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

4th Interim report

Date: 31st January, 2021

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Evaluation Advisory
Central Europe

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Content

List of abbreviations

ASI	Agency for Social Inclusion
CASEL	Coordinated approach to socially excluded localities
CAWI	Data Capture Method – Querying a Web Form (Computer Assisted Web Interviewing)
CSI	Czech School Inspection
EQ	Evaluation question
IA	Initial Analysis
IDI	In-depth interviews
IHQE	Project " The Inclusive and High-Quality Education in Territories with Socially Excluded Localities"
IP	Individual project
IPc	Individual project conceptually focused
IPo	Individual Project Other
IPs	Individual project system
LAP	Local Action Plan
LPI	Local Inclusion Plan
MoLSA	Ministry of Labor and Social Affairs
MEYS	Ministry of Education, Youth and Sports
NIFE	National Institute for Further Education
NGO	Non-government organization
OP RDE	Operational Program Research, development and education
OPE	Operational Program Employment
QIAD	Quality-Inclusion-Advice-Development
SEL	Socially excluded localities
SDP	Strategic Direction and Planning in Schools and Territories
SISP	Social Inclusion Strategic Plan
SISA	Project " Social Inclusion Systemic Assurance"

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1 Executive Summary

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

The project is in the last third of its implementation (54 months of 70 planned), 125 million of eligible expenditure has been disbursed so far. According to the plan on fulfilling of indicators were reported two documents – the Evaluation Manual and the Analysis of School Segregation.

Other documents presented in 17th monitored period (2020/7-2020/9) include 39 Local Plans of Inclusion, 53 Initial Analyses of localities, 53 working groups of IHQE support and 44 Communication Strategies, the Evaluation Manual and the Analysis of School Segregation. 88 expert workshops and 27 public meetings were held.

Within this Interim Report, only one evaluation issue is addressed – **continuously perceived the benefits of the project as perceived by the stakeholders in the supported municipalities**. Following aspects of the implementation were evaluated: the fulfilment of intermediate goals and of the project's main goal, that is, to apply successfully the principles of inclusive and high-quality education based on participation and to create conditions for sustainability and a long-term development of measures set up on local level during the project. Evaluation will be carried out every year until 2022. Conducted observation of variables will enable assessment of progress made in time. A total of 18 parameters was set to enable a clear quantified comparison of values with upcoming years' findings. 33 interviews were carried out to find out the opinion of the stakeholders in 11 cooperating municipalities. The information on respondents' portions presented below is based on the responses provided by the 33 mentioned respondents.

No significant deviation from the expected was recorded in any of the parameters, the monitored activities of ASI are carried out. Parameter values are stable over time (differing by no more than a few tenths of a point). Amore significant positive shift compared to previousm surveys was noted by parameters on which ASI activities have a direct influence, i.e. document approval (SISP and LPI). On the contrary, the parameters "ASI activities", "Functioning of the negotiations", "Implementation of LPI" and "Evaluation reports of the impact of the project in localities" regularly deteriorate in almost all years – the latter found not only low information of actors in localities, but above all delays in the preparation of reports themselves. The evaluation therefore defined a recommendation to strengthen staffing capacities and improve the management of the preparation of evaluation **reports in localities by the project implementer**.

The strategic documents (Social Inclusion Strategic Plan (SISP) and Local Inclusion Plan (LPI) are mostly approved by the municipality council, which was stated by 61 % of the 33 respondents to the survey for the SISP and 55 % for the LPI. Compared to previous surveys, the proportionof respondents who could not answer questions about the state of preparation of documents increased – respondents are often confused, the approval of a document has often passed for a longer period of time, and respondents were not sure which document it was. Representatives of municipalities continue to have

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the greatest overview of the work in progress; half of the school representatives didn't express any opinion.

Respondents usually agree that LPI was created without problems. Implementation of LPI´s activities and measures – as planned and to a sufficient extent – approximately half of respondents are rated as (at least partially) successful, but a third of respondents have no information about the plan. The most negative responses to the implementation of LPI are heard from school representatives. Representatives of municipalities often state that the plans would have been fulfilled had it not been for the epidemiological situation, closed schools and limited meetings options.

This year's survey also confirmed that the involvement of municipalities in the existing Local Action Plans for the Development of Education is very intensive (the involvement of the municipality according to 82 % of respondents). Awareness of this document is the largest of all the examined documents.

There is a slight decrease in overall satisfaction with the ASI's activities – this is due to the shift of activity to other areas, the coronavirus pandemic and the lower intensity of cooperation (after the initial involvement of all actors in the working groups and the preparation of strategic documents, the ASI's activities continue to be devoted to a smaller number – but active – key players, for example in the preparation of projects). Representatives of municipalities are more often satisfied with the methodological support of ASI (73 % at least partially satisfied) than representatives of schools (below 30 %). Communication with actors outside the municipality after the creation of documents subsides (or moves to the area of methodological support for the preparation of specific projects, education, etc.), which can be seen in the increase of respondents who are not able to assess the activities of the ASI (27 % of all respondents, but exclusively respondents from education or organizations working with children and youth). The fact that two out of 11 localities failed to submit their project (i.e. 18 % of respondents) also had an impact on the deterioration of the parameter, which was negatively (though partially wrongly) reflected in the evaluation of this parameter. The majority of respondents do not make any specific complaints about the activities of the ASI. Really critical voices are heard only in the direction of project preparation, and especially in the event of the failure of the project, dissatisfaction is reflected in the direction of the ASI's activities. The complaints of several units of respondents that ASI did not communicate with them after the failure of the submitted project, did not try to explain or correct errors, provide feedback, etc. can be considered relevant.

It still remains valid that the most frequent project implementers are municipalities, behind them NGO and in schools very few projects are carried out within the framework of CASEL (they implement projects using Templates or LAP). This distribution often corresponds to the tone of respondents' responses and information and satisfaction with the methodological support of ASI in the submission of projects. Respondents from the city representatives who implement the projects most frequently often praise the cooperation.

Cooperation at local level usually works (involvement of relevant institutions, functioning of negotiations, quality of negotiations, discussion, sharing of needs), working groups are organised in accordance with these plan, although currently with less frequency. When evaluating the functioning of cooperation and working groups, respondents evaluate the involvement of actors, discussion, quality of cooperation and deployment of local actors as less intense than at the beginning. The main goal of the working groups – the writing of LPI – has already been met in localities, and the frequency

of meetings and effectiveness loses its main purpose. After the creation of documents or the planning of projects, the intensity of meetings and the interest of the actors in joint action gradually decreases. The current coronavirus pandemic, including the impossibility of meeting in person, also has an impact on this condition.

The assessment of the sources of funds is stable over time, the proportion of positive and negative responses is more or less balanced. Some actors stress that, while funding is often sufficient, it is not always properly targeted.

Respondents agree that steps are being taken towards inclusive education, but often their view of the success of these steps varies – this largely depends on individual conditions (the same results can be perceived differently , among other things, by actors representing different institutions). There remains a certain distrust of inclusive measures among the actors (e.g. a negative impact on the education of other pupils), but they often acknowledge that some progress can be observed. It is necessary to perceive their current situation among school representatives – a significant part of the energy of headteachers and teachers has been drained from inclusion by government measures and the need to constantly adapt to the new situation. The frequently mentioned problem is the interruption of extracurricular activities due to government measures – there are fears that progress may be lost, including due to a lack of contact with pupils' parents.

The parameter evaluating the change in attitudes of relevant actors on the issue of inclusive and quality education – despite the unfavourable conditions caused by the epidemic – showed a slight decrease in value and thus an improvement in the attitudes of relay actors on the issue of inclusion in municipalities.

60 % of respondents believe that schools are doing well or partially to involve children from SEL, but these results vary widely between areas and depend on many factors. According to some respondents, the inclusion of children from SEL carries the risk of segregated schools. According to respondents, it is often difficult to find teaching assistants, and most schools face the lack of interest from children and their families.

Sub-objective 6 of the project (to ensure evaluation of the impact of the project) is represented by three parameters. Almost 80 % of respondents described the initial analysis of their location as finalised, its creation was in the most cases trouble-free. Respondents are often involved in the preparation of input analysis (data collection, interviews, delivery of documents) and therefore their awareness of this document is also high.

Only 15 % of respondents have general information on the planned cumulative evaluation of the impact of the IHQE project, which is a significant decrease compared to 35 % a year earlier. The highest information is among the representatives of municipalities. However, respondents' answers can be explained by the reality of the project rather than their ignorance. The summary evaluation of the project will be processed by an external company, it is currently in the preparation of the tender documentation of this evaluation. The preparation of the evaluation is therefore only taking place in a narrow circle of employees (mainly evaluors) from ASI, key players have not yet been systematically informed or involved.

Knowledge of the Assessment Report on the impact of the project for a given locality is even smaller, only 9 % of respondents were able to answer the question, the others cannot assess. The recorded

drop in information is again understandable – evaluation work has not yet begun in the locations included in this year's survey (according to information from ASI). The preparation of evaluation reports in localities is running late. The first evaluation reports of the localities were to be prepared already in autumn 2019, in reality the first evaluations in the localities are not completed until the end of 2020. Not only from the point of view of the responses of the actors, but overall for the fulfilment of project activities, it is advisable to focus more closely on the observance of the schedule of this activity in order to complete all the outputs of the IHQE project in a timely manner.

2 Research summary and the upcoming activities

The following chapter contains a brief summary of the investigations carried out in the framework of the evaluation of the IHQE project for 2020. A more detailed description of the individual investigations is set out in Annex I — Technical Reports. A brief summary of the implementation process over the next period (including any recommendations for adjustments to the methodology and other reports) is provided below.

For 2020 (under 4. interim reports) the following evaluation questions were evaluated:

- EQ C.2 What is the continuously perceived contribution of the project by actors in supported municipalities?

Research Procedure - research conducted

Part	Type of investigation	Respondents (type, number)	Date of investigation	EQ
C	IDI	33 actors from 11 municipalities cooperating with ASI (supplemented by four interviews with local consultants)	September - December 2020	C.2

Summary of the procedure for the next period

1. The final stage of the evaluation is the Final Report, which will be submitted on 31 August 2022.

2. The Final Report will again evaluate evaluation question C.2 (What is the continuously perceived contribution of the project by actors*in*supported municipalities ?), whose methodology was set up with the contracting authority in*autumn 2017 and supplemented by parameters and open questions regarding sub-objective 6 (to ensure evaluation of the impact of activities carried out within the project) in 2018. During the field investigation and processing of the results, there were no more serious problems indicating the need to change the set methodology, the investigation will be repeated for the Final Report – for the remaining 3 municipalities (those that were added in 2019 and have therefore only been visited twice). The expected date of implementation of the investigation is winter 2021/spring 2022. An overall summary of EQ C.2 will be created for the final report.

3. Evaluation issues C.3 will also be evaluated in the Final Report (*What*is the awareness of project implementers about complementary activities created*in other IPs and IPs?*) and C.5 (*What benefit has the implementation teams of the projects benefited from the Methodology for Internal Evaluation of Projects?*). These questions were set in 2017 and were also evaluated for the 3rd EDP. Interim report for 2019. The investigation was carried out without

complications. The issues will be addressed again in 2022 for the Final Report, based on the set methodology. The expected date of implementation of the investigation is winter 2021/spring 2022.

4. Evaluation question C.4 will also be evaluated for the Final Report (*What are the unintended and other impacts for the projects evaluated?*), whose methodology was set and agreed in the Input Report (below is a planned summary of methods for solving EQ according to the Input Report). The expected date of implementation of the investigation is autumn 2021 - spring 2022. In the event of an ongoing epidemic and restrictive government regulations, an adjustment of the methodology will be negotiated for methods requiring face-to-face meetings with the contracting authority.

Summary of methods used in EQ C.4:

Variable	Method	Source	Sample
Impacts of the interventions carried out	Desk research, ThEQry of change (data analysis - supplementary)	Initial analyses of local education networks, Project implementation reports, Self-assessment reports, Evaluation reports on the impact of the project in localities	Municipalities selected for case studies – all relevant documents
Verification and completion of the identified impacts of the interventions carried out	Field investigation – case studies, ThEQry of Change	Municipalities selected for case studies	To be determined in cooperation with the beneficiary (first part - 3.Q 2017)
Causalities that have led to unintended consequences	Synthesis	Step outputs above	

This Final Evaluation will also meet the set evaluation objectives:

- continuously qualitatively and quantitatively evaluate to what extent the projects and challenges evaluated meet their stated objectives
- evaluate the extent to which the projects evaluated contribute to the implementation of the comprehensive conceptual solution of the KLIMA action
- provide feedback and recommendations on project implementation to IPs and IPk OC and implementers, including the transfer of practical information to and from the system solution.

The principles of transparency and principles of 3E (effectiveness, efficiency and economy) will continue to be applied in the framework of the evaluation.

3 Findings and evaluation questions answers

3.1 Introduction

Project implementation status

Individual systemic training "Inclusive and quality education in territories with socially excluded localities"(IHQE) is in the last third of its implementation [1](54 months out of a total planned 70)– it takes place from 1 July 2016 and is planned until 30 April 2022. Theeligible expenses of the project are CZK2,01 million, with CZK 125 million being reimbursed as of September 30, 2020, or more than half of all funds. [2]

According to the plan for the implementation of the indicators (Annex 2 to the aid application), the first partial output of the evaluation manual project was to be finalised by the end of 2017, which was therefore submitted in the 6th EDF. Implementation report of 29 January 2018[3]. By the end of the 17th monitored period (7-9/2020) [4], a total of 39 Local Inclusion Plans, 53 Site Initial Analyses, 53 IHQE Support Working Groups, 44 Communication Strategies, 1 Evaluation Manual and School Segregation Analysisfrom the Perspective of Social Exclusionwere reported. 88 professional workshops and 27 public meetings were held.

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[1] From 1 January 2004, the European7.2016 to 31.12.2020

[2] Information from the most up-to-date, last approved Payment Request (for the 17th monitoring period)

[3] However, the target value of the indicator 54902 (Number of national systems or components thereate), which IHQE project will report in accordance with the plan for the implementation of the indicators, is foreseen only on 30 April 2022 – the reported document has therefore not yet been reflected in the indicator value.

[4] Information from the most up-to-date, last approved Implementation Report (for the 17th monitoring period)

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3.2 EQ C.2 What is the continuously perceived contribution of the project by actors in supported municipalities?

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

The evaluation question is solved by a series of repeated individual interviews, with a total of 30 interviews to be conducted in 30 locations according to the tender documents, in each of them repeatedly three times, in a periodicity of 12 months. The locations entered into the investigation gradually, depending on how the cooperation of the sites with ASI was concluded. An investigation to assess this evaluation issue was initiated in 2017, 19 sites joined the investigation and this investigation served to establish baseline values to which subsequent investigations will relate. In 2018, 27 sites were visited and in 2019 it was 30 sites. In 2020,it was the fourth in a series of data collections, and therefore the analysis is enriched by a comparison of the development of monitored parameters over time. 11 locations were visited.

The evaluation will continue in 2022 and its results and overall summary will be included in the Final Report.

The evaluation took the form of a field survey directly in municipalities, semi-structured interviews were conducted in 11 municipalities, with 3 respondents being approached in each municipality, with a total of 33 interviews subsequently conducted. In [5] order to compare the responses of each actor further in the text, they were divided into the following groups:

- **Education**: school and school heads, staff of schools and school establishments.
- **City/municipality**: mayors and local government officials,
- **Organisations working with children and young**pEQple : representatives of organisations active ineducation,counselling establishments,centres foreducationalcare,bodies for the social and legal protection of children, representatives of parents' associations.

The presented results are based on the responses received by 33 individual respondents.

The field investigation focused on the evaluation of the individual areas of cooperation of ASI with municipalities, i.e. on the evaluation of the first five partial objectives of the project, as well as on the procedural sub-objective 6 (to ensure the evaluation of the impact of the activities carried out within

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[5] Due to the pandemic coronavirus, which was reflected, among other things, in the field investigation, a Minutes of the Agreement was concluded between the Contracting Authority and the Supplier, which allowed the Supplier to carry out some interviews by telephone. A total of 8 interviews were conducted in this form. In addition, in accordance with the Minutes of the Agreement, these telephone conversations were supplemented by four telephone conversations with local consultants.

the project). 18 parameters were defined that follow the above objectives. Each parameter has defined 4-5 categories (i.e. possible answers) in order to quantify the comparison of values over time. However, these parameters are complemented by additional sub-questions (with the possibility of an open answer) so that it is possible to better understand why respondents chose a given category for each parameter and thus supplement the parameters with verbal comments.

Scheme: Bindingsub-objectives to specified survey parameters

Project sub-objectives	Parameter names								
1 Build capacity to support inclusive education in SEL territories	(2) LPI	(6) Functioning of the negotiations	(7) Quality of negotiations	(8) The discussion of the inkl setting is ongoing. Education	(9) Sharing needs				
2 Support a change in the attitudes of actors in municipalities towards inclusive education	(6) Functioning of the negotiations	(7) Quality of negotiations	(8) The discussion of the inkl setting is ongoing. Education	(9) Sharing needs	(5) Involvement of relevant institutions	(12) Fin. funds in the municipality for inkl. Education	(13) School direction towards inclusive education	(14) Change in attitudes	(15) Involvement of SEL children in schools
3 Promote communication, cooperation and sharing of good practice experience in inclusive education within municipalities	(6) Functioning of the negotiations	(7) Quality of negotiations	(8) The discussion of the inkl setting is ongoing. Education	(9) Sharing needs	(5) Involvement of relevant institutions				
4 Provide support in the participating municipalities in formulating inclusive education needs and objectives	(2) LPI	(1) SISP	(3) LAP education	(4) Methodological support for ASI					
5 Support in the creation and implementation of project projects	(4) Methodological support for ASI	(10) Implementation of LPI as planned	(11) Implementation of LPI to a sufficient extent						
6 Ensuring an evaluation of the impact of project activities	(16) Initial analysis of the site	(17) Evaluation of the impact of the IHQE project	(18) Evaluation report on the impact of the project on the site						

Strategic Social Inclusion Plan (SISP)

When it comes to the processing of the SISP, 61 % of respondents replied that the document had already been approved, while 6 % said that the document had been finalised. Compared to previous surveys, the proportionof respondents who could not answer the question increased (from 16 % in 2018 to the current 33 %), it has often been a long time since the document was approved, respondents said that they did not have an accurate overview of the status of individual documents or were not sure which document it was (" It is an awful lot, I no longer know which[6]*plan is which.* "). A higher proportion of respondents from municipalities in the VDP, where this plan was not established (of the 11 municipalities addressed, 2 were municipalities in the VDP, i.e. 18 % of respondents).

Chart 1: At what stage is the preparation of the Strategic Social Inclusion Plan?
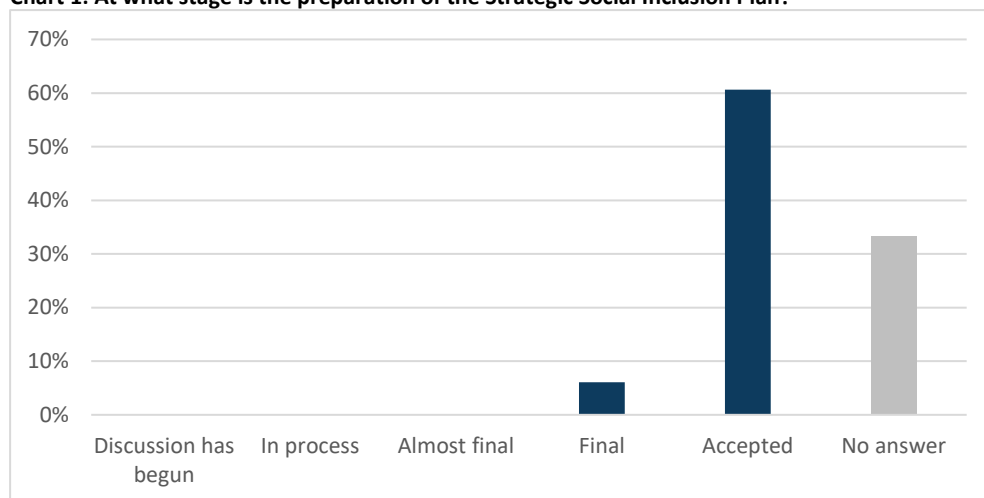
Source: Own investigation (N = 33)

Thanks to the repetition of the survey in municipalities, it is possible to longitudinally evaluate the development of the change within a given parameter (the lower the number, the better the result, see Chapter 3.2.1 in more detail). The chart below shows the development of parameter 1 - SISP.

Chart 2: Development of parameter 1 "At what stage is the preparation of the Strategic Social Inclusion Plan?"
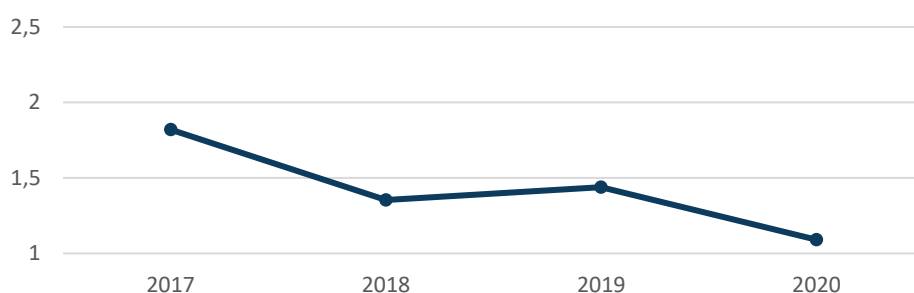
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-5, where 1 = ideal condition, higher = worse rating

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[6] According to information from the 17th century, the 17th century was the first time that the ZoR was reported as an output in 8 of the 11 sites visited, i.e. 73 %. Two other municipalities were in the VDP and the SISP was therefore not created there.

When evaluating the development of the parameter, clear improvements can be observed as the individual strategic plans are gradually approved within the framework of ASI cooperation with municipalities.

Site Input Analysis (IA)

Almost80 % of respondents, mostly representatives of municipalities, identified the finished and approved IA. [7]Respondents who could not answer the question were most often in the field of education (4 out of 11 respondents).
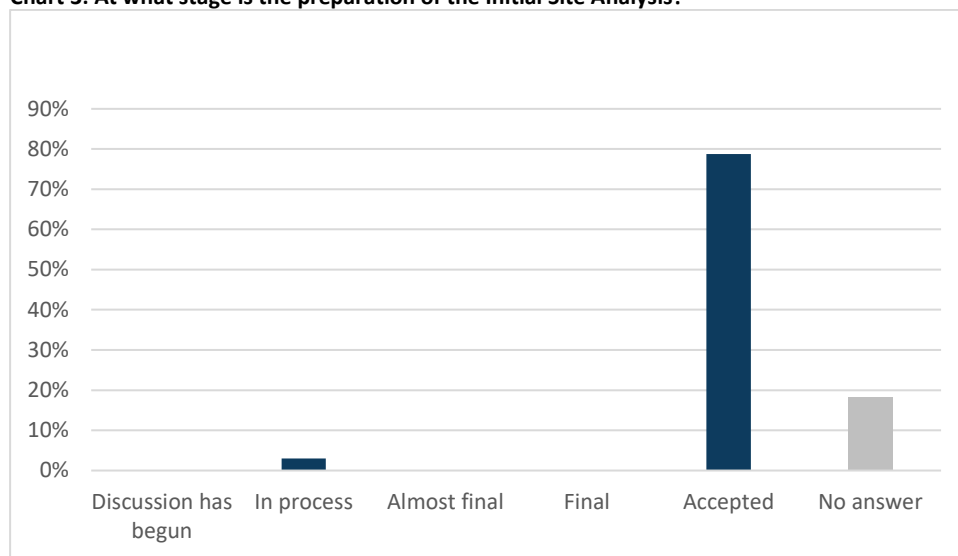
Chart 3: At what stage is the preparation of the Initial Site Analysis?

Source: Own investigation (N = 33)

Respondents report that they cooperated in the preparation of the IA (often citedby school representatives)or that they participated in data collection in the form of interviews or by delivering the necessary documents. Accordingto one of the respondents, "problems were solved operationally and*promptly ".* Respondents often state that this is a document approved a long time ago. Its preparation is evaluated positively and seamlessly by everyone ("I joined as a*respondent, from my point*of view it was well*grasped.* ").

Data collection for the Site Input Analysis parameter started only in 2018, so the data below is only displayed from 2018.

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[7] According to information from the 17th century, the 17th century was the first time that the ZoR was reported by the VA as an output in 8 of the 11 sites visited, or 73 %. Another 2 municipalities were in the VDP, initial analyses were created in them, but they were not reported as key outputs for filling indicators in ZoR.

Chart 4: Development of parameter16 " At what stage is the preparation of the Initial Site Analysis? "
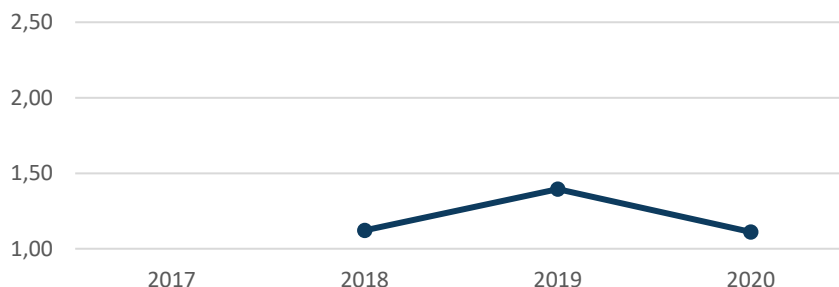
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-5, where 1 = ideal condition, higher = worse rating

This parameter is also maintained at a very low number, which implys the successful completion of the stated goal – that is, the preparation of the Initial Analysis of the Site, and since respondents were often involved in the preparation of this document (as working group participants, respondents, in the delivery of data), their awareness of this document is also high.

Local Inclusion Plan (LPI)

Over half of respondents confirmed that LPI had already been approved for their location, which is the same as in last year's survey. Only 3 respondents reported a different state of preparation of the document (and in all cases it was more about their [8]ignorance of the situation, the document was already approved in their municipalities). Compared to 3. The interim report significantly increased the number of respondentswho were not able to evaluate the stage of preparation of the document (from 17 % in last year's survey to 36 % this year), which is again due to a higher proportion of respondents frommunicipalities with VDP, where this plan may not have originatedt orhadanotherform. Representatives of municipalities continue to have the greatest overview of the work in progress, with half of the respondents not commenting on LPI with school representatives. According to one respondent, this is due to the fact that schools are not usually project implementers and therefore do not have to work with documents.

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[8] According to information from the 17th century, the 17th century was the first time that the ZoR was reported as output in 9 of the 11 sites visited, or 82 %. Another variant of this plan was created in one municipality (the municipality in the VDP – the Aid Plan was created). Only in one of the municipalities was LPI according to 17. ZoR banished.

**Chart 5: At what stage of preparation is the Local Inclusion Plan?**
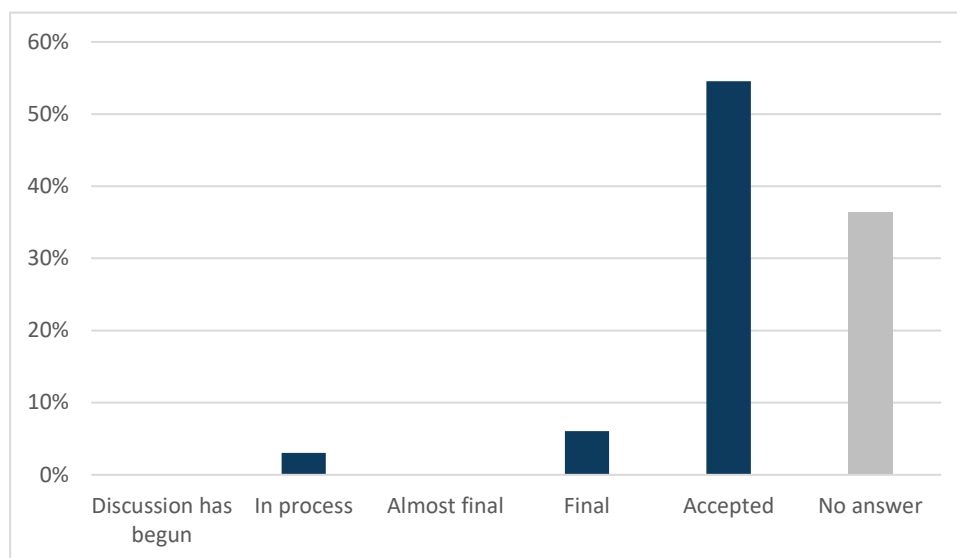
Source: Own investigation (N = 33)

The respondents stated that they were involved in the preparation by beingpart of working groups, preparing documents,submitted comments or checking the final form of the document. The respondents agree that allrelevant actors were involved, or at least were offered participation (in onecase, the actors did not make much use of this possibility, so the city cooperated only with those it establishes – i.e. the city and the high council). In municipalities, revisions of the document are often planned or the revision is already completed.

One of the respondents stated that she resented the fact that "*ASI strictly separates OPE and OP RDE, because in my opinion this is very closely related*". Another of the actors (from the field of education) summarized his findings on LPI as follows: " In general, thebiggest problem for*schools is to raise funds for special educators and school psychologists. While the plan describes these needs, it does not give a solution. I am not going to speak for myself that it is precisely the lack of solutions to our most pressing problems that is causing great distrust of such documents. The situation is constantly being mapped, but the deed has run away*. "[9]

Chart 6: Development ofthe arameter at No 2 "At what stage of preparation is the Local Inclusion Plan? "
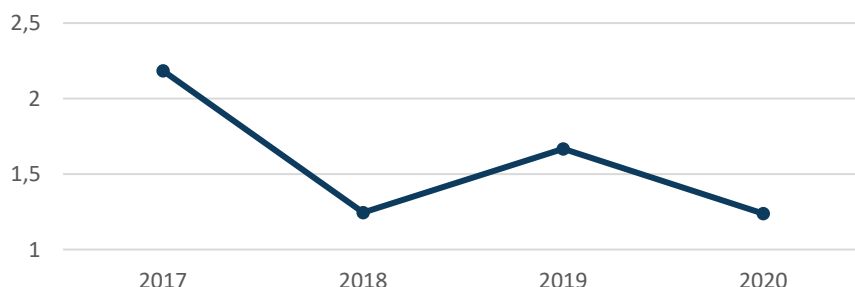
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)

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[9] Templates for highs and unit costs in call 02_19_075 allow for the establishment of these positions and financially cover them. It is therefore either ignorance of the respondent or it responds to situations where schools do not reach these funds due to lack of funding, etc.

Hunsettled on a scale of 1-5, where 1 = ideal condition, higher = worse rating

This parameter shows an improvement from the first survey in 2017, the low figure indicates the successful completion of the set goal – that is, the preparation of the Local Inclusion Plan in most municipalities.

Local Action Plan (LAP)

Over 80 % of respondentsreportedthat their municipality is involved in anexisting LAP, which isa comparable shareto the previous report. The distributionof other answers is similar. Awareness of this document is the largest of all the surveyed – only 12 % of respondents chose the answer "I do not know".

Chart 7: Does your municipality have a local action plan for the development of education?
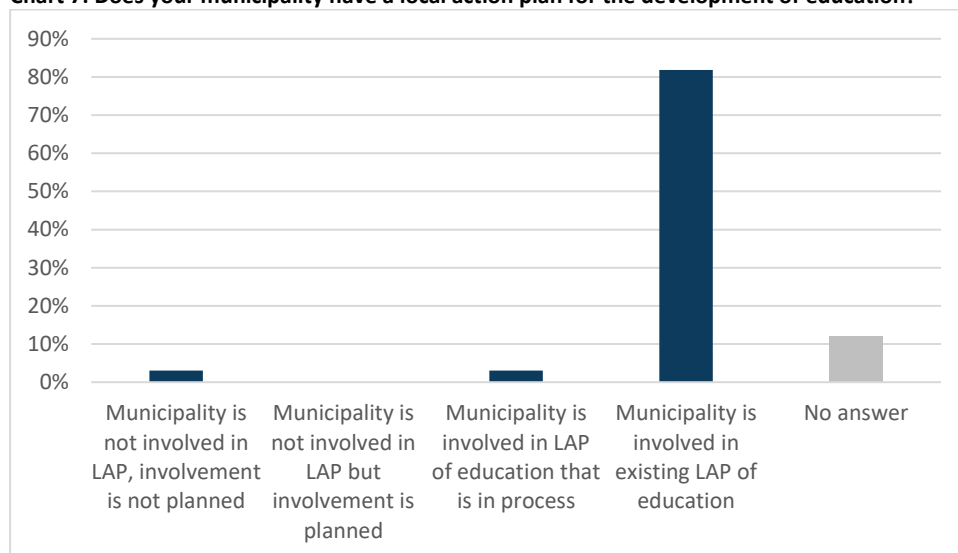
Source: Own investigation (N = 33)

The majority of respondents agreed that their municipalities are involved in LAP, whilemany municipalities arealready preparing or implementingLAP II(or preparing LAP III). In some cases, the preparation of the LAP update has been interrupted by the arrival of the pandemic and it is not yet clear how it will proceed.

 The vast majority of respondents consider the functioning of LAPS to be trouble-free, LAPS are usedvery actively , they involve not only schools but also a wide range of other institutions("PEQple in all possible*positions related to education participate. Cooperation with cultural organizations, theatres and non-profit organizations is also unforgettable.* "). The only complaints are in the direction of the coronavirus pandemicsituation , when some negotiations have stopped or are taking place in a limited onlineform.

Chart 8: Development of parameter 3 " Does yourmunicipality have a local action plan for the development ofeducation? "
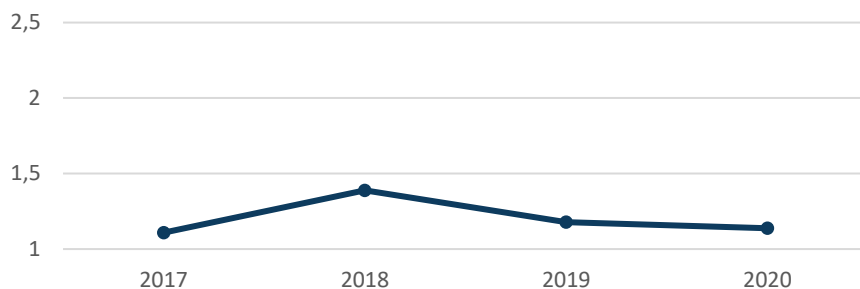
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
*Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating*

This parameter is also maintained at a very low number, LAPs are widely used in municipalities. LAP preparation is not part of the IHQE project, but project outputs (e.g. LPI) should be linked to LAP, which is confirmed by the majority of respondents.

Activities of ASI

Full satisfaction with the ASI activity (yes response) has been declining year-on-year for a long time (in the first survey in 2017 it was at 45 %, now only 18 %). In contrast, the number of respondents who answered 'partially yes' is increasing and are therefore partially satisfied with the ASI's activities. If we add up both of these categories, the decrease in satisfaction is milder (70 % in total in 2017, now 51 %). This is due, on the one hand, to an increase in the proportion of respondents who could not answer the question (27 %, these were exclusively respondents from education or organisations working with children and young pEQple – these come into contact with ASI less at a more advanced stage of cooperation , for example because they do not prepare projectsin CASEL. It also has an influence that ASI cannot hold classical conferences or workshops for respondents due to an epidemic, which has also caused the attention of respondents from education to shift to solving more up-to-day tasks, such as mastering distance learning, etc.). Furthermore, the activity of ASI in some municipalities is no longer so intensive (given that what should have been created and started has already been created and started). The fact that two out of 11 sites failed to submit their project (i.e. 18 % of respondents) also had an impact on the deterioration of the parameter, which was negatively (though partially wrongly) reflected in the evaluation of this parameter.

Chart 9: Are you satisfied with the methodological support of ASI in the preparation of your project plans/ projects?
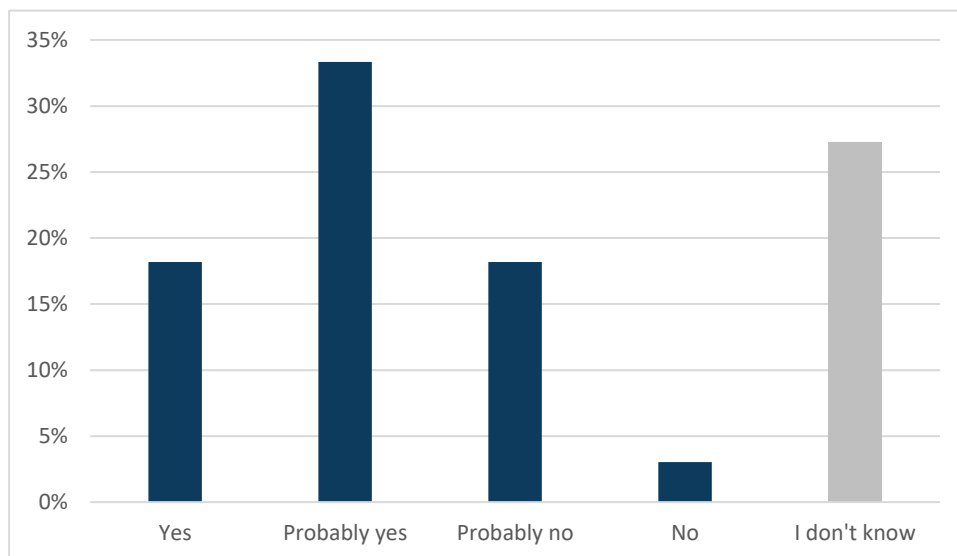
Source: Own investigation (N = 33)

Again, the most satisfied are respondents from the representatives of municipalities – 73 % of them are at least partially satisfied. In contrast, school representatives were not often able to answer the question (45 %) and were half "partially satisfied" and "partially dissatisfied". This is therefore the most dissatisfied group of respondents. Local consultants also confirmed in the investigation that communication in the later stages of cooperation takes place mainly with representatives of municipalities.

Only units of respondents have complaints about ASI's activities, for example, one stated " The advice*took place rather at working groups and at the level of the Office. [10]*); another partially disgruntled respondent stated "*But if we wanted to, they would probably advise us*. "

Really critical voices are heard only in the direction of project preparation (which some respondents thought was supposed to be the main activity of ASI) – and if the project fails, dissatisfaction is reflected in the activities of the ASI. The complaints of several units of respondents that ASI did not communicate with them after the failure, did not try to explain or correcterrors , provide feedback, etc. can be considered relevant. In general, the most common comments of (partially) dissatisfiedrespondents were summarised by one of them: " The Agency's work was good, the opportunity to consult with them wa*sthere, there was a* problem and that we *were preparing the inclusive* project that we were *denied*." According to the local consultant, it wasa municipality where the submission of the project was " the main contract from the municipality*towards ASI*", the reason for the failure of the project is seen by the local consultant ratheron the part of the Ministry of Education, Education, Technical School, which, in his opinion, did not provide a sufficient explanation of the rejection of the project. However, this comment by the respondent must also be assessed in the light of the fact that all project

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[10] The respondent also stated: "*At the moment, I don't know that ASI is going to schools and helping out there.*"which is not even the content of ASI within the project, but illustrates that when assessing satisfaction with the ASI's activities, respondents take into account issues in a much broader context than defined in the project.

applications that fail to receive aid receive detailed feedback/informationfrom the evaluationprocess , including the justification for rejecting the application.

Among the respondents, there were many positive responses to the activities of ASI (*"We are really satisfied with Agentura" "I finally feel apartnership, I am not pulling it myself.").* Respondents praised the possibility of consultation or advice as wellas the education provided (*"We can use counselling, they have offers of workshops or round tables. Mutually maintaining contacts between actors works well. " " Severaltimes a year, educational workshops are held for schools and the public, but there is little interest in them. It's a perfectly done job on the part of ASI, maybe too much effort. "*) Positive responses are often heard towards the networking of actors to which Agentura has contributed. The local consultants contacted also praised the cooperation with local actors in most cases.

Unfortunately, the activities of ASI were also affected by the pandemic, when it was not possible to meet in person, schools faced new tasks and "struggled" with the introduction of distance learning. This, too, may be*reflected* in respondents' dissatisfaction, as some of them have said: " We have also been invited to various schools for a tour, but now in times of pandemic it *is not entirely possible.* "; " *They offered us a conference,but unfortunately it cannot happen because of the pandemic.* ".

The intensity of cooperation with ASI – in terms ofquantity , number ofactors involved – decreases over time in locations. In the initial phase of cooperation, a wide range of key actors are involved in the analysis and search for possible solutions, are interviewed within the framework of the Input Analysis, participate in discussions and finding solutions within working groups and in the preparation of strategic documents. It isquite understandable that in the next – implementation – phase, cooperation will be narrowed mainly to thoseactors who implement, who are involved in solving defined problems. That is why some actors are not able to assess the current activities of the ASIor express only partial satisfaction.

Chart 10: Development of parameter 4 "Are you satisfied with the methodological support of ASI in the preparation of your project plans/projects?"
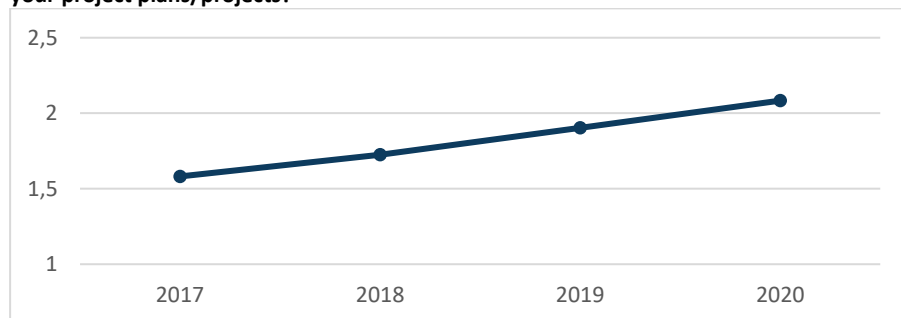
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Parametric values are gradually increasing, so there is a higher dissatisfaction of respondents with the ASI activity. As mentioned above, this is due to a lower intensity of cooperation (longertime since the start of cooperation), transfer of activities to other areas (strategic documents have already been setup, cooperation started ,actors implement projects)or coronavirus pandemic (which has limited personal meetings or some educational activities).

Apart from the dissatisfaction resulting from the failure of the submitted projects,the espondenti did not make any specific complaints about the activities of ASI.

Projects

Respondents mostly appreciate the methodological support of ASI in the preparation of projects that sponsor, coordinate or help to set up project applications – thus helping to fulfill LPI and improve the state of education in the municipality. It remains valid that the mostcommon projectimplementersareboth, behind them NGO and in schools only very few projects are created with methodological support of ASI, via CASEL. This distribution often corresponds to the tone of respondents' responses and information and satisfaction with the methodological support of ASI in the submission of projects.

Respondents from the city representatives often praise the cooperation, are satisfied with the function and activities of the local consultant, with the methodological support of ASI in the submission of projects (and thus the implementation of LPI), it has helped them to realize other partial projects, it saves administration and, in theiropinion, coordination of individual projects takes place. From the respondents' responses: "*In my opinion, the CASEL principle of project submission is beneficial because it represents a less competitive environment for us. Thanksto the methodological support of ASI, we*have succeeded with the project " or"Coordination*i is happening 100 %, very well. CASEL is brilliant for me, it is a great opportunity to respond to the needs of the location*. " Criticism from cities is less frequent; Forexample, some do not see great benefits in the principle of project submission within the CASEL . The two complaints made inconnection with the need for a more flexible response to the set challenges can be considered more serious: " We wanted to build on the project in*SEL II and* the pEQple *of Agentura were not prepared and reacted late*. " and " The*ministry's call has closed, so there are no projects. So we finished the LPI, but we didn't have time for the projects*anymore. " Another respondent complained about the set conditions of the call and specifically stated that "... *different conditions were required, such as quantification* of supported Roma, we did not want to do this because we cannot determine who is Roma – who looks like one? ".

Organisations working with children and young pEQple are more likely to respond that they do not know if a project has been implemented and whether methodological assistance has taken place. However, respondents who were able to assess the situation expressed themselves rather positively. They considered the methodological support of ASI to be beneficial and well-functioning, positively evaluating the principle of CASEL ("The allocation of*funds for CASEL was a tremendous help and almost certainty that the projects could be approved*".) as well as the fact that ASI coordinates individual projects with each other. If respondents from organisations working with children and young pEQple were dissatisfied, then this was mostly based on the failure of the submitted project (one of the respondents stated that "... *the reasons for rejecting our application were rather incomprehensible*".). In one case, the respondent also stated that the call had out of funds and therefore the project could not be implemented. However, this information is not correct after verification on the ministry's

website,[11] it is rather ignorance of the respondent. However, no substantial complaints were made to ASI.

Respondents in the field of education often had the most reserved approach, often refraining from commenting altogether, as they do not submit any project within the CASEL (with the methodological support of ASI). Schools most often submit their own projects, mainly through OP RDE templates, or make investments from IROP. Yet, as with previous groups, there are both positive voices (" We are *satisfied, and gentura supported* us so that we do not have to submit the project ourselves and cover the whole thing "); so also negative ("*Our school would need something a little different from the initial setup and access to us*").

As part of the investigation, local consultants were also approached to be triangulated and to find out from the field. One of the local consultants contacted stated that, on the contrary, ASI was not involved in the preparation of the municipality's project at all. The municipality did not use the methodological support of ASI in submitting the project and only a few days before submitting it to the Agency submitted the project "for approval" (necessary annex to the project).

Functioning of cooperation

Overall, the assessment is very similar to last year, with over 80 % of respondents generally or partially satisfied with the involvement of relevant institutions in cooperation. A small proportion of respondents were not able to answer the question and 3 respondents rated the involvement of institutions (rather) negatively.

Chart 11: In your opinion, are all relevant institutions involved in cooperation on the transformation of local educational practice?
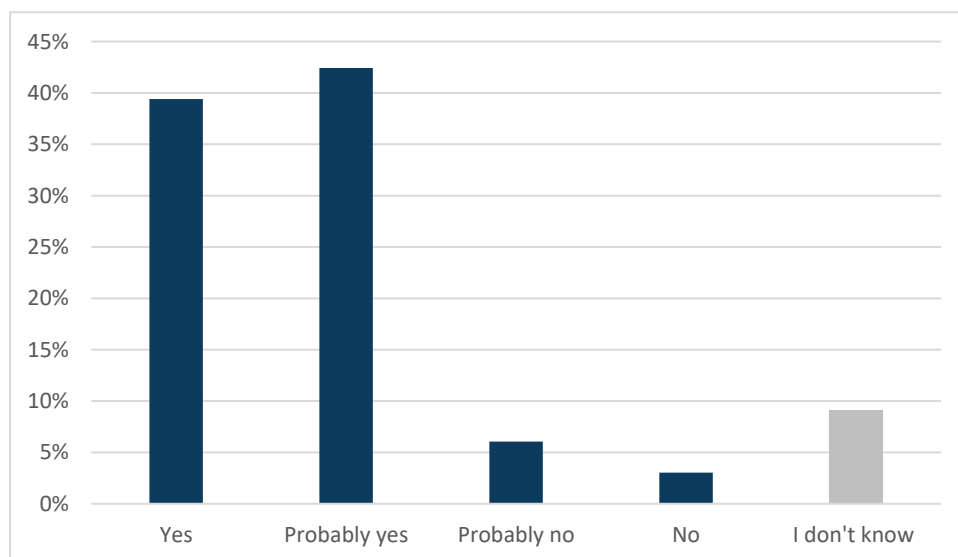

Source: Own investigation (N = 33)

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[11] In the challenges of Inclusive Education for CASEL I and II and Inclusive Education for SEL I, the funds were under-used. V last challenge 02_19_075 the allocation has been increased so that all projects that have met the minimum required point limit can be supported.

As the graph above shows, most actors agree that all or at least most institutions are involved. Representatives of municipalities, schools and NGO are primarily involved, in several cases representatives of PPPs, OSPOD or churches. The respondents stated that all relevant actors were involved , cooperation isgoing according to plan and "... *meets our expectations*". In some cases, all relevant institutions have been approached but refused to participate in cooperation or their involvement is only formal. The involvement of most relevant actors is also evaluated positively by the local consultants approached.

There is no criticism in either case from city representatives. The only critical comment was from a representative of organisations working with children andyoung pEQple , whostated that "... *in cooperation, there was*an error on the part of the municipality, which did not invite the NGO to participate at all, and yet I think *that NGO should be involved*". The coronavirus pandemic certainly had an impact on negative ratings.

Chart 12: Development of parameter 5 "In your opinion, are all relevant institutions involved in cooperation on the transformation of local educational practice?"
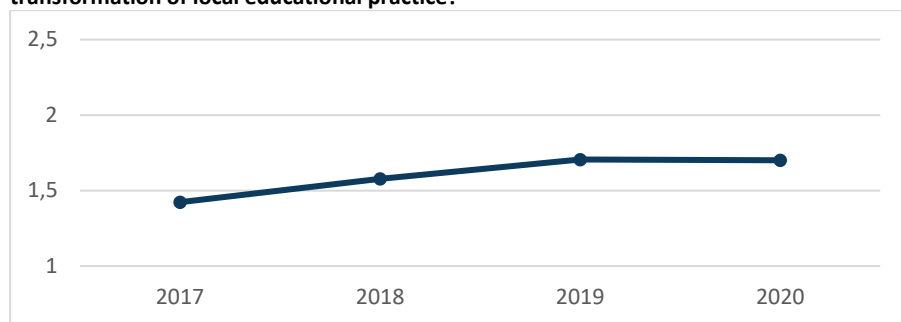
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Parametric values remain at a similar level in the long term, so the involvement of relevant institutions is perceived in a similarly positive way.

Working groups

The following issues focus on the quality of the education working groups. There has been a slight deterioration in the functioning of the meetingin the long term, which has accelerated this year.

Chart 13: Do you think meetings (e.g. working group for education / workshops / expert groups) work as expected?
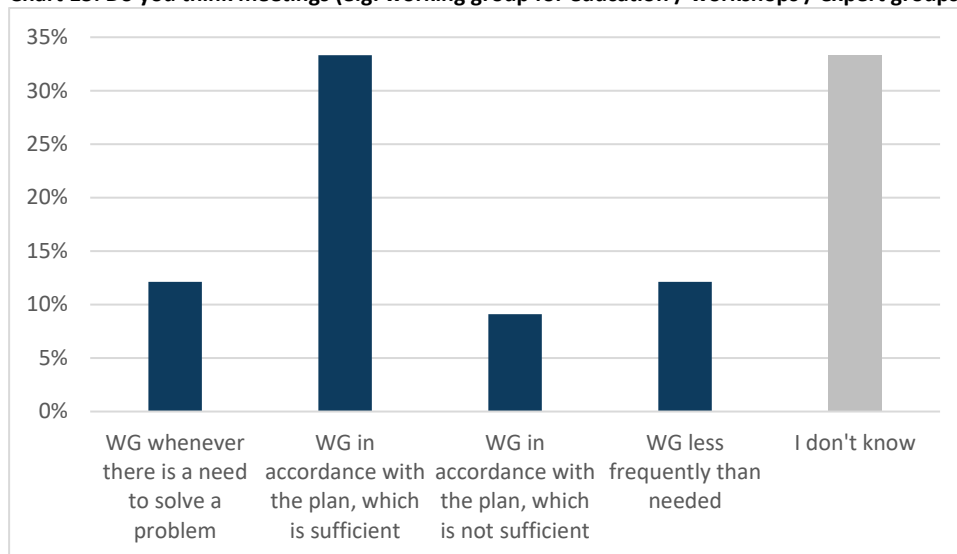
Source: Own investigation (N = 33)

Compared to last year, the number of respondents who could not assess the situation increased, which was often because there were no working groups in some locations ("Wealready have everything setup"; " *Now the groups do not take place because there are no projects and that there is a virus*"). Also, in the case of a negative assessment of the frequency of meetings, respondents often refer to the current viral situation where meetings are not allowed. The online form of meetings occurred only in exceptional cases. One of the respondents stated that "*meetings work within LAP, we do*not currently meet for inclusion – everything will be solved at LAP meetings".

There was one specific resuite where they were "... *invitations to working group meetings are sent only a short time in advance and there is no choice of date*". Otherwise, however, the functioning of the working groups and their technical security are evaluated positively.

Chart 14: Development of parameter 6 " Domeetings (e.g. working group for education /workshops / expert groups) work according to your opinion?"
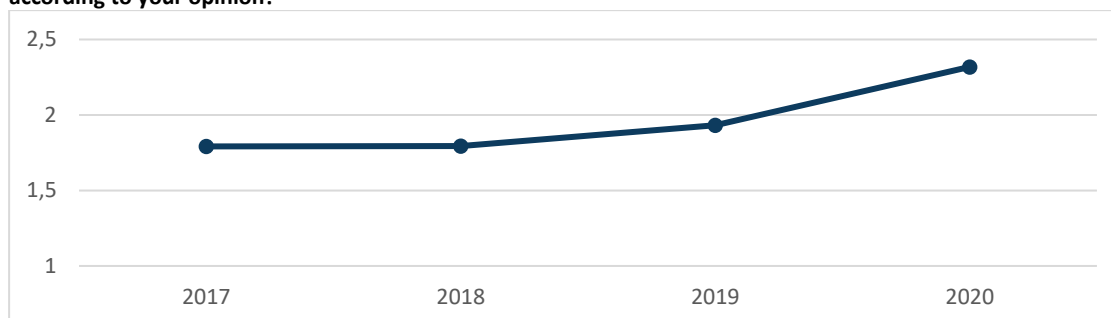

Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Given the current situation, when schools are closed and population meetings are limited even for long months, the increase in the value of the parameter that asks about the frequency of meetings is actually understandable.

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When asked if meetings are stimulating and of good quality, the majority of respondents answered partially yes(33 %) , with one fifth of respondents seeing them as certainly stimulating and of good quality. 15 % of respondents answered noand no one expressed a negative comment compared to last year's survey. However, the number of respondents who could not assess the question increased significantly, again due to the limitations of encounters due to epidemics and coronavirus.

Chart 15: Are meetings of high quality and stimulating to support and develop inclusive education in the community?
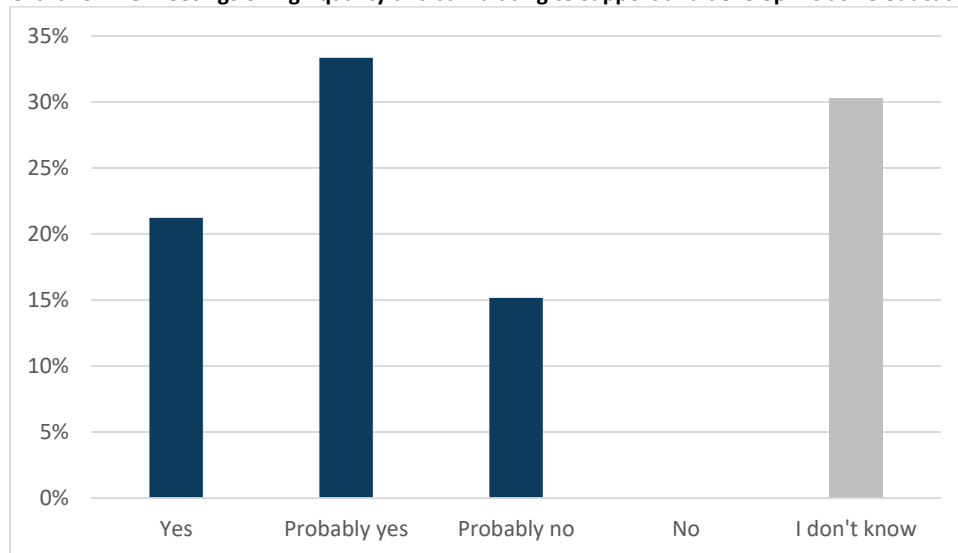
Source: Own investigation (N = 33)

Satisfaction rates were similar for different types of respondents (slightly worse only for school representatives). Respondents agree that meetings are mostly high-quality and stimulating ("The*mutual dialogue is sufficient, it is worse with a real impact on the ground.* ") , this brings them greater awareness of inclusion, has new information on inclusive education and meetings work effectively overall.

Most respondents do not see any major problems in the functioning of the working groups. For example, two of the respondents from education were specific in their resentments , whostated that working groups do not bring much new information for them as a school ("*We*have been in inclusion for a long*time, we know the issue and we have had special educators for many*years"). Another respondent, who perceived shortcomings in the functioning of the meeting, states that "... *unfortunately, certain problems cannot be solved from our level, legislative support is often lacking*'.

Chart 16: Development of parameter 7 "Are meetings of high quality and stimulating for the promotion and development of inclusive education in the municipality?"
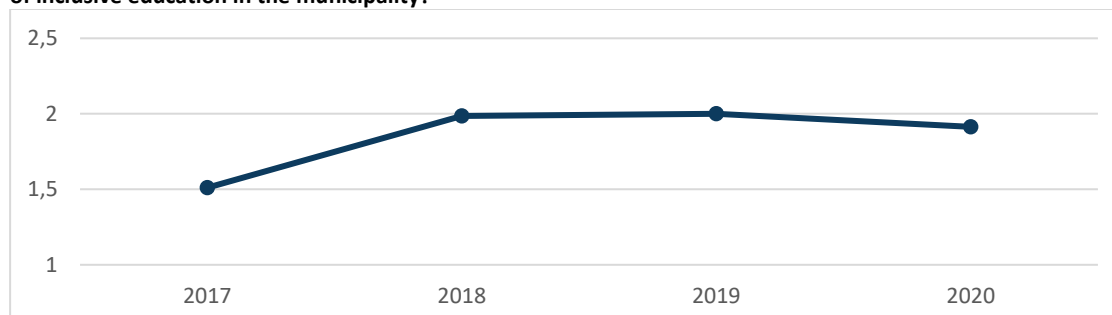
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Hodnotand parameter is stable over time. In the first year, there was more "optimism" about the stimulating of the meeting, but the value of the parameter is still maintained at a decent level.

The question of whether there is a discussion on the setting of inclusive education has also increased from last year to the number of respondents who could not assess it (from 19 % to 24 %). On the contrary, satisfaction with the course of the discussion is several percentage points lower (the sum *of yes* and partially *yes* responses was 74 % last year, compared to 66 % this year). The parameter was most positively evaluated by city representatives, with almost two thirds of them satisfied with the course of the discussion (they answered yes), the question was evaluated worse by schoolrepresentatives (yes answer only 18 %).

Chart 17: Regular meetings with school representatives discuss the setting up of inclusive education (information on mutual activities, exchange of experience, sharing of problems and their solutions, etc.).
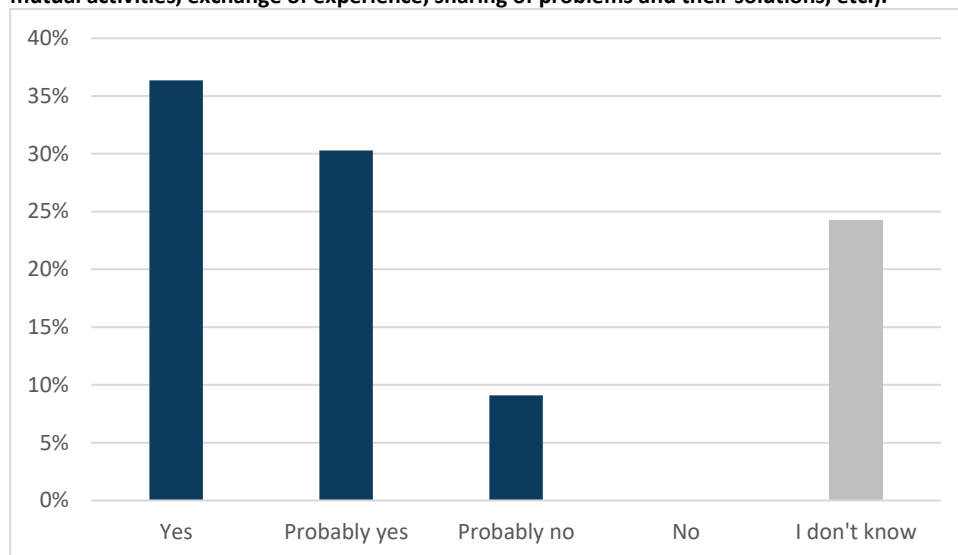
Source: Own investigation (N = 33)

The majority of respondents are satisfied with the discussion within the PS, their opinions and comments are taken into account in the PS. Most often, he mentionsas an asset a lot of new information about inclusive education, sharing experiences, raising awareness of events, opening up dialogue and getting to know actors from other spheres. (' *I had a good feelingabout*the meeting *,they were working*on*me professionally. We had room to comment on everything and we could have had an impact on thEQutcome.* ")

In contrast, only the units of respondents are notsatisfied with the effectiveness of the discussions ("*Pořád* was *planned, but none of it was.* " "*At workshops, it often revolves around the same things that we don't have the opportunity to move on anyway. For example, parents of SEL children do not support their children in education.* ").

Chart 18: Development of parameter 8 "In regular meetings with schoolrepresentatives, there is a discussion about setting up inclusive education (information on mutual activities, exchange of experience, sharing of problems and their solutions, etc.) "
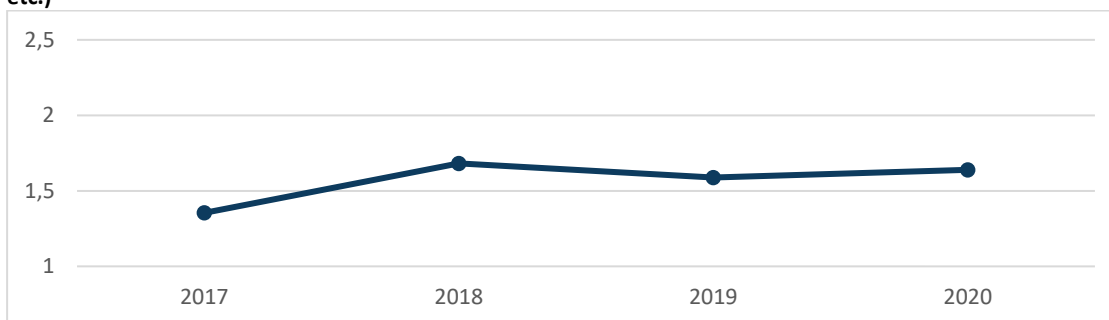

Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

The value of the parameter shows only slight changes, again withgreater optimism in the first year of the investigation.

The last of the parameters follows a similar trend as described above – an increased number of respondents who cannot assess the situation and slightly worse evaluations from school representatives. However, there was a slight improvement in the evaluation for this parameter, no one replied that the needs could not be clarified or shared. According to the majority of respondents (72 %) at least partially managed to share or clarify the needs of inclusive education at the working group (a significant increase from 63 % last year).

Chart 19needs in the working group?
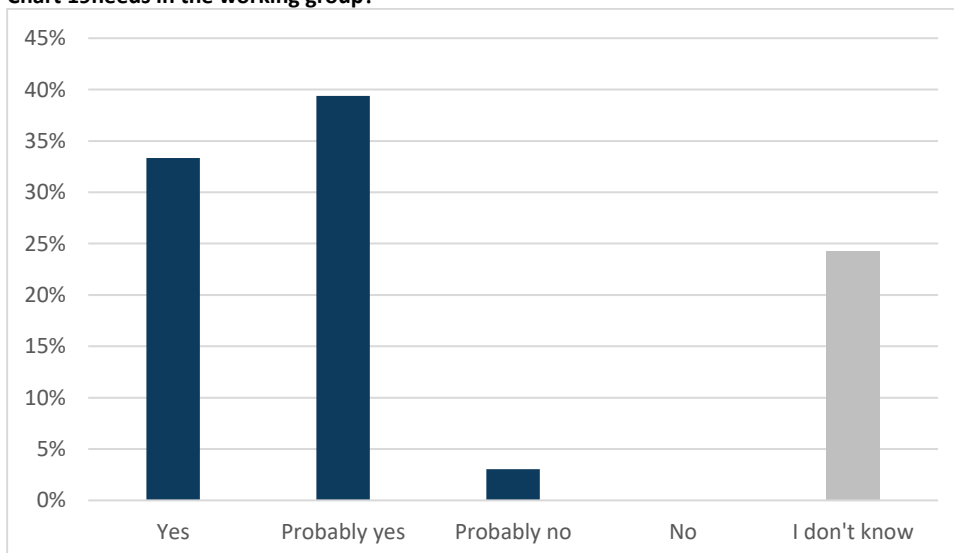
Source: Own investigation (N = 33)

According to the majority of respondents, needs are clarified or shared – including their own attitudes ("Meeting for us means clarifying needs in this*area, we meet regularly and discuss. Our views are taken into account .")* One of the respondents specifically argues that the meeting has made him able to understand needs across different types of respondents (" Thanksto the groups, we have more insight

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into the *functioning* of schools" " Meetingsare of good quality and bring new*information, it* is possible to clarify the needs in the area – according to the *information, I can then react correctly in the*training ").

One of the local consultants evaluates very positively the solution of the needs in the field of inclusive education, where the main topic (truancy) was identified in the village and a number of activities were carried out on it – working groups, round tables, experts in various fields were invited. In this particular case, according to the consultant, the issue was really well grasped, described and solved.

Chart 20: Development of parameter 9 "Have you managed to share or clarify the needs of inclusive education in the working group?"
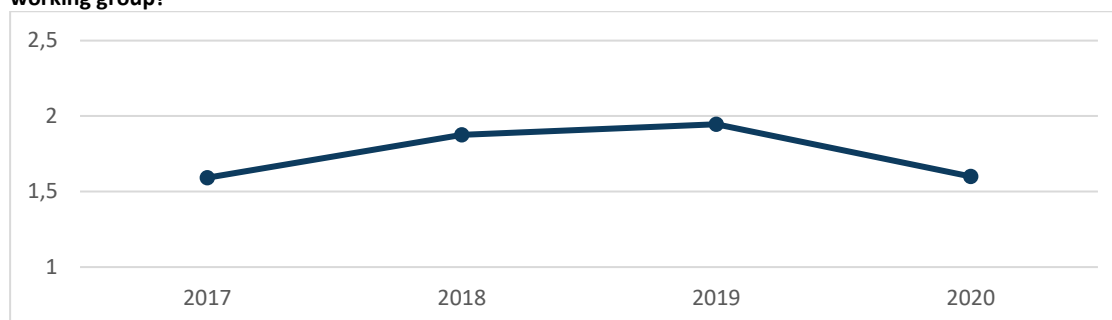
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

The value of the parameter is stable over time, there has been only a slight deterioration in previous years, with this year's survey returning to the level in the first year of the investigation, which can be viewed very positively.

Implementation of LPI

33 % of respondents are unable to answer the question of whether the measures in LPI are implemented as planned, which is 2 percentage points higher than in last year's report, reversing the trend of raising awareness over the years (with the involvement of respondents in the VDP again having an impact - since in localities in the VDP only the Plan of Remote Partial Support was sometimes created instead of LPI– amongthe addressed locations there was specifically one with the VDP Plan, i.e. without LPI - i.e. 9 % of all respondents). Paradoxically, the implementation of LPI was evaluated very negatively by the respondent from a location where LPI does not yet exist. As in 2019, the information is highest among representatives of municipalities, this year even 100 %. It is around 50 % for school and NGO representatives.

Activities are at least partially carried out according to 48 % of respondents, which is 13 percentage points lower than in the previous survey. On the contrary, 18 % of respondents say that the plan is insufficiently implemented. When asked whether the activities are carried out to a sufficient extent, the answers are somewhat more negative, most often the lack of funds or staff for positions of assistants, psychologists and special educators is cited.

According to the respondents, the plan was not approved in several municipalities, the respondentshere chose either the answer " is not*implemented*to an extent" or " I do not*know / I cannot answer*"

Chart 21: Are the activities and measures defined in LPI as <u>planned</u>?
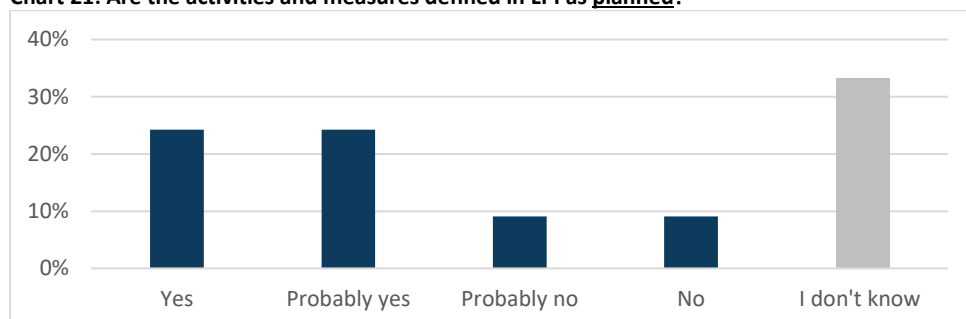
Source: Own investigation (N = 33)

Chart 22: Are the activities and measures defined in LPI <u>implemented to a sufficient extent</u>?
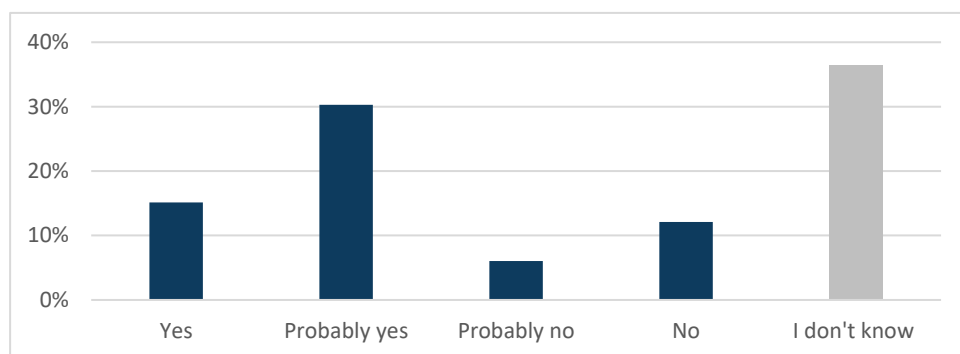
Source: Own investigation (N = 33)

It is often said on the part of municipalities that the plans would have been implemented as planned had it not been for the epidemiological situation, closed schools and limited meetings. Nevertheless, in most cases, according to the representatives of municipalities, the plan is fulfilled. In addition to the epidemic , these obstacles are also a lack of finances or insufficient staffing. Jeden representative of the municipalitystated the respondent: *"Education has decided to implement only some things, so implementation could be to a greater extent."* , other respondents commented on the situation in which schools lack staffing – both for the implementation of the plan and, for example, for teaching assistants.

For NGO representatives, compliance awareness is lower and their attitude is often more critical. The reasons are all the same: epidemics, staffing and money. Several actors stated that they were not informed of the existence of the plan or that the plan had not yet been created. The most negative responses are from school representativeswho are " not currentlythinking about solving plans", mainly due to the effects of the epidemic and the associated financial uncertainty.

Chart 23: Development of parameter No. 10 "Are the activities and measures defined in LPI according to the plan implemented? "
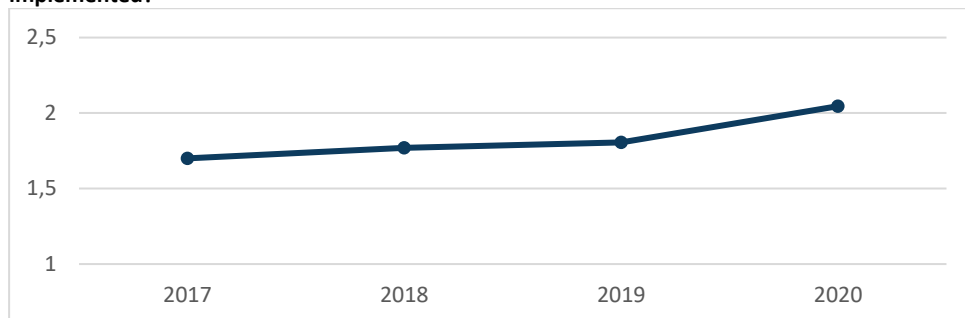
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Chart 24: Development of parameter No. 11 "Are the activities and measures defined inLPI sufficiently implemented? "
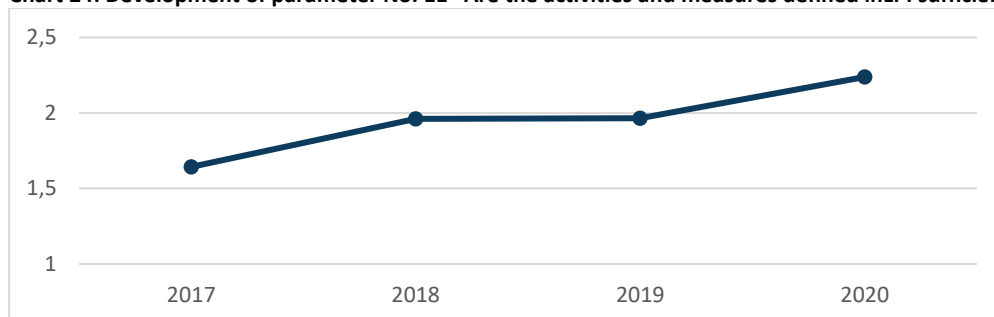
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Bothndikators show a slight deterioration again compared to previous years of the survey. As summarised above, the reasons are primarily: epidemics, staffing and money. The failures of submitted projects in 2 municipalities and the subsequent limited communication by ASI certainly have a great influence, which caused the overall displeasure of some respondents.

Funding for inclusive education

The proportion of respondents who cannot assess whether the funds are sufficient has risen from 39 % to 45 % compared to the previous survey. NGO representatives are more than half of the respondents. Furthermore, the proportion of respondents who consider the funds to be partially or completely insufficient has also decreased significantly, but there has been no significant increase in positive responses. Thus, respondents lost track and idea rather than an improvement in the situation or an increase in optimism. 6 % of respondents consider the funds to be quite sufficient, as well as completely insufficient.

Chart 25: Are the funds available in your municipality for inclusive education sufficient?
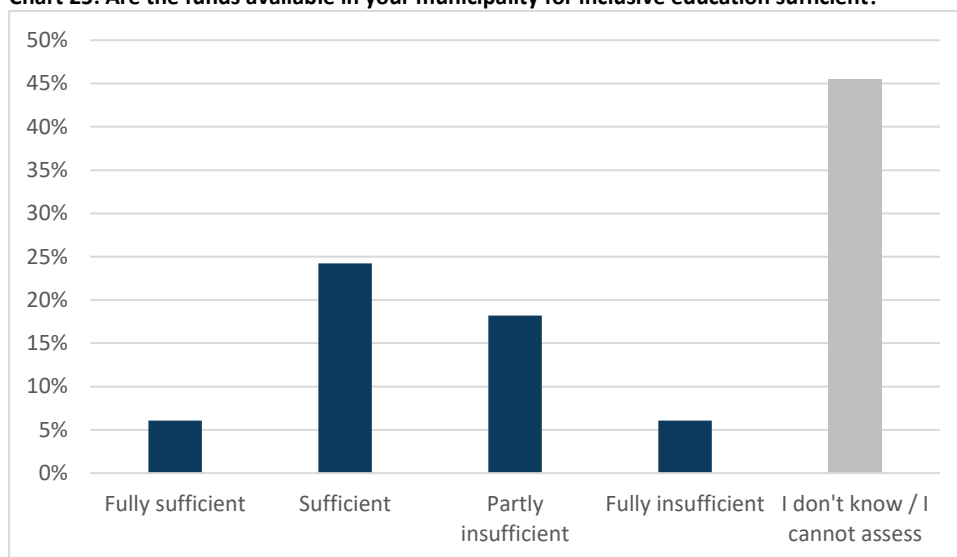
Source: Own investigation (N = 33)

The actors stress that, although funding is often sufficient, they are not always properly targeted. There is a problem with staff, support positions and social workers in several locations. (' *There are few educators, too much money is spent on aids*"). In some cases, the actors cite the rejection of the project or the conclusion of a call as the reason for the lack of funding. School representatives would also welcome greater autonomy in deciding on the use of funds. In connection with the epidemic,there is a problem with access to the necessary resources, especially forchildren/pupils from SEL, and schools do not have sufficient resources to provide pupils with the necessary technologies. Nor are there the means to educate educators, who often have problems transitioning to a distance way of teaching – " Schoolor NGO employees themselves cannot make full use of IT *technologies in education or online communication*".

Chart 26: Development of parameter 12 "Are the funds available in your municipality for inclusive education sufficient?"
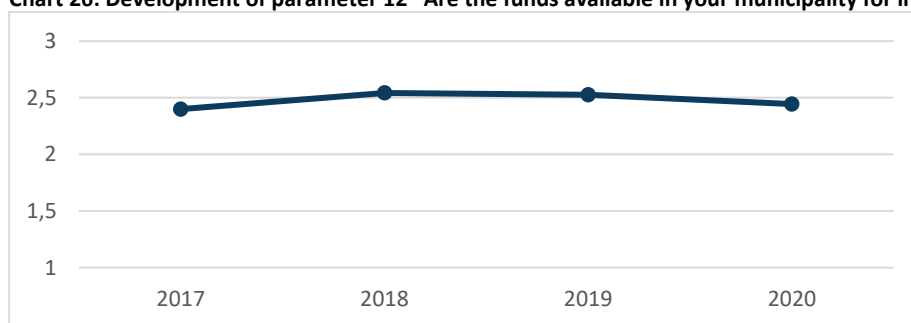

Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
*Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating*

The value of the parameter is stable over time, ossiating for a long time around 2.5, i.e. right in the middle of the scale.

EVROPSKÁ UNIE
Evropské strukturální a investiční fondy
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MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

Inclusive education in schools

Direction of municipalities towards inclusive education

Most respondents (30 %) is of the opinion that great progress can be observed. This is a significant improvement over 2019, when only 11 % of respondents expressed this view. This is mainly a shift for actors who have responded in the past that the first achievements are noticeable or that they are partly moving towards inclusion. Share of players who have answered no so *far* (7 %) and I *don't* know (15 %) remained almost the same compared to the previous investigation.

Chart 27: Are schools in your village moving towards inclusive education?
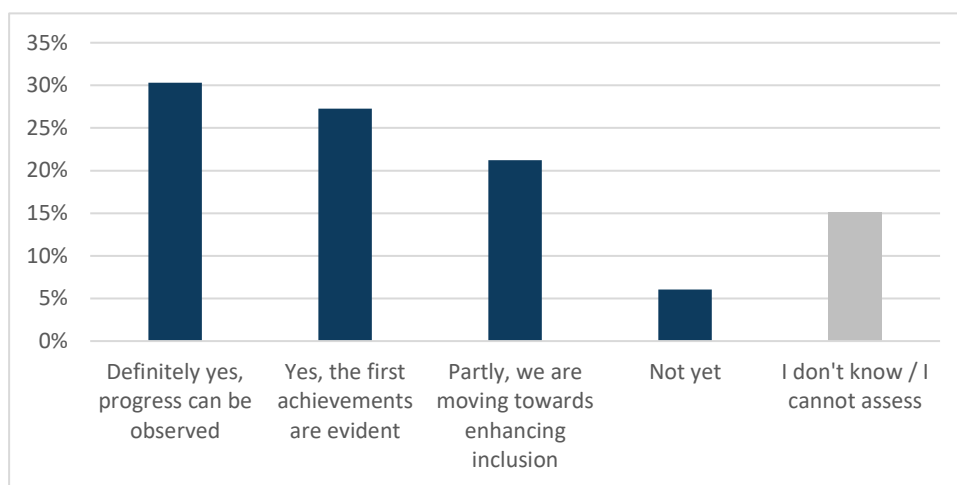
Source: Own investigation (N = 33)

To begin with, it is important to mention that several respondents, mostly from school representatives, were unable or unwilling to describe the development of inclusive education in their community this year compared to previous years. They cited the burden of government measures, which drained much of the energy of principals and teachers from inclusion. (' *Unfortunately, everything is solved from day to day*.")

Achievements in the field of inclusion vary between regions, but also within individual municipalities (" Each*school gives these children a different level of support ").* It is often said among school representatives that the direction towards inclusion is visible and that they often see improvements in the benefit of pupils as well. It should be mentioned that it is in schools that negative attitudes towards inclusion as such can often be encountered. However, although respondents often express personal disapproval of certain practices ("*I don't think inclusion is always appropriate, sometimes it's completely*unnecessary"), they acknowledge that some progress can be observed.

A frequent opinion of school heads seems to be that they have been working on inclusion for a long time and that the current pro-inclusive measures/plans are rather intrusive and place excessive demands on schools. There are isolated cases of schools that are not interested in inclusion, but in most cases schools work with other actors to develop the plan and implement it subsequently. Most respondents see cooperation with ASI as beneficial.

At present, the frequently mentioned problem is the interruption of extracurricular activities due to government measures. There are often concerns that progress may be lost as children lose contact with their peers and regular activity, and mainly due to a lack of contact with the children's parents.

The impact on other children /pupils is also often mentionedfrom the negatives. Some respondents generally talk about the existencEQfsystemicassistance fordisadvantaged children/pupils,whilegifted children/pupils are forgotten in their opinion (" Ithink there is no conceptual support for*gifted skilful*children "). According to the respondents, the fact that in some schools "segregated classes" are created with a high proportion of pupils requiring high attention.

Chart 28: Development of parameter 13 "Are schools in your community moving towards inclusive education? "
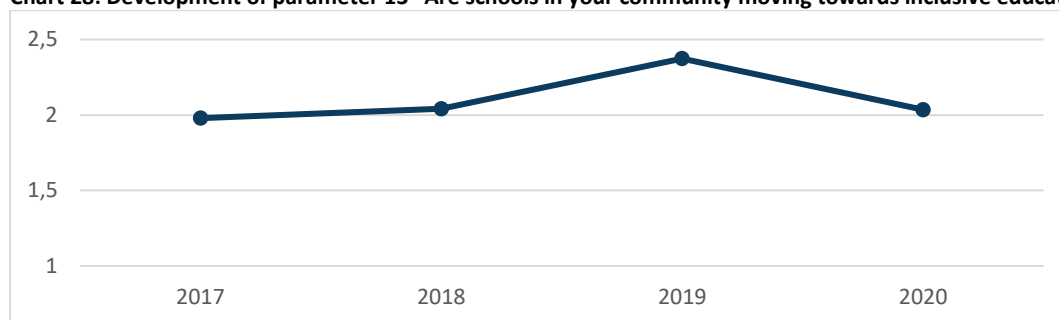
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

The analysis of continuous results shows that although there has been an improvement over 2019, this is only a return to the situation in previous years. However, it is necessary to take into account the very difficult situation for inclusion that the last year with government measures has brought, and therefore even an improvement in this indicator compared to last year can be considered a real success.

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

Compared to the previous survey, the negative response to the question about the change in attitudes of the actors fell from 18 % to 6 %. However, rather than an increase in positive responses,it was mainly the answer " I do not know/I cannot judge", from 29 % to 39 %. This can be attributed to the aforementioned reluctance of some actors to deal with inclusion at present, but the fact of limited contacts in the last year, which makes it much more complicated to assess the positions of other actors,

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cannot be neglected either. The next most common response is a partial drive to boost inclusion (30 %), with only 6 % of respondents seeing great progress, as in the previous survey.

Chart 29: Thanks to the project, has the attitudes of relevant actors on the issue of inclusive and quality education been changed in your village?
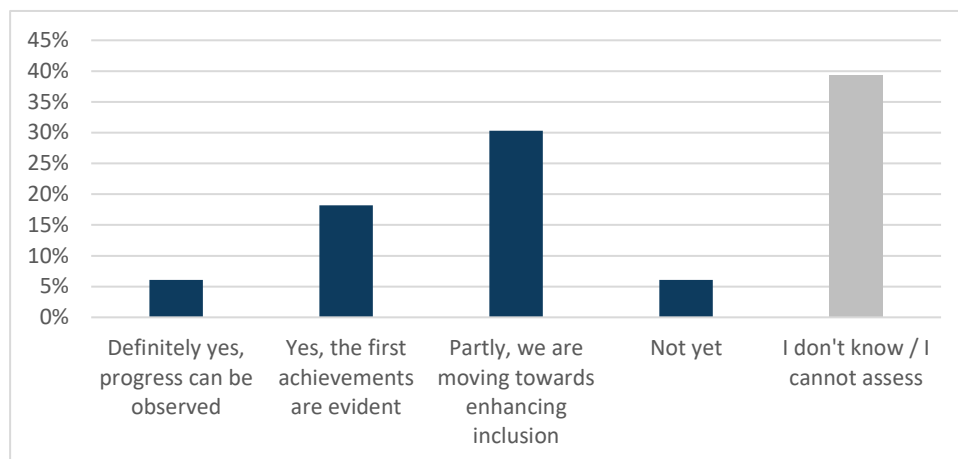
Source: Own investigation (N = 33)

Respondents often state that public attitudes towards inclusion remain unchanged, but acknowledge that it is not entirely possible to get an idea of the situation. Parents' attitudes are shown to be important. In the case of parents of disadvantaged children, respondents state that their communication with the school is usually crucial for the success of children ("The success of *children from SEL is slightly improved, but it always* depends on what attitude their parents take"). It is impossible to neglect the role of parents as role models, both positive and negative ("These children are going to *work, they say so in the first grade. The effort makes no sense, they need good examples in the family.* "). On the other hand, there are parents who perceive the primarily negative effects of inclusion (inclusion as a hinder of teaching, lack of time even for gifted children) and move their children to other schools.

Chart 30: Development of parameter 14 " Thanks to the project, we have managed to change the attitudes of relevant actors on the issue of inclusive and quality education in your village? "

Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
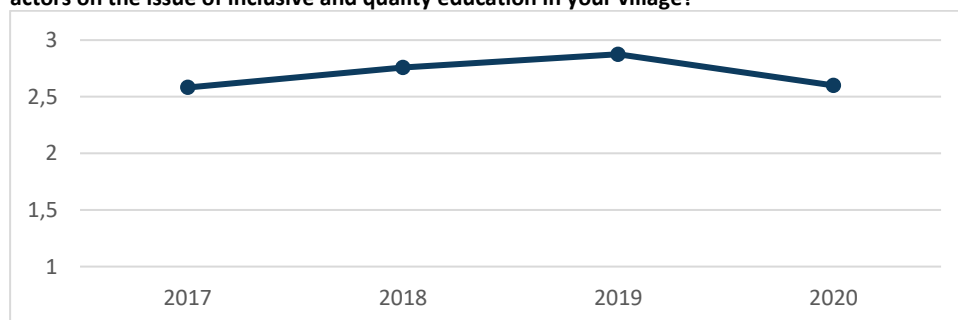*Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating*

The parameter is stable over time. In the last year , despite the unfavourable conditions caused by the epidemic, it has even shown a decrease in value, i.e. a slight improvement in the parameter and an improvement in the attitudes of relay actors on the issue of inclusion in municipalities.

Involvement of SEL children in schools in the village

Another question deals with the successes in involving children from SEL. The responses this year are somewhat more positive than in the previous year, *namely* the number of " partially" responses from 37 % to 21 % and the most innumerable response (36 %) it is now that the first achievements are evident. Thus, positive responses ('yes' and 'partially yes') together account for 60 % of all responses, while negative responses are 6 % as they were a year ago.

Chart 31: Are schools in your village able to involve children from SEL?
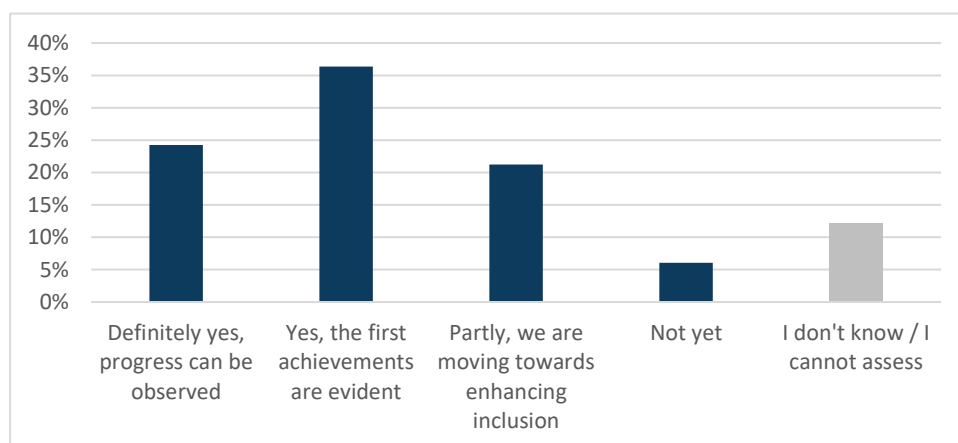
Source: Own investigation (N = 33)

Inclusive education is often perceived quite differently by actors – with the same results, actors representing different institutions can be perceived in the opposite way. For example, the mayor of a municipality may regard the increasing number of disadvantaged pupils as a positive indicator, while a school head sceptical of inclusion may regard this as liquidating.

Often, the actors state that they manage to involve children, but not everyone perceives it as something positive. Several respondents are of the opinion that the concept of inclusion *is fundamentally wrong ("Inclusion is done wrong and it* is not good for anyone, those children would need something completely different")*. However, the majority of respondents agree that schools are doing everything in their power to fully integrate SEL children into teaching. One can see the attitude that mentally handicapped or less intelligent children should not be included in primary schools, because it does not give them much, other children slow it down and their high demands keep teachers too busy, even if they have assistants.

Chart 32: Development of parameter 15 "Are schools in your village able to involve children from SEL? "
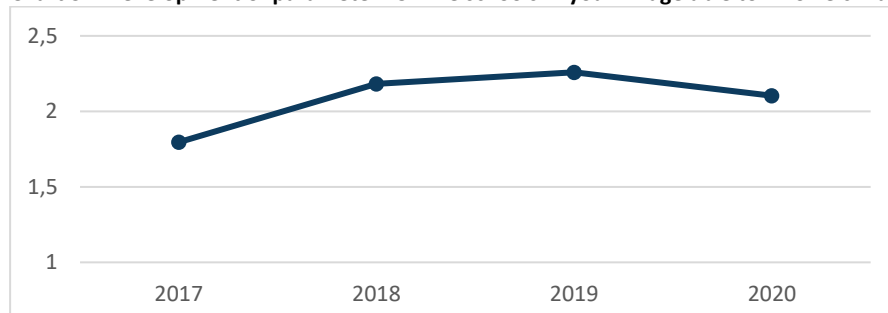
Source: Own survey in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

The last parameter from this group shows a similar trend over time, i.e. stable values witha slight improvement in the last year.

Among the parameters aimed at towards inclusion, the change in attitudes of the relevant actors was again the worst rated. Of these three parameters, it is the least influenceable and also the worst researchable. This is reflected in the fact that 39 % of respondents were unable to answer the question, which is the most of the three parameters.

Assessment report on the impact of the project on localities

In addition to the parameter to the Initial Analyses, sub-objective 6 of the project is represented by parameters focused on evaluation reports on the impact of the project on the site and summary impact evaluation (implemented from above, by synthesis of individual Evaluation Reports and other sources).

Of the respondents surveyed, a total of 18 % said they were unaware of the implementation of the evaluationand 64 % did not comment on the question (82 % in total). 15 % of respondents have general information on the planned cumulative evaluation, a significant decrease from 35 % a year earlier. The highest information is among the representatives of municipalities, which is understandable, since most of the time the municipality sponsors working groups, prepares plans and comes into contact with ASI the most.

However, respondents' answers can be explained by the reality of the project rather than their ignorance. The summary evaluation of the project will be processed by an external company, it is currently in the preparation of the tender documentation of this evaluation. For the time being, the preparation takes place only in a narrow circle of employees (especially evaluors) from ASI. Thus,some actors have a general awareness that evaluation will take place, but the actors have not been systematically informed or involved.

Chart 33: Are you aware that an evaluation of the impact of the IHQE project is planned/prepared?
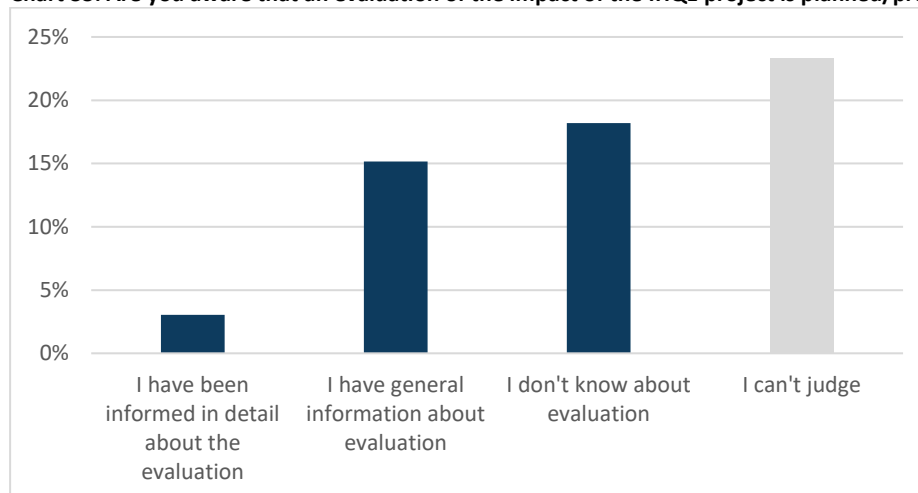
Source: Own investigation (N = 33)

Another question – at what stage is the preparation of the Evaluation Report – was answered by 91 % of respondents that they did not know. The remaining 9 % said that discussions had started, evaluation design was being prepared or data collection was being prepared.

Chart 34: At what stage is the planning/preparation of the Project Impact Assessment Report for your location??
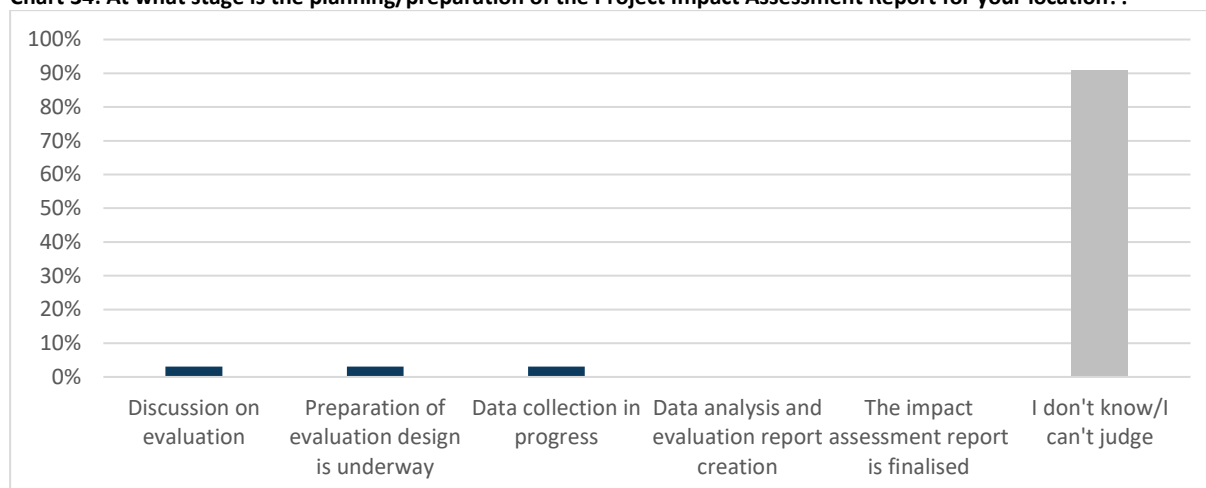

Source: Own investigation (N = 33)

The implementation of the Evaluation Reports will be gradually started in locations thathave endedtheir cooperation with ASI. However, the assumption that awareness will increase over timehas not yet been confirmed, given that last year 81 % of respondents said ' I do not know' 10 percentage points less. The recorded drop in information is again partly understandable – according to information from ASI, evaluation work has started in eight locations, two of which are being prepared. However, none of these 10 sites were interviewed in this year's survey. Therefore, work on the preparation of evaluation has not yet started in the surveyed locations, so the knowledge of the respondents is rather superficial. Also, selected local consultants have mostlyconfirmed that evaluation is not yet taking place in "their" village or is still being planned (" We are a large locality, we have a lot of*municipalities – evaluations*will be dealt with first at the smallerlocations ").

At this point, however, it should be mentioned that the preparation of evaluation reports in localities is running late. The first evaluation reports of the sites were to be prepared already in autumn 2019, in reality the first evaluations in the localities are not completed until the end of 2020. Not only from the point of view of the actors' responses,but overall for the fulfilment of project activities, it is advisable to focusmore closely on the observance of the timetable for this activity in order to complete all thEQutputs of the IHQE project in a timely manner.

Chart 35: Development of parameter 17 " Youare aware that an evaluation of the impact of theIHQE project is planned/prepared"
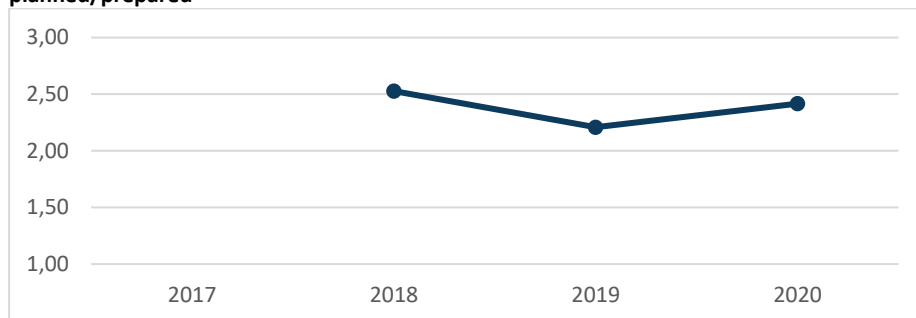
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-4, where 1 = ideal condition, higher = worse rating

Chart 36: Development of parameter 18 " At whatstage is the planning/preparation of the Project Impact Assessment Report for yoursite? "
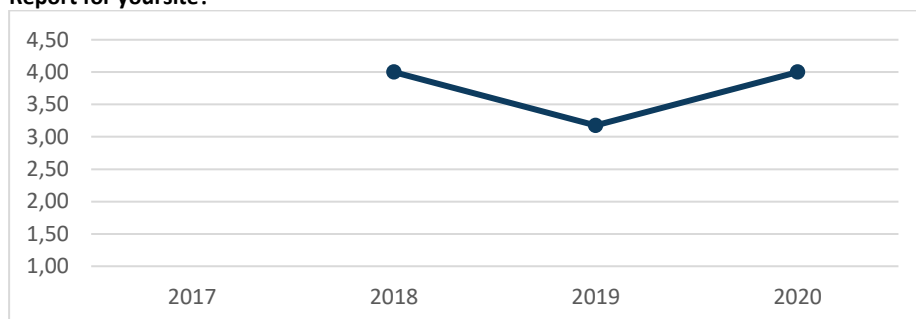
Source: Own surveys in 2017-2020 (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Hunsettled on a scale of 1-5, where 1 = ideal condition, higher = worse rating

Parameters 17 and 18 began to be monitored only in 2018. In impact evaluation, there are only slight changes in the value of the parameter. Awareness of the Assessment Report of a given locality has long been the worst rated parameter, its influence is due to the postponement of the processing of evaluations in individual locations (when evaluation is only planned at the level of local consultants or evaluators from ASI and therefore the actors do not yet have any information about it)

In the case of a comprehensive evaluation of the impact of the IHQE project, this is an activity carried out "from above", purely under the responsibility of ASI (or external processor). So far, information about its creation has hardly been written to the level of individual actors in municipalities, which is understandable given that evaluation is still being prepared (currently working on the tender documentation of the contract for this evaluation on the ASI side).

3.2.1 Development of parameters

This Interim Report may already include an evaluation of the development of the set parameters. In 2017, 15 parameters were defined in the investigation, in 2018 three new parameters were added to evaluate sub-objective 6, so a total of 18 parameters are evaluated. As stated at the beginning of this chapter, the parameters had defined 4-5 categories (i.e. possible answers), and these categories were used to quantify responses. Categories were assigned numbers 1 – 4, where category 1 was the ideal state (document approval, yes response, "definitely sufficient", etc.) and the average of the values obtained was found.[12]

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

Chart 37: Parameter values in 2017, 2018, 2019 and 2020 (category 1 shows ideal status, the higher the number, the worse the rating)
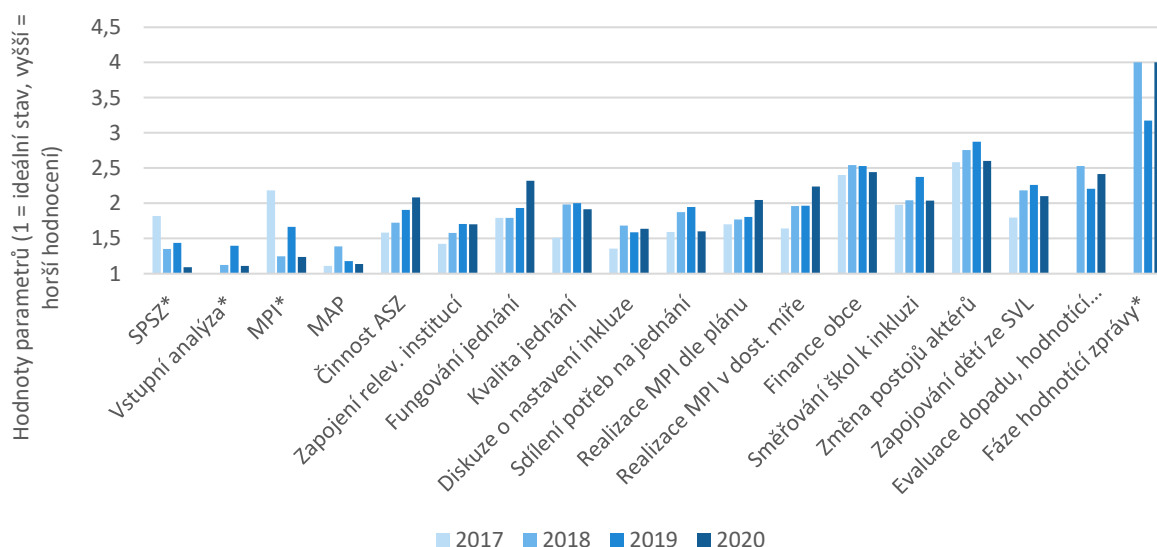
Source: Own investigation (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33)
Note: The asterisk is indicated by parameters that have a five-point range of categories.

The change in parameter value is minimal in most cases, the values to be found are stable, they usually differ by a maximum of a few tenths. The greatest positive shift is regularly recorded in LPI and SISP, which respondents increasingly referred to as "approved documents", with the cooperation process in newly added locations being created and approved. These are the parameters on which ASI has the most significant and direct influence within the project. The parameters that showed a significant improvement this year compared to 2019 were still "Sharing of needs in the meetings" and "Direction of schools towards inclusion", a milder improvement also occurred with the parameters "Change of attitudes of actors" and "Input analysis".

On the contrary, the parameters "ASI activities", "Functioning of negotiations", "Implementation of LPI" and "Evaluation report" regularly deteriorate in almost all years. The reason for the decrease in

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[12] Or. 1 - 5 for five-point scale

satisfaction in these areas may be a higher proportion of respondents from localities with VDP (where LPI may not arise and therefore its implementation has been negativelyevaluated), government regulations and restrictions on meetings, as well as individual failures ofsubmitted projekt (which had a major influence on the evaluation of ASI's activities and the functioning of the negotiations).

The open comments of the actors in each year are similar, do not show greater deviations (similar problems, complaints, barriers and opinions are mentioned). There has been no general change in the situation which could be explained by any deterioration.

4 Conclusions and recommendations

Main conclusions on the contributionto the project

- The monitored parameters, which cover project activities in municipalities, reach the expected values.
- Parameter values are stable over time (differing by no more than a few tenths of a point).
- The most significant positive shift was recorded by parameters on which ASI activities have a direct influence – i.e. document approval (SISP and LPI).
- Strategic documents (SISP, LPI) are mostly approved by the municipal authorities. Compared to previous surveys, there were more respondents who could not evaluate the preparation phase of the document (1/3 of the respondents) – which is also a higher proportion of respondents from locations with VDP where these documentsare not created. However, respondents often say that their documents are merged.
- The involvement of municipalities in existing Local Action Plans for the Development of Education is very intensive, in many cases updates are already being prepared or implemented. Awareness of this document is the largest of all the documents under view.
- Cooperation at local level usually works. Workgroups are organized in accordance with the set schedule, although currently with a smaller frequency.
- When evaluating the functioning of cooperation and working groups, respondents evaluate the involvement of actors, discussions, quality of cooperation and deployment of local actors as more intensive at the very beginning. After the creation of strategic documents or the planning of projects, the intensity of the meetings and the interest of the actors in joint action gradually decreases. However, the current coronavirus pandemic, including the impossibility of meeting in person, certainly has an impact on this condition.
- Almost 80 % of respondents described the initial analysis of their location as finalised, its creation was in most cases trouble-free. Respondents are often involved in the preparation of input analysis (data collection, interviews, delivery of documents) and therefore their awareness of this document is also high.
- There is a slight decrease in overall satisfaction with the ASI's activities – this is due to the lower intensity of cooperation (afterthe initial involvement of all actors,the ASI's activitiescontinue to be devoted to a smaller number – but active – key players, for example in the preparation of projects), the transfer of activities to other areas orthe coronavirus pandemic. Representatives of municipalities (73 % at least partially satisfied) are more often satisfied with the methodological support of ASI than representatives of schools (below 30 %). Communication with actors outside the municipality is slowing down after the creation of documents (or moving to the area of methodologicalsupport for the preparationof specific projects , education, etc.), which can be seen in the increase in respondents who are not able to assess the activities of the ASI (27 % of all respondents, but exclusively respondents from education or organizations working with children and youth). The fact that two out of 11 sites failed to submit their project (i.e. 18 % of respondents) also had an impact on the deterioration of the parameter, which was negatively (though partially wrongly) reflected in the evaluation of this parameter.

- The majority of respondents do not make any specific complaints about the activities of the ASI. Really critical voices are heard only in the direction of project preparation, and especially in the event of the failure of the project, dissatisfaction is reflected in the direction of the ASI's activities. The complaints of several units of respondents that ASI did not communicate with them after the failure of the submitted project, did not try to explain or correct errors, provide feedback, etc. can be considered relevant.

- It remains valid that the most oftenimplemented project implementersare both, behind them NGO and in schools very few projects are carried out within the framework of CASEL. This distribution often corresponds to the tone of respondents' responses and information and satisfaction with the methodological support of ASI in the submission of projects. Respondents from the city representatives who implement the projects most often often praise the cooperation.

- The preparation of project applications and the implementation of projects are rated as very administratively demanding, so schools implement projects using Templates or LAPS.

- The implementation of LPI is rated (at least partially) successful by about half of respondents, but a third of respondents have no information about the plan. The most negative responses to the implementation of LPIare heard from school representatives, representatives of municipalities often state that the plans would have been implemented as planned had it not been for the epidemiological situation , closedschools and limited meetings.

- The assessment of the souness of funds is stable over time, the proportion of positive and negative responses is more or less balanced. Some actors stress that, while funding is often sufficient, it is not always properly targeted.

- Respondents agree that steps are being taken to move schools towards inclusive education, but their view of the success of these steps often varies – this largely depends on individual conditions.

- There remains a certain distrust of inclusive measures among the actors (e.g. a negative impact on the education of other pupils), but they often acknowledge that some progress can be observed. Inclusive education is perceived differently by different actors – so the same results can be perceived in reverse by actors representing other institutions.

- For school representatives, the assessment is related to the burden of government measures, which have drained much of the energy of principals and teachers from inclusion. The frequently mentioned problem is the interruption of extracurricular activities due to government measures – there are fears that progress may be lost, including due to a lack of contact with pupils' parents.

- The parameter evaluating the change in attitudes of relevant actors on the issue of inclusive and quality education – despite the unfavourable conditions caused by the epidemic – showed a slight decrease in value and thus an improvement in the attitudes of relay actors on the issue of inclusion in municipalities.

- Only 15 % of respondents have at least general information on the planned cumulative assessment of the impact of IHQE, which is a significant decrease compared to 35 % a year earlier. The highest information is among the representatives of municipalities. Again, respondents' answers can be explained by the reality of the project rather than their ignorance. The summary evaluation of the project will be processed by an external company,

it is currently in the preparation of the tender documentation of this evaluation. The preparation of the evaluation is therefore only taking place in a narrow circle of employees (mainly evaluors) from ASI, key players have not yet been systematically informed or involved

- Knowledge of the Assessment Report on the impact of the projectfor a given site is even smaller, only 9 % of respondents were able to answer the question, the others cannot assess. The recorded drop in information is again understandable – evaluation work has not yet begun in the locations included in this year's survey (according to information from ASI). Thus , respondents ' knowledge is rather superficial. Thetraining of evaluation reports in localities is running late. The first evaluation reports of the sites were to be prepared already in autumn 2019, in reality the first evaluations in the localities are not completed until the end of 2020. Not only from the point of view of the actors' responses,but overall for the fulfilment of project activities, it is advisable to focusmore closely on the observance of the timetable for this activity in order to complete all thEQutputs of the IHQE project in a timely manner.

Recommendations in relation to conclusions

No.	Name of recommendation	Text of recommendations	Description of risks and impacts in case of non-implementation of recommendations	Conclusion on which it is based	Reference to theconclusion.
1	Strengthen staffing capacity and improve the management of the preparation of evaluation reports on sites in order to meet the set timetable	On the part of the implementer, it is necessary to strengthen the staffing capacities for the implementation of evaluations in order to meet the set timetable for the preparation of evaluation reports in localities. This schedule foresees the implementation of evaluations until the last months of the project implementation and therefore does not allow any further delays. For this reason, it is necessary to ensure a really functioning management of this activity – to support evaluators in the field, to coordinate activities, to respond operationally to the problems that have arised, to ensure compliance with the established evaluation methodology, to supervise the quality of emerging evaluation reports in localities, etc.	The quality of the outputs or even the completion of the expected outputs of the project is not important. Impossibility of processing follow-up documents as set out in the project documentation (the Summary evaluation report on the impact of the project is based on sub-reports in localities).	The awareness of key actors about the preparation of evaluation reports in their locality is at a very low level – the preparation of reports in localities is being delayed. In autumn 2020 (when the investigation was carried out), the first Evaluation reports in selected localities were only just being finalised.	Chap. 3.2

		The development of site evaluation reports shall be planned in such a way as to allow for the development of a Summary evaluation report on the impact of a project in the parameters set out in the project documentation.			

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

The third interim report (for 2019) did not contain any recommendations towards the Social Inclusion Agency or the Managing Authority of the OP RDE.

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6 List of resources and literature used

List of resources used

- Project Charter incl. Annexes
- Internal project documents (Local plans of inclusion of individual municipalities, Initial analyses of individual municipalities, contact lists for members of the implementation team, etc.)
- Parts of monitoring reports incl. Annexes(ZoR) including Interim Self-Assessment Report No 4 Inclusive and quality education in areas with socially excluded locations
- Cash materials and information from the Ministry of The Interior, e.g. for the KLIMA event, Methodology for internal evaluation - http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitrni_evaluaci_PO3_IPs_verze2.pdf etc.
- ASI website (http://www.socialni-zaclenovani.cz/)
- Website of the Ministry of Http://www.msmt.cz/(http://www.msmt.cz/strukturalni-fondy-1/vyzvy-op-vvv , http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitrni_evaluaci_PO3_IPs_verze2.pdf)
- Respondents to individual interviews (see Section 2)

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

External attachment.

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

8 Annex II: Complete substral documents

External Attachment - a file with background materials.

9 Annex III: Dashboard