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

## Part III: Evaluation area D – Project CAS (KHS) evaluation

3rd Interim Report

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## SEZNAM ZKRATEK

APIE	Action Plan for Inclusive Education
ASZ	Agency for Social Inclusion
CCP	Complex competence projects
CAWI	Method of data collection – questioning via electronic questionnaire (Computer Assisted Web Interviewing)
CATI	Field survey method - telephone interview
ČAPV	Czech Association for Pedagogical Research
ČŠI	Czech School Inspectorate
ČSÚ	Czech Statistical Office
ČÚZK	Czech Geodetic and Cadastral Office
EA	Evaluation activities (otherwise also as CCP)
EIP	Examples of inspirational practice
ES	Elementary School
ESF	European Social Fund
EQ	Evaluation question
EIP	Examples of inspirational practice
FEP BE	Framework Educational Program for Basic Education
FR	Final Report
IDI	Individual in-depth interview
IKV-ASZ	Project “Inclusive and quality education in areas with socially excluded localities”
InspIS SET	Inspection system of electronic testing (ČŠI information system)
IPs	Individual systemic project in the OP RDE
IPo	Individual “other” project in the OP RDE
IR	Interim report/s in 2019 (2x), 2020, 2021 or Implementation report
KA	Key project activity (KA1 to KA8)
KC	Key competencies
KG	Kindergartens
<b>KSH</b>	<b>Project Comprehensive assessment system (in English also: “CAS project”)</b>
LAP	Local action plan, also the so-called project
LAG	Local Action Group
MP	Monitoring period of the KSH project
MPSV	Ministry of Labour and Social Affairs
MSC2014+	Monitoring system for drawing European Union funds
MŠMT	The Ministry of Education, Youth and Sports
NIQES	Project “National system of inspection evaluation of the education system in the Czech Republic”

NGO	Non - governmental non - profit organizations
NPI	National Pedagogical Institute
OP RDE	Operational Program Research Development and Education
P-KAP	Project “Support for Regional Action Planning”
PA	Priority axis
PPUČ	Project “Support for the Work of Teachers”
RAP	Regional action plan, also the so-called project
RIP	Regional information panels
ŘO	Managing authority
SRP	Project “Strategic management and planning in schools and territories”
SYPO	The system of support for the professional development of teachers and headmasters
TD	Tender documentation

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# 1 Executive Summary

Evaluation of Systemic and Conceptual Projects of PA 3 OP RDE calls II, Part III: Evaluation area D - Evaluation of the KSH Project is a long-term evaluation that focuses on the progress assessment of implementation and subsequent benefits of the Comprehensive Assessment System project (CAS in English or KSH in Czech). The KSH project is implemented by the Czech School Inspectorate (ČŠI). The aim of the project is, at all levels of the education system and on the basis of developed methods, procedures and tools<sup>1</sup>:

- link external and internal evaluation processes,
- share the idea of quality in education,
- comprehensively evaluate all parts of the national curriculum,
- to build a culture of evaluation of the conditions, course and results of education with regard to the socio-economic and territorial context,
- Consistently use and interpret available inspection data (arising from national and international activities) related to education.

The KSH project includes a total of eight key activities:

KA1 Project Management

KA2 Linking external and internal evaluation of schools and school facilities and creating examples of inspiring practice

KA3 Evaluation of key competencies

KA4 Monitoring the level of justice in the education system

KA5 Secondary analyses of inspection data

KA6 Implementation of new evaluation procedures and methods

KA7 Cooperation with other IPs and IPo in the field of increasing the evaluation culture

KA8 Evaluation

This evaluation is carried out throughout the implementation of the KSH project with the planned four Interim Reports (IR) and the Final Report (FR)<sup>2</sup>. Within this 3rd Interim Report (IR), the evaluation, in accordance with the tender conditions, focused on the evaluation of the following evaluation questions:

- EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?
- EQ D.3 To what extent are the new tools and the modified electronic system for the assessment of pupils' key competencies created in KA3 understandable and usable for teachers?

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<sup>1</sup> Taken from the specification of the KSH project in the tender documentation of the contract for the solved evaluation

<sup>2</sup> 1st IR was submitted in May 2019, 2nd IR in October 2019, this 3. IR in October 2020 and the submission of 4th IR is planned for October 2021, FR will be submitted in February 2022.

- EQ D.6: How is the cooperation with other IPs and IPo in KA7<sup>3</sup> and what common results have been achieved?
- EO D.7 What were the unintended impacts of the KSH project?

The evaluation was based on the analysis of information and data provided in the quarterly Implementation Reports of the KSH project (the last available 14th report included the situation as of July 2020) and other information in the information system (especially the fulfilment of indicators) and extensive field investigation including in-depth interviews with ČŠI representatives (main project manager, manager of KA3, KA6 and KA8) and members of the internal opposition group, ČŠI staff (regional consultants and ČŠI inspectors involved in project implementation), representatives of academia and schools involved in project activities, representatives of MŠMT and other IPs. In-depth interviews were conducted during September and October 2020 and enabled a qualitative evaluation of the project implementation process and the involvement of key actors in project activities.

Based on available information and findings from field surveys (in-depth interviews with stakeholders), it can be stated that project activities continue to the extent necessary and according to the planned schedule and with regard to the current project implementation process can be expected to meet project objectives. For the obstacles that occurred during the implementation of the project and the identified risks, the implementer chose appropriate measures so as not to jeopardize the fulfilment of the planned schedule and objectives of the project. Internal evaluation is appropriately integrated into project activities and its outputs are used and reflected in the subsequent implementation of the project. When creating outputs, emphasis is placed on the system of review management and the involvement of the internal opponent group, with all involved actors highlighting the relevance of the suggestions they receive from reviewers. An extensive field survey of the actors involved in the project implementation teams (academic representatives, school representatives, ČŠI inspectors involved) showed that everyone evaluates their involvement as meaningful, allowing them to fully apply their experience and expertise. The involved actors also positively evaluate the overall setting of the work organization and the composition of the teams in whose activities they participate.

External influences in the form of the situation regarding the COVID-19 pandemic and changes in the schedules of international surveys affect or threaten the fulfilment of the schedule for activities KA2 (implementation of international surveys), KA5 (secondary analysis of data from international surveys), KA3 (implementation of pilot verification of key competences assessment tools). ) and KA6 (implementation of training and education). The project team moves the maximum possible activities to online or combined forms.

With regard to the evaluation issues addressed in this Interim Report, the evaluation focused in detail on the evaluation of the progress of implementation and fulfilment of objectives for the key activities of KA3 and KA7.

So far, an analysis of foreign systems of evaluation of key competencies and systems of evaluation of non-testable skills has been prepared in KA3 Evaluation of Key Competences within the implementation of the KSH project. The main activity in KA3 is work on the creation of complex competence projects (CCP). Their aim is to create a tool for the evaluation of key competencies defined

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<sup>3</sup> KA7: Cooperation with other IPs and IPo in the field of increasing the evaluation culture

by the Framework Educational Program for Basic Education (FEP BE). Work on the CCP began in September 2017 and will continue until 2021. Capturing the assessment of key competencies is, as the involvement of subject didactics shows, a difficult process in which new approaches had to be sought. The solution found was the elaboration of specific evaluation activities that cover individual aspects of key competencies. The topic discussed was also the scope and method of defining key competencies in the FEP, namely whether the FEP should not be adjusted in connection with the findings from the implementation of KA3 (opinions on this issue differ).

Cooperation with other IPs and IPo and the KSH project takes place within KA7 on a regular basis on the basis of formal and informal meetings. Information is exchanged between projects and outputs are passed on. The outputs of the KSH project are passed on and further applied at the level of Local or Regional Action Plans – LAP and RAP – (area of formative evaluation) and in other projects. The close cooperation of the KSH project takes place mainly with the SYPO projects (within the framework of methodological cabinets) and PPUČ (preparation of expert panels).



# 1 Introduction and Report context

## 1.1 Report purpose

The subject of the evaluation is the continuous monitoring and evaluation of the progress of the project implementation, including the fulfilment of its set objectives and the evaluation of the compliance of the implementation process with the settings stated in the application for support. The submitted 3. Interim Report reflects the evaluation of the state of implementation of the KSH project as of July 2020 on the basis of the information contained in the information system and the quarterly Reports on the implementation of the KSH project (the latest available is report number 14.). Based on in-depth interviews with the actors involved in the project implementation, which were implemented during September and October 2020, it was then possible to qualitatively evaluate the progress of the project implementation to the end of September 2020.

## 1.1 Goals and focus of the project

The aim of the project "Comprehensive Evaluation System" (CAS) is to complete the process of linking external and internal evaluation of schools and school facilities at all sub-levels (which was started in previous projects, especially NIQES), support the sharing of ideas about quality in education and complete the evaluation system conditions, course and results of education with regard to the socio-economic and territorial context. The project will develop new methods, procedures and tools for the assessment of key competencies.

The KSH project charter was already submitted at the 2nd meeting of the OP RDE Monitoring Committee and was approved in September 2015. In the following period, however, there were external and internal influences, which caused delays in the preparation of the application for support. These included the adoption of the Civil Service Act or negotiations on the Czech Republic's involvement in international PISA surveys (which are part of the project). On the part of the ČŠI, the preparation of the application for support was delayed, for example, due to more extensive discussions on the content of individual key activities and with regard to the interconnection of the KSH project with other IPs (eg IKV-ASZ, etc.). The project is implemented through eight key activities, while the material activities aimed at changing the status of school evaluation are KA2–6, which is followed by KA 7, the aim of which is to link knowledge from project implementation with other IPs.

The KSH project includes a total of eight key activities:

KA1 Project Management

KA2 Linking external and internal evaluation of schools and school facilities and creating examples of inspiring practice

KA3 Evaluation of key competencies

KA4 Monitoring the level of justice in the education system

KA5 Secondary analyses of inspection data

KA6 Implementation of new evaluation procedures and methods

KA7 Cooperation with other IPs and IPo in the field of increasing the evaluation culture

KA8 Evaluation

## 2 Summary of progress and implementation for the next period

### 1.2 Focus of evaluation activities

Evaluator's procedure and focus of the 3. IR are based on the requirements of the Tender Documentation and the evaluation matrix elaborated in the Entry Report. Within the 3rd IR, the evaluation in accordance with the requirements of the tender documentation primarily focused on solving the following evaluation questions:

- EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?
- EQ D.3 To what extent are the new tools and the modified electronic system for the assessment of pupils' key competencies created in KA3 understandable and usable for teachers?
- EQ D.6: How is the cooperation with other IPs and IPo in KA7 and what common results have been achieved?
- EO D.7 What were the unintended impacts of the KSH project?

### 1.3 Field survey

The scope of the survey is based on the requirements of the tender documentation and the offered solution, and specifically on the plan of activities defined in the Entry Report, while respecting the current situation in the process of project implementation. The scope and manner of conducting the investigation was continuously consulted and agreed by the contracting authority.

With regard to the current phase of project implementation, when it was still possible to focus the evaluation on the benefits and impacts of the project only partially, the evaluation focused on evaluating procedural issues in relation to the project implementation process, its direction to meet objectives and expectations of key actors. The aim of the field survey was, with regard to the requirements of the tender documentation and the offered solution, to address the relevant actors involved in the implementation of project activities and actors who have the competencies and information to formulate their expectations in relation to project activities.

The evaluation of the evaluation questions in the 3. Interim Report follows the findings from previous surveys carried out for the 1. and 2nd IR. These findings were further supplemented for the purposes of the 3. IR, in particular by in-depth individual interviews in the form of telephone interviews. The choice of in-depth interviews as a suitable method for the field survey was chosen with regard to the need to obtain qualitative information from the respondents. The survey included representatives of the implementer (project manager and KA managers) and other actors involved in the creation, commenting, dissemination and use of project outputs (representatives of academia, schools, regional consultants / ČŠI Inspection staff, representatives of other cooperating IPs, representatives of MŠMT). With regard to the EQ addressed in this report, the survey focused mainly on the actors involved in the implementation of KA3, KA6 and KA7. Specifically, the following were addressed:

- Project manager, managers of key activities KA3, KA6, KA7 and KA8 - evaluation
- Representatives of the internal opponent group (addressing of two key members who participated in the preparation of most of the reviewers in the evaluated period)
- All 14 regional consultants (one of the consultants was not available, a total of 13 interviews were conducted)
- Actors involved in the implementation of KA3. In addition to the key activity manager, members of a close coordination team (MŠMT representative, activity team coordinator), leaders of working groups for individual subject areas - subject didactics (7 out of a total of 7 groups), teachers involved in creating evaluation activities and ČŠI inspector involved in training methodological material. Given that all respondents (16 in total) clearly agreed in their statements and description of the implementation process, the selected sample can be described as representative to explain the state of implementation and the expected benefits of the activity.
- Representatives of other IPs and IPo cooperating with the KSH project

**Table 1: Summary of performed investigation:**

Method	Respondent	Link to EQ	Number of respondents	Date
IDI	Implementer (ČŠI) a project manager of KSH project	ALL	1	12. 10. 2020
CATI	KA3 Manager	D.3	1	17. 9. 2020
CATI	KA6 Manager	D.1	1	7. 10. 2020
IDI	KA7 Manager	D.1, D.6	1	7. 10. 2020
CATI	KA8 Manager	D.1	1	9. 10. 2020
CATI	Regional consultants	D.1	13	31. 9. – 13. 10. 24. 11.- 8. 12. 2020
CATI	Representatives of the internal opponent group	D.1	2	3. 12.- 8. 12. 2020
CATI	MŠMT representative, director within section 2 (involved in the KA3 implementation)	D.3, D.6	1	29. 9. 2020
CATI	Actors in education involved in the project in connection with the implementation of KA3 activities - subject didactics and coordinator of teams of creators of verification tools (academic staff <sup>4</sup> )	D.3	7	25. 9. – 5. 10. 1.- 11. 12. 2020
CATI	Actors in education involved in the project in connection with the implementation of KA3 activities –	D.3	7	6. – 9. 10. 2020 4. - 7. 12. 2020

<sup>4</sup> In some cases, didactics also work directly in schools as principals or pedagogical staff.

	elementary school teachers involved in the creation of assessment activities			
CATI	ČŠI inspector involved in KA3	D.3	1	7. 12. 2020
CATI	Representatives of other IPs cooperating with the KSH project	D.6	6	9. – 13. 10. 2020 4. 12.- 8. 12. 2020

## 1.4 Progress summary for the next phase

For the 4th Interim Report with the deadline for submission on 18 October 2021, the investigation and evaluation in accordance with the requirements of the tender documentation will focus on solving the following evaluation questions:

- **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**
- **EQ D.6: How is the cooperation with other IPs and IPo in KA7 and what common results have been achieved?**
- **EO D.7 What were the unintended impacts of the KSH project?**

In order to evaluate the above-mentioned evaluation questions in the 4th IR, the following groups of respondents are expected to be addressed in the field survey:

- Representative of the project team (implementer) - main project manager, project evaluator
- Managers KA6, KA7, KA8
- by agreement of the Representative of the Managing Authority of the OP RDE (project administrator)
- Representatives of the expert opponent group
- Selected representatives of other IPs and IPo cooperating within KA7

### 3 Answers and findings for evaluation questions

In accordance with the setting of the implementation procedure in the Entry Report, the 3. IR focused on solving the following evaluation questions:

**EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

Partial evaluation questions:

- D.1.1. Does the implementation of key activities and processing of outputs correspond to the planned schedule and current needs of project implementation?
- D.1.2. To what extent are the goals of the KSH project achieved in connection with the desired five changes to the current situation?
- D.1.3. Are there risks that threaten the implementation of the project and the achievement of goals?
- D.1.4. Does the course of evaluation activities in the project correspond to good evaluation practice?
- D.1.5 Is KA6 being implemented Implementation of new evaluation procedures and methods in the expected scope and quality?
- D.1.6. Do the actors involved in initial education consider the possibilities for cooperation to be beneficial?
- D.1.7 To what extent is feedback from ČŠI regional consultants used?
- D.1.8. What is the benefit of the activities of the expert opponent group within the internal evaluation of the project?
- D.1.9. What does the implementation team consider to be the biggest barriers to successful implementation during the project?

**EQ D.3 To what extent are the new tools and the modified electronic system for the assessment of pupils' key competencies created in KA3 understandable and usable for teachers?**

**EQ D.6: How is the cooperation with other IPs and IPo in KA7 and what common results have been achieved?**

**EO D.7 What were the unintended impacts of the KSH project?**

### ***EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?***

The evaluation of EQ D.1 is based on the analysis of information and data presented in the quarterly Reports on the implementation of the KSH project (the last included 14th report included the situation as of 31 July 2020) including the information contained in the 3rd Interim Self-Evaluation Report and other information in the information system (in particular the fulfilment of indicators). The information obtained in the reports was verified and supplemented in individual interviews with representatives of the ČŠI implementer (main project manager, manager KA3, KA6, KA7, KA8, regional consultants / directors of regional inspectorates and ČŠI inspectors involved in project implementation). In accordance with the tender documentation, the evaluation specifically focused on the evaluation of progress in the implementation of KA3. For the evaluation, in-depth interviews were conducted with other actors in education who are involved in KA3 (members of the KA3 close coordination team, representatives of the academic sphere - subject didactics, school principals and pedagogical staff involved in the implementation of KA3). A representative of the Ministry of Education, Youth and Sports (section 2) involved in the implementation of KA3 was also contacted during the in-depth interview. For a more detailed scope of the survey and the respondents involved, see chap. 2.2 Field survey.

With regard to the evaluation issues addressed in this report (EO D.1, EO D.3, EO D.6 and EO D.7), the evaluation focused on the overall implementation process in individual key activities, with greater detail and depth. then the implementation of KA3, KA6, KA7 was evaluated (in connection with the solution of EO D.2, D.6 and D.7). Previous evaluation reports focused in more detail on the evaluation of the implementation process within KA2, KA4 and KA5.

#### ***EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?***

##### ***D.1.1. Does the implementation of key activities and processing of outputs correspond to the planned schedule and current needs of project implementation?***

This part of the evaluation focuses on verifying the compliance of the implementation procedure of individual key activities with the project implementation plan and verifying whether the current needs for the proper implementation of the project are met. This evaluation sub-question focuses mainly on the procedural side of project implementation, with the factual factual qualitative evaluation (fulfilment of goals and benefits for target groups) is the subject of EO D.1.2 (effectiveness) and the evaluation of usefulness for target groups is the subject of EO D.2, D.3, D.4, D.5<sup>5</sup>. The current state of implementation of individual planned activities and project outputs was evaluated on the basis of fulfilling the expected schedule of project implementation process (document: "Overview of key outputs to meet ESF product indicators") and in-depth interviews with actors involved in project implementation (main project manager, KA3 manager, KA6, KA7, KA8, regional consultants and involved representatives of academia and schools in the implementation of KA3).

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*5 This interim report focuses on the evaluation of EO D.3. Other evaluation questions were the subject of evaluation in other reports. The overall evaluation of all evaluation questions will be the subject of the Final Report in 2022.*

For the purposes of evaluation within the 3rd Interim Report, the progress of project activities was updated and the progress in project implementation was evaluated compared to the previous situation (the status of the project implementation process as of July 2019 was evaluated in the 2nd Interim Report).

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

A detailed evaluation of the process of implementation of material KA is then the subject of EO D.3.

### The answer to the evaluation question

The analysis of the (ongoing) outputs and the course of the implemented project activities shows that the progress of the project implementation corresponds to the planned schedule. Based on the analysis of information contained in the Project Implementation Reports and especially the outputs of qualitative surveys of actors involved in implementation (ČŠI management, KA3, KA6 and KA7 managers, ČŠI inspectors and academics, schools involved in KA implementation), comments (members internal opponent groups) and dissemination (regional consultants) and users of outputs (representatives of schools, MEYS), it can be stated that the project implementation process and current outputs correspond to current needs to ensure successful project implementation and fulfilment of its objectives. With the fact that in this phase of the evaluation (for the 3rd IR) the evaluation focused in more detail on the implementation procedure and the need for continuous outputs for KA3 and KA6.

During the previous year, the implementation process of KA2, KA4, KA5 was evaluated in more detail in the 1st and 2nd Interim Reports. Based on an extensive field survey carried out to evaluate the implementation process of the CA, it turns out that the teams set up to ensure project activities are functional, composed of relevant experts and involved actors show "enthusiasm for the cause" and evaluate their involvement in project teams very positively and beneficially. (in the sense that they are given adequate space to apply their expertise). The quality and applicability of the outputs is then also ensured by the set procedures of internal review procedures (for more details, see the solutions of EO D.2 and D.5 within the 2nd IR). All available information on project activities and statements of the involved actors therefore indicate that the project activities meet the preconditions for ensuring the implementation of the project in the expected scope and quality. The progress of implementation within KA2, KA4, KA5 in the past year could not be evaluated (in accordance with the focus of evaluation based on the requirements of the tender documentation) for the 3rd IR in such a level of detail as within the 1st and 2nd IR. In this regard, the evaluator based its assessment of progress over the past year of project implementation on the information in the Implementation Reports and interviews with the KSH project management. These were confronted with the assumption of the implementation process, which was evaluated in detail in the 1st and 2nd Interim Reports.

Based on a detailed analysis of the project implementation process and ongoing project outputs in individual KSH and on the basis of a qualitative survey (individual interviews) with representatives of the implementer and actors involved in project implementation, it can be stated that no knowledge indicates that the project implementation process to the expected extent and according to the planned schedule. With the exception of the postponement of the implementation of info panels within KA6,



for which the deadline was postponed from 31 December 2020 to 31 October 2021<sup>6</sup>, and there have also been shifts in preparation for international surveys to be carried out under KA2. The shift in the preparation of international surveys was subsequently also influenced by the international context and the situation following the COVID-19 pandemic. In the international context, some pilot surveys and other activities key to the implementation of international surveys have been postponed.

The goal of project management is to implement all activities that enable it on-line form and to implement the full-time form in the period when the situation (hygienic measures) allows it.

Due to unpredictable developments in connection with the COVID-19 pandemic, according to information from the main project manager, the project implementation is expected to be extended for some activities until 30 November 2022 1. 2022). The extension of the implementation will affect the originally planned schedule for the pilot verification of evaluation tools and the creation of a methodology for KA3<sup>7</sup> and extension of the implementation of KA6, KA7 and KA8. A shift is also expected in the implementation of international surveys within KA2, with an impact on KA5 and KA6.

#### **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

##### *D.1.2. To what extent are the goals of the KSH project achieved in connection with the desired five changes to the current situation?*

In this part, the evaluation primarily focuses on the achievement of the objectives of the CA (evaluation of effectiveness), specifically the achievement of the expected changes in the current situation, as defined in the project charter.

The evaluation of this evaluation question is based on the findings of the EO D.1.1 solution, supplemented by an assessment of the relevance of the implemented activities and ongoing outputs with regard to the project objectives. Furthermore, the outputs and findings from the qualitative findings from the implemented field surveys (with regard to the question of the effectiveness of the implemented activities) and the evaluation of the progress of project indicators. For CAs, which are the subject of a more detailed assessment within this report (KA3, KA6 and KA7), an in-depth survey was conducted with members of implementation teams and involved participants from among teachers, ČŠI inspectors and academic staff.

With regard to the evaluation issues addressed, in this Interim Report the evaluation focused in more detail on the evaluation of the achievement and fulfilment of objectives, especially within KA3. The evaluation focused on evaluating the usability of existing outputs by users of outputs. Where the outputs are still in the process of elaboration, the evaluation focused on the current implementation process and assessment of whether it is moving towards outputs that have the potential to meet the expected objectives of individual CAs. That is, whether, with regard to the current outputs and implementation procedures, the fulfilment of the project objectives can be expected. The evaluation

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<sup>6</sup> Request for amendment No. 68 (information on the change submitted within the IR 12)

<sup>7</sup> Finalization of the Set of evaluation tools (especially complex competence projects) for evaluation of individual key competencies of FEP ZV, Methodology of internal school evaluation of key competencies of FEP ZV in suitable connection with selected educational areas and Pilotage of evaluation tools in new integrated IS module is postponed until 31. 7. 2022.



used both information on the implementation process and current outputs presented in the Project Implementation Reports, and especially the outputs of the qualitative survey of the actors involved in the implementation and potential users of the outputs.

The link between the implemented activities and ongoing outputs to the planned outputs of the project and the expected benefits of the project are the subject of Annex 1 - Technical Report. The subject of the assessment was to evaluate whether the current activities, ongoing and achieved outputs are directed or are relevant for the fulfilment of the project objectives. Based on this evaluation, it can be stated that the current activities and ongoing outputs of the project are related to the planned outputs of the project and are relevant for meeting the expected benefits of the CA.

Achieving key outputs is a basic prerequisite for fulfilling the project goals. From this point of view, the gradual fulfilment of the composite indicator 50801 Number of products in system projects, which has so far been fulfilled from 53.9% (the situation as of July 2019 was 43.6%), is particularly important. It is a sum indicator of two indicators: Number of educational modules with methodology and educational program (51301) and Number of national systems or their components (54902). In order to achieve the indicators, it is necessary to fulfil the exhaustively defined range of key outputs defined in the application for support in the Overview of key outputs to meet the product indicators of the ESF project.

The performed analysis of information available from the Implementation Reports shows that the time schedule for the fulfilment of key outputs (fulfilling indicator 50801) is observed and the basic preconditions for the fulfilment of the project objectives are continuously fulfilled in this respect. The overall fulfilment of the project schedule for the future was endangered in international surveys, which were delayed due to external factors and the postponement (postponement) of some activities with regard to the situation associated with the COVID-19 pandemic. For these reasons, there was an overall postponement of the project completion date (for more details, see EO D1.1).

Result indicator The number of organizations affected by the system intervention (50810) has so far been met by 53.2%. This indicator should be fulfilled in connection with the implementation of KA2 and KA3. In accordance with the project implementation plan, the indicator has so far been met only within KA2 (schools involved in international surveys). Due to the fact that in the monitored period between the 2nd and 3rd IR (08/2019 - 07/2020) no international investigation was carried out in KA2 and no pilots were started within KA3 (according to the plan), no monitoring took place in the monitored period to any change in the level of performance of the indicator.

**Table 2: Overview of the fulfilment of KSH project indicators**

Indicator code	Indicator name	Indicator characteristic	Target value	Achieved value (in 31. 7 2020)	Fulfilment rate (%)
50801 (output)	Number of products in system projects	Sum indicator of indicators: 54902 and 51301	2	0 (continuously filled, see text)	53,9 %* (continuously filled, see text)
51301 (output)	Number of educational modules with methodology and educational program	Number of educational modules with methodology and educational program. The fulfilment of the indicator consists of the fulfilment of a number of partial	1	0 (continuously filled in accordance to the plan, see text)	52,9 %* (continuously filled, see text)

		outputs specifically defined in the application for support.			
54902 (output)	Number of national systems or their constituents	A product that has a nationwide systemic impact on education. The fulfilment of the indicator consists of the fulfilment of a number of partial outputs specifically defined in the application for support.	1	0 (continuously filled in accordance to the plan, see text)	54,9 %* (continuously filled, see text)
50810 (result)	Number of organizations affected by systemic intervention	So far implemented within KA2: schools involved in the pilot and main data collection of the TALIS 2018, PISA 2018 and TIMSS 2019 surveys  It will also be implemented within KA3: schools involved in the pilot verification of tools for the assessment of key competencies	1 520 (in KA2 the goal is at least 1 100) (in KA3 the goal is at least 420)	808 (so far, in accordance with the plan, fulfilled within KA2)	53,2 %

Source: Application for support, Project implementation reports KSH (14th IR, 31. 7. 2020)

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

EO D.4, ie the evaluation of the implementation process and the current benefits of KA4, was the subject of the 1st Interim Report, the detailed evaluation of KA2 and KA5 was the subject of the evaluation of EO D.2 and D.5 within the 2nd Interim Report. The KA3 assessment is the subject of the EO D.3 assessment, which is part of this report (see below).

- As part of the survey for the preparation of the 3rd Interim Report, it was possible to evaluate some of the current benefits of KSH implementation, which are already reflected in the practical activities of inspectors and schools, based on the results of in-depth interviews with CA managers, ČŠI inspectors and actors involved in KA3. The main benefits of project implementation to date include the following application of project results:
- Teachers are acquainted with the released tasks from international surveys and InspIS SEP training within educational events at schools and mobile centres within KA6 (link to KA2 and KA5). So far, 7,009 people have undergone training. According to the available information and feedback from educational events (evaluation questionnaires), the acquired skills are beneficial for teachers and can be expected to be reflected in their teaching (for more details, see the evaluation of KA6 in EO D1.5).

- ČŠI inspectors use the output of the project in their inspection activities, which elaborates in detail the evaluation criteria and procedures for their evaluation (so-called comments on the evaluation criteria, link to KA2).
- ČŠI inspectors use the project output in the form of released tasks within their inspection activities during inspection activities. Especially as a basis for recommendations for schools in connection with the results and findings of inspection activities. (binding to KA2, KA5).
- ČŠI inspectors already take into account the findings from KA4 regarding the status of a pupil or a comparison between regions in their inspection activities and reflect these findings in their inspection activities.
- Development of methods for the assessment of Key Competences - KK (KA3) is applied by the involvement of subject didactics in teaching at universities, and according to their statement, this allows to increase students' understanding of the issue of key competencies.

### The answer to the evaluation question

Based on the findings from the analysis of the fulfilment of the project implementation schedule, fulfilment of the KA's interim outputs and findings from the qualitative survey, no obstacles were identified that would jeopardize the fulfilment of the project results and objectives:

- The basic preconditions for fulfilling the project objectives in the form of securing key outputs in accordance with the project plan are met (see EO D.1.2).
- Result indicator The number of organizations that were affected by the system intervention is fulfilled in accordance with the project plan.
- The CA implementation procedure corresponds to the expected schedule (see EO D.1.1.). An exception is the implementation of international surveys, in which there were delays due to external factors and the postponement (postponement) of some activities with regard to the situation associated with the COVID-19 pandemic. For this reason, there was an overall postponement of the project completion date.
- The current implementation procedure of KA3 corresponds to the anticipated plan (for more details, see EO D.3).
- The current outputs of the project (relaxed tasks, comments on the evaluation criteria, comparison of regions) are applied and the target groups use them in practice, as confirmed by representatives of the ČŠI and schools.

The outputs from the 1st and 2nd Interim Reports also showed the adequate progress of the project implementation:

- A qualitative survey within the evaluation of KA4 confirmed the consistency between the expectations of relevant actors (management of the Ministry of Education, Youth and Sports and ČŠI) and the focus of implemented activities (respectively actors involved in the implementation of KA4) (for more details see 1st IR)
- Evaluations of the implementation process and application of existing outputs within KA2 and KA5 show that current activities are aimed at meeting the objectives defined in the description of KA in the project charter and the expectations of actors and potential users (for more details see EO D.2 and D.5 in 2nd Interim report).

**EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?***D.1.3. Are there risks that threaten the implementation of the project and the achievement of goals?**D.1.9. What does the implementation team consider to be the biggest barriers to successful implementation during the project?*

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

Identification of risks and barriers to project implementation was evaluated primarily on the basis of interviews with representatives of the implementation team (main project manager and managers KA3, KA6), actors involved in project implementation (representatives of academia and schools involved in KA3 implementation), regional consultants and members internal opponent groups and information and data provided in the quarterly Reports on the implementation of the KSH project (the last 14th report included the situation as of July 2020), especially the information contained in the 3rd Interim Self-Assessment Report, to which the implementer's representatives referred in a controlled interview.

Part of project management is also continuous monitoring of risks, their registration and solution within the so-called risk database. In this way, risks are continuously handled in accordance with project management standards (PRINCE2). In addressing the evaluation issue, the identification of risks and barriers to project implementation focused on the risks and barriers associated with meeting the expected schedule and objectives of individual key activities. The main emphasis was placed on the material aspects of project implementation in relation to the implementation of material CAs. An overview of risks for the fulfilment of the objectives of the KSH project is the subject of the Technical Report (Appendix No. 1).

**The answer to the evaluation question**

During the solution of the evaluation question, the existing obstacles to the project implementation and risks that could potentially affect the achievement of the project objectives were identified. The identification of risks and obstacles was based on interviews (qualitative survey) with actors involved in project implementation (see above), members of the internal opposition group, MEYS representatives, other users of project outputs and analysis of information available in Project Implementation Reports and Self-Assessment Reports.

For the identified obstacles and risks, the approach of the project team to the removal of barriers and elimination / management of risks was evaluated on the basis of in-depth interviews with the actors involved in the project implementation.

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

Risks have been newly identified in connection with the current situation associated with the COVID-19 pandemic. In this context, the project team assumes the need to extend the implementation of the project. For more details, see the solved EO D1.1.

For the identified risks potentially threatening the fulfilment of objectives, the implementation team has, according to the findings so far, set an approach to their management so that these risks are eliminated or mitigated and do not jeopardize the achievement of project objectives. For the main identified risks, see the Overview of Risks for Fulfilling the Audit Objectives of the KSH Project (Annex I: Technical Report).

### **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

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

The course of evaluation activities was evaluated on the basis of the outputs of evaluation activities submitted in the Implementation Reports. The evaluation of this evaluation question follows the findings of the evaluation for the 1st and 2nd Interim Reports. The evaluation of work with outputs and their application for optimizing the project implementation process was assessed on the basis of interviews (qualitative survey) with representatives of the implementation team (main project manager, manager KA8 - evaluation methodologists and manager KA3, KA6, KA7 and KA2, KA4 and KA5), actors involved in the implementation (representatives of academia and schools involved in the implementation of KA3) and members of the internal opponent group.

The organization and implementation of the internal evaluation of the project takes place in the settings without change compared to the status of evaluation within the 1st and 2nd Interim Reports. Internal evaluation within the KSH project is implemented through the following activities and tools:

#### *Internal opponent group*

In accordance with the conditions of the call, an internal opponent group was established. Members of the internal opponent group comment on the final project outputs and implemented project actions. The internal opponent group works in the same composition as in the previous evaluated period and is involved in accordance with expectations, ie in accordance with the requirements of the project (for more details see EO D.1.8).

#### *Evaluation assessments of the implemented training of leading pedagogical staff of schools and ČŠI employees in mobile educational centres and professional panels*

Training activities in mobile training centres involve "external observers" from members of the internal opposition group or members of the implementation team who participated in the preparation of the training. Members of the implementation team from among the ČŠI inspectors prepared reports for educational events. The output is evaluation assessments of monitored seminars.

The evaluators evaluate the implemented actions within KA6 and KA7 positively. Both full-time education in schools, seminars and information panels - conferences implemented within KA6 and professional panels implemented within KA7 are evaluated positively (for more details see evaluation of KA6 and KA7). According to the statements of KA6 and KA7 managers, possible partial

recommendations formulated in the assessments were taken into account when planning subsequent events. Based on the evaluation assessments, it can be stated that the educational events are evaluated positively with benefits for the participants. Their quality and focus corresponds to the specified requirements and scope according to the assessments. For more details on the evaluation of educational events, see evaluation question EO D1.5 below.

#### *Ad hoc involvement of external experts and consultants*

In order to ensure an "outside" view (outside the implementation team), external experts and consultants are involved in creating the ad hoc outputs. Their task is to formulate recommendations, comments and suggestions for ongoing outputs. Experts are involved according to current needs (in connection with the creation of specific outputs) on the basis of consultation with KA managers. Experts from both the academic sphere and regular ČŠI employees are approached for involvement.

In the period from July 2019 (since the evaluation for the 2nd Interim Report), the review procedure of the EIP (KA2), methodological comments on the criteria of a quality school (KA2) and materials with released tasks from international surveys (KA2) continued. Newly, consultations were held on the functionality of InspiS ŠVP, which has been the subject of seminars in mobile centres since September 2020. In this way, external experts and consultants are directly involved in the creation of outputs (this is not a form of evaluation, but consultations and proposals for the still living materials on which the project teams work). The involvement and contribution of external experts is highlighted and confirmed by the managers of the relevant key activities.

#### *Ongoing self-assessment report*

In accordance with the conditions of the call, the 3rd Interim Self-Assessment Report was prepared, which covers the period for 2019. The report was submitted and approved within the 13th Report on the Implementation of the KSH Project.

#### *Implementation of questionnaire surveys of training participants and regional panels (immediately after the training)<sup>8</sup>*

After the training of school leaders (see KA6), the participants fill in the evaluation questionnaires. The aim of the questionnaire is to evaluate the satisfaction and benefits of the training from the perspective of individual participants. The questionnaire focuses on the form and length of the seminar, as well as on the structure and content of the seminar. It also focuses on the evaluation of the lecturer and specific parts of the program.

The results of the survey of educational events implemented in previous periods were used to optimize the setting of the content of educational events in the monitored period (ie especially training in the first half of the school year 2019/2020).

The implemented trainings during the monitored period<sup>9</sup> were evaluated by the participants as beneficial. For details on the results of the questionnaire surveys, see evaluation question EO D1.5 below.

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<sup>8</sup> Technically, this activity falls under the relevant material KA (specifically KA6)

<sup>9</sup> Outputs implemented in the monitoring period 11 to 14. That is, in the period from 1 August 2019 to 31 July 2020, with the proviso that due to the situation associated with the COVID-19 pandemic, training was not implemented during the second half of the school year 2019/2020 after 9 March 2020.

### The answer to the evaluation question

During the evaluated period, ie from August 2019, evaluation activities continued in the previous intensity and scope with regard to project outputs. Both the capacities of external experts / consultants, the opinions of the members of the internal opponent group and the internal evaluation of the implemented trainings on the basis of questionnaire surveys of the participants are used to evaluate and provide feedback. Internal evaluation is integrated into project activities and its outputs are, according to the evaluators themselves submitting recommendations and managers of key activities, used and reflected in the implementation of project activities or are directly reflected in the project outputs.

The implementation of the internal evaluation of the KSH project can thus continue to be assessed as adequate and suitably following the implemented project activities.

#### **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

##### *D.1.5 Is KA6 being implemented Implementation of new evaluation procedures and methods in the expected scope and quality?*

The scope and quality of KA6 implementation was evaluated on the basis of an analysis of KA6 outputs submitted within the Implementation Reports and on the basis of a qualitative survey of actors involved in KA implementation and evaluation (interviews with the main project manager and KA6 manager). The quality, respectively benefit, for the target groups was assessed on the basis of the results of questionnaire surveys conducted among the participants in educational events. Due to the situation associated with the COVID-19 pandemic in 2020, it was only possible to implement training in schools and mobile centres until the beginning of March 2020.

Based on the demand of schools, the training took place from the end of September 2019 to the beginning of March 2020:

- seminars on released tasks from the international survey PISA 2015, PIRLS 2016 and TIMSS 2015
  - number of seminars in schools: 73
  - Number of DDM seminars: 1 and one seminar in the university centre
- seminar International survey TIMSS, PIRLS, PISA, TALIS etc. within the conference of the Czech Association of Pedagogical Research (ČAPV) at the Technical University in Liberec
- seminar Didactic inspiration for the development of reading literacy within the ČAPV conference at the Technical University in Liberec

In the autumn of 2019, the so-called Infopanel (regional information panels) took place

- a series of regional information panels for leading pedagogical staff of primary and secondary schools in Zlín and Liberec, Pardubice, Karlovy Vary, České Budějovice, Prague, Olomouc (10-12 / 2019)

Training in mobile training centres:

- seminars practically focused on the support of self-evaluation in pre-school and basic education using the InspIS SEP system



- Ostrava, Prague, Jihlava, Karlovy Vary, Pilsen, Hradec Králové (10 - 12/2019)
- Zlín - trained 74 persons, Ústí n / L - trained 89 persons, Brno - trained 153 persons, Liberec - trained 45 persons, České Budějovice - trained 70 persons, Olomouc - trained 112 persons (11/2019 - 01/2020)

For additional seminars based on great interest on the part of kindergartens at the ČŠI Regional Inspectorate in České Budějovice (12/2019), at the Municipal Office in Strakonice (12/2019) and at the Klatovy Kindergarten (01/2020)

- information seminar for the director of the ČŠI regional inspectorates and their deputy at the ČŠI headquarters (09/2019)
- information seminars for employees of the Czech School Inspectorate in individual regions (10/2019 - 01/2020)

Based on the feedback from the school training, the KSH project team responded appropriately and moved the training to the released tasks directly to the schools. During the autumn of 2019, the training in mobile centres focused on training for principals of kindergartens focused on self-evaluation, which was also of interest in mobile centres. During the second half of the school year 2019/2020 (after March 9, 2020), training in mobile centres and schools was not implemented due to the COVID-19 situation. Training in schools was moved from spring 2020 to autumn. Currently (September 2020), schools are not actively approached with the offer of training at schools, but priority is planned for the implementation of training postponed from the spring or for schools that themselves show interest in the training. In September, training was started for kindergartens and primary schools practically focused on the creation of SEP in InspIS. The possibility of starting the training in an online environment is also being prepared.

Evaluation assessments of members of the internal opponent group for vocational education evaluate the implemented trainings positively. According to the assessments, the seminars took place in accordance with the specified requirements and to the required extent. The evaluators highlighted the positive climate, the involvement of participants and the conduct of discussions. It was pointed out that the participants of the seminars welcome and prefer practical activities with test tasks. One of the evaluators emphasized that it can be assumed that "the seminar will have a positive contribution and contribute to the use of materials, released tested tools, experience and methodology from an international survey".

Within the evaluation reports prepared by the members of the internal opponent group, the information panels are evaluated as beneficial, with the proviso that they "fulfilled more than an informational role". They emphasize that the ČŠI "has a positive initiating effect and seeks out, supports and contributes to the dissemination of school initiatives, thus fulfilling the goals of the KSH project."

Based on the feedback from the training participants, which is provided by completing an evaluation questionnaire after the training, it can be summarized that the training participants evaluate their participation as beneficial. Training in schools (released tasks of TIMSS, PIRLS and PISA), which was organized in the period from October 2019 to the beginning of March 2020, was evaluated as beneficial in terms of the content structure of the seminar by 80% of participants (grade 1 or 2 out of 4)<sup>10</sup>. Out of

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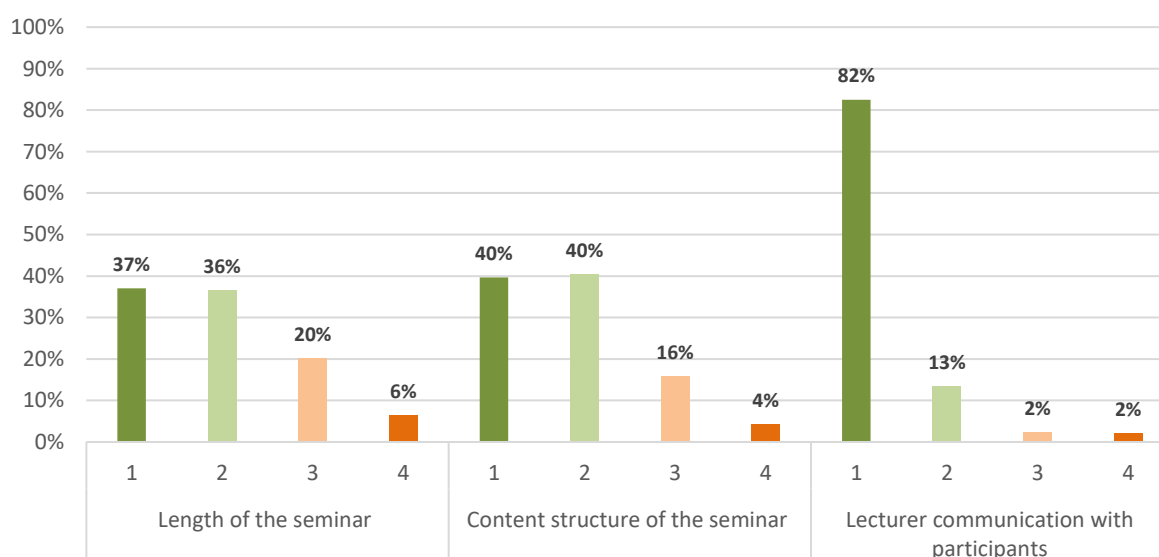
<sup>10</sup> When 1 = best to 4 = worst



a total of 44 implemented trainings, less than 50% of participants were satisfied with only 4 trainings with content (evaluation 1 or 2 out of 4).

The participants evaluated the training positively in their comments: "Lecturer pleasant, level of training excellent", "Thank you for a beneficial seminar", "The training met my expectations. I evaluate very positively", "Professional approach to the topic" or "Creating your own tests, practice". Participants who did not evaluate the training positively emphasized the overly theoretical focus, stating that "we got to a more interesting job almost at the end of the seminar, but the first 3 hours were (for me) a repetition of already known information". In another of the comments, the participant pointed out the following: "Too detailed information from an international and national survey, which will not help me in any way. More ideas - working with text". The fact that the participants prefer a practical focus was also confirmed by the KA6 manager, stating that she is trying to put more emphasis on this precisely with regard to the feedback from the participants. The proportion of positive evaluations by participants and their comments show that in most trainings this goal and the requirement from teachers were achieved.

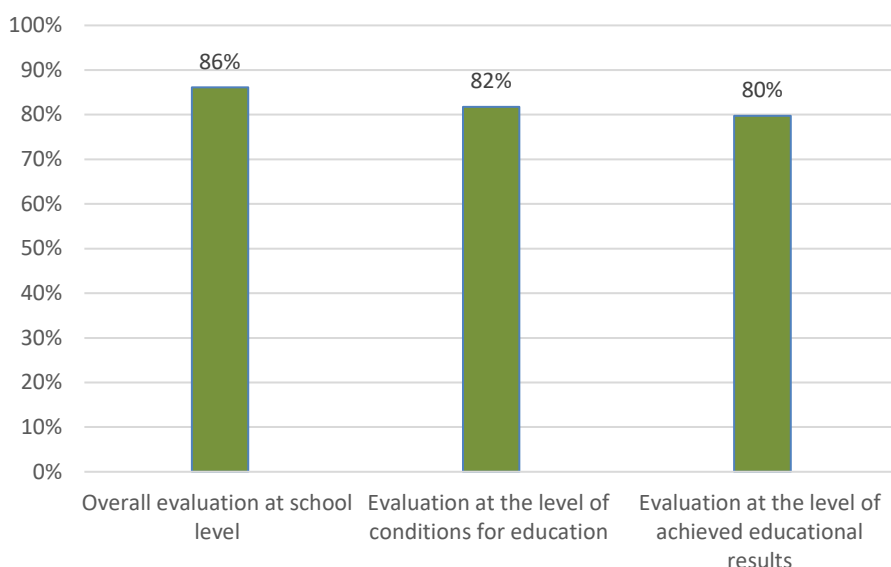
**Graph 1: Evaluation of training in schools by participants (% response rate, rated on a scale from 1 = best to 4 = worst)**



Source: Own calculation based on evaluation questionnaires of internal project evaluation. Implementation reports: Evaluation questionnaires for training participants in the period from 10/2019 to 03/2020 (number of trainings = 44; total number of training participants = 561; total number of respondents = 502; return on questionnaires 89%)

Training in mobile centres (kindergarten self-evaluation) was also assessed as beneficial by the participants, which, according to their own statements, helped over 80% of the participants.

**Graph 2: Evaluation of training in mobile centres by participants (% share of answers to the question: The training helped us to clarify everything important in this area)**



*Source: Own calculation based on evaluation questionnaires of internal project evaluation. Implementation reports: Evaluation questionnaires for training participants in the period from 08-10 / 2019 (number of trainings = 43; total number of training participants = 572; total number of respondents = 483; return on questionnaires 84%)*

### The answer to the evaluation question

Based on the analysis of the outputs of KA6 and the outputs of the qualitative survey of the actors involved in the project implementation, it can be stated that the implementation of KA6 is taking place to the expected extent except for the interruption of activities during the second half of the 2019/2020 school year due to the COVID-19 pandemic. The quality of the implemented trainings is evaluated positively by the participants (approximately 80% of the participants evaluate their participation positively). The fact that the implementation team within the project flexibly responded to the demand of schools and placed greater emphasis on the implementation of training directly in schools can be assessed positively.

### **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

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

With regard to the solved evaluation questions and the setting of the evaluation procedure in the Interim Report, this evaluation report is focused on the evaluation of the involvement of the actors of initial education primarily in the implementation of KA3. The evaluation of the focus on actors involved in the implementation or cooperating in the creation of outputs of other KSH was the subject of previous evaluation reports (1st CA focused on CA4 and 2nd CA on CA2 and KA5).

The evaluation of the involvement of actors in initial education is based on interviews (qualitative survey) with the involved representatives of academia and schools in the implementation of KA3.

Within KA3, actors of initial education from among the representatives of the academic sphere (subject didactics) and schools (teachers) are involved in the creation of evaluation activities - EA (for more details see EO D.3). The participating actors perceive their involvement in the implementation of KA3 as beneficial, but they point out the complexity and difficulties in creating HA. For two years (from 2017 to 2019), the procedures for creating EA were gradually modified and refined. The content and structure were clarified. EA developers (teachers) had to accept that they had to rework and modify many of their outputs, taking into account the comments or modification of the model structure of HA. In interviews<sup>11</sup>, this was confirmed by all respondents who were involved in the creation of evaluation activities before 2019. Members of the KA3 team, who were involved later in 2019 and 2020, then confirmed that the process of creating EA was already set and it was clear what expects them. The general manager of KA3 and the team coordinator then pointed out that, due to the complexity of the work, it was difficult to maintain the involvement of teachers. Subject didactics and teachers involved in the creation of HA, despite the complexity of their work, perceive their involvement, based on their own statements, as beneficial, with the fact that it broadened their horizons. Subject didactics enriched each other in setting the evaluation of KK, and teachers appreciate the opportunity to share their experiences and bring suggestions in the form of evaluation activities.

External experts are also involved in the internal opponent group within KA8. They also perceive their involvement and cooperation with project teams and ČŠI positively (for more details, see EO D.1.8).

### The answer to the evaluation question

All addressed representatives of the academic sphere and schools, who are involved in teams and participate in the implementation of KA3, evaluate their involvement in the creation of evaluation activities as beneficial. They appreciate the opportunity to apply their expertise and work on outputs that they perceive as beneficial and applicable in practice (see also EO D.3).

#### **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

##### *D.1.7 To what extent is feedback from ČŠI regional consultants used?*

To evaluate the manner and benefit of involving regional consultants in the KSH project, it followed up on the survey for the preparation of the 1st and 2nd Interim Reports. The current situation was evaluated on the basis of a qualitative survey in the form of in-depth telephone interviews (in-depth interview with 13 of the 14 regional consultants). The method of in-depth interviews and addressing regional consultants made it possible to update the findings of the survey for the preparation of the 1st and 2nd Interim Reports, within which a questionnaire survey and in-depth interviews were conducted. Findings and statements from regional consultants were supplemented and validated on the basis of an in-depth interview with the project manager.

The position and content of the regional consultant (coordinator) is defined in the application for support as follows: The regional coordinator in the consultation centres of the Czech School Inspectorate in individual regional inspectorates continuously provides information to inspectors of the inspectorate, but especially to schools and school facilities in the region, provides project

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<sup>11</sup> During the in-depth interviews, all subject didactics in the role of leaders of working groups (a total of 7) and teachers involved in the creation of evaluation activities (a total of 7 involved teachers were addressed) were addressed. For details on the scope of the survey, see chap. 1.4 Field survey.

implementers with feedback and partial suggestions from the field, coordinates the feedback process in the given region and communicates in matters of creating project outputs with all key actors in the given region.

Based on the current survey in the form of in-depth interviews with regional consultants and the main manager of the KSH project, it was confirmed that in the period 09/2019 to 09/2020 there was no change in content or the content of tasks performed by regional consultants in the KSH project. Their activities were affected by the current situation associated with the COVID-19 pandemic. The role of regional consultants within the project ended on 31 September 2020 (for more details see below).

In the previous evaluation phase for the 1st and 2nd Interim Report, it was confirmed that the role of fourteen regional consultants is fulfilled by the directors of individual ČŠI regional inspectorates, or their representatives (in two cases). The activities of regional consultants are integrally linked to the ČŠI structures and activities. Regional consultants play a role in the following five areas of activity and forms of involvement (findings from the 1st and 2nd Interim Reports remain valid):

*Transmission of information within the ČŠI (inspection staff)*

*Activities towards external entities - regional actors in education*

*Transfer of information within the ČŠI across the region and support for the implementation of project activities*

*Direct involvement in the implementation of project activities*

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

For more information on the above-mentioned workload of regional consultants, see the 1st and 2nd Interim Evaluation Report.

In the period that is the subject of the evaluation within the 3rd Interim Report (09/2019 to 09/2020), the activities of regional consultants focused on the transfer of outputs from project activities among inspection staff. The regional consultants / directors of the regional inspectorates pointed out that the inspectors use comments on the evaluation criteria in their inspection activities (link to KA2 - harmonization of external and internal evaluation). All regional consultants agreed that the comments were very well processed and used by the inspectors in their work. It was emphasized that they are beneficial both for new inspectors and for inspectors with long-term experience. The comments provide both a better understanding of the criteria and, in particular, an overall harmonization of the approach to their evaluation. It was emphasized by the ČŠI representatives that the comments are very well received by the inspectors also (or precisely) because the inspectors were directly involved in the creation of comments through the comments they could give to them during their creation. With the proviso that these comments were in fact subsequently reflected and incorporated (for more details, see also the evaluation of EO D.2 in the 2nd Interim Report).

Although all inspectors now work with the comments (according to the respondents), it can be stated on the basis of in-depth interviews that their integration was grasped in different ways at individual regional inspectorates. In some inspectorates, targeted meetings of inspectors were organized at the relevant inspectorate ("working groups"), purposefully focused on the discussion of comments. The aim of these meetings was to discuss the criteria and, in some cases, to discuss previously prepared inspection reports and confront them with comments. The aim was to harmonize the approaches of inspectors in the evaluation activities.

Inspectors also use the outputs for relaxed tasks in their work. Following the results of inspection activities at a particular school, inspectors can, on the basis of these project outputs, school principals, as inspiration to recommend the use of vacancies. In this regard, it will be possible to subsequently use examples of inspiring practice from other schools (so-called EIP, which should be issued for the 1st and 2nd wave of schools at the turn of 2020 and 2021).

Activities related to communication with actors in education were severely limited as a result of the COVID-19 pandemic in 2020, as confirmed by regional consultants. The situation differed in this respect between regions. In some regions, ČŠI representatives (regional consultants / directors of regional inspectorates) in the COVID-19 situation were not invited to participate in online school meetings to the same extent as in the previous period for personal meetings. The reason was that schools and founders focused more on addressing the current situation than on development issues. In several regions (approximately one third), regional workers were also involved in online negotiations with the founders or the academic sphere (faculty of education).

The role of regional consultants within the project ended on 31 August 2020. However, according to the directors of the regional inspectorates, most of the activities implemented so far will be further covered within the core activities. The directors of the regional inspectorates emphasized that the role of regional consultants provided them with new opportunities and made them "more open to actors in education". The directors of the regional inspectorates then stated that communication with regional actors in education (founders, schools, LAGs) has become a matter of course for them thanks to this position and will continue to do so even after the termination of the position of regional consultants.

### The answer to the evaluation question

The regional consultants were (this position was completed within the project on 31 August 2020) integrally involved in the activities of the KSH project in connection with other ČŠI activities. The main task of the regional staff was, in accordance with the original intention, to disseminate information (dissemination) about the project among the actors in education in the given area (regions, founders, schools) and inwards towards the inspection staff. They also played an important role in connection with the implementation of other IPs and IPo, especially MAP, RAP and SYPO (cabinets).

Based on current findings and findings from the 1st and 2nd Interim Reports, the involvement of ČŠI regional consultants (inspectors) can be described as relevant, providing information on the outputs of the KSH project between regional actors in education and within regional inspectorates. The role of regional consultants provided space for "opening up inspections to regional actors". The directors of the regional inspectorates, ie former regional consultants, will continue to transfer information as part of their core business. However, some pointed out that it will also depend on the decisions and tasks of the ČŠI management.

Ensuring feedback from the regions in the direction of the inspection, resp. project management at the central level was never intended as a subject for regional consultants (corresponding to the definition of the role of regional consultants in the Project Charter). Feedback from ČŠI inspectors is provided by direct participation of selected inspectors in project activities (for example, within KA2, 2 ČŠI inspectors from the region act as reviewers on methodological comments, see EO D.2, inspection workers also participated in cooperation with directors of regional inspectorates in selection of schools

for the creation of examples of inspiring practice, with several inspection workers directly involved in their creation). However, these activities were not connected with the performance of the position of regional consultants.

ČŠI inspectors are involved in the implementation of KA3, which was primarily the subject of the evaluation of this report, through the main manager of KA3, who is an employee of the ČŠI. Other inspectors will be involved in the implementation of KA3, with regard to the focus and the planned procedure for the implementation of activities, only from September 2020 (creation of methodological procedures for inspection staff).

#### **EQ D.1 To what extent is the management and implementation of the KSH project in accordance with the grant application?**

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

The evaluation of the evaluation question is based on information and data presented in the quarterly Reports on the implementation of the KSH project (the last 14th report included the situation as of July 2020) and individual in-depth interviews with representatives of the ČŠI implementer (main project manager, KA8 manager - evaluation methodologist, KA6 manager). The evaluation was updated with regard to the activities implemented during the evaluated period (09/2021 - 09/2020) and also follows up on the survey for the 1st and 2nd Interim Report. For the purpose of updating the evaluation, the members of the internal opponent group, who prepared most of the opinions in the evaluated period, and the managers of KA6 and KA8 were contacted.

The establishment and involvement of an internal opponent group is one of the mandatory requirements of the call. Methodological interpretation of the call for applications for support for Individual system projects<sup>12</sup> sets out the following requirements for the internal opponent group:

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

The members of the internal opponent group were already proposed within the project application in accordance with the requirements of the call. A total of six experts (four academics and two school principals) were nominated and subsequently nominated, who are now involved in the project's internal evaluation activities.

Members of the internal opponent group developed the opponents' opinions on the following outputs during the period under review<sup>13</sup>:

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<sup>12</sup> Annex No. 4 to No. j: MSMT - 6741/2015 (dated 15 February 2018)

<sup>13</sup> Outputs implemented in the monitoring period 11 to 14. That is, in the period from 1 August 2019 to 31 July 2020.

- ID 1-1-4 - methodological comments on the criteria, evaluation of conditions, course and results of education in modifications for PV, ZV, SV-G and SV-O
- ID 246 Educational program for full-time education - InspIS ŠVP - output beyond the set key outputs)
- ID 110 - Report on the preparation and implementation of the main data collection TIMSS 2019
- ID 83 - National Report on the Results of the PISA 2018 Survey
- ID 139 Publications with released tasks from the PISA 2015 international surveys
- ID 140 Publications with released tasks from the TIMSS 2015 international surveys
- ID 84 National Report on the Results of the TALIS 2018 Survey
- ID 171\_1 Piloting of statistical evaluation tools and their communication with modules integrated in the existing electronic systems of the Czech School Inspectorate, enabling data evaluation at the central level, creation of recommendations, analysis and evaluation of piloting II
- ID 171\_2 Analyses of regional educational systems
- ID 101 Conceptual framework of the TIMSS survey

Evaluation of project events in which both members of the internal opponent group and other invited experts and employees of the ČSÚ participate:

- evaluation assessments from full-time education in schools (August 2019)
- evaluation report from the regional information panel in Zlín (October 17, 2019) and in Prague (November 28, 2019)
- evaluation opinion of the expert panel Interconnection, which took place on 23 October 2019
- evaluation report of the seminar for the professional public on the results of the PISA 2018 survey (Prague)

In their evaluation reports on project outputs of a methodological nature, the members of the internal opponent group recommend the outputs for acceptance, or for acceptance after considering their comments. Any comments formulated by the members of the internal opposition group represent recommendations for specific parts of the output or specific formulations. During in-depth interviews, members of the internal opposition group emphasized that the project team continued to work with their recommendations and would often be reflected in the final text or received feedback as to why the recommendation was not accepted. One of the members of the internal opposition group pointed out that he would appreciate that the outputs be elaborated in greater methodological details, but that he understands that the outputs are not only for the professional academic public. In this direction, the ČŠI plans to process more detailed outputs in the future, which will elaborate the given topics in greater detail (these are the outputs from international surveys in connection with KA2 and KA5). In general, members of the internal opposition group point out that their suggestions are taken into account, with the proviso that their possible non-incorporation is justified (they therefore receive feedback on their suggestions).

The evaluators evaluate the implemented actions within KA6 and KA7 positively. Both full-time education in schools, seminars and information panels - conferences implemented within KA6 and professional panels implemented within KA7 are evaluated positively (for more details see evaluation of KA6 and KA7). According to the statements of KA6 and KA7 managers, possible partial



recommendations formulated in the assessments were taken into account when planning subsequent events.

Based on the statements of the members of the internal opponent group, which was also confirmed by the KSH evaluation methodology, the members of the internal opponent group were involved in the past period before the outputs were finalized. Previously, they were involved, in accordance with the requirements of the call, only in providing feedback on the final outputs (in the form of an opponent's opinion). Currently, the outputs are made available to the members of the internal opponent group before their complete finalization, and thus more space is provided for the incorporation of comments and suggestions by the members of the internal opponent group. This approach is perceived by the members of the internal opponent group as a shift in the right direction. However, the principle required by the call that the members of the internal opponent group are independent and not directly involved in the creation of outputs is still observed. In the evaluator's opinion, the current procedure is fully in line with the requirements of the call and can be described as positive. The members of the internal opponent group still perform their role from the position of external opponents to the project outputs and issue their final opinion on the final draft of the output.

Based on the survey for the 2nd Interim Report, a positive involvement of reviewers from among the target groups (schools and ČŠI) was identified. Reflections from members of the internal opponent group, which were highlighted by members of expert teams and actors involved in the creation of outputs in KA2 and KA5 (for more details see EO D.2 and D.5).

External consultants and members of the internal opposition group have not yet been involved in the implementation of KA3, which is specifically focused on this interim report. The reason is that the creation of complex competence projects is not yet in such a phase of finalization.

According to the KA8 manager (KSH project evaluation methodologies), the current situation associated with the COVID-19 pandemic does not endanger the implementation of evaluation and consultation activities. The internal opponent team is still functional and in the same composition. Opponents are realized on the basis of online communication. The only obstacle was the opponent's absence from one of the expert panels due to the coronavirus situation.

#### The answer to the evaluation question

There were no personnel changes in the composition of the internal opponent group during the period 10/2019 - 09/2020. Members of the internal opponent group also prepare external assessments of project outputs. Newly, the members of the internal opponent group are involved already during the creation of outputs, so that their recommendations can be better reflected.

An internal opponent group is established and fulfills its role. It assesses the professional quality of created products through opponent proceedings (opponent reviews). The involved experts confirm the good organization and planning of the activities of the internal opponent group by the project team. Findings and recommendations from expert opinions are reflected for the improvement and optimization of project outputs. Cooperation with experts in the internal opponent group is also positively evaluated by the project management and evaluation methodologies (KA8 manager).



***EQ D.2: What benefit do individual types of key actors perceive from the key outputs of KA2 (or their partial parts)?***

The evaluation of EO D.2 was the subject of the 2nd Interim Report, which was submitted in October 2019. Another detailed evaluation of the evaluation question will be in the Final Report in 2022.

***EQ D.3 To what extent are the new tools and the modified electronic system for the assessment of pupils' key competencies created in KA3 understandable and usable for teachers?***

The evaluation of EO D.3 is mainly based on the findings of the field survey supplemented (verified) based on the analysis of information and data provided in the quarterly Reports on the implementation of the KSH project (the last 14th report included the situation as of July 2020). The field survey included in-depth individual interviews with representatives of all actors involved in the implementation of KA3:

- representative of the ČŠI implementer (main project manager)
- KA3 close coordination team (addressed to all members of the KA3 close coordination team):
  - KA3 manager (ČŠI representative)
  - coordinator of teams of creators of verification tools (didactic, pedagogue, director of elementary school)
  - content guarantor of verification tools (representative of the Ministry of Education, Youth and Sports)
- didactics coordinating the work of individual content teams (addressed to all 7 team coordinators)
- teachers involved in the creation of evaluation activities (a total of 7 teachers involved in the implementation were addressed)
- potential users also involved in the implementation (ČŠI representatives, teachers; a total of 2 ČŠI representatives and 7 teachers involved in the implementation were addressed)

**Focus and goals of the activity**

The implementation of the activity follows, as the respondents emphasized in in-depth interviews, the curricular reform and the creation of framework educational programs (FEPs) for pre-school and primary education, which were approved in 2004. developing skills for applying knowledge and practicing '. Key competencies (CC) have become a new element of the curriculum and one of the main goals of basic education. As the project charter points out and the addressed representatives of the ČŠI, MEYS, didactics and teachers themselves confirm, KK are described in the FEP, but not to such an extent and detail that would provide teachers with the necessary understanding and understanding of KK for their application and projection into practice. As a result, KKs are interpreted and conceived inconsistently, both by teachers and didactics at universities, who educate the next generation of teachers. Thus, some teachers try to apply KK according to their best beliefs and understanding, and some resign from them and do not focus on their development in pupils within the teaching.

Although KK are one of the goals of the FEP, which should be reflected in education, resp. specifically in teaching, there is a lack of tools for their evaluation, both for use by teachers in the formative evaluation of students and for external evaluation by the ČŠI. The KA thus set itself the goal of creating

a system that will make it possible to evaluate the issue of KK projection at the level of basic education, both at the level of an individual pupil and at the level of a school. The aim is to create 420 so-called Complex Competence Projects (CCP) within the project, which will allow to evaluate the level of CK at the pupil level. The CCP and the evaluation should be linked to the electronic InspIS system.

### **KA3 implementation procedure**

In the first phase of the project, an analysis of foreign systems for evaluating key competencies and systems for evaluating non-testable skills was prepared. According to the members of the implementation team, this analysis provided some suggestions and inspirations from abroad, but rather de facto confirmed that no comprehensive system for evaluating KK is created anywhere else, but it is always more about setting partial criteria for evaluating individual skills.

The core activity within KA3 is work on the creation of complex competence projects. It was launched in September 2017 and is running until then (September 2020). Currently, according to information from the general manager of KA, there are approximately 100 CCPs in the “very final phase of preparation” and another 50 CCPs are in the “very advanced phase of completion” (out of a total of 420 planned).

The work on the CCP is organized through teams for individual subject areas. There are a total of 7 focused teams. Each team is led by a didactic (academic from a university, sometimes also a teacher at a primary school). Within the teams, the specific CCP, resp. evaluation activities (EA)<sup>14</sup>, as they are now called, are processed by primary school teachers. All actors involved in the implementation of KA3, ie both KA management (KA manager, team coordinator) and individual team members (didactics and teachers) agreed in the interviews that the creation of EA went through a complex iterative process and until about 2019 to specify the overall grasp of the evaluation of KK and the overall approach to the creation and form of CCP. The reason was the complexity of the task and the set goals. At the beginning of the project, the possibility of grasping the evaluation of KK itself was questioned by some didactics or a number of obstacles were pointed out. As the didactics addressed pointed out, it was a really difficult process in which it was necessary to find ways to evaluate "something as soft and complex" as KK. The solution adopted was to define the individual aspects of KK, with the EA being subsequently processed to cover these aspects.

All the addressed didactics and teachers addressed agree that now for about a year (ie since mid-2019) the procedure has stabilized and anchored in the form of a specific template for HA. Teachers involved in the creation of EA confirmed that previously they were still looking for ways to define the evaluation and the processed tasks were returned to them for revision. Nevertheless, overall, they evaluate the management of activities positively and they have an understanding that finding a solution to grasp the evaluation of KK was very difficult. The main reason was that it was necessary to harmonize the approach across different disciplines with a completely different approach and methodological and conceptual apparatus.

According to the members of the KA3 team, so far "only" 100, resp. 150 EA out of the planned 420. But the procedure and structure of EA are already set and aspects of KK are defined. The processing of

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<sup>14</sup> It is also a fact that according to the explanation of the members of the implementation team, the created Complex Competence Projects (CCP) are not a "pedagogical project" in the true sense of the term and in terms of teacher grasping, the term evaluation activity (EA) begins to be used more.

the remaining EA should thus be significantly simpler and the goal and schedule of implementation should be adhered to.

In the course of 2020, consultations were launched on the form and structure of the methodology of external and internal evaluation.

The current situation of COVID-19 has been reflected in particular in the restriction of the possibility of testing EA directly in teaching by teachers who participate in their creation. The risk for the future is the implementation of the planned de-piloting of created EA (CCP) at selected schools, which is planned for 2021.

### **Expected benefits**

The creation of EA can be described as a teaching activity with an element of assessment at the pupil level. They are tied to the definition of Key competencies (KC) in the FEP. However, during their creation, it turned out that it is not possible to create evaluation criteria for all aspects of KC described in the FEP. Evaluation levels have been defined for individual KCs, which form a framework and make it possible to evaluate the level of KC in a pupil. EA are conceived as teaching activities related to specific subjects taught. The teacher will therefore be able to apply them during a regular lesson. EA contains the definition of the activity and the procedure for evaluating the level of KC of individual pupils involved in the activity. HAs will be linked to IspIS, ie the teacher will (should) enter the pupil assessment into the system so that the assessment from several subjects is missing and the evaluation of the pupil's KC achievement level is sufficiently comprehensive and relevant. The use of IspIS for the evaluation of KC and the use of EA itself will not be mandatory for schools / teachers (mandatory introduction was not even expected).

Addressed didactics and teachers involved in the creation of EA agreed on the approach and intention of creating EA. They emphasized that they emphasized that EA was accessible to teachers. HAs are designed to be "mastered" in one or two lessons. The EAs created are tested by teachers in their lessons or by colleagues to provide initial feedback. Discussions and sometimes slightly different views prevailed in the question of how teachers will use EA, ie whether they will use them in their entirety, including assessment, or just as inspiration for work in a class focused on the development of KC. The aim, of course, is for the EA to be used as a whole, including the evaluation part. The creators of EA from teachers and didactics pointed out that it would be a pity if EA were not used by teachers in full, including the evaluation part. However, the teachers themselves pointed out that setting the evaluation is the most difficult when creating EA. Not only in terms of linking to evaluation criteria, resp. their definition, as well as with regard to the capacity of the teacher. From this point of view, the concept of EA gradually reduced and simplified evaluation procedures so that the teacher could actually implement it on his own without the need for assistants, etc. and also so that it was not unnecessarily complicated (factually or administratively) and did not discourage teachers primarily from using EA. According to the teachers involved, this is going well.

Based on in-depth interviews with actors involved in the creation of EA, the following expected benefits of KA3 can be identified:

- EAs will provide a tool for teachers to assess the level of individual pupils' KCs and provide feedback to pupils. Addressed didactics and teachers agreed that EA will be used more by teachers who are themselves proactive or looking for inspiration or "want to try something new".

- EA and the overall system of setting KC in connection with the projection of EA into InspIS will enable a comprehensive evaluation of the level of KC of individual pupils and monitoring of their progress on the basis of inputs from teachers of all subjects.
- • HAs are linked to the definition of KC in FEP ZV and as such will provide a tool that will support higher application and increase the emphasis on KC in teaching.
- • A methodology will be developed for ČŠI inspectors, which will set up procedures for evaluating the school's approach to monitoring goals in the area of KC. Overall, the methodology should bring about a unification of evaluation tools for inspection activities.
- • Didactics involved in the creation of EA point out that they apply the acquired knowledge and project it into teaching at the university in the education of future teachers. Overall, it can be said that the implementation of KA3 contributes to building consensus among didactics on how to grasp the development of KC in teaching at all. As a result, knowledge is being transferred to a new generation of teachers who are educated at universities.
- • Ultimately, the creation of EA should contribute to the overall greater emphasis on the development of KC in teaching, and thus the fulfilment of the objectives of the FEP.

The actors involved agreed that it would be necessary to support teachers in order to ensure the benefits and application of EA in practice. This is both in terms of motivation and through education, in which they will have the opportunity to get acquainted with EA. To this end, educational activities within KA6 should be implemented in schools following the pilot verification.

The topic discussed was also the scope and method of defining the CC in the FEP, namely whether the FEP should not be adjusted in connection with the findings from the implementation of KA3. On the one hand, there was a view that it does not make sense for the FEP to include requirements for KK that cannot be assessed. On the other hand, there were views that the FEP (although not perfect) should not be intervened too often, as it always takes some time for schools and teachers to change their approach and meet its goals. Another question is the different views of "science" and "socially" didactics. Didactics from the social sciences rather look for context and do not necessarily consider the impossibility of exact evaluation as a limiting factor for inclusion in the FEP. Another aspect is the development at a time when skills and approaches to the evaluation of KK are also being developed. So "for what we were not able to evaluate before or we could think that it is not possible to evaluate, now we have created EA". Therefore, it cannot be predicted that what cannot be evaluated now or we do not know how will be possible to evaluate in the future. From this point of view, the implementation of KA3 (KSH project) cannot be considered as activities aimed at evaluating KK as exhausted.

### The answer to the evaluation question

Evaluation of the current implementation process of KA3, continuously achieved key outputs and especially findings from in-depth interviews with actors involved in project implementation (KA manager, ČŠI inspectors involved, academics, didactics, teachers) does not show or suggest any major obstacles in implementation, which in their final result would jeopardize the fulfilment of the objectives of the CA.

The involved actors perceive the current outputs in the form of created evaluation activities as beneficial, with the emphasis in their creation on user friendliness and acceptability for the teachers themselves. The outputs should also enable the evaluation of the approach to the development of KC at the school level within the inspection activities of the ČŠI.

***EQ D.4: To what extent do the key actors of initial education consider the output (or its partial parts) of the project in KA4 "Comprehensive methodology for monitoring and evaluating the fairness of the education system and schools in the Czech Republic" to be usable and why?***

The evaluation of EO D.4 was the subject of the 1st Interim Report, which was submitted in May 2019. Another detailed evaluation of the evaluation question will be in the Final Report in 2022.

***EQ D.5: To what extent do the key actors in initial education and education policy makers consider the "Secondary analyses of inspection data" created in KA5 to be useful and why?***

The evaluation of EO D.5 was the subject of the 2nd Interim Report, which was submitted in October 2019. Another detailed evaluation of the evaluation question will be in the Final Report in 2022.

### ***EQ D.6: How is the cooperation with other IPs and IPo in KA7 and what common results have been achieved?***

The evaluation of EO D.6 is based on the findings of the field survey and analysis of information and data provided in the quarterly Reports on the implementation of the KSH project (the last 14th report included the situation as of July 2020). The field survey included individual interviews with representatives of the ČŠI implementer (main project manager), KA7 manager and employees of cooperating entities (MAP, P-KAP). Furthermore, representatives of employees of four complementary IPs (PPUČ, SYPO, APIV-B, SRP).

It remains valid that the **main project activity within KA7 Cooperation is the regular implementation of expert panels (OP)** in accordance with the requirements of the call and the project charter. These are implemented twice a year. Spring expert panels focus on the area of formative evaluation (Evaluation panel) and in the autumn, expert panels focused on linking internal and external evaluation (Interconnection panel) are implemented. Representatives and experts from schools are especially invited to the panels. Emphasis is placed on ensuring the participation of new (other) schools in order for school representatives to provide adequate stimuli for discussion in panels. Experts on a given topic from the academic sphere and the ČŠI are invited to participate in the panels. With regard to the situation associated with the COVID-19 pandemic, the panel was implemented in a combined full-time and online form in the spring of 2020. According to the KA7 manager, this method has proved its worth, despite the fact that the main goal of the panels is a lively discussion between the participants. Based on this experience, the combined form is also planned for future panels, as it will enable participation even for those participants who would not be able to come to Prague due to time constraints.

KSH's cooperation with other IPs takes various forms. In addition to participation in professional panels or conferences of other IPs, the ČŠI often involves providing outputs or information from the KSH project or the ČŠI's activities in general. Within KA7, they also participate in spreading awareness of vacant tasks as one of the outputs of the KSH project.

Even in the evaluated period from the 2nd Interim Report, the above-standard cooperation of the KSH project continues, especially with the SYPO and PPUČ projects. The cooperation with the PPUČ project focuses on the joint preparation of expert panels, and with the SYPO project, cooperation takes place within the ČŠI's core business for the implementation of methodological cabinets (but this takes place outside KA7 itself). In each cabinet there is one representative from the ČŠI (ČŠI inspection worker), who participates in the activities of the cabinet (for example, the creation of manuals and the implementation of workshops). The added value of the cooperation consisting in the exchange of knowledge (teachers and ČŠI inspectors) was confirmed by both the SYPO and the ČŠI representatives. This is an ongoing cooperation and for more details see also the 2nd Interim Report. The cooperation with the SYPO project was further deepened by arranging presentations by ČŠI representatives at regional conferences.

The cooperation between the KSH and APIV-B projects was confirmed by the KA Cooperation Manager of the APIV-B project. In addition to mutual participation in expert panels of both projects, she emphasized the provision of information from the ČŠI, stating that ČŠI representatives also act as training lecturers for government officials or participate in these events as participants. The ČŠI also helped with the selection of schools into the network of schools that are supported within the APIV-B project.



Representatives of the SRP project point to the use of the outputs of the KSH project and the ČŠI in general, stating that they are an important input of knowledge that they apply and transfer to schools within the SRP project. It is mainly about defining the criteria of a quality school, which are applied in the framework of individual assistance. Inputs, findings and comments within the active outputs of the KSH project representative on the expert panels of the SRP project are also described as "very beneficial".

Representatives of the NPI CR pointed to ensuring the exchange of information between the NPI CR and the ČŠI through joint participation in expert panels and possibly in further communication in solving specific activities (see above). Representatives of the NPI CR emphasized in this regard the high quality of outputs from the ČŠI. However, the representatives of the NPI CR also pointed out that the overall coordination and sharing of outputs is not systematically set in general, ie beyond the scope of the KSH project, and they have no information about some of the ČŠI's activities. These are mainly activities that have not yet been completed. According to their statements, the ČŠI mainly informs only about the final outputs and not about the plans and ongoing activities. It is then difficult to harmonize procedures and prepare for the outputs of the ČŠI.

Representatives of the NPI CR gave some examples that they perceived as not entirely favourable in terms of communication settings. It should be emphasized that these examples are beyond the scope of the KSH project and are provided here to illustrate and better understand the overall context. As an example, the evaluation of schools' approach to the situation associated with the COVID-19 pandemic was mentioned, which the ČŠI took in the spring of 2020, with the NPI CR starting work on a similar evaluation at the request of the MŠMT without knowing about ČŠI activity. Subsequently, the activity was stopped by the NPI CR. Representatives of the ČŠI in this regard point out that the MŠMT was aware of the ČŠI's activity. As another example, the representatives of the NPI CR stated that the ČŠI did not participate in the spring of 2020 in a joint meeting of IPs at the MŠMT on the issue of the impact of the COVID-19 situation. According to the ČŠI, the reason was the difficult personnel situation during the state of emergency and ČŠI representatives could not participate. The issue of participation (invitation) of KSH project representatives to these meetings has already been raised in the previous 2nd Interim Evaluation Report. In this regard, we can say as positive that ČŠI representatives are invited to these meetings.

The issue of setting up communication between NPI CR and ČŠI generally goes beyond the scope of the KSH project. It is also necessary to emphasize that the findings do not reflect the view of the leaders of both institutions, but the perception at the level of middle management of the NPI CR, which the evaluator considers essential in terms of cooperation within the IPs. Given that this issue goes beyond the scope of the KSH project, it also goes beyond the scope of this evaluation. However, the overall context of setting up communication between key actors of the Ministry of Education, NPI CR and ČŠI is then reflected in the system setting of cooperation between IPs. From the statements of both actors, ie representatives of the ČŠI and the middle management of the NPI CR, there is a clear contradiction in terms of how communication should be set in principle. Representatives of the NPI CR call for emphasis on direct communication with the ČŠI. On the contrary, ČŠI representatives point out that "coordination of the process of preparation of outputs of both the KSH project and other system projects must be ensured primarily from the level of the Ministry of Education, Youth and Sports". With the proviso that "the ČŠI has been drawing attention to this fact for a long time". In this regard, the ČŠI points to the function of the KSH project steering committee, whose member is also the Deputy

Minister for Management of the Education, Sports and Youth Section, whose management includes the NPI CR as a directly managed organization of the ministry together with all their projects. Overall, therefore, the question of the role of the MŠMT.

Recommendations in the sense of higher involvement of the Ministry of Education, Youth and Sports were already raised by the evaluator in the previous 2nd Interim Evaluation Report. These findings and recommendations were not accepted by the Ministry of Education, Youth and Sports. The evaluator can thus only point out that the question of the role and degree of involvement of the Ministry of Education, Youth and Sports in relation to IPs is still relevant. Here we can only refer to the findings and conclusions formulated in the 2nd Interim Report. The evaluation of procedures at the Ministry of Education, Youth and Sports and the overall system setting of IPs management goes beyond the scope of this evaluation, and the evaluator can only invite MEYS representatives to deal with this issue internally and especially to communicate with other actors (NPI CR, ČŠI).

From the point of view of setting up cooperation between IPs, however, it can be stated as generally problematic that cooperation (apart from participation in expert panels) is generally not systematically set between IPs and is based more on personal ties (this is confirmed by representatives of all addressed IPs). Here it is necessary to point out that the cooperation activity is really defined in the Project Charter exclusively with reference to the implementation of expert panels, seminars and meetings with implementers of other relevant IPs. No systemic grasp of sharing or direct cooperation in the implementation of material activities was envisaged, nor was this assumed in the project definition.

From the implemented above-standard cooperation, it is possible to highlight the above-standard cooperation with some MAPs. An in-depth interview was also conducted with one of the LAP managers, which confirmed and highly praised the close cooperation with the ČŠI in terms of involvement in the implemented educational festival for school representatives and school founders. According to the participants, the ČŠI performance was very stimulating and inspiring, and thanks to it, further cooperation was established. Cooperation with P-RAP in the field of reading literacy at secondary vocational schools can also be described as above standard. The point is that the outputs and findings of the ČŠI are used within the P-KAP, and representatives of the ČŠI also actively participated in seminars held in the regions within the P-KAP. On the contrary, the ČŠI then uses the outputs of the P-RAP from the survey conducted at schools.

The table below shows a list of activities implemented within KA7 in the period from 1 August 2019 to 31 July 2020. Activities implemented during the period from 1 August 2018 to 31 July 2019 were the subject of the 2nd Interim Report.

**Table 3: Examples of cooperation of the KSH project with other IPs projects during the last year.**

Cooperation of the KSH project with other projects during the period from 1 August 2019 to 31 July 2020	
P-KAP	<ul style="list-style-type: none"> <li>Participation in the online activity of IRAP for the development of reading and mathematical literacy, taking into account the specifics of secondary schools and high schools (including active input and cooperation in the preparation of a webinar) (06/2020)</li> </ul>
SRP	<ul style="list-style-type: none"> <li>On-line meeting of the 9th OP of the CFP project - (04/2020)</li> <li>Preparation of methodological material for ŠI and PP based on stories, transfer of data from the survey to distance education for IPs SRP (14th MoD)</li> </ul>



<b>Cooperation of the KSH project with other projects during the period from 1 August 2019 to 31 July 2020</b>	
<b>IKV</b>	<ul style="list-style-type: none"> <li>During this period without specified cooperation</li> </ul>
<b>PPUČ</b>	<ul style="list-style-type: none"> <li>Regular participation in expert panels (OP) of the MOV</li> <li>Participation in the mini-conference OP PPUČ (11/2019) on mathematical literacy</li> <li>Participation in the mini-conference OP PPUČ (12/2019) on reading literacy</li> <li>continuous communication - links with the DVPP Quality activity</li> </ul>
<b>MOV</b>	<ul style="list-style-type: none"> <li>Regular participation in MOV expert panels</li> <li>Participation in a professional panel (10/2019) Informatics and digital competences in secondary vocational education</li> </ul>
<b>SYPO</b>	<ul style="list-style-type: none"> <li>Apart from KA7, inspectors from the ČŠI are involved in Methodological cabinets</li> <li>Participation in a professional panel (10/2019) Beginner "no" teacher in relation to the amendment to the Act on Teachers</li> <li>Commencement of preparations for negotiations with representatives of the SYPO - DVPP Quality project held on 11 February 2020 at the ČŠI headquarters (12th IR)</li> <li>Continuous communication with IPs - topics around methodological cabinets or connections with the DVPP Quality activity</li> <li>On-line meeting of the 5th Colloquium of the National Cabinet of Czech and Literature (03/2020)</li> <li>Participation in an online expert panel (06/2020)</li> </ul>
<b>KIPR</b>	<ul style="list-style-type: none"> <li>Participation in a professional panel (09/2019) Case conferences in education and two meetings at the Ministry of Education</li> <li>Participation in the afternoon program of the first day of the final conference of the project (01/2020) presentation and discussion on the conclusions and recommendations of all panels and experience from the methodological support of SPZ</li> </ul>
<b>APIV-A</b>	<ul style="list-style-type: none"> <li>Participation in professional panels of the APIV-A project</li> <li>Participation in a professional panel (10/2019) Support for the quality of undergraduate training of pedagogical staff</li> <li>Participation in the 18th expert panel (12/2019)</li> <li>Participation in the 19th expert panel (01/2020)</li> <li>Participation in a professional panel (02/2020)</li> <li>Participation in two expert panels (06/2020)</li> </ul>
<b>APIV-B</b>	<ul style="list-style-type: none"> <li>Regular participation in expert panels</li> <li>Joint meeting with representatives of the APIV B project (11/2019)</li> <li>Participation in a professional panel (11/2019)</li> <li>Participation in an online expert panel (05/2020)</li> </ul>
<b>KAP</b>	<ul style="list-style-type: none"> <li>See P-RAP above</li> <li>Meeting of school inclusive regional concepts in Hradec Králové (08/2019)</li> </ul>
<b>MAP</b>	<ul style="list-style-type: none"> <li>Cooperation with LAP at the educational festival (for more details see text)</li> </ul>

*Source: The information was mostly taken from the Reports on the implementation of the KSH project, supplemented by information from an interview with the KA7 manager and IPs representatives)*

The KA7 manager strives to integrate cooperation with other IPs and IPo into the ČŠI's core business. This intention also ensures the transfer of information about other IPs within the ČŠI within KA7. The result is, for example, close cooperation between the ČŠI and the SYPO or APIV-B project (see above).

### The answer to the evaluation question

KA7 entitled "Cooperation with other IPs and IPo in the field of increasing the evaluation culture" was defined in the Project Charter with "the aim of linking knowledge from implementation and discussing the usability of partial outputs of individual projects in an effort to maximize synergies of project outputs of key system projects". that this goal will be achieved through the implementation of expert panels and "meetings with implementers of other relevant individual system and other projects". The content of KA7 is therefore to be "a discussion on the state of implementation of individual projects, on the prepared or created outputs and on the possibility of mutual connections".

This planned goal of the key activity is fulfilled: Cooperation with other IPs and IPo and the KSH project takes place regularly on the basis of formal and informal meetings. Information is exchanged and the outputs of the KSH project are shared with other projects. In this respect, the ČŠI acts mainly in the role of a source of information for other projects (especially in the field of formal evaluation, which is also the focus of the expert panels of the KSH project). Representatives of other IPs in this regard emphasize the high quality of the outputs of the KSH project and the ČŠI in general. In some cases, the outputs from other projects are used within the ČŠI (for example, the outputs of surveys at schools carried out within the P-KAP).

The ambition of KA7 was not and is not the creation of joint outputs with other IPs and IPo projects (except for joint meetings, sharing of outputs and organization of expert panels). However, project outputs are shared and applied within projects (SYPO, PPUČ, MAP, KAP). But this often happens in activities that are beyond the scope of the KSH project, even given the limited scope of work in KA7. In some aspects, cooperation with other IPs and IPo (MAP, KAP) is beyond the scope planned within the project.

### ***EQ D.7: What were the unintended impacts of the KSH project?***

The unintended impacts of the project implementation were evaluated in connection with the solution of EO D.3, ie the evaluation of the current impacts of the implementation of KA3. The findings for KA2, KA4 and KA5 were presented in the previous 1st and 2nd Interim Reports.

Unintended impacts of the implementation of KA3 were identified on the basis of in-depth interviews with subject didactics involved in the creation of complex competence projects, resp. evaluation activities (for more details see EO D.3). Within the project, the involved subject didactics were "forced" to look for consensual possibilities for setting up the evaluation of KK fulfilment across various fields, which was a considerable enrichment for them as well. A specific unintended benefit of the project is the fact that the subject didactics themselves gained a lot of knowledge, views and materials for grasping KK, which they now pass on to future teachers in teaching at universities.

#### **The answer to the evaluation question**

With regard to the state of project implementation, the impacts of the project cannot yet be fully assessed. From this point of view, the identification of unexpected effects focused mainly on unexpected potential benefits and unexpected overlap of implemented activities. An unexpected aspect of applying KA3 outputs was highlighted. The involved actors from the subject didactics pointed out the benefits of the implementation of the project for the education of future teachers at universities.

## 4 Conclusions and recommendations

### 4.1 Main conclusions and findings

#### EQ D.1: To what extent is the management and implementation of the KSH project in accordance with the project application?

##### *Main (positive) findings*

- Project activities are proceeding to the expected extent and according to the planned schedule, with the COVID-19 pandemic and delays in preparing international investigations given the international context extending the project and postponing the finalization of some project outputs
- With regard to the current progress of project implementation, it is possible (currently) to assume the fulfilment of project objectives,
- Regional consultants fulfilled their role in the dissemination of project outputs within the ČŠI and among actors of regional education,
  - their role within the project was terminated on 31 August 2020
  - In fact, their role will be further fulfilled by the directors of regional inspectorates
- For the existing obstacles (barriers) that have occurred in the implementation of the project, the project team has chosen appropriate steps to overcome them. Thus, no barriers were identified that would jeopardize the fulfilment of the planned schedule and objectives of the project,
  - In addition to external influences due to the COVID-19 pandemic
- For risks potentially threatening the fulfilment of project objectives, the implementation team has set up a procedure for their management so that these risks are eliminated or mitigated and do not jeopardize the achievement of project objectives,
- Internal evaluation is carried out in accordance with the project objectives and contributes to the optimization of the implementation process and the quality of project outputs (outputs and findings of internal evaluation are reflected back in the setting of project activities),
- High emphasis is placed on the process of review procedures for ongoing project outputs, with the involved actors perceiving the suggestions from the reviewers as stimulating and the reviewers themselves confirming that their suggestions are reflected,
- All addressed actors involved in the implementation of project activities (in this report we focused on the evaluation specifically KA3) evaluate their involvement as beneficial and relevant (ie allows their full experience and expertise),
- The project team within KA6 flexibly responds to stimuli from the field and optimizes the setting of project (educational) activities.

##### *Main (negative) findings (opportunities for improvement)*

- Specialists and guarantors involved in the 1st wave of examples of inspiring practice - EIP (KA2) pointed out last year (September 2019) that even a year after the submission of the final version by them, EIPs have not yet been issued. According to them, they would like to work

with them already. EIPs were not issued until September 2020 and the publication of the 1st wave is not expected until the turn of the year 2020/2021 (Note: the preparation of the EIP is, however, in accordance with the project schedule),

- External influences in the form of the situation regarding the COVID-19 pandemic and delays in the preparation of international surveys affect or threaten the fulfilment of the schedule for activities KA2, KA3, KA5 and KA6. For this reason, the project implementation schedule was postponed.

### **EQ D.3 To what extent are the new tools and the modified electronic system for the assessment of pupils' key competencies created in KA3 understandable and usable for teachers?**

#### *Main (positive) findings*

- The implementation process within KA3 proceeds according to the planned schedule,
- The project team dealt with the methodologically difficult task of setting up the evaluation of key competencies,
- Actors involved in the creation of complex competence projects focus on making the output in the form of assessment activities user-friendly and acceptable to teachers.

#### *Main (negative) findings (opportunities for improvement)*

- Negative findings in terms of the implementation of KA3 have not been identified - the implementation of KA3 is proceeding according to the planned schedule and it can be assumed that the outputs will lead to the fulfilment of the objective of KA3,
- Given the situation associated with the COVID-19 pandemic, the implementation of the pilot survey, which is planned for 2021, is potentially jeopardized.

### **EO D.6: How is the cooperation with other IPs and IPo in KA7 and what common results have been achieved?**

#### *Main (positive) findings*

- Cooperation with other IPs and IPo and the KSH project takes place on a regular basis on the basis of formal (especially expert panels) and informal meetings, ie in line with expectations,
- Information is exchanged between projects and outputs are passed on.

#### *Main (negative) findings (opportunities for improvement)*

- Negative findings in terms of the implementation of KA7 have not been identified - the implementation of KA7 is taking place in the expected extent (respectively, this scope with some additional activities exceeds,
- A key aspect of cooperation, as confirmed by representatives of several IPs, is in particular personal relationships. On this basis, the exchange of information between IPs takes place, but the system settings for cooperation are missing (apart from the implementation of expert panels). However, this approach corresponds to the original assumption of the setting and scope of KA7 - Cooperation.

## EO D.7: What were the unintended impacts of the KSH project?

### *Main (positive) findings*

- An unexpected aspect of the application of KA3 outputs was highlighted. The involved actors from the subject didactics pointed out the benefits of the implementation of the project for the education of future teachers at universities.

## 4.2 Recommendations in relation to the conclusions

Following the evaluation findings, no recommendations were formulated.

## 5 Incorporation of recommendations from the previous report

Evaluation of the incorporation of the recommendations from the previous evaluation report:

Č.	Recommendation name	Recommendation text	Conclusion on which it is based	Recomm. holder	Assessment of the incorporation of recommendations by the evaluator
1	<b>Earlier publication of examples of inspirational practice (EIP) after their final submission by the guarantor</b>	EIP from other waves after their final submission by the guarantor and the specialist to publish before the first wave.  Note: it is necessary to maintain the quality of revisions and thus the final outputs.	EIPs from the 1st wave were not published, although a year has passed since the final version was handed over by schools and guarantors.  Schools and guarantors pointed this out in interviews, saying that EIP should already be worked on.	ČŠI	EIPs from the 1st wave have not been published yet. Their publication is expected at the turn of the year 2020/2021.
2	<b>Comprehensive thematic coverage of selected / key topics from the outputs of IPs by the Ministry of Education</b>	The Ministry of Education, Youth and Sports should, as the "vision holder", connect and disseminate the outputs of projects in a coordinated manner and not leave this to the activities of the IPs themselves. The aim in this direction should be the systematic application of outputs and	All responsibility for dissemination and sharing is left to the project level (IPs)	MŠMT	According to the representatives of the MEYS section 4, the responsibility for the dissemination of project outputs lies mainly with their implementers, with the MEYS ensuring the publication of relevant outputs in the Database of OP RDE outputs, resp. on RVP.cz.  According to the statement of the representative of MŠMT, Section 2 it actively provides it.

Č.	Recommendation name	Recommendation text	Conclusion on which it is based	Recomm. holder	Assessment of the incorporation of recommendations by the evaluator
		<p>ensuring their maximum interconnection and dissemination.</p> <p>With a complex grip concrete factual issues (such as reading literacy or data collection), it would also be appropriate to invite experts from the professional community (academia, NGOs).</p>			<p>However, the condition is that projects respond flexibly to needs MŠMT. It was emphasized that flexibility is allowed for projects through well-functioning cooperation between sections 2 and 4.</p>
3	<b>Ensuring the processing of secondary analyses even after the end of the KSH project</b>	<p>Secondary analyses from the results of international surveys prove to be very beneficial in formulating strategies at the level of the MŠMT and regions and in setting subsidy programs.</p>	<p>Secondary analyses are processed within the KA5 project by external experts.</p>	MŠMT/ČŠI	<p>The recommendation is relevant for the period after the end of the KSH project.</p>



## 6 List of sources and literature

List of main sources used:

- Methodological documents for the call (delivered by the contracting authority),
- Application for support of the KSH project (including the Project Charter and other documents) (delivered by the contracting authority),
- Implementation reports and its annexes (including the 3rd Interim Self-Assessment Report) (supplied by the contracting authority),
- Websites of ČŠI and other IPs,
  - ČŠI (<https://www.ČŠIcr.cz>)
  - IPs implemented by NPI ČR (<https://www.npi.cz/projekty>)
  - IKV project (<https://www.socialni-zaclenovani.cz/individualni-projekt-op-vvv-inkluzivni-a-kvalitni-vzdelavani-v-uzemich-se-svl>)

## 7 Attachments

*Annex I: Technical report*

*Annex II: Technical materials for the implemented investigations (internal document)*

*Annex III: Document containing the main conclusions in the presented form (Dashboard)*