to participation in conferences with foreign participation. A certain exception in this is the longer-term cooperation with a representative of the Catholic University in Ružomberok. The Department of Social Work at this university has implemented

¹² „The project would benefit if the managers of key activities did not change so often and if all key positions were filled for the entire duration of the project.“ (Respondent of electronic inquiry dated 11 March 2019)

a project that deals with the inclusion and possibilities of improving social work in excluded localities, cooperation with schools, ŠPZ and NNOs. Therefore, there was an exchange of experience in the implementation of projects in this area. In 2017, the project staff met at a conference in Brno, where the project outputs were presented and another possibility of cooperation was discussed (documented in the 3rd ZoR). For the purposes of this evaluation, it was possible to obtain the opinion of the Slovak party, which assessed the cooperation as beneficial, mainly due to the possibility to compare the situation in the Czech, Slovak, but also in the Polish environment (cooperation through the project allowed the Slovak party from Poland - see below). The communication was not limited to participation in the conference, email or telephone, but there were also personal consultations. Together with the above-mentioned cooperation with the representatives of EUROPSY and ISPA, this is the second relatively intensive contact with the Slovak side.

Other contacts that the project implementation team established during the implementation include cooperation with the Children's Ombudsman in France, who participated in one of the conferences as well as KIPR staff. The possibility of another visit to the Czech Republic and exchange of experiences was discussed with her, especially on the issue of educating children - foreigners, the issue of children of refugees and migrants in France, including school attendance and work with the family. However, according to the available information, the meeting did not take place in the end. From the Republic of Poland, we managed to establish cooperation with two professors who work at the University of Katowice in the Department of Pedagogy and Psychology. The topic of consultations on the KIPR project was mainly work with vulnerable families, socially excluded families, the possibility of educating children of foreigners, migrants, the possibility of counseling services. These consultations took place as part of a conference organized by the Institute of Interdisciplinary Studies in Brno in 2017. One of the mentioned experts managed to be contacted, however, due to the long time lag, she no longer remembered specific aspects of communication. However, it confirmed its participation in the conference, which shared good practice between the Polish and Czech sides. Furthermore, a seminar on dynamic diagnostics was held within the project under the guidance of a professor from Israel in 2018. There was also cooperation with a specialist from London in the field of supporting the education of pupils with autism. It can therefore be stated that, with the exception of one case of closer cooperation with the Catholic University in Ružomberok, cooperation with foreign experts took place maximally in the form of expert participation in conferences and other professional events and on the basis of personal ties rather than on an institutionalized basis. According to the project manager, the cooperation was used in proportion to the financial possibilities of the project, especially given that the project did not allocate funds for trips of foreign workers to the Czech Republic. This situation could theoretically be solved by change management and subsequent transfer of funds to foreign trips. However, the project team did not decide to take such a step. For these reasons, the contact with universities from Great Britain or the USA, which was obtained at the beginning of the project with an expert in the field of support for the education of pupils with autism (working in both countries), was not used.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- Cooperation with key actors and experts within the KIPR project has been going on for a long time.
- The actors with whom the cooperation was most intensive differed in the different phases of the project. At the beginning, there was an exchange of experiences, especially with the SRP and KAP projects, where it is also a topic of introducing inclusive education. Until the end of 2017, there was significant cooperation with ASZ in the selection of participating schools and ensuring teaching activities, later cooperation with other projects, either participation in expert panels of APIV projects, coordination of educational activities with the APIV A project or participation in the preparation of the Action Plan for Inclusive Education .
- Given that the description of the KA Cooperation in the project does not result in specific forms of cooperation in accordance with the description of the key activity in the project, it can be stated that the cooperation took place in some form, with all defined groups of actors.
- Some of the actors (these are representatives of OSPOD) did not associate the activities they participated in the topic of supporting counseling services in schools and school counseling with the KIPR project (this information is not essential for them, participation in the project is de facto through participation in project implemented case conferences).
- Due to the already mentioned fact that the wording of the project does not imply any other specific forms of cooperation, with the exception of expert panels, it is not possible to determine whether the cooperation with international institutions and foreign experts was sufficient or not. However, it can be confirmed that at least some form of cooperation has taken place with each of the predefined actors. The most intensive is the cooperation with a Slovak researcher, who confirmed the benefits of cooperation herself. The project team also worked more closely with a representative of the academic community who is in contact with EUROPSY and ISPA or in the implementation of a seminar on dynamic diagnostics under the guidance of a foreign expert. For other foreign workers, it was more of an exchange of experience within a conference or professional seminar.
- The statements of the involved actors show that the cooperation was mostly assessed as beneficial and high quality. Individual allegations were directed, for example, to the problematic beginnings of the project associated with staff changes or low participation in some expert panels.

Recommendations arising from this part of the evaluation:

- Ensure electronic exchange of documents and calendars of activities between projects in the future.

- In order to assess the success of cooperation more accurately, define specific goals to be achieved in cooperation with foreign actors (number of seminars or professional blocks that foreign actors will be in charge of or specific analytical output such as published proceedings of foreign experts during the project).
- Allocate funds within the framework of similar projects for the implementation of foreign trips of experts to the ČR, so that cooperation with experts can take place even more intensively in this area.
- In the future, consider establishing a position of cooperation manager for similar activities.

4.2 EO B.2 What are the reasons for the different quality of counseling centers?

Objective of the evaluation question:

The aim of this evaluation question is to identify the factors (causes) determining the quality of counseling workplaces. The evaluation is based on the findings of a questionnaire survey among representatives of ŠPZ (SPC, PPP) conducted as part of the internal evaluation of the project and additional findings from case studies.

The answer to the evaluation question

The reasons for the different quality of counseling centers are given by a combination of conditions ensuring the basic functioning of these facilities, the most important of which are personnel conditions (professional qualifications of employees and their sufficient number), then stability of financial resources and support of the founder.

Findings

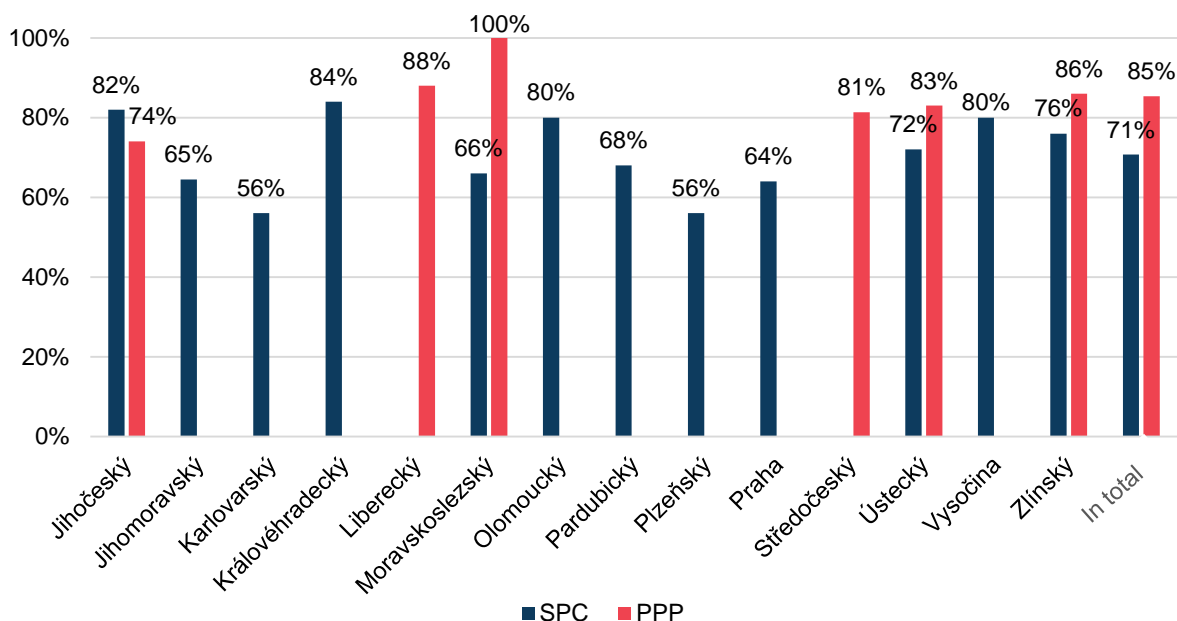
One of the activities of the project was the elaboration of Uniform Rules for the Provision of Counseling Services in School Counseling Facilities and related supplementary methodological materials (Manual of implementation of rules, Description of good practice of intervention procedures with a focus on the provision of support measures, Evaluation tool for evaluating the quality of ŠPZ). The Uniform Rules include assessment criteria for individual areas of counseling activities, including their staffing, material provision and provision of procedural, diagnostic and intervention activities. Fulfillment of these criteria should contribute to ensuring a sustainable, comparable and developmental level of quality of services provided by school counseling facilities. The established assessment criteria are also the basic starting point for the possible implementation of the evaluation of the quality of services provided by school counseling facilities.

The project also included an analysis of compliance of the Uniform Rules. The aim of this analysis was to assess the fulfillment of individual evaluation criteria, which form part of the Uniform Rules. The evaluator assumed the use of this output for the own analysis of quality factors of ŠPZ activities together with the use of data on ŠPZ activities from the reporting system, which was provided by the Department of Statistical Outputs and Analyzes of the MŠMT. However, the analysis of the fulfillment of the Uniform Rules was carried out for the most part only at the level of individual regions through regional methodologists and their estimated degree of fulfillment of the assessment criteria for SPC and PPP in their region. In the form of self-evaluation of the ŠPZ themselves, the evaluation of the fulfillment of the Uniform Rules took place only in the area of the material standard. For this reason, ie the availability of data at different levels (in one case at the regional level and in the other case at the

level of individual workplaces), the Evaluation Processor did not perform its own quantitative analysis of the quality factors of ŠPZ activities.

From the results of the Analysis of the fulfillment of the Uniform Rules, significant differences can be observed between the regions (or ŠPZ in these regions) in the degree of fulfillment of the Uniform Rules.

Graph 5: Average perceived level of compliance with the entire Uniform Rules by type of facility and region (in %)¹³



Source: Analysis of compliance with the Uniform Rules in the Czech Republic (2019), prepared within the KIPR project

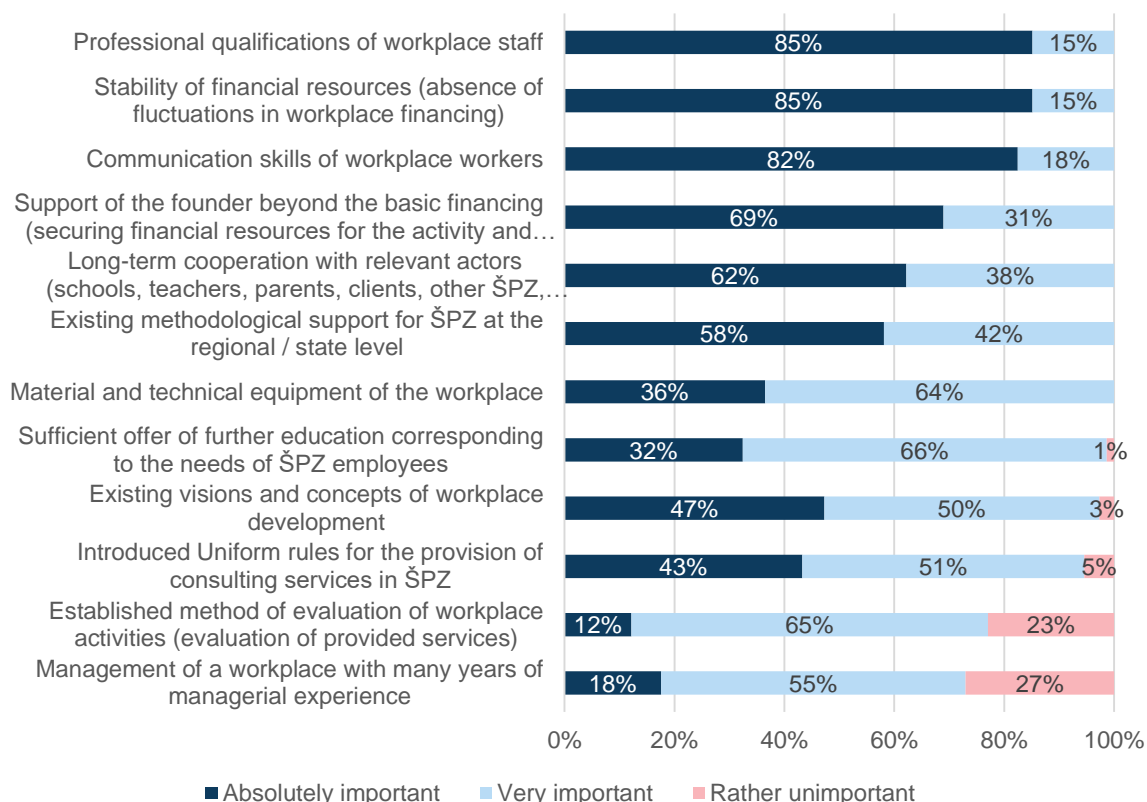
Factors influencing the quality of counseling workplaces

The results of the survey among SPZ employees show that the most important and absolutely essential for the provision of quality counseling services is, above all, the **professional qualifications of the workplace staff, the stability of financial resources** and the support of the founder. Key aspects are also functioning cooperation with relevant actors (schools, teachers, parents, clients, other ŠPZ, OSPOD, etc.) and available methodological support for ŠPZ at the regional or state level. On the contrary, the managerial practice of ŠPZ managers or the evaluation of the activities of a given workplace (evaluation of the services provided) is considered less important for the provision of quality consulting services.

¹³ These are data from a survey among the regional methodologists of the KIPR project, which assessed the average level of compliance with individual parts of the Uniform Rules for SPC or PPP in the region in which they operated as methodologists for the given area (SPC or PPP). For this reason, the results for individual areas (SPC, PPP) in all regions are not given.

In the additional comments, the ŠPZ staff emphasize in particular the already mentioned **personnel conditions of the given workplace** (professional qualification of ŠPZ employees, sufficient number of employees and their stability, cooperation at the workplace (but also within the region), or management support). In addition to the aspects already mentioned, the importance of comprehensible legislation and its stability is also mentioned.

Graph 6: Factors influencing the quality of provided consulting services



Source: Questionnaire survey among representatives of ŠPZ carried out within the internal evaluation of the KIPR project (N = 73)

The findings from the interviews conducted in the case studies of this evaluation then fully agree with the above conclusions, which relate to the factors affecting the quality of counseling services and the resulting differences in quality between individual counseling centers. The most frequently mentioned number of employees of the ŠPZ also mentioned the staffing of the workplace, the professional qualification of the employees and their sufficient number.

„The key is the expertise of the staff and, of course, the attitude of the people. It is also important to properly adjust the order and move information between them. Region - micro-regions - schools.“

The leader of one of the interviewed SPC then emphasizes that in terms of providing counseling services and achieving the planned results, considers it essential to have a well-established

cooperation with parents and their support, such as their attendance at seminars, etc. He also considers field work (trips to school) to be crucial, which is often forgotten.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- The most important and absolutely essential for the provision of quality consulting services is, above all, the **professional qualifications of the workplace staff, the stability of financial resources** and the support of the founder of the workplace. Based on the degree of (non) fulfillment of these aspects, there are subsequently differences in the provided counseling services between individual counseling workplaces.
- Important aspects influencing the quality of counseling workplaces are also the levels of cooperation with relevant actors (schools, teachers, parents, clients, other ŠPZ, OSPOD, etc.) in the given locality and available methodological support.
- The results of the Analysis of the Fulfillment of the Uniform Rules show that there are significant differences between the regions in the fulfillment of the Uniform Rules, resp. assessment criteria for individual areas of consulting activities.

4.3 EO B.3 How do the target groups evaluate the methodological support provided by the beneficiary (ŠPZ staff, ŠPZ founders and schools)?

The aim of the evaluation question:

The aim of this evaluation question is to obtain feedback from target groups supported through key activity 3 - Implementation of uniform rules of counseling services and key activity 4 - Integration of support measures at the level of ŠPZ. The perception of the usefulness of the activities is made in the following groups:

- Workers of involved ŠPZ
- Representatives of the founder of ŠPZ (eg at the level of regional authorities)
- School representatives (school management, teachers, ŠPP staff)

The following were used for the evaluation:

- questionnaire survey of internal evaluation for ŠPZ staff (November 2019)
- questionnaire survey of external evaluation for participants in all project activities (March 2020)
- implementation of four case studies (including interviews with ŠPZ staff, schools and founders)
- a search of reflective reports submitted by representatives of supported schools

The answer to the evaluation question

The creation of a regional methodological network thanks to the introduction of regional methodologists is perceived as generally beneficial. The users of the project (ie school staff and ŠPZ) are generally satisfied with the methodological support, but they emphasize the need to emphasize the uniform and illustrative interpretation of current legislation, which is constantly evolving.

Findings

Thanks to key activity 3 - Implementation of uniform rules of counseling services, the following issues were implemented:

- creation and verification of Uniform Rules for ŠPZ, connected with the activity of working groups for individual standards
- creation of a network of regional methodologists
- communication and cooperation with ŠPZ through a network of regional methodologists
- implementation of national meetings of methodologists (with regional methodologists) and regional meetings of methodologists (with individual ŠPZ).

- data collection and analysis on the number of ŠPZ employees in the region, their occupancy, distribution in the regions, composition of workplaces, availability of services, material standards, etc.
- the creation of an evaluation tool, which includes, among other things, the possibility of self-evaluation of the fulfillment of the standards of one's own ŠPZ and comparison with other ŠPZ within the region, or according to the focus of the activity.

Thanks to key activity 4 - Integration of support measures at the level of ŠPZ, the following was ensured:

- creation of recommendations for the education of pupils with SVP
- data collection and analysis of provided support measures at the level of ŠPZ and comparison of regional differences (including the definition of erroneous procedures and inaccuracies)
- implementation of educational seminars on the topic of joint education in cooperation with KA 6, which took place in the form of a dissemination process, especially at the end of the project
- implementation of case conferences and case seminars in the regions
- presentation of outputs and discussion on support measures within the regional network of methodologists
- raising awareness and fulfilling Decree No. 27/2016 Sb.
- creation of methodological materials for support measures
- elaboration of a comparative study for different groups of pupils with specific needs in cooperation with KA 5
- arranging supervisions/supervision meetings for ŠPZ

Both key activities are integrally interconnected, for example due to the fact that the provision of methodological support and consultations with experts and representatives of ŠPZ within KA4 (Integration of support measures at ŠPZ level) were in many cases focused on commenting on the version of the Uniform Rules KA3 (Implementation of uniform rules for consulting services). The following section presents feedback on methodological support for ŠPZ.

Overall evaluation of the project affecting the evaluation of methodological support

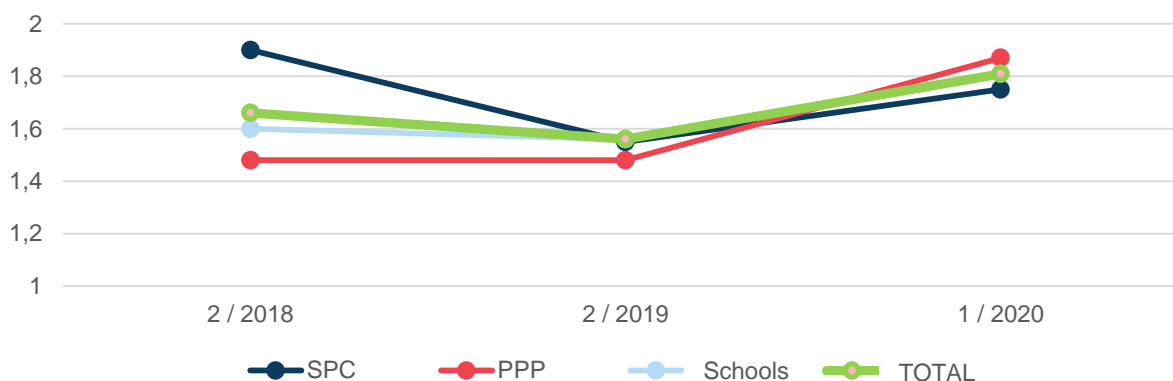
From the beginning of the project implementation, the participating schools and ŠPZ were continuously interviewed on how the project was evaluated through internal evaluation. Respondents were repeatedly asked, for example, whether the cooperation (with project partners) met their expectations. In the graph below we can see that the average mark has been constantly evolving. The cooperation was evaluated best at the beginning of 2019, a year earlier, but also a year later, the

evaluation was slightly less favorable. According to additional comments¹⁴, this phenomenon is mainly due to:

- organizationally somewhat uncertain beginning of project implementation
 - *„From the beginning of the project, it seemed to me that it was not known exactly how everything would be implemented, over time, clearer tasks were assigned to methodologists.“*
 - *„(...) not entirely clear vision at the beginning of the project“*
- frequent changes in the project team, eg the position of the main methodologist for PPP was not filled for almost the entire period of project implementation, on the contrary, the methodologists for SPC were filled permanently:
 - *„I perceive the vacancy of some positions in the implementation team as the main problem - especially for the PPP section and very frequent personnel changes“*
 - *„the situation did not benefit from changing managers, information was lost, human potential was not used“*
- the last stage after the extension of the project with many issues that needed to be completed, as well as the existing uncertainty related to the transformation of the NÚV
 - *„In the last period, after the departure of the previous manager of this key activity and the exchange of team members, the communication became blurred and was not as flexible as before. This is probably related to the transformation of the NÚV.“*
 - *„(cooperation) took place in waves, according to the current situation, a significant improvement from the beginning of last year (2019) to the end of the stage.“*
 - *„The difficult situation was marked by the merger of institutions, when from June 2019 it was not known under what conditions further work will take place. I know that this is not an acceptable opinion for the MŠMT, but since June there has been chaos, confusion and uncertainty, which has also affected the functioning of the implementation team, the methodological network and other entities.“*
- however, the increased dissatisfaction at the end is also related to the fact that some project plans were not fulfilled to the extent that some respondents expected.
 - *„In the beginning, I was very motivated, I addressed schools, colleagues and I presented the information obtained in the Slovak Republic with the feeling that the problems will be solved. Towards the end on my methodologist job, I was disappointed with the minimal feedback on my work.“*
 - *„I expected more from the project. The result - especially the procedural standard - surprised me very unpleasantly.“*
 - *„We thought that the standards would be fully implemented in consulting practice, now it is heard that the MŠMT will not accept them ?????“¹⁵*

¹⁴ These are subjective opinions of individual actors involved in the project implementation (representatives of SPC, PPP and schools), which illustrate the overall perception of the project (or its partial parts) during its implementation.

Graph 7: How do you evaluate the overall cooperation with the project implementation team? (rating: 1 = completely positive, 4 = completely negative)



Source: Questionnaire survey of internal evaluation in 2018, 2019 and 2020 (N = 258, 122, 74). During the survey in 2020, schools were no longer interviewed.

The mentioned evaluation also has a certain influence on the evaluation of methodological support. Respondents generally appreciated the functioning of the institution of regional methodologists, through which regular meetings of ŠPZ in the regions could take place and at the

„The KIPR project helped to develop communication between methodologists in the region, we started to cooperate more and now we are developing this cooperation at the regional level also with the founders.“

same time it was possible to communicate specific issues to the MŠMT („I evaluate very well the cooperation with the heads of regional methodologists and other regional methodologists“; I was very surprised by the benefit resulting from the valuable cooperation and positive attitude of all regional methodologists and leading regional methodologists, as well as the cooperation of the region. This cooperation has been very beneficial in the context of inclusive strategies.“). The establishment of a network of regional methodologists was therefore evaluated positively, and it proves to be appropriate to maintain it in the future.

In connection with the project, the following was also positively evaluated:

- establishing cooperation with regional methodologists, other ŠPZ and schools in the region
- discussion focused on harmonization of ŠPZ procedures and creation of assessment criteria
- discussion on the interpretation and definition of support measures
- implementation of training, case seminars, case conferences

On the contrary, the project was perceived negatively:

- instability of the implementation team and thus losses resulting from personnel changes
- assigning tasks with insufficient time in advance and often unclear assignments
- absence of a schedule at the level of methodologists (at least at the level of one year)

¹⁵ However, the statements of the representatives of the MŠMT and the implementation team of the KIPR project show that the fact that the Uniform Rules for the Provision of Counseling Services in School Counseling Facilities will not become binding was repeatedly mentioned during the project.

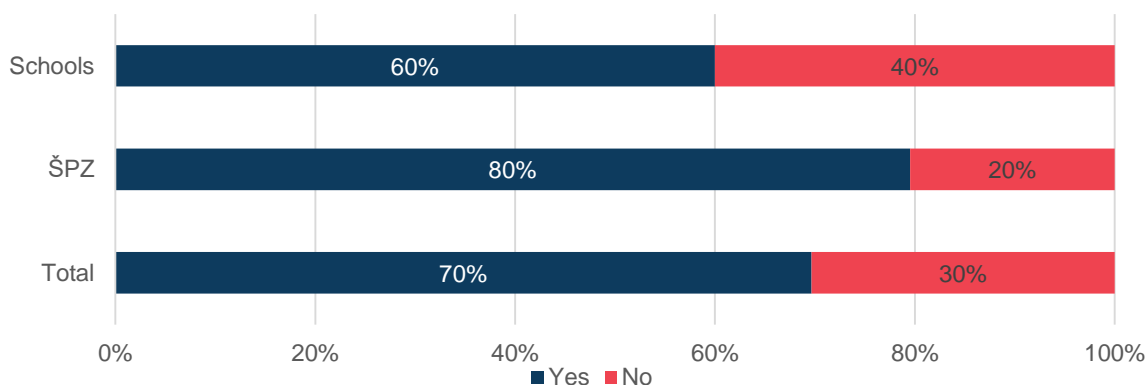
Direct methodological support can in principle be evaluated in three forms:

- providing methodological support by using background and analytical materials created through the KIPR project
- methodical consultations with the implementation team
- methodological meetings for ŠPZ (in cooperation with regional methodologists)

Use of materials on the project website

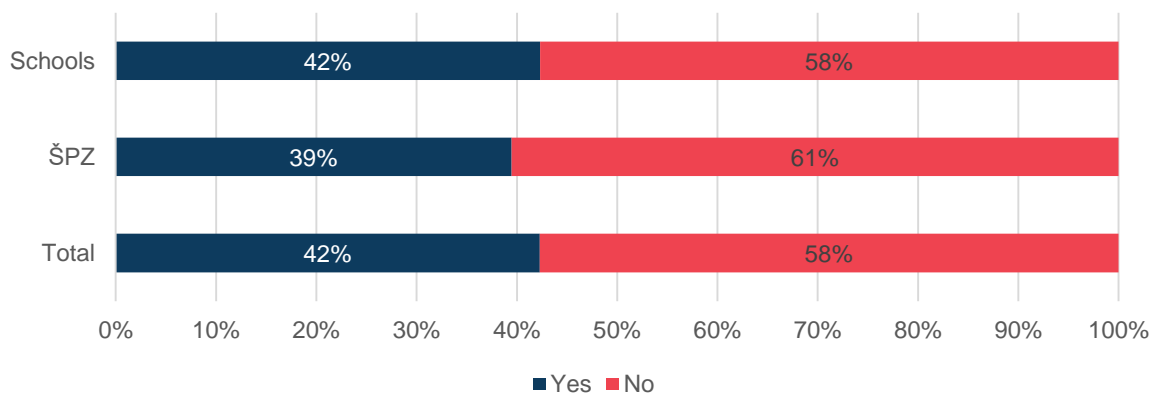
Respondents involved in at least one KIPR project activity (eg participation in training) had the opportunity to evaluate this direct methodological support through a questionnaire evaluation. The graph below shows that a total of 53% of respondents used supporting and methodological documents on the project website in their work, while the ŠPZ used them to a greater extent, ie 61%. If we focus only on schools that were intensively supported within the project, the share of respondents who used materials on the website is higher: 80% in the case of ŠPZ, 60% in the case of schools, a total of 70%.

Graph 8: Did you use methodological documents and supporting materials available on the KIPR project website in your work? - entities directly involved in the project implementation (supported entities)



Source: Own questionnaire survey 2020 (N = 168, of which schools 80 and ŠPZ 83)

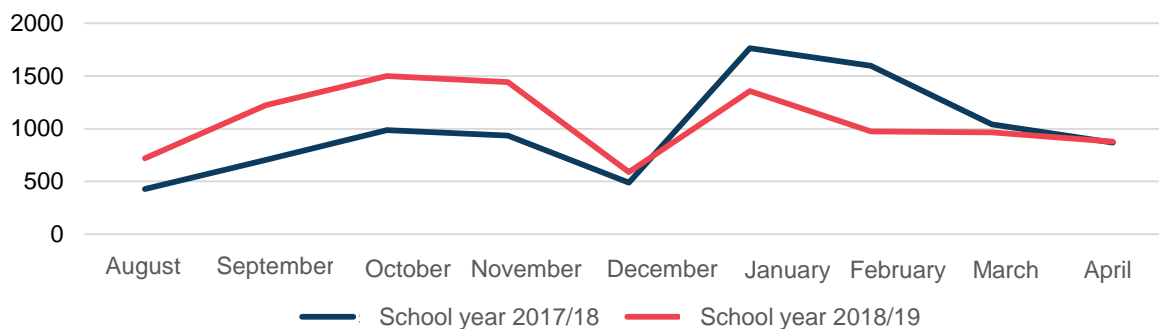
Graph 9: Did you use methodological documents and supporting materials available on the KIPR project website in your work? - entities not directly involved in the project implementation (unsupported entities)



Source: Own questionnaire survey 2020 (N = 97, of which schools 52 and ŠPZ 38)

The use of the website can be illustrated through site traffic. Data are available from August to April for the 2017/18 and 2018/19 school years. The graph below shows that the highest traffic values were reached in the period January-February 2018 and then in September-November 2018.

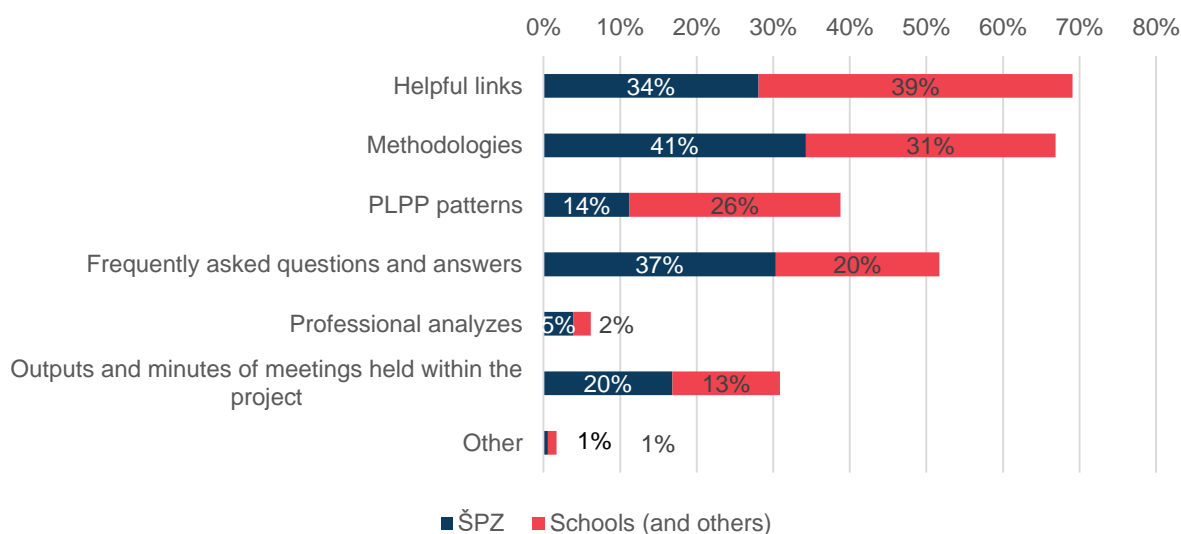
Graph 10: KIPR project website traffic statistics (total number of individual visits for a given month)



Source: Google Analytics

Specifically, useful links and methodologies offered by the KIPR project website were most often used. The use of other options can be seen in the graph below. Thus, while useful links were used by up to 39% of all interviewed school representatives (and other actors), in the case of ŠPZ it was 34%. On the contrary, a higher share of ŠPZ representatives, specifically 41%, used mainly methodologies on the project website, but also the most frequently asked questions and answers (according to the traffic analysis, this option was one of the most frequently visited areas, in terms of number of openings). Methodological materials for ŠPZ were used „not only by the regional methodology for PPP, but also by other PPP professionals in the provision of counseling services (psychologists, special pedagogues, social workers and prevention methodologist in PPP).“, as stated by one of the respondents.

Graph 11: Choose which materials did you use on the project website? (the share from the given target group is shown inside the graph)



Source: Own questionnaire survey 2020 (N = 178, of which schools + other respondents 89 and ŠPZ 89)

Of these respondents, 92% looked for what they were looking for (there was no difference between schools and ŠPZ in this respect). Among the documents that the respondents could not find on the website were:

- current goals and tasks of the project
- changes in staffing
- work with a foreigner - autistic
- model recommendations
- an overview of the most common mistakes in creating PO documentation

Graph 12: Did you find all the necessary information you needed on the KIPR project website?

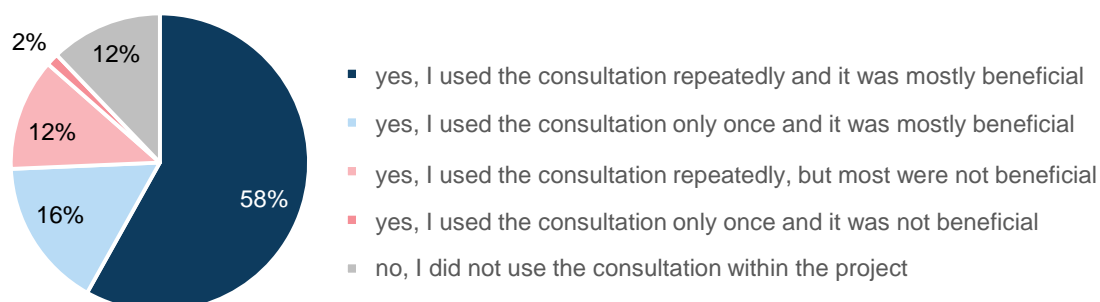


Source: Own questionnaire survey 2020 (N = 178, of which schools + other respondents 89 and ŠPZ 89)

Methodical consultations with the implementation team

Regarding the methodological support in the form of consultations with the project implementation team, the representatives of the participating ŠPZ responded as shown in the graph below. Almost three quarters of respondents (74%) used the consultation and were satisfied with its outcome. On the contrary, 14% were not satisfied. They did not use the other consultation.

Graph 13: Within the methodological support of the KIPR project, did you use the possibility of consulting with the staff of the KIPR project implementation team (eg via a web form, email, telephone)? What was the benefit of such a consultation?



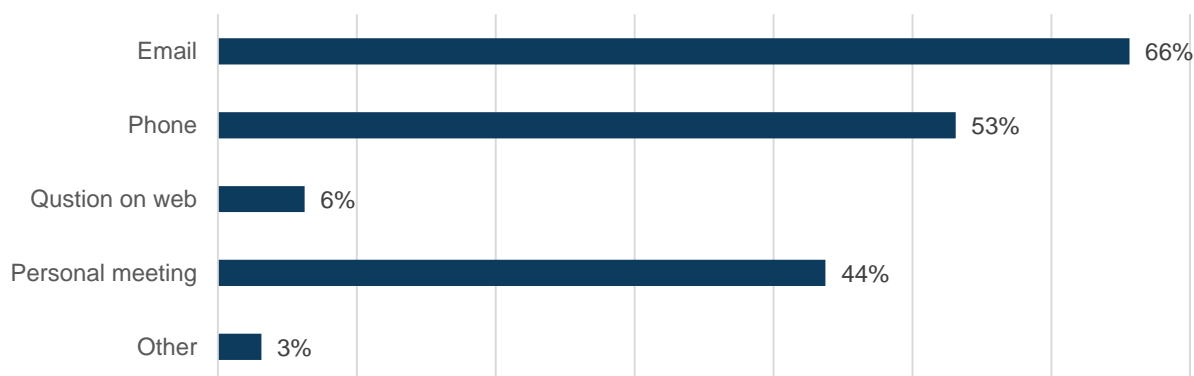
Source: Questionnaire survey of internal evaluation 2020 on ŠPZ (N = 74)

This finding can be followed by data from the external evaluation questionnaire, where the staff of the participating SPZ stated how they consulted matters. Two-thirds were email consultations, half were also telephone

„I received only a citation of the law and the decree, which I of course studied carefully before asking the question. However, I needed to specify how the activity should be implemented in practice.“

consultations, and approximately 44% of NÚV staff met with ŠPZ staff in person. Those who were dissatisfied with the outcome of the consultation stated that this was either a too general or possibly inconsistent interpretation of the legislation.

Graph 14: How did you consult on a PLPP or other matter about working with a pupil with special needs?

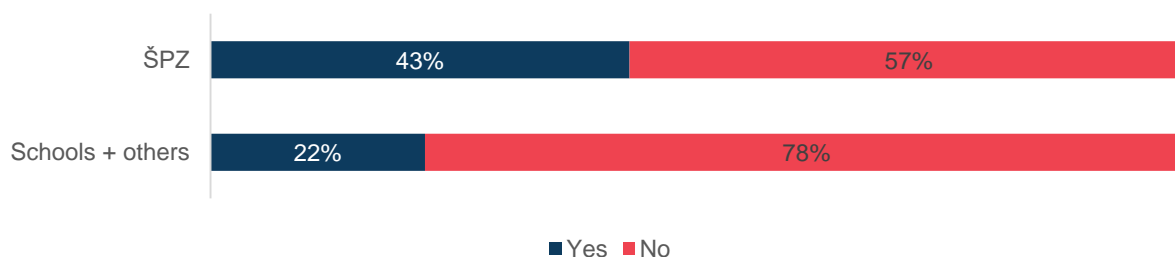


Zdroj: Own questionnaire survey 2020 (N = 83, tj. ŠPZ staff)

Methodical meetings for ŠPZ (in cooperation with regional methodologists)

Although the methodological meetings were focused primarily on ŠPZ, participation in them was also confirmed by a number of school representatives (see graph below).

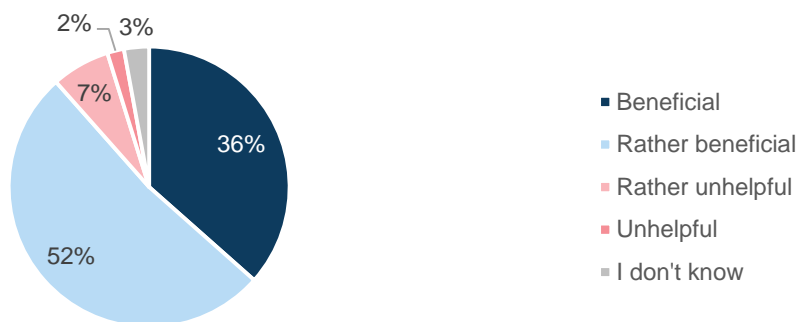
Graph 15: Did you participate in any of the methodological meetings focused on the functioning of ŠPZ, which were implemented thanks to the project?



Zdroj: Own questionnaire survey (N = 334, of which schools + other respondents 187 a ŠPZ 147)

The statements of the participants in the methodological meetings show that the meetings were beneficial for almost 90%. The possibility of sharing and exchanging experiences was most appreciated, for many representatives of ŠPZ this was a new and absolutely essential element that made it possible to know the differences between ŠPZ in the region and between regions. At the same time, the participants sought solutions to specific problems (such as the specific situation of the student, discussions about the Uniform Rules and thus influence their creation). The fact that it was possible to obtain more detailed information about the legislation and together to find the right interpretation was also positively assessed.

Graph 16: How do you evaluate your participation in methodological meetings with SPZ methodologists?



Source: Own questionnaire survey 2020 (N = 104, of which schools + other respondents 41 and ŠPZ 63)

Below are some other comments that appeared in the internal or external evaluation in connection with methodological support.

Table 1: Accompanying comments on methodological support from project users

Positively tuned comments
<i>I would like to thank the people who provided administrative and methodological support to the regional methodologists at the Prague workplace, their patience, diligence and willingness to cooperate was amazing.</i>
<i>From my point of view, the project supported the adoption of inclusive changes - from my point of view, among the people involved in the project and people who were provided with methodological support by someone from the project, a higher percentage of people accepting inclusive changes than among people not affected by the project.</i>
<i>For the provision of quality counseling services, it is also important to provide quality methodological support to schools - especially for children with MP.</i>
<i>The resulting standards can help new employees and provide them with methodological support.</i>
<i>What happened in the project? Establishing cooperation with other SPC staff, mutual transfer of experience, methodological support and consultation on the procedure for providing support measures.</i>
<i>Every methodical meeting is a shift.</i>
Negatively commented comments
<i>((Better could be done) Active methodological support to help workers orientate themselves in the practical implications of ever-changing legislation.</i>
<i>ŠPZ still need methodological support, especially uniform ones. For the work of ŠPZ are not beneficial constant legislative changes that result in the departure of quality people from counseling. They need stability and financial security for their work. It is necessary to eliminate unnecessary bureaucracy, unify work procedures, optimize work in favor of methodological support to schools and in connection with this optimal setting of the number of clients per employee. Furthermore, it is necessary to reduce direct work for SPC managers (depending on the number of employees).</i>
<i>What went wrong? To this day, there is no so-called methodological cookbook for the Recommendation.</i>
<i>We would appreciate more tangible outputs from the project, clearer formulation of methodological guidelines and greater flexibility in their distribution.</i>
<i>What can be done better? (...) Intensively focus on methodological guidance with the necessity of having this always processed in writing, so that it is possible to proceed from this data and information without guesswork, eg with the CSI, whose interpretation differs.</i>
<i>(...)the legislation was inconsistent and even though some methodological procedure was issued, it was often changed after</i>

a while and there was confusion in it, we were still training, until in the end we were confused about what actually applies and what doesn't. It was often more useful to write directly on the website of the Mšmt, where they answered us and we had it in black and white.

It follows from them that methodological support is usually assessed on the basis of whether a given respondent has managed to obtain a clear answer to his question. The vague interpretation of the legislation is most often criticized, which also differs according to who communicates it (lecturer at the course, methodologists, MŠMT (resp. NÚV). The comments therefore imply the need for one clearly defined interpretation of the legislation. Towards schools, methodological support largely concerned work with the Pedagogical Support Plan. This is addressed in more detail in a separate evaluation question below (see EQ 4).

Findings from case studies: ŠPZ

SPZ, with which the KIPR project and its contribution were individually discussed, evaluates its involvement in the project as beneficial. Methodological support was implemented mainly through regular meetings with regional methodologists, where there was an exchange of experience between ŠPZ. E.g. In the South Moravian Region, a total of 4 meetings were held with regional methodologists, where they dealt mainly with the area of elaboration of recommendations and determination of support measures. Addressed SPC from the Moravian-Silesian Region perceives the advantage of involvement in the project in the fact that it could obtain first-hand information and had the opportunity to participate in the creation of new things (commenting on legislation, creating Uniform Rules). Many suitable recommendations came from participating in case studies seminars that addressed specific issues. It turned out that many aspects are evaluated by different ŠPZ relatively differently. („*And it was beneficial for me to learn this.*“). ŠPZ in the Vysočina region, it also participated in the project, most often in the form of cooperation with the regional methodologist. They consider cooperation on the creation of diagnostic tools, work on the diagnostic questionnaire that was sent to schools and work on the Uniform Rules to be good.

Findings from case studies: schools

Schools with which the evaluator spoke in person or by telephone in case studies, and which had the opportunity to receive methodological support from the project, evaluate the methodological support as beneficial. The participating school from the Moravian-Silesian Region used some materials on the website, which it occasionally visited. At the same time, she consulted the pupil's specific situation directly with the NÚV employee. By participating in the project, this respondent, according to his statement, more systematized his work (he began to structure activities more - when meeting with children, when with parents, when with colleagues...), he also perceives better communication at school (he as a participant in training regularly passed on knowledge to colleagues). According to him, the project contributed to the increase in awareness among schools about what the special pedagogue actually does, and perhaps a little easing of the reserve for inclusion. In the future, the respondent would recommend focusing methodological support more on specific disabilities. The

project mainly dealt with IVP or PLPP in its activities. This is understandable for standard schools, but for educators working in special schools, it was initially too general. An alternative is to introduce, for example, two levels - basic (general) and specific (with a selection of specific topics).

The representative of the school, which can be described as affected, because she was looking for an example of good practice at the above-mentioned involved school, is satisfied with the methodological support („we always have a place to turn to“). He was inspired by the school involved mainly in the way how to treat children who cannot cope with inclusion (eg children who have a bad experience, eg bullying). The participating school from the Vysočina region also assessed the involvement in the project as beneficial. The project paid for a special pedagogue; he took part in the training, sometimes together with the staff of the ŠPZ, and thus there was an exchange of experiences and also the sharing of contacts for possible further consultations. The project gave them knowledge about how to specifically implement support measures, they also received a lot of support materials that they use. The principal of the school directly involved in the SPC (which was involved in the project) perceives the benefits of methodological support as significant. This led them to co-initiate at the level of the South Moravian Region the intention of the so-called "small KIPR", which they are going to implement through the KAP of education development. Within this framework, the so-called Support Centers for Pupils with SVP should operate, which will provide methodological support, support the sharing of experiences and „take care of maintaining standards“.

Findings from case studies: founders

Relevant persons from regional authorities, which are responsible for school counseling facilities (SPC, PPP) in the given regions, were contacted. The interviews show the varying extent to which information about the KIPR project went to these representatives of the founders. It depends on the extend of independence of the organizations. E.g. In the Vysočina region, where all SPC and PPP were relatively recently united into one organization, involvement in the project was handled internally, and only outputs or their occasional presentation traveled towards the region. However, the regional authority was not acquainted in more detail with the functioning of the ŠPZ within the project. The situation was similar in the case of the deputy founder in the Moravian-Silesian Region. According to her, she was regularly informed by one SPC employee, mainly in the form of minutes of meetings, etc., but she is not aware of the project outputs themselves. In the South Moravian Region, on the other hand, the founder's representative was acquainted with the project in more detail, as she herself participated in some negotiations with the regional project methodologists. He knows the outputs of the project, but they do not use them as representatives of the founder, they see their use more in the case of ŠPZ employees. Based on the knowledge of the KIPR project, they are planned to be inspired in some matters (eg individual positions within the methodological network) in the implementation of regional projects in the field of education. Outputs, for example in the form of uniform rules, are also available to a representative of the Association of Regions of the ČR, who represented the founders at meetings of the monitoring committee.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- The creation of a methodological network in the regions thanks to the introduction of regional methodologists is evaluated positively. Majority of adressed respondents considers the possibility of addressing these people and at the same time solving specific problems with them during meetings, which they themselves can better present at the level of the MŠMT as the most important positive impact of the KIPR project. As many as 88% were satisfied with these meetings.
- Cooperation with the project implementation team – and thus the related methodological support provided was best evaluated in the period 2018-2019, ie in the middle of the project. At the beginning of the project, a certain ambiguity of the project objectives and ambiguity in the assigned tasks was perceived. At the end of the project, according to some users, it was again known that the activity focuses mainly on the creation of pre-declared outputs, and methodological support was therefore not as intensive as before.
- More than 50% of users who came into contact with the KIPR project used methodological support on the web. The most useful links were used (rather by schools) and the resulting methodology, or sections of questions and answers (more by the ŠPZ).
- Attendance was largely based on the date of the implemented courses, when publishing the offer of educational courses or for sending bulk e-mails informing about the expansion of methodological support. The highest attendance was recorded in January-February 2018 and September-November 2018.
- As many as 88% of the participating ŠPZ used methodological consultations with the project implementation team, and three quarters were satisfied with the result of the consultation.
- Respondents who were not satisfied with the methodological support drew attention especially to unclear and often variable interpretations of legislation for various persons, unpreparedness of materials or more tangible outputs of activities.

The survey reveals several recommendations, here are the most related to methodological support:

- Expand the available materials (eg with examples of bad practice in creating support measures).
- Ensure the maintenance of the methodological network of ŠPZ in the regions even after the end of the project.
- Unify the interpretation of legislation in the form of a specific methodology.
- Publish statistics on how many pupils with support measures are in each school.

- Alternatively, introduce two levels of training (generally tuned trainings, especially for beginning special pedagogues and special training focusing on a specific topic, eg pupils with PAS, pupils with OMJ, pupils with MP, etc.).

4.4 EO B.4 How do educators evaluate the support provided while working with the Education Support Plan and implementing supporting measures at level 2–5 for pupils?

Objectives of the evaluation question

The aim of the evaluation task is to evaluate the success of the implementation of key activity 5 and its contribution to project implementation primarily on the basis of the **perceived usefulness of methodological support activities by target groups** and verify the effectiveness and correctness of setting up an intensive variant of support provided to selected schools.

The target groups of this activity can be defined as follows:

- school management (ZŠ, SŠ)
- pedagogical staff / ŠPP staff (involved in the KIPR project and schools that turned to the participating schools and ŠPZ)

The **final questionnaire survey for all users** who participated in at least one activity of the KIPR project was used for the evaluation. The answers will be confronted with the results of the previous survey (from 2018) and also with the findings obtained from case studies in schools.

The answer to the evaluation question

The majority of project users from intensively involved schools confirmed the increase in knowledge in relation to the Pedagogical Support Plan and the implementation of support measures through participation in the KIPR project. In addition, all participating schools that were contacted during the survey have been exchanging experiences with other schools in the region for a long time.

Findings

One of the key activities of the project is activity No. 5 (Integration of support measures at the school level), which focuses on supporting pedagogical staff in working with pupils in need of support measures. According to the Project Charter, schools with a higher need for support in implementing these measures will be provided with intensive support from the project. Specifically, these are schools that were selected and addressed in cooperation with ASZ and which were formally involved in the implementation of the project until the beginning of 2019, when this key activity was completed.

Thanks to the implemented activity, there was:

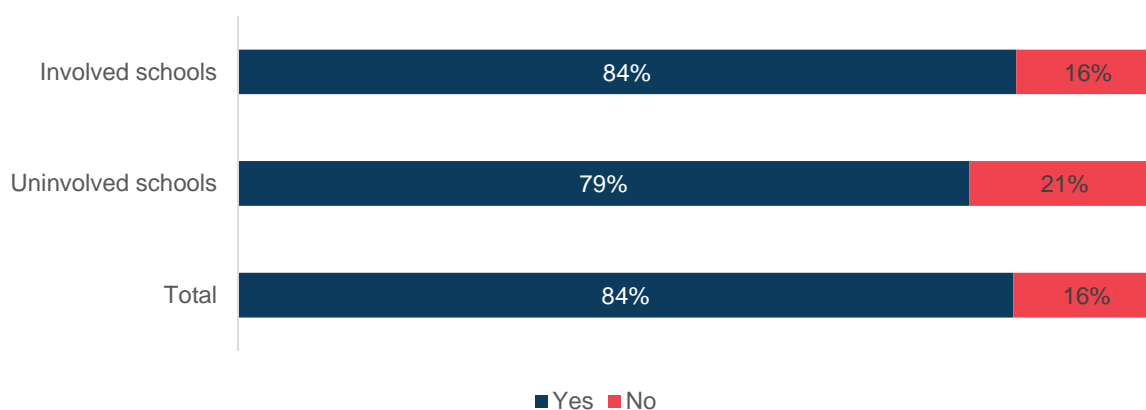
- selection and involvement of schools in cooperation with ASZ
- methodological support for participating schools in working with PLPP and implementation of support measures, providing information on methodological materials and special aids

- providing examples of good and bad practice in solving PLPP
- evaluation of basic conditions for monitoring the inclusive approach in schools and comparison of schools on the basis of these findings
- mapping of higher levels of support measures used by schools
- mapping the use of PLPP in the participating schools
- participation of representatives of the participating schools in seminars and trainings
- nationwide meeting of all participating schools

Use of the Pedagogical Support Plan

When asked whether they use PLPP in their work with pupils, approximately 84% of teachers answered yes. This answer did not differ much between educators from participating and educators from non-participating schools. Respondents who do not work with PLPP do not do so because they do not currently have any such pupils or because it is the competence of someone else at school. However, there were several voices stating that PLPPs are not processed intentionally due to unnecessary administrative complexity, and they prefer to solve the pupil's situation by pedagogical diagnostics and individual consultation with parents, pupil and colleagues. It is appropriate to include here the statement of one of the interviewed representatives of the ŠPZ: „(We solve PLPP) very minimally, schools either do not create PLPP or do not transfer it to the ŠPZ. Of the number of examined children, a maximum of 10% (rather less) was brought by the PLPP or delivered by the school.“

Graph 17: Do you use the Pedagogical Support Plan (PLPP) in your work with pupils in need of support measures?

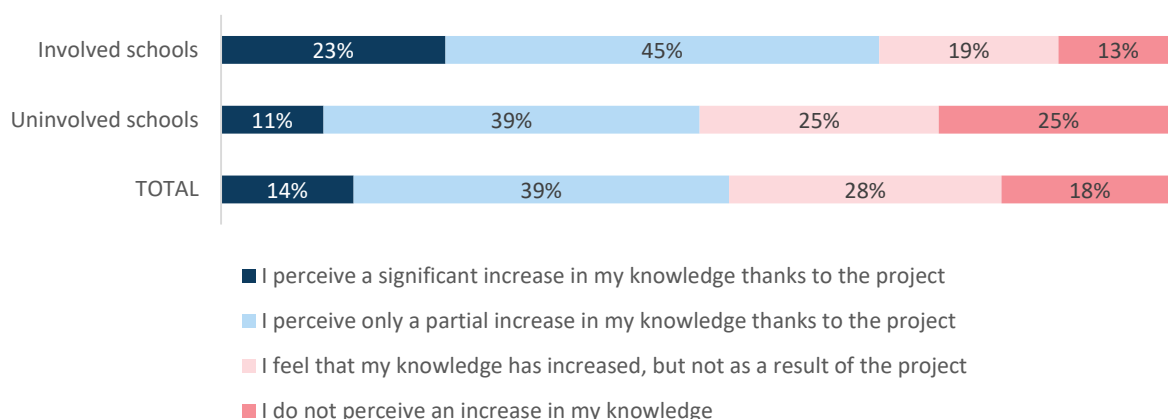


Source: Own questionnaire survey 2020 (N = 132, of which schools involved 64 and non-schools involved 29; 39 did not know whether their school is involved in the project)

Another question focused on whether the participation in the activities of the KIPR project increased the respondents' knowledge for working with PLPP. Approximately half of the respondents perceive that the KIPR project had some influence on their knowledge of PLPP. However, it is important that this perception differs when we compare the statements of teachers from involved and non-involved

schools. **For those involved, up to 68% of teachers evaluate the positive impact of the project on working with PLPP, while for non-participants it is only 50%.** In the participating schools, 13% of teachers do not perceive any increase in knowledge, which is less than in the non-participating schools, where it is up to a quarter.

Graph 18: Do you perceive that your knowledge for working with PLPP and in fulfilling support measures for pupils with this need has increased through the KIPR project?



Source: Own questionnaire survey 2020 (N = 132, of which schools involved 64 and non-schools involved 29; 39 did not know whether their school is involved in the project)

Through the KIPR project, the following contributed the most to the increase in knowledge:

- targeted training (course on dynamic diagnosis of students)
- consultation with NÚV staff
- answers to practical questions
- comparison of PLPP with other colleagues at methodological meetings
- filling in model PLPP i and IVP

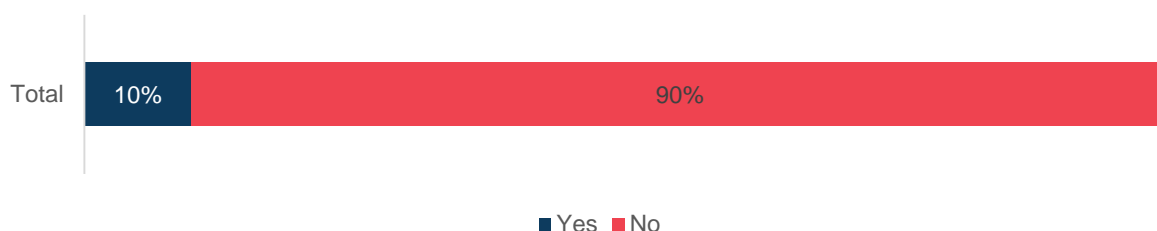
In contrast, those who reported increasing their knowledge of PLPP without the KIPR project cited as the main sources:

- self-study and material search
- consultations within the school (with fellow teachers, with an educational counselor)
- consultation with ŠPZ staff
- participation in other seminars
- experience with a new case at school ("With each newly created PLPP, I increased my knowledge and applied the experience I gained during the creation and use of the PLPP.")

Those who do not perceive the increase in competencies usually stated that they did not participate in training focused on PLPP and the implementation of support measures, or possibly because they already had sufficient knowledge before that. **Thus, no specific weakness in the implementation of PLPP activities was defined by the respondents.**

The issue of PLPP or, in general, issues related to the teaching of pupils with special needs could be individually consulted with the staff of the NÚV. Approximately 10% of all pedagogical staff interviewed used this consultation. All of them belonged to the school involved in the project, which confirms that the schools involved had greater opportunities for methodological support compared to other schools.

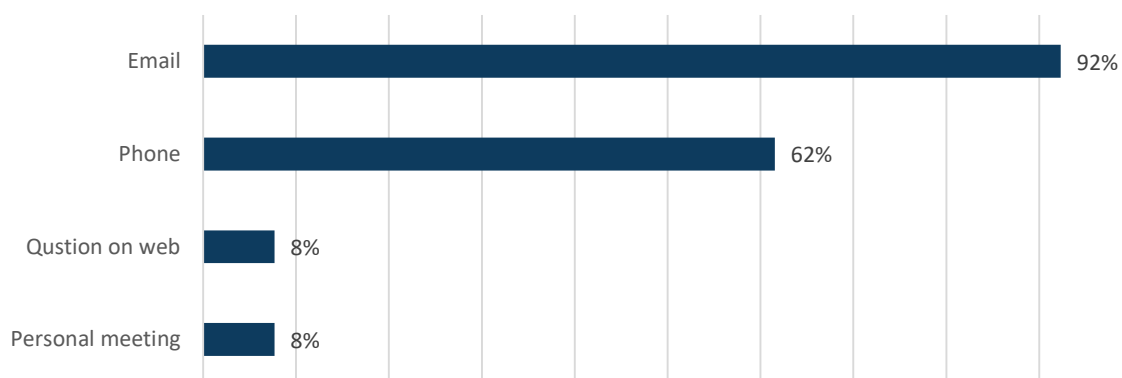
Graph 19: Have you consulted with the NÚV staff (KIPR project implementers) about matters related to the Pedagogical Support Plan (PLPP) or other matters concerning work with pupils with special needs?



Source: Own questionnaire survey 2020 (N = 132, of which schools involved 64 and non-schools involved 29; 39 did not know whether their school is involved in the project)

Dominantly, the consultation took place via email, and two-thirds of the consultation was by telephone. Most often, the consultation concerned methodological support focused on a specific case of a pupil, which the school was dealing with at the time. The second most common reason for the consultation was to explain the content of the document or definition. Individually, the respondents were also looking for a specific treasure. All respondents from the participating schools were satisfied with the methodological support in this regard. **Methodological support answered what they demanded.**

Graph 20: How did you consult on a PLPP or other matter about working with a pupil with special needs?



Source: Own questionnaire survey 2020 (N = 12, participating schools)

Findings from case studies

The participating schools, with which an individual interview was conducted to evaluate the benefits of the KIPR project, were also asked whether other schools in the region should contact them with questions about inclusion and support measures. Within the project, there was an assumption that the

knowledge from the participating schools will subsequently be disseminated further to the surroundings.

Most schools in this respect confirmed the exchange of experiences with other schools, however, this took place regardless of whether the school was involved in the KIPR project or not. For example, the addressed school in the Vysočina region is characterized by the fact that they establish one special class according to §16 and at the same time it is a relatively large school. Thanks to this combination, it is in long-term contact with regular and practical schools in the region; schools and their teachers visit each other and pass on examples of good practice. Cooperation with one school was based on long-term acquaintances (when school principals met, for example, during educational events for teachers), as well as on the Template project, where this form of cooperation was supported. Another cooperating school stated that the said cooperation works for a long time also due to the fact that it is located in one city. Some of the topics discussed by teachers together are, for example:

- Selection of teaching assistants, cooperation of assistants with teachers at the 1st and especially at the 2nd level.
- Management, documentation and timetables of pedagogical interventions.
- Cooperation with SPC and PPP, contacts for clinical psychologists, references.
- Organization and frequency of meetings, meetings of teachers, class teachers and APs that are needed in providing care for pupils with SVP.
- Conducting meetings and various types of reporting at the level of directors as well as deputies.
- The role and scope of work of educational counselors. Comparison. Their background and technical support.
- Classroom work under section 16.
- Frequency and purposes of educational commissions. Cooperation with OSPOD

Another example is a special school from the Moravian-Silesian Region, which has also declared cooperation with other schools independently of the KIPR project. However, they perceive that cooperation is evolving and intensifying as more and more schools address issues of inclusion. Thanks to a regular meeting at the level of special pedagogues, a visit of a

„For example, we concluded that it is good to send a teaching assistant and a class teacher for joint training. Because this school employed assistants much earlier than we did, it had much more experience with collaboration between assistants and teachers.“

„I was especially interested in how those children who can't handle inclusion are doing, or when parents find out that this is not the way to go – ie. those children who had a bad experience at a regular school – those for which the inclusion did not work out. I was interested in watching the fate of these children, partly because there was one case from our school ...“

special pedagogue from another school in the region was arranged. He was particularly interested in the way he works with children who have unpleasant experiences of inclusion. Experiences were shared on how to approach children, what support measures to implement specifically or what materials to use.

With another school - a sports grammar school - there is an exchange of experience, mainly due to the fact that the school involved is relatively active in the implementation of sports activities and its students also have several significant sporting successes.

Thus, the above examples show that the schools selected for intensive support through KIPR are indeed those that to **some extent serve as sources of inspiration in the region for the implementation of support measures, and schools therefore turn to them**. It can therefore be stated that the KIPR project, based on the results of the survey, did not in itself contribute to the dissemination of this knowledge to the region, but it can be said that the selection of candidates for intensive support was made meaningfully.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- | |
|---|
| <ul style="list-style-type: none"> Approximately 84% of respondents who participated in some of the KIPR project activities work with the PLPP to some extent |
| <ul style="list-style-type: none"> The contribution of the project in relation to the PLPP (and to the implementation of support measures) was recorded in approximately 50% of users of project activities whose school was not intensively supported through the project. |
| <ul style="list-style-type: none"> The contribution of the project is significantly perceived by the participating schools, of which up to 68% of respondents stated that thanks to the project, their knowledge for working with PLPP and for fulfilling support measures has increased. |
| <ul style="list-style-type: none"> The implemented courses, participation in joint meetings, where the exchange of experiences took place, as well as filling in model PLPP and IVP were perceived as beneficial. |
| <ul style="list-style-type: none"> Individual consultation with NÚV staff was used by 10% of teachers from the participating schools, in most cases it was a consultation of the specific situation of the pupil. Everyone who used it was satisfied with this form of methodological support. |
| <ul style="list-style-type: none"> The case studies show that the schools involved in the intensive variant are indeed those that serve as a source of inspiration for the implementation of support measures for other schools in the region. |
| <ul style="list-style-type: none"> It can therefore be stated that the impact of the project on increasing knowledge regarding work with PLPP and the implementation of support measures was positive for those who routinely work with PLPP and support measures. |

The survey reveals several recommendations:

- Continue to create a network of intensively supported schools in different regions.
- To motivate schools in spreading this knowledge to other schools in the region, for example by supporting professional internships of special pedagogues in intensively supported schools.

4.5 EO B.5 How do the participating target groups (educators, ŠPZ employees, review centre employees, students of VŠ and VOŠ) evaluate the training provided through the project?

Objectives of the evaluation question

The aim of the evaluation task is to evaluate the success of the implementation of KA 6 – Education to implement changes in counseling and strengthen the principles of schools, its contribution to the implementation of the project or the benefit for individual users from among the target groups, primarily on the basis of the **perceived usefulness of educational activities** by target groups.

Educational activities focus on the following target groups:

- Pedagogical staff of schools (including staff of school counseling centers, psychologists and special pedagogues)
- Employees of school counseling facilities (SPC, PPP)
- Employees of the review workplace
- Students of selected VŠ and VOŠ and other participants

The answer to the evaluation question

Approximately 96% of participants rate the courses as beneficial, which indicates the high quality of the implemented courses. Compared to previous years, the evaluation is similar, the share of dissatisfied has decreased slightly. Respondents made several recommendations for the organizational or material focus of similar courses in the future.

Findings

Overview of implemented courses

Despite the key activity 6, educational courses were implemented for teachers, ŠPZ workers and other actors in education. The content of the courses was based on a total of nine modules, according to which the courses were compiled. A total of **397 individual educational events took place, which were attended by over 7,000 participants**. On average, 18 participants took part in one training course. More detailed data are given in the table below.

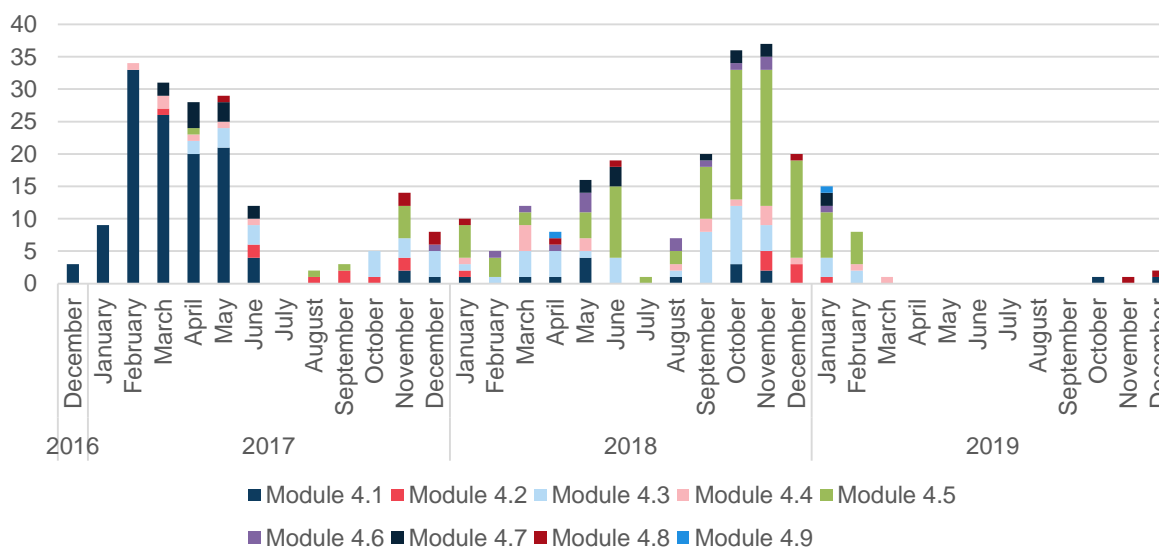
Table 2: Overview of educational events by modules

Module name	number of actions	%	number of participants	%	average number of participants per event
4.1. Implementation procedure for § 16 (levels of support; overview of support measures)	134	34	2713	39	20
4.2. The first level of support measures in working with a child at risk of school failure	17	4	190	3	11
4.3. Support programs for the introduction of support measures in the 2nd – 5th level of support	61	15	1339	19	22
4.4. Education focused on uniform rules and processes in the provision of services	23	6	670	10	29
4.5. Communication and cooperation in the care of pupils with special educational needs (incl. Case conferences)	112	28	1390	20	12
4.6. Education of pupils from different cultural backgrounds and with different living conditions	14	4	244	3	17
4.7. Early recognition of the need for support for pupils at risk of school failure	23	6	289	4	13
4.8.,, Use of dynamic-diagnostic approach in consulting practice“	11	3	145	2	13
4.9. Educational module for self-experiential activities	2	0	32	0	16
Total	397	100	7012	100	153

Source: Analytical report on the implementation of educational modules of the KIPR project, internal document of the implementation team, 2020

The distribution of training courses over the project implementation period is shown in the graph below. The largest number of educational events was carried out in the first half of 2017 (especially module 4.1) and then in the autumn of 2018 (especially module 4.5). After the extension of the project, ie from May 2019, only 4 courses of modules 4.1 and 4.8 took place (and in cooperation with KA 3 and KA 4 also educational events on the Uniform Rules in the form of dissemination in the regions).

Graph 21: Distribution of training courses by modules and by date



Source: Analytical report on the implementation of educational modules of the KIPR project, internal document of the implementation team, 2020

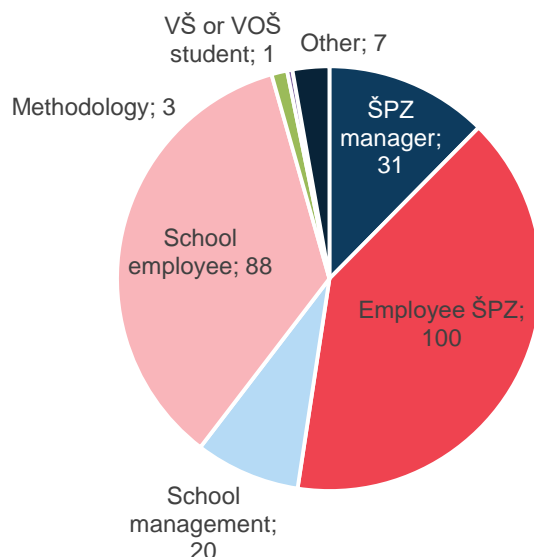
The analytical report of the project implementation team also shows the distribution of courses by region. More than a third of them took place in Prague. There were also relatively more in the Ústí nad Labem and Karlovy Vary regions. The least in Jihočeský or Vysočina. While courses from all nine modules were implemented in Prague, courses from modules 4.1 and 4.5 prevailed in the regions.

Based on the evaluation questionnaires that the course participants filled in, adjustments were made during the implementation in response to the feedback. Thus, for example, courses were prepared directly for ŠPZ counselors, one-day and long-term courses were included, and teachers from the participating schools and ŠPZ could later register for some courses. In addition to educational courses, seminars for principals and educational counselors of schools were also held, as well as case seminars for ŠPZ staff. From the end of 2017, support began to be implemented also through the implementation of case conferences¹⁶ in cooperation with the participating schools and ŠPZ (within module 4.5). Educational activities for the staff of the inspection workplace also were created. In the last part of the project, there were educational events specifically focused on getting acquainted with the Uniform Rules for ŠPZ created in KA 3 (Implementation of Uniform Rules for Counseling Services in ŠPZ).

Evaluation of courses by participants

A total of 250 participants commented on the training courses through external evaluation. Their breakdown by occupation is shown in the graph below. Most (84%) of them have experience with a classical educational course, a quarter with a case study seminar and 16% with a case conference.

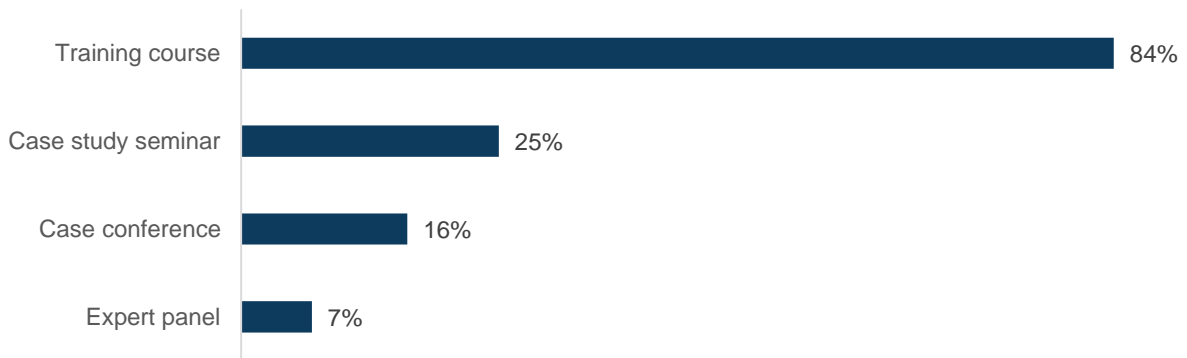
Graph 22: Distribution of respondents to the questionnaire for the evaluation of educational events



Source: Own questionnaire survey 2020 (N = 250)

¹⁶ Within KA 6, only a theoretical introduction to case conferences took place. These were then subsequently implemented within KA 4.

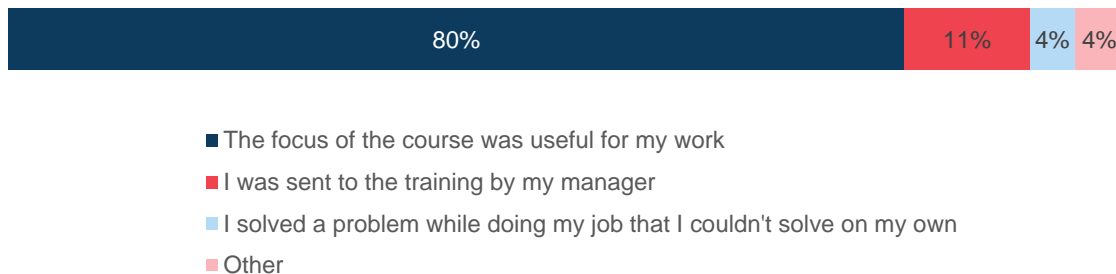
Graph 23: What educational events from the KIPR project did you participate in¹⁷?



Source: Own questionnaire survey 2020 (N = 250)

The reason for participation was for most respondents (80%) the fact that the focus of the course was useful for the participant's work. Approximately 11% of the participants attended the training mainly because they were sent to it by their superiors. The same shares were recorded in the survey from previous evaluation reports, so it can be said that the motivation turned out to be similar throughout the project.

Graph 24: What most important made you decide to participate in education?

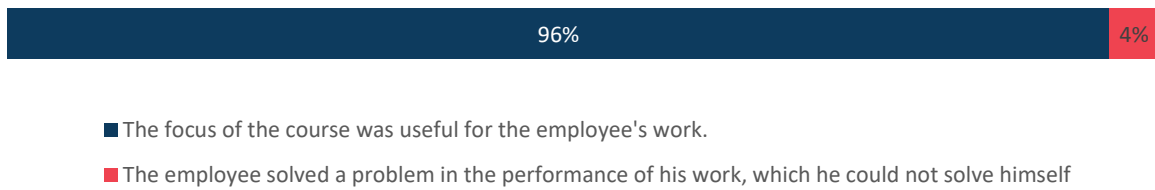


Source: Own questionnaire survey 2020 (N = 250)

From the point of view of the managers who sent their colleagues to the training, the key was especially that the course seemed useful for the work that the employee does. In this case, too, the answers were similar to those of previous investigations.

¹⁷ Case conferences and expert panels are not officially educational events of the project, however, the average participant does not perceive this, for the sake of clarity for the respondents, everything is simply marked as „educational events“.

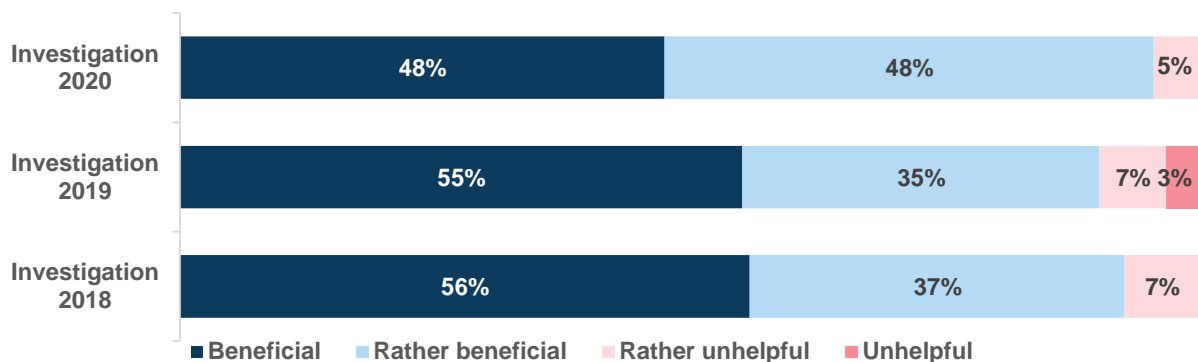
Graph 25: What was the main reason why you sent your employees to the training activities of the KIPR project?



Source: Own questionnaire survey 2020 (N = 46, managers, who sent their employees to training)

The benefit of the training was assessed in the last survey from 48% as completely beneficial and from another 48% as rather beneficial. Only 8% of respondents thought that training courses were rather unhelpful. In comparison with previous years, we can see that the share of completely satisfied decreased, which may also be due to the relatively longer distance of this evaluation from the realized courses (which mostly took place until the spring of 2019). On the other hand, there was also a decrease in the share of those who considered the exchange rates to be unfavorable.

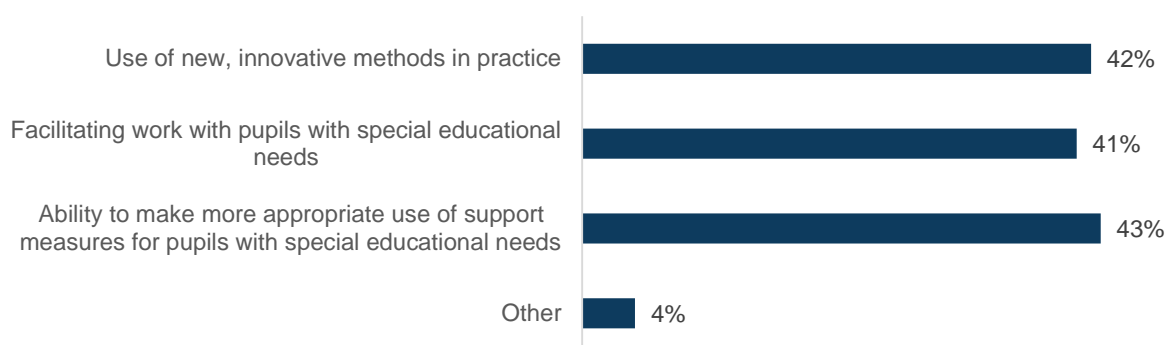
Graph 26: How do you rate the benefits of the educational activities you have attended?



Source: Own questionnaire survey 2020 (N 2018 = 68, N 2019 = 213, N 2020= 244)

The specific benefits of training courses are shown in the graph below. An interesting fact emerges: a similar number of participants considered the benefits of the courses to be the use of new methods in practice, the facilitation of working with pupils with SVP, and the fact that the course made it possible to start using more appropriate support measures for their pupils.

Graph 27: What are the specific benefits of your participation in educational activities?



Source: Own questionnaire survey 2020 (N = 250)

Př The benefit for the institution to which the course participant belonged was, in particular, that there was an increase in expertise in the issue, that examples of good and bad practice were obtained and also that the diagnostic skills of employees were expanded. Among the individually mentioned benefits, we can also name the improvement of knowledge for working with a teaching assistant, identification of gifted children, cooperation with parents and obtaining treasures for working with support measures.

Although most of the respondents were satisfied with the implemented activities, some suggestions for improvement were given. As in previous surveys, a number of respondents called for greater coherence with practice, ie greater concreteness – to always show individual findings on specific examples.

It was also a repeated requirement to focus more on current legislation, ie to react more flexibly to its changes and, in particular, to interpret it uniformly. Below are the topics that would be of interest in future education:

- social and legal issues, cooperation with social workers of OSPOD and their education
- management courses for managers
- courses specifically focused on the interpretation of legislation
- a larger share of case seminars or case conferences
- reeducation methods
- courses focused on specific types of restrictions (eg pupils with MP, pupils with PAS, pupils with OMJ, etc.)
- courses focused on psychologists (statistics, test theory...)
- seminars focused directly on special educators

From an organizational point of view, it was recommended to increase the share of courses

„Twice I applied for an educational event that was canceled, 1x I participated in an educational event that was excellent; for me, the influence of KIPR was not identifiable among others who enter into my work.“

held outside Prague and to set course dates in a timely manner. The evaluation also sometimes played a role if the course was canceled or, for example, the low attendance of seminars.

It was also pointed out that the courses taken at the weekend could not always be paid for by the employer. („The costs of courses implemented on weekends (dynamic diagnostics) could not be paid by the employer - according to the Labor Code, he would have to pay 100% of the salary.“). It has been mentioned several times that it would be appropriate to have some specific, at least basic output from the training courses in written form. It was also recommended to focus more on the creation of e-learning programs.

„In particular, I would welcome a reduction in the number of children in the classroom and a strengthening of the staff. Self-improving educational programs will not solve the current situation in kindergartens. Crowded classes (28 children), the teachers are exhausted, new methods and ways of education are difficult to practice.“

Evaluation of individual forms of support provided by the KIPR project

Below is a summary evaluation of individual forms of support provided within the KIPR project (educational activities, consulting support, methodological support on the project website and methodological meetings) and their comparison in terms of benefits.

Educational activities

„96% of participants rate their participation in educational activities as

Consultations with representatives of the project implementation team

93% of respondents who used the consultation with the representatives of the project implementation team were satisfied with the course and result of the consultation“

Methodical support on the project website

„92% of respondents, among those who used the project website in their work, found the necessary information on the project website“

Methodical meetings

„88% of respondents who attended some of the methodological meetings during the project evaluate their participation in these meetings as beneficial“

Based on the findings of the surveys, it can be assessed as the most useful form of support are the **educational activities**, which contribution is positively assessed by the vast majority of respondents (96%). The **consulting support** provided by the staff of the project implementation team was also evaluated very positively. However, the uptake of this form of support was relatively low.

The remaining two forms of support (methodological support on the project website and methodological meetings) are also evaluated positively by its users and participants. According to their own statements, almost all respondents found the information they needed on the **project's website**. However, as in the case of the consultation, the uptake of this form of support was relatively low. According to them, approximately half of the respondents stated that they used supporting and methodological documents placed on the project website in their work.

Mutual **methodological meetings** with project methodologists served mainly for SPZ staff, school teachers participated to a lesser extent. In general, however, this form of support can also be assessed as useful on the basis of additional statements made by the participants in these meetings without reservations.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- Courses from all planned modules were implemented, while the dominant part of the course was concentrated in two periods - until the first half of 2017 (especially module 4.1 Implementation procedure to § 16) and then until autumn 2018 (especially module 4.5 Communication and cooperation in pupils with special educational needs).
- Courses in Prague predominated - 41% of all courses and 35% of participants commuted to courses in Prague.
- The most supported were teachers from the Karlovy Vary and Ústí nad Labem regions, the least from the Pardubice and Vysočina regions.
- More than 96% of participants rate the courses as beneficial, which indicates the high quality of the implemented courses. This is a similar evaluation as in previous years, in which, however, the share of those who rated the courses as unfavorable was 2 - 5 percentage points higher.
- The increase in their professional competencies, the knowledge gained through examples of good and bad practice and the expansion of the diagnostic ability of employees were appreciated
- From a factual point of view, it is recommended to focus more on topics such as the interpretation of current legislation, social and legal issues in relation to pupils with SVP or eg reeducation methods.

The following recommendations follow from the survey:

- From the organizational point of view, it was recommended to increase the share of courses outside Prague, as well as to create at least basic written outputs from the implemented courses and to focus more on the e-learning form of training.

- Expand the range of course topics, such as the managerial skills of managers or specific courses directly for special educators, social workers or psychologists.
- Consider setting up two levels of training in the future: general courses and then courses specifically focused on one specific constraint (MP, PAS, OMJ), within some modules this has been implemented.

4.6 EO B.6 Are the project implementers aware of complementary activities created in other IPs and IPk?

Objectives of the evaluation question

The aim of the evaluation question is to evaluate the awareness (knowledge) of the implementers of the KIPR project about the activities implemented in other system projects. The evaluation question deals, among other things, with the benefits of mutual cooperation for the implementation teams of individual projects. The evaluation is based mainly on the findings of a questionnaire survey among members of the project implementation team.

The answer to the evaluation question

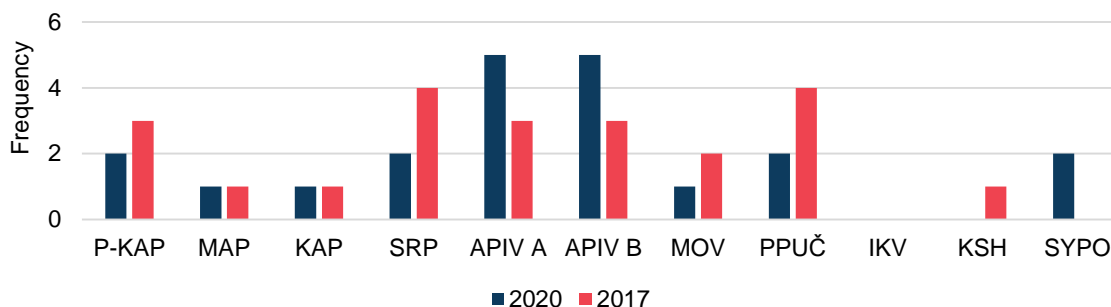
The awareness of project implementers about complementary activities created in other IPs and IPk can be assessed as the appropriate position of the KIPR project in relation to other projects. The greatest awareness and knowledge of other system projects concerns the APIV A and APIV B projects, with which, according to the representatives of the project implementation team, the most intensive cooperation was also established, especially in the field of educational activities.

Findings

Knowledge of complementary projects

Representatives of the KIPR project implementation team most often mentioned, as the projects they know, the APIV A and APIV B projects. Within the First Interim Report, these were most often projects SRP, PPUČ, APIV A, APIV B and P-KAP. Most representatives of the implementation team are aware of the existence of complementary projects. For most representatives of the implementation team, however, it is also true that they do not actively cooperate with most of the mentioned projects and do not meet them directly. An exception is the main project manager and some key activity managers (especially the key activity manager related to the implementation of educational activities). From this point of view, intensive cooperation between individual system projects is mainly with the **APIV A and APIV B** projects, where there was regular mutual cooperation, use of outputs and links in the focus of project activities.

Graph 28: Knowledge of respondents of individual projects (spontaneous knowledge)

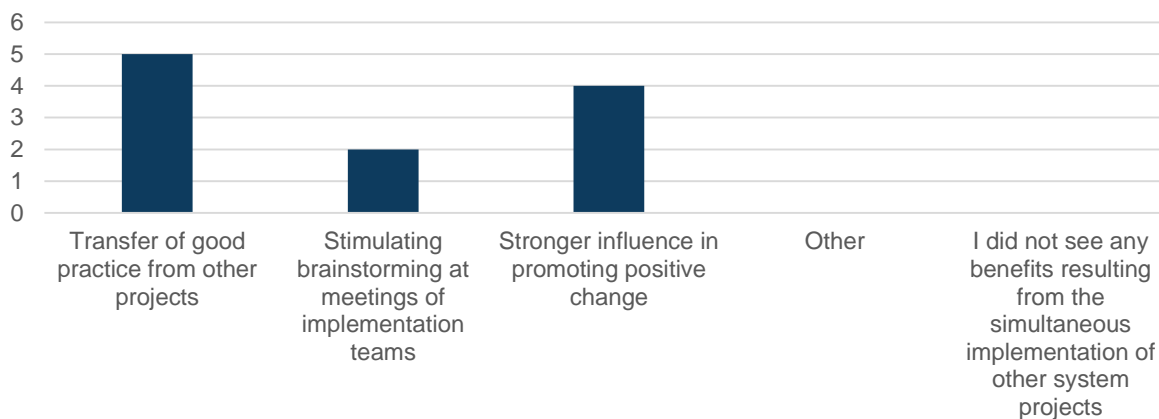


Source: Own questionnaire survey (N 2017 = 7, N 2020 = 8)

Benefits due to the implementation of complementary projects

Representatives of the project implementation team saw the benefit in the parallel implemented system projects mainly in the **possibility of transferring good practice and experience from other projects** and more significant enforcement of (systemic) changes in the areas that individual projects deal with. The perception of the benefits resulting from the simultaneous implementation of other system projects is approximately the same as in the previous survey within the First Interim Evaluation Report.

Graph 29: What specific contribution did you see in the complementarity of the system projects implemented in parallel for the implementation of the KIPR project?



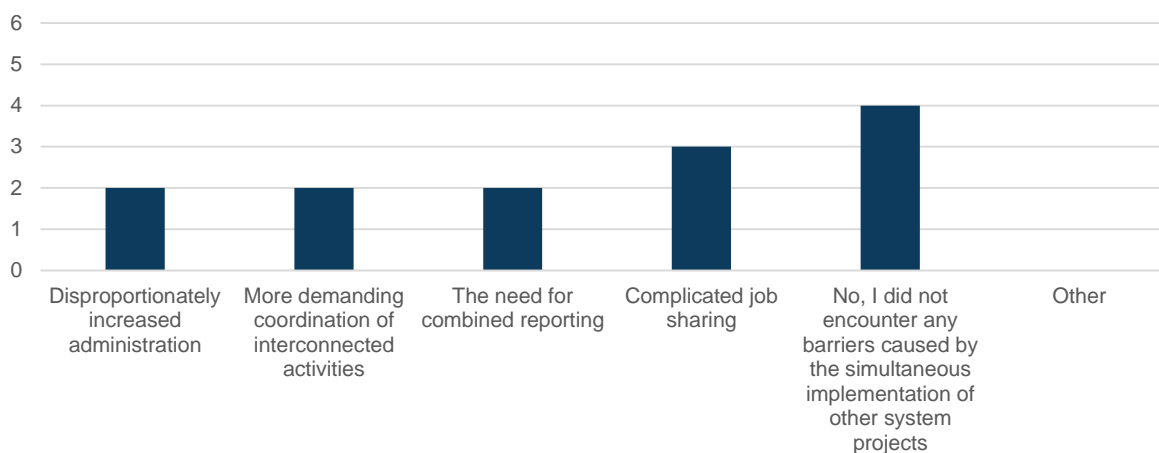
Source: Own questionnaire survey (N 2020 = 8)

Barriers due to the implementation of complementary projects

Most of the representatives of the project implementation team did not notice any significant barriers or difficulties due to the parallel projects, which would in some way limit or burden them in the actual implementation of the project. For some representatives of the implementation team (main project manager, key activity manager KA 3 and KA 4), however, according to their own statements, the implementation of parallel projects represented related increased administration (eg reporting and registration of meetings (attendance lists, minutes of meetings), complex records of shared hours,

etc.). Compared to the previous survey in the First Interim Evaluation Report, there have been no significant changes in this respect.

Graph 30: Have you encountered any of the following barriers as a result of the implementation of the above-mentioned parallel projects?



Source: Own questionnaire survey (N 2020 = 8)

Evaluation of coordination meetings with representatives of other system projects

During the implementation of individual system projects, coordination meetings of representatives of individual system projects were organized. The meeting was organized by the NÚV / NPI ČR project office for projects which it implements as a NÚV / NPI ČR beneficiary. The aim was to support cooperation between projects, sharing good practice and coordination of individual project activities. At the same time, members of the implementation teams of system projects invited each other and also met at expert panels and conferences of individual projects. Representatives of the project implementation team who participated in these meetings retrospectively evaluate these meetings as beneficial for the implementation of the KIPR project and for better interconnection of individual projects. They assessed as beneficial especially the possibility of sharing experiences, but also problems or individual solutions, the possibility to set a uniform procedure when working with target groups of individual projects or mutual assistance, for example in control activities.

Conclusions and recommendations

Based on the performed investigations, it can be stated that:

- The knowledge of complementary projects among the members of the implementation team of the KIPR project can be assessed as the corresponding position of the KIPR project in relation to other individual system projects.
- The representatives of the project implementation team saw the benefits in the simultaneous implementation of the project with other system projects mainly in the sharing of experience and good practice.
- Most of the representatives of the project implementation team (apart from the main project manager and one of the key activity managers) did not notice any significant barriers or difficulties due to parallel projects that would in any way limit or burden them in the actual implementation of the project. Mutual coordination meetings with members of the implementation teams of other system projects were assessed as beneficial.
- There are no significant changes in the evaluation compared to the results of the previous survey carried out in the framework of the First Interim Evaluation Report.

4.7 EO B.7 What are the unintended and other impacts of the evaluated projects?

Objectives of the evaluation question

The aim of the evaluation question is to identify unintended (negative and positive) impacts during (and as a result of) the implementation of the KIPR project. The evaluation is based mainly on the synthesis of findings from individual surveys.

The answer to the evaluation question

As a result of the project implementation, a minimum of unintended impacts was recorded. The recorded unintended impacts may include the expansion of supervision at the level of school facilities, more effective structuring and implementation of activities in the field of counseling practice at the level of school counseling centers or inspiration by project activities for the implementation of other projects in the development of education under the responsibility of the region.

Findings

Unintended impacts of the KIPR project

The implementation of the project did not cause numerous positive or negative unintended impacts. Among the recorded unintended impacts is the expansion of supervision at the level of school counseling facilities based on initial experience thanks to the project and subsequent own demands of individual facilities independent of the project, more effective structuring and implementation of counseling activities at school counseling centers or inspiration by project activities for implementation other projects in the field of education development under the responsibility of the region on the basis of own experience with the KIPR project. Employees of ŠPZ and schools, as unintended impacts of the project, most often mentioned the possibility of meeting and establishing contacts, both with colleagues within the region and throughout the country. Furthermore, the possibility of mutual discussion, sharing practice, but also problems in the field of joint education was often mentioned. **However, these effects can be considered as intended and planned by the project.** The only recorded negative unintended impact (effect) of the project was the workload of the persons involved associated with participation in the project and the related implementation of a large number of specific surveys for the purposes of the project.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- As a result of the project implementation, a minimum of unintended impacts was recorded, both positive and negative.
- The recorded unintended impacts may include the expansion of supervision at the level of school counseling facilities, more effective structuring and implementation of activities in the field of counseling practice at the level of school counseling centers or the emergence of other project plans in the field of education development based on experience with KIPR project activities.

4.8 EO B.8 To what extent was the Methodology for internal project evaluation helpful to the implementing teams?

Objectives of the evaluation question

The aim of the evaluation task is to assess how the implementation team evaluates the Methodology for internal evaluation of projects PO 3 OP VVV. The evaluation is based primarily on the findings of an interview with the internal evaluator of the project and the findings of a questionnaire survey among members of the project implementation team.

The answer to the evaluation question

The methodology for the internal evaluation of the project and the related project self-evaluation activity was considered by the representatives of the implementation team to be rather beneficial as a certain structured feedback on the course of project implementation, especially at the beginning of the project. However, in certain respects (eg identifying the necessary preconditions for success, defining measures to improve implementation or naming problems in good time), the benefits of a self-evaluation activity are very small.

Findings

Project self-evaluation

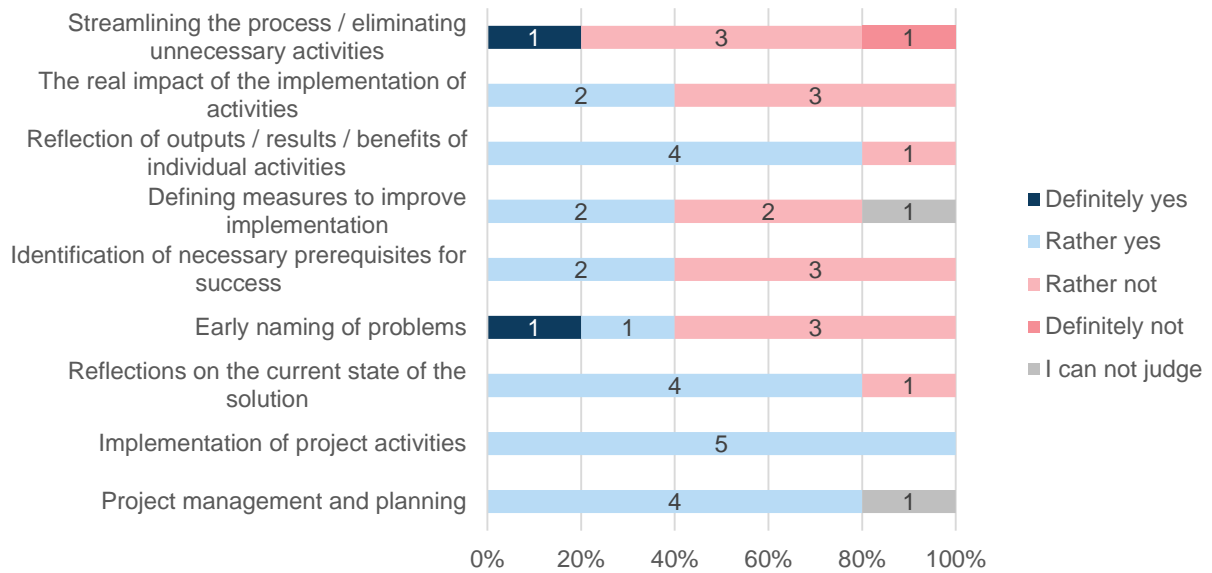
The self-evaluation activity is implemented on the basis of the Methodology for the internal evaluation of projects PO 3 OP VVV. The self-evaluation takes place according to the set evaluation questions and related templates, which are part of the mentioned Methodology. The output of the self-evaluation is the Self-Evaluation Reports, which are submitted regularly at 12-month intervals to the ŘO OP RDE. The main project manager, the internal project evaluator, the managers of individual key activities and the main project methodology always participated in the preparation of the Self-Evaluation Reports.

Benefit of project self-evaluation

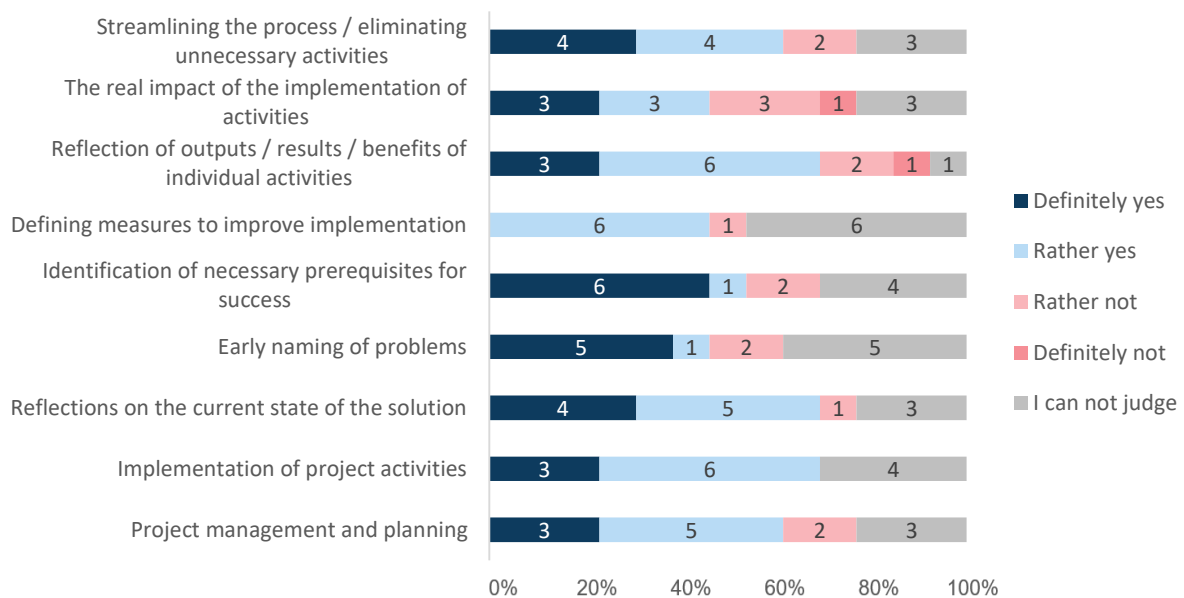
Representatives of the project implementation team who participated in the self-evaluation most often described the self-evaluation **as beneficial in terms of implementation of project activities and their reflection** (reflection of outputs, results and benefits of individual project activities). They also consider it beneficial in terms of project management and planning. On the contrary, the representatives of the implementation team see a lower benefit in terms of identifying the necessary preconditions for success, the real impact of the implementation of activities, defining measures to improve implementation and naming problems in a timely manner. He then evaluates the self-evaluation activity as rather unfavorable in terms of streamlining the procedure/eliminating unnecessary activities. The evaluation in this respect is approximately the same as in the case of the

First Interim Evaluation Report, where the individual areas were evaluated similarly in terms of the usefulness of the self-evaluation activity.

Graph 31: In your opinion, was the self-evaluation itself a benefit from the following points of view?



Source: Own questionnaire survey 2020 (N = 5)



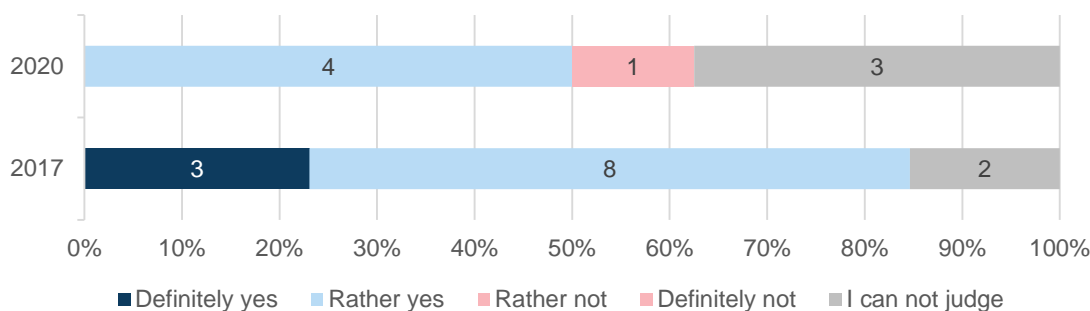
Source: Own questionnaire survey 2017 (N=13)

Methodology for internal evaluation of projects

Representatives of the project implementation team were also asked if they knew the Methodology for the internal evaluation of projects PO 3 OP VVV. Only two respondents stated that they knew the content of the methodology, the other three respondents mentioned that they knew it in part. The remaining three respondents then stated that they did not know the mentioned Methodology. Of the

respondents who know the Methodology at least partially, four consider it to be rather beneficial and one respondent to be rather unfavorable for the implementation of the project self-evaluation. The form of self-evaluation, determined by the Methodology for Internal Evaluation of PO 3 projects, is considered by most of the interviewed members of the implementation team to be rather appropriate. In this case, too, the assessment is very similar to how respondents answered the same question in the First Interim Evaluation Report (see Graph 32).

Graph 32: In retrospect, do you consider the form of self-evaluation to be appropriate in view of the intended purpose of the project's self-evaluation?



Source: Own questionnaire survey 2020 (N = 8), 2017 (N = 13)

In general, the self-evaluation activity was evaluated as **purposeful** and in some way **structured** feedback on the course of project implementation, **but with partial reservations** about its conception. The survey shows that due to staff fluctuations in the implementation team, not all members of the implementation team were familiar with the self-evaluation activity, or the very purpose of the self-evaluation was not entirely clear to them.

The most beneficial was the **ongoing evaluation** set by the implementation team regarding the evaluation of cooperation within the implementation team, thanks to which the project management received relatively extensive feedback on a regular basis, which was valid especially at the **beginning of the project implementation**. Some managers of key activities used the outputs of the self-evaluation (Self-Evaluation Reports) during project meetings and at the same time as a basis for further implementation of project activities under their responsibility and their possible modifications.

The internal evaluator positively evaluates the cross-sectional presentation of examples for the processing of individual parts of the Self-Evaluation Report. On the contrary, a certain binding is perceived as a barrier, thanks to relatively detailed templates of individual Self-Evaluation Reports, which in the opinion of the internal evaluator prevents better text yields for its readers and at the same time there is a partial **repetition (duplication) of texts from Implementation Reports**. The limited possibility for questions and insufficient (missing) feedback from the ŘO (MŠMT) to individual Self-Evaluation Reports was also mentioned.

Conclusions and recommendations

On the basis of the investigations carried out, it can therefore be stated that:

- The project self-evaluation activity was accepted by the project implementation team as a way of feedback on the course of project implementation. The individual Self-Evaluation Reports were worked on at least at the level of project management and individual managers of key activities.
- The activity of self-evaluation itself can be assessed as rather beneficial. The self-evaluation was evaluated as beneficial in terms of project management and planning, reflection on the current state of project activities, or project outputs and their benefits. For a number of other evaluated aspects (eg identification of necessary preconditions for success, definition of measures to improve implementation, or timely naming of problems), the benefit of self-evaluation according to the members of the implementation team is rather low or non-existent. The evaluation is approximately the same as in the case of the First Interim Evaluation Report.
- There is some duplication in the processing of Self-Assessment Reports with Project Implementation Reports.

The following recommendations follow from the survey:

- Consider revising the templates of the Self-Assessment Reports in order to avoid possible duplications with other submitted reports (ZOR).
- On the part of the ŘO (MŠMT) to provide the representatives of the project implementation team with feedback on the individual Self-Assessment Reports with emphasis on the material progress of the project implementation (what to improve and where to move the project further).

4.9 Evaluation of the fulfillment of project objectives

Below is an evaluation of the fulfillment of the project objectives based on the evaluation of the achieved results.

Partial goal of the project	Evaluation criterion	Fulfillment of a partial goal of the project	Description of the justification
<p>(1) implement in practice uniform rules of school counseling services in all their areas (personnel, procedural, diagnostic) and describe the good practice of intervention procedures</p>	<p>The final version of the Uniform Rules for the Provision of Counseling Services in School Counseling Facilities and the Description of Good Practice of Intervention Procedures is available.</p> <p>Creation of preconditions for acceptance and use of the above-mentioned outputs by relevant actors (ŠPZ staff, founders of ŠPZ, etc.) - compliance with the goals and content of the created outputs, user friendliness.</p>	<p>The goal has been fulfilled.</p>	<p>Within the project, Uniform Rules for the Provision of Counseling Services in School Counseling Facilities were elaborated and a description of the good practice of intervention procedures was also elaborated.</p> <p>Relevant actors were involved in the elaboration of the final version of the Uniform Rules during the project in the form of a comment procedure. The project also set up and carried out the dissemination of the Uniform Rules in individual regions in cooperation with the project methodologists in order to acquaint the target groups with the Uniform Rules and thus support their adoption and use in practice. Most ŠPZ employees consider the developed Uniform Rules to be beneficial for the functioning of the system of counseling services. In general, they perceive the Uniform Rules as useful supporting material of a recommendatory nature, from which individual suggestions can be drawn from the areas described in this document (ie general, personnel, material, procedural, diagnostic and intervention standard). The extent and manner of use of the Uniform Rules should be</p>

Partial goal of the project	Evaluation criterion	Fulfillment of a partial goal of the project	Description of the justification
			evaluated in the future with a time lag from the end of the project (or a possible revision of the Uniform Rules).
<p>(2) based on the assessment of the network of counseling facilities, recommend adjustments to the founders and management of the ŠPZ and enable the evaluation of the parameters of the services provided</p>	<p>Creating tools for evaluating the quality of ŠPZ.</p> <p>Functional system of self-evaluation based on created evaluation tools.</p>	<p>The goal has been fulfilled.</p>	<p>Based on the Uniform Rules, publicly available interactive evaluation tools have been created, which enable SPZ managers (or representatives of the founder) to evaluate their own workplace. The conducted interviews within the case studies show that both the employees of the ŠZZ and the representatives of the founders know about the created evaluation tools. However, most of the interviewed ŠPZ employees and representatives of the founders stated that they had not yet used these tools, as the technical provision of the availability of these tools on the NPI ČR website is still being addressed.</p>
<p>(3) strengthen the professional background for schools and counseling facilities in providing support measures and ensuring their accuracy, completeness and comparability</p>	<p>Satisfaction of school staff and ŠPZ with the provided methodological support within the project and its comparability across regions.</p> <p>Participants in education evaluate the implemented educational activities as beneficial for their practice (increasing the competencies of school staff and ŠPZ).</p> <p>Comparability of recommended support measures across regions.</p>	<p>The goal has been fulfilled.</p>	<p>The surveys show that most school representatives (teachers, school principals) and ŠPZ staff evaluate the methodological and professional assistance provided through the methodological network of the project as beneficial.</p> <p>The usefulness of educational activities within the project is also evaluated very well, the vast majority (96%) of participants in educational activities evaluate the educational courses they participated in within the project as</p>

Partial goal of the project	Evaluation criterion	Fulfillment of a partial goal of the project	Description of the justification
			beneficial.
<p>(4) strengthen professional cooperation between ŠPZ, ŠPP, school and other care providers, family, including support for the use of case conferences and other appropriate forms of communication</p>	<p>Increasing the perceived satisfaction with the mutual cooperation between the school, ŠPP and ŠPZ as a result of the project implementation.</p> <p>Frequency of cooperation between schools and ŠPZ (comparison with the situation before the project implementation). Evaluation of the percentage of requests for revision to issued recommendations.</p>	<p>The goal has been fulfilled.</p>	<p>More than half of the representatives of schools (teachers, school principals) and ŠPZ staff stated that in their opinion the quality and frequency of cooperation between schools and ŠPZ in their region has improved compared to the situation before the project.</p> <p>Support and implementation of case conferences is one of the best rated activities of the project. According to the representatives of ŠPZ, as well as other addressed actors (eg OSPOD representatives), this form brings improved cooperation between the involved entities.</p>
<p>(5) to expand the offer of methods of work with pupils in need of support, especially to support the use of dynamic procedures in the work of pedagogical staff</p>	<p>Frequency of using dynamic methods to set appropriate support measures.</p>	<p>The goal has been fulfilled.</p>	<p>Within the project, one of the educational modules was focused specifically on supporting the use of dynamic procedures (educational module 4.8 „Using a dynamic-diagnostic approach in counseling practice“). During the project, 12 educational events took place within this module, which were attended by a total of 145 pedagogical staff, which resulted in an expansion of knowledge in the field of methods of working with pupils in need of support, incl. use</p>

Partial goal of the project	Evaluation criterion	Fulfillment of a partial goal of the project	Description of the justification
			of dynamic procedures. Among other things, a methodology with educational content is prepared for the given topic (already beyond the scope of project implementation), which was created within the project as a supporting material for education.
(6) to support the functionality of the introduced revision mechanisms in counseling, to expand the professional competencies of the staff of the revision workplace and to verify the functioning of revision mechanisms in the first two years after their introduction	<p>Increased competencies on the part of the staff of the inspection workplace thanks to the implemented training.</p> <p>Results of the implemented ongoing evaluation of revision mechanisms.</p>	The goal has been fulfilled	The experts of the inspection workplace took part in a number of training courses within the project, which could increase their competencies ¹⁸ . In this context, a concept was created for the training of inspection staff. Thanks to the project, a comprehensive evaluation report on the activities of the inspection workplace was created, which resulted in a number of recommendations for improving its activities.
(7) identify difficulties of schools in implementing support measures, prepare methodological support for schools and school facilities and interventions in selected schools where there are difficulties in providing them, eg with a high number of pupils in need of support and the influence of social exclusion and poverty factors	<p>Knowledge of the level of use of the Pedagogical Support Plan in supported schools.</p> <p>The resulting documents for working with PLPP are used by school staff.</p> <p>Satisfaction of school staff with the provided methodological support within the project.</p> <p>Increased competencies on the part of school staff thanks to the implemented education.</p>	The goal has been fulfilled	Thanks to the project, knowledge related to working with PLPP and the implementation of support measures was increased. Almost half of all school staff involved in an activity use the documents created in the project related to work with PLPP. A total of 68% of respondents from the participating schools stated that they increased their knowledge about PLPP and the implementation of support measures thanks to the KIPR project.

¹⁸ It was confirmed that the staff of the review workplace participated in training courses, but no evaluation was obtained from them.

Partial goal of the project	Evaluation criterion	Fulfillment of a partial goal of the project	Description of the justification
<p>(8) to compare in a comparative way the requirements for support measures for pupils from culturally different backgrounds and for pupils with other special educational needs, to analyze the knowledge and pass it on to schools</p>	<p>Knowledge of the specifics of the education of pupils at selected schools thanks to a comparative study.</p> <p>Developed methodologies focused on support measures for pupils from culturally different backgrounds.</p> <p>Increased competencies on the part of school staff and ŠPZ thanks to the implemented education.</p>	<p>The goal has been fulfilled</p>	<p>The comparative study provided knowledge about the specifics of educating students in schools.</p> <p>Through the project, documents were created that better explain the use of support measures for pupils from different cultural backgrounds.</p> <p>Most of the staff of the participating schools and ŠPZ perceive increased competencies thanks to the project.</p>
<p>(9) strengthen the competencies of teachers necessary to provide support to selected groups of students</p>	<p>Satisfaction of school staff with the provided methodological support within the project and with the implemented education.</p> <p>Increased competencies on the part of school staff thanks to the implemented education.</p>	<p>The goal has been fulfilled</p>	<p>As many as 95% of the school staff who took part in the training were satisfied with the training courses. Most of the staff of the participating schools perceive increased competencies thanks to the project.</p>

Partial goal of the project	Evaluation criterion	Fulfillment of a partial goal of the project	Description of the justification
<p>(10) verify the system of supervision in ŠPZ and ŠPP</p>	<p>Satisfaction of ŠPZ and ŠPP employees with the set supervision mechanism.</p> <p>Existence of specific outputs in the form of a proposal for a supervision solution.</p>	<p>The goal has been fulfilled</p>	<p>Supervision was used by only a part of the involved ŠPZ, the findings from these supervisions were analyzed and their benefits were evaluated. The evaluation of supervisions by their participants shows a more positive evaluation of the functioning of their work team at the end of supervision, approximately two thirds of the teams are ready to continue supervision. It can therefore be said that the employees of the ŠPZ were satisfied with the performed supervisions.</p> <p>The project outlined a specific way in which supervisions can look like in the future.</p>

Project evaluation in terms of fulfilling the principles of 3E/5U

Efficiency

The evaluation of the efficiency criterion is based on the assessment of whether it was possible to achieve better results with the specified inputs (financial resources, human resources, time), or whether it was possible to spend the inputs more efficiently. From this point of view, the efficiency criterion can be considered fulfilled. The method of using available resources (financial resources, human resources, time) and the method of implementation of project activities can be assessed as effective. No area or areas were identified whose higher preference (at the expense of others) could clearly lead to better overall project results. However, it can be assumed that the elimination and optimization of some process aspects within the project management (eg the area of staffing the implementation team and its stability during the implementation of the project) would achieve greater efficiency.

Economy

In the case of the economy criterion, it is assessed whether the given result could be achieved with lower inputs (financial resources, human resources, time). Among other things, the necessity of individual project activities and related costs to achieve the specified outputs (results) is assessed. The economy criterion can be assessed as fulfilled. The project was implemented according to the approved project application, including changes, without increasing funding. During the evaluation, no project activity (or part of it) was recorded that could be considered necessary in terms of its impact on the achievement of the set outputs and results of the project. In this respect, the project represents a comprehensive and logical set of activities.

Given the specificity of the evaluated project (project activities and project outputs), it is very difficult to find relevant data for comparison (benchmark) in order to assess the cost-effectiveness criteria in more detail. An obstacle to such an assessment is also the difficulty of assigning a specific amount of inputs (funds) spent on the creation of individual project outputs. For these reasons, it is not possible to make a relevant comparison of the inputs and project outputs achieved.

Usefulness

The evaluation of the usefulness criterion is based primarily on the assessment of the usefulness (usefulness) of project activities and project outputs. The main project activities were mainly methodological support and educational activities for employees of schools and school counseling facilities. Both of these activities, both methodological support and educational activities, were assessed by the vast majority of interviewed representatives of the target groups (school staff and school counseling facilities) without major reservations as useful and beneficial. The most beneficial can be assessed the educational activities (educational courses, seminars, case conferences, etc.) that were implemented within the project. The vast majority of participants in education assessed their participation in educational activities as definitely beneficial for their work. The methodological support provided by the staff of the project implementation team was also evaluated very positively.

Methodological support on the project website or methodological meetings were also evaluated positively. However, the rate of use of these forms of support was lower.

Sustainability

In the case of evaluation of this criterion, it is mainly assessed whether there are preconditions in terms of sustainability of outputs and results of the project even after the completion of its implementation. The sustainability of the project was not determined under the IPs call. However, for the individual main outputs of the project, sustainability is described in the approved Project Charter. Most of the planned activities (objectives) in the area of sustainability were designed to be ensured by the normal activities of the project implementer (NÚV, or now NPI ČR) or the users of the outputs. This is, for example, maintaining the functionality of the project website, incl. available project outputs, placement of the web application of the evaluation tool on the NPI ČR website, etc.

An exception is the measure concerning the maintenance of the network of methodologists in individual regions in the scope of 14 full-time equivalents (14 regions of 0.25 full-time equivalents each). The job of these methodologists should be to provide methodological support, to ensure the transfer of information, to support mutual contacts between schools, ŠPZ and founders, evaluation of the Uniform Rules, etc.). The expected financial intensity of this measure was set at CZK 2,400,000 / year.

Relevance

The evaluation of the relevance criterion relates to the assessment of the need for the project. The relevance criterion can be assessed as fulfilled. The need for the project is relevantly defined and described within the approved project plan of the KIPR project. During the implementation of the project, no facts were recorded that would significantly affect the relevance of the project in this respect.

5 Conclusions and recommendations

5.1 Conclusions

Below are the conclusions for each evaluated area.

Cooperation

- Cooperation with key actors and experts within the KIPR project has been ongoing for a long time.
- In the different phases of the project, the actors with whom the cooperation was most intensive differed.
- Given that the description of the kA Cooperation in the project does not result in specific forms of cooperation, with the exception of expert panels, it can be stated that the cooperation took place in some form, with all defined groups of actors.
- It is also related to the above fact that it is not possible to determine whether the cooperation with international institutions and foreign experts was sufficient or not. However, it can be confirmed that at least some form of cooperation has taken place with each of the predefined actors. Cooperation with representatives of the academic community, who represent EUROPSY and ISPA, as well as a representative of the Catholic University in Ružomberok can be considered the most intensive. For other foreign workers, it was more of an exchange of experience within a conference or professional seminar.
- The statements of the involved actors show that the cooperation was mostly assessed as beneficial and high quality. Individual allegations were directed only, for example, to the problematic beginnings of the project associated with personnel changes or low participation in some expert panels.

Methodical support of ŠPZ and schools

- The creation of a methodological network in the regions thanks to the introduction of regional methodologists is evaluated positively. The possibility of addressing these people and at the same time solving specific problems with them during meetings, which they themselves can better present at the level of the MŠMT, considers the positive impact of the KIPR project to be the most important.
- More than 50% of users who came into contact with the KIPR project used methodological support on the web. The most useful links were used (rather by schools) and the resulting methodology, or sections of questions and answers (more by the ŠPZ).
- As many as 88% of the participating ŠPZ used methodological consultations with the project implementation team, and three quarters were satisfied with the result of the consultation.

- Respondents who were not satisfied with the methodological support pointed out in particular the unclear and often variable interpretations of the legislation for various persons, the unpreparedness of materials or more tangible outputs of activities.
- The contribution of the project in relation to the PLPP (and to the implementation of support measures) was recorded in approximately 53% of the users of the project activities. The contribution of the project to this issue is significantly perceived by the participating schools, of which up to 68% of respondents stated that the project has increased their knowledge for working with PLPP and for implementing support measures.
- The implemented courses were perceived as beneficial, participation in joint meetings, where there was an exchange of experiences, but filling in model PLPP and IVP.
- The case studies show that the schools involved in the intensive variant are indeed those that serve as a source of inspiration for the implementation of support measures for other schools in the region.

Educational activities

- Courses from all planned modules were implemented, while the dominant part of the course was concentrated in two periods – until the first half of 2017 (especially module 4.1 Implementation procedure for § 16 and then until autumn 2018 (especially module 4.5 Communication and cooperation in pupil care with special educational needs).
- Courses in Prague predominated - 41% of all courses and 35% of participants commuted to courses in Prague.
- The most supported were teachers from the Karlovy Vary and Ústí nad Labem regions, the least from the Pardubice and Vysočina regions.
- Almost 96% of participants rate the courses as beneficial, which indicates the high quality of the implemented courses.
- • It was appreciated to increase their professional competencies, knowledge gained through examples of good and bad practice and expand the diagnostic skills of employees.
- • From the organizational point of view, it was recommended to increase the share of courses outside Prague, to continue to create written outputs from the implemented courses and to focus more on the e-learning form of training.
- From a factual point of view, it was recommended to expand the offer of course topics, eg by the managerial skills of managers or specific courses directly for special pedagogues, social workers or psychologists. Demand is also for courses specifically focused on specific restrictions (MP, PAS, OMJ).

Self-evaluation and internal evaluation

- The project self-evaluation activity was considered by the representatives of the implementation team to be beneficial as a structured feedback on the course of project

implementation. The elaborated Self-Assessment Reports were worked on at least at the level of project management and individual managers of key project activities.

- In certain respects (eg identifying the necessary preconditions for success, defining measures to improve implementation or naming problems in good time), however, the benefits of the self-evaluation activity are very small.
- The process of elaborating Self-Unifying Reports is perceived as too formalized and partially duplicated with other submitted reports (Project Implementation Reports).

The main benefits of the project and the fulfillment of the project objectives

- The pillar of the main benefits of the project was a methodological network providing methodological support to both ŠPZ staff and teachers, school principals and others. Educational activities and, in some cases, supervisory activities were also assessed very positively.
- The main output of the project, apart from a number of individual methodological materials, are in particular the Uniform Rules for the Provision of Advisory Services in the ŠPZ and related methodological documents. Addressed representatives of target groups perceive the Uniform Rules as a starting document of a recommendatory nature. It would be appropriate to evaluate the extent and manner of their use in the future with the lapse of time from their approval.
- The main goal of the project was to increase the quality, coherence, comparability and efficiency of consulting services. To achieve this goal, a total of ten interrelated sub-goals were defined. The review of the final outputs of the project and the findings of the investigations show that all sub-objectives of the project were met, while only the fulfillment of one of these sub-objectives can be assessed as partial.

Project evaluation in terms of fulfilling the principles of 3E/5U

- Efficiency – The method of using available resources (financial resources, human resources, time) and the method of implementation of project activities can be assessed as effective. No area or areas were identified whose higher preference (at the expense of others) could clearly lead to better overall project results.
- Economy - The project was implemented according to the approved project application, including changes, without increasing funding. During the evaluation, no project activity (or part of it) was recorded that could be considered necessary in terms of its impact on achieving the set outputs (results) of the project.
- Usefulness - All the main activities of the project were evaluated as useful and beneficial without major reservations. The most beneficial can be assessed the educational activities (educational courses, seminars, case conferences, etc.) that were implemented within the project.

- Sustainability - Most of the planned activities (objectives) in the area of sustainability were designed to be ensured by the normal activities of the project implementer (NÚV, or now NPI ČR), or users of outputs. An exception is the measure concerning the maintenance of the network of methodologists in individual regions. However, the implementation of this measure is necessarily conditioned by the decision on its financing.
- Relevance - The need for the project was relevantly defined and described within the approved project plan of the KIPR project. No facts were recorded within the project implementation that would significantly affect the relevance of the project in this respect.

5.2 Recommendations

Based on the findings and in connection with the conclusions, the following recommendations were formulated:

N.	The name of the recommendation	Description of recommendations	Context of the recommendation	Findings link
1	<p>Implementation teams of similar projects in the future / MŠMT: Ensure electronic exchange of documents and calendars of activities between projects in the future</p>	<p>For the future implementation of similar projects, it is recommended to create a shared document containing a regularly updated list of project activities, which will be available to managers of all system projects of the MŠMT.</p>	<p>Despite regular meetings of representatives of various projects, which are assessed as beneficial, according to the respondents, there was not always an overview of what is currently taking place in which project.</p>	<p>Chap. 4.1, EO B.1</p>
2	<p>Implementation teams of similar projects in the future / MŠMT: Define specific outputs for the Cooperation activity.</p>	<p>In order to be able to assess the success of cooperation more accurately, it is recommended to define in the future specific goals to be achieved in cooperation with foreign actors (eg to define the number of seminars that foreign actors will be in charge of or participate in, commit to creating a specific output, eg a published collection of contributions from foreign experts during the project).</p>	<p>Given that the description of the KA Cooperation in the project does not result in any specific forms of cooperation, it can only be stated that the cooperation takes place in some form, with all defined groups of actors.</p>	<p>Chap. 4.1, EO B.1</p>
3	<p>Implementation teams of similar projects in the future / MŠMT: Consider allocating funds for the implementation of foreign trips and establishing the position of cooperation manager.</p>	<p>Consider allocating funds within similar projects for the implementation of foreign trips of experts to the ČR, so that cooperation with experts in this area can take place in a more intensive form. In addition, it is recommended to allocate funds also for the establishment of the position of cooperation manager, who can coordinate foreign cooperation more effectively.</p>	<p>The project did not allocate funds for foreign trips, it was necessary in cooperation with foreign actors to be limited to remote communication or meetings with experts at events and conferences organized by other entities. At the same time, the cooperation was not coordinated by one manager, whose activities would focus entirely on cooperation, which could lead to a more intensive form of cooperation with foreign</p>	<p>Chap. 4.1, EO B.1</p>

N.	The name of the recommendation	Description of recommendations	Context of the recommendation	Findings link
			experts.	
4	<p>Implementation teams of similar projects in the future / MŠMT: Consider earmarking funds for the position of legislative expert.</p>	<p>Consider allocating funds within similar projects to a staff member (legislation expert) who would deal with the legislative area (processing of legal interpretations, questions concerning legislation, etc.), or mediate support for similar projects in this area in another relevant form. Although it was possible to solve this issue, similarly to the case of foreign trips, by changing the project, in similar projects in the future it is appropriate to take this into account from the beginning.</p>	<p>Demand for services in this area was recorded among the target groups. The availability of a legislative specialist would make it possible to address this area more effectively.</p>	<p>Chap. 4.3, EO B.3</p>
5	<p>Implementation teams of similar projects in the future / MŠMT: Disseminate information on publicly available methodological support to support measures</p>	<p>Respondents were mostly satisfied with the number of available documents, however, it was nevertheless recommended to expand the documents, for example, by:</p> <ul style="list-style-type: none"> • examples of bad practice in creating PO • a more detailed legislative interpretation in the form of practical examples • statistical data on the number of pupils with support measures in individual schools in order to compare the level of workload of special pedagogues 	<p>According to the respondents' answers, these documents will contribute to a better understanding of issues related to support measures.</p>	<p>Chap. 4.3, EO B.3</p>
6	<p>Implementation teams of similar projects in the future / MŠMT: Ensure the maintenance of the methodological network of ŠPZ in the regions even after the end of the project</p>	<p>Even after the end of the KIPR project, ensure that a certain form of methodological network with the representation of regional methodologists and their regular communication with regional ŠPZ is maintained in each region.</p>	<p>The regional methodological networks were evaluated by the ŠPZ as one of the biggest benefits of the project.</p>	<p>Chap. 4.3, EO B.3</p>

N.	The name of the recommendation	Description of recommendations	Context of the recommendation	Findings link
7	<p>Implementation teams of similar projects in the future / MŠMT: Continue intensive support in the form of selection of key schools in the regions</p>	<p>It recommends maintaining a network of intensively supported schools in various regions in the future. It is also recommended to motivate schools to spread this knowledge to other schools in the region, for example by supporting professional internships of special educators in intensively supported schools.</p>	<p>The survey showed that knowledge about the implementation of support measures spreads from the schools to other schools in the form of shared practices, visits to teachers, etc. Although this cooperation took place independently of the KIPR project, it proves effective to direct intensive support to these schools.</p>	<p>Chap. 4.4, EO B.4</p>
8	<p>Implementation teams of similar projects in the future / MŠMT: Setting up and focusing on further educational courses in the future</p>	<p>From the organizational point of view, it was recommended to increase the share of courses outside Prague, to create at least basic written outputs from the implemented courses and to focus more on the e-learning form of training. From a factual point of view, it was recommended to expand the offer of course topics, eg by the managerial skills of managers or specific courses directly for special pedagogues, social workers or psychologists. An alternative option is to introduce two levels of training (generally tuned trainings especially for beginning special pedagogues and special training focusing on a specific topic, eg pupils with PAS, pupils with OMJ, pupils with MP, etc.)</p>	<p>The courses were evaluated as beneficial, minor adjustments in the organization or thematic focus could further increase their contribution.</p>	<p>Chap. 4.5, EO B.5</p>

6 Evaluation of work with recommendations during the implementation of the subject of the contract

Below is an evaluation of the work with the recommendations that were defined in the previous interim evaluation reports. Within the First Interim Report, two recommendations were set, in the Second Interim Report no recommendations were set.

Table 3: Evaluation of work with recommendations

Evaluation report	The name of the recommendation	Recommendation text	The conclusion on which the recommendation is based	Evaluation of the incorporation of recommendations - The second interim report	Evaluation of the incorporation of recommendations - Final Report
First Interim Report	Implementing team of the KIPR / MŠMT: Reducing the administrative burden placed on members of methodical networks.	Consider ways to lower the number of reports, review whether they are necessary and whether they need to be submitted not only online but also by post. Consider the possibilities of introducing a unified reporting system for all systemic projects in order to simplify reporting.	Team members feel overburdened with demanding administrative work related namely to the implementation of complementary projects.	-	Numerous or fundamental reservations concerning the administrative complexity related to the implementation of the project were not recorded during the investigation during the Final Report. However, it is not possible to state explicitly what caused this change and at the same time confirm whether the recommendation set out in the First Interim Report has been implemented.
First Interim Report	Implementing team of the QICD / MEYS: Focus on careful activity planning	It is recommended that the implementing team carefully plan activities within the framework of KA 4 and 6 while taking into account the time restraints placed on the target groups of individual activities.	The Project Request annex sets a target value for the KA 6 indicator – the creation of 9 education modules with a set amount of hours and including methodology. Since training has not yet (in November 2017) started in one module and only one training course has been organised in another, it is recommended that the organisation of training be planned carefully. So far, 6 out of the envisaged 28 case study conferences have taken place. The conferences are also part of the project outcomes and	The recommendation has been fulfilled. Compared to the previous period, educational activities are already implemented in all educational modules. The planned number of case conferences (28) was fulfilled within the project implementation.	The recommendation has been fulfilled. All planned training modules and events took place by the end of the project.

Evaluation report	The name of the recommendation	Recommendation text	The conclusion on which the recommendation is based	Evaluation of the incorporation of recommendations - The second interim report	Evaluation of the incorporation of recommendations - Final Report
			careful planning is required.		
First Interim Report	The Main Project Manager: Consider establishing a unified platform which would make it possible to share information about activities within and across projects.	Consider establishing a unified platform which would make it possible to share information about activities within and across projects, where information about the activities which have been realised and those that are being planned in the different areas could be shared, including the participating experts and target groups. The platform could also facilitate communication between members of the core implementing team of the NÚV and employees in the field, especially within methodical networks.	Respondents state that there is no real opportunity to share internal documents and materials containing information such as which IPs is running in which school or region and which employees are involved in it. The core implementing team also expressed a need for a way to share internal information across methodical networks (for example during the comment procedure on a unified set of rules) including a shared calendar.	The recommendation was fulfilled to the extent corresponding to the possibilities of implementation at the project level. The function of a "platform for meeting of experts of educational institutions for pedagogical institutions" is perceived as one of the general benefits of the project. Formally, platforms are established to ensure coordination and complementarity. However, the statements of the actors still show a high workload of coordinating project activities.	The recommendation has been fulfilled. Selected information or materials were worked in a shared environment.
First Interim Report	Implementing team of the KIPR project: Intensify the global form of support for schools	<ol style="list-style-type: none"> 1) Intensify global support through further use of the website (continuing to publish methodical material, focusing on promoting the website, making it more attractive and user-friendly). 2) Consider the pressure placed on organisers of regional training courses financed by the project to allow employees of 	The current form of global support is based on the opportunity to ask questions and on methodical support on the website which currently has 214 visitors (or 44 individual visitors) per month. The global form of support also counts on the educators who received support sharing and spreading their knowledge but only half of them say their colleagues from surrounding schools turn to them	-	The recommendation has been fulfilled. In 2018 and 2019, the website showed higher traffic compared to the previous period. With the growing offer of educational events and established contacts across the methodological network, the area form of school support also increased.

Evaluation report	The name of the recommendation	Recommendation text	The conclusion on which the recommendation is based	Evaluation of the incorporation of recommendations - The second interim report	Evaluation of the incorporation of recommendations - Final Report
		surrounding schools to participate in them and to promote them.	for help.		
First Interim Report	Implementing team of the KIPR project: Sharing the Interim Self-Evaluation Report	Consider sharing the Interim Self-Evaluation Report among members of the implementing team so that they can make use of the conclusions and recommendations it contains	More than half of the members of the implementing team who filled in the questionnaire are not aware of the implementation of Self-Evaluation. Only 2 respondents further work with the finished Interim Self-Evaluation Report. Sharing the report could potentially help improve the work of the respondents (members of the implementing team).	-	Based on the available information, the fulfillment of the recommendations cannot be verified. In retrospect, with regard to the content and form of self-evaluators, we see the potential of this recommendation, and the benefits of its implementation, to be limited, except for the positions of general project manager and key activity managers.
Second Evaluation Report	No recommendation was made.	-	-	-	-

7 Evaluation of cooperation with the Client and stakeholders

Cooperation with the Client

The cooperation with the Client took place on the basis of a predetermined procedure. All the necessary cooperation of the Client was provided to a sufficient extent, both feedback on the methodology and procedure of the evaluation solution, as well as the required documents.

Cooperation with the project implementation team

The developer evaluates the cooperation with the representatives of the implementation team as problem-free without any complications, despite personnel changes both on the part of the project implementation team and on the part of the developer. The project implementation team provided the Processor with all the required documents for the evaluation.

8 Conclusions and recommendations for the entire process of implementation of the subject of the contract

The evaluator finds the potential to achieve greater synergies and at the same time reduce duplicate surveys in possible adjustments to the settings of concurrently implemented internal project and external project evaluation. We recommend considering, on the basis of findings and practice from other system projects, where internal and external evaluation coincide, possible changes that would limit the implementation of duplicate investigations. For the implementation of similar orders in the future, it is also recommended by the Evaluation Processor to consider revising the requirements concerning printed versions of reports. Due to the relatively large number of accompanying documents (Technical Report, Dashboard, but also the English translation of the entire report), we recommend considering whether to request a printed version of the entire report for archiving purposes in only one copy and for other purposes working with digital versions of documents, or print only the main report (ie without attachments). We consider such a step to be beneficial and in line with the ongoing digitization of processes in the private and public spheres and the fact that the vast majority of documents are currently being processed in electronic form.

9 List of used sources and literature

List of used sources

- Project charters incl. annexes
- Internal documents for projects (attendance lists, overview of key outputs for fulfilling project indicators, overviews of seminars, etc.)
- Monitoring reports incl. annexes (ZoR), information from MS2014 + on material and financial performance
- Background materials and information from the MŠMT, NÚV, etc.
- Calls and their annexes
- Project websites
- Respondents to questionnaire surveys and individual interviews