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**EVALUATION OF INDIVIDUAL SYSTEM PROJECTS
SUPPORTED BY PA 3 OP RDE
PART II: EVALUATION AREA
– EVALUATION OF APIV PROJECTS
3rd INTERIM REPORT**

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Evaluation Advisory
Central Europe

Compiled by:

Evaluation Advisory CE s.r.o.
Palackého tř. 10, 612 00 Brno
company Id. No.: 25342282

Contracting authority:

Czech Republic - Ministry of Education, Youth and
Sport
Karmelitská 529/5
Prague 1 118 12, company Id. No.:00022985

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1 Executive summary

Evaluation area A – Evaluation of APIV projects is part of the evaluation of individual system projects supported by PA 3 OP RDE_II. The presented report of this evaluation is based on the research carried out from June to the end of 2020.

The APIV A project started on 1 May 2017 and is supposed to be finalised by 30 April 2022. It has entered its second half of implementation. The total APIV A project budget amounts to CZK 156,620,749. The APIV B project started on 1 April 2017 and is supposed to be finalised by 31 March 2022. This project has entered its second half of the implementation as well. The total APIV B project budget amounts to CZK 184,159,880. Since the beginning of 2020, the project holder of both APIV A and APIV B has been the NPI CR, which was established from the merger of the NIDV and NÚV, including all other IPs carried out by them.

The 3rd IR evaluated the period from handing in the 2nd IR (22.10.2019) to presenting the 3rd IR (31.12.2020). However, in this report, there is also information based on documents covering the period from July 2019 to the end of June 2020 (ImpR 10 to ImpR 13) and it furthermore utilised the data valid at the time they were collected by evaluators, i.e., September to December 2020.

A considerable part of the monitored period was affected by the COVID-19 pandemic, related to governmental measures in an effort to prevent its spread. The adopted measures included closing primary schools, secondary schools and universities (only some nursery schools were closed down upon the decision of the funding authority) in spring from March 2020 until the end of the school year 2019/2020, and in autumn from October 2020 with some breaks for selected years. Some complications were anticipated, hence the deadline for submitting the 3rd IR was extended by 2 months to the end of the year as early as in June 2020. By closing down schools in the autumn, the evaluation team had to adjust the research methods – the planned personal visits at 35 schools within the field research were changed to telephone and online video directed interviews. The same applied to case studies, for which an alternative was selected in the form of telephone and online video sessions. The team had to adjust the developed schedules for individual research as well. At the beginning of the government measures introduced, some schools communicated a great shift in priorities and expressed a rather reserved position as to the research implementation. However, their representatives acting as school guarantors were willing to establish contact with the required number of teachers (or school managers).

All other research, such as directed interviews, were held online, or by telephone, similarly as with the field research and school representatives. The online directed interviews were held with key activity managers, activity coordinators, internal evaluators, senior project managers of both projects, and the project call guarantor. For some other target group representatives, directed interviews were replaced with a questionnaire with open questions, to be filled in at the moment it was difficult to find the suitable date for the conducted research. This applied, for example, to the representatives of the relevant responsible MSMT department.

To respond to the situation, case studies were extended for the topic “support for students with special educational needs in obligatory distant learning” in cooperation with the evaluation contracting authority. Directed online or telephone interviews with school representatives were conducted, where

necessary, for case studies, i.e., with school guarantors for APIV implementation or headmasters, educational advisors, school special pedagogues, school psychologists, etc. The follow-up specific part of the case study was implemented only in 7 of the total 10 case studies. 3 schools involved in the case study were nursery schools, where distant learning is completely different as to the character and purpose.

The evaluation focused on the compliance of project management and implementation of the project application. **Nearly all project key activities (KA) had to respond to the epidemiological measures by shifting or postponing some activities and switch to an online environment.** Hence, all KA modified the specified schedules. The final deadline for completion of individual key activities has not been changed yet, however, the ongoing COVID-19 pandemic poses a considerable time risk for all KA.

Under KA 2 APIV A “Monitoring, planning, evaluation of inclusive education”, deliverables are presented according to the time schedule. The KA 2 implementation team **flexibly responds to the current epidemiological measures and change in needs of the MSMT as the target group for the KA by including the extraordinary stage for research consisting in the survey of experience and individual support of students of distant learning.** The project team pays extensive attention to dissemination of research results. A seminar was held for decision-makers, i.e., representatives of MSMT using the KA outputs. Apart from others, **the MSMT uses the results** for the proposal of updated Regulation No. 27/2016 Coll., regarding the education of students with special educational needs and talented students, as well as for preparation of the Education Policy Strategy to 2030.

Under KA 3 “FEPW programme preparation”, APIV B lecturers are continuously provided with methodological assistance. However, lecturers show little interest in such methodological assistance. Accordingly, the webinars were open to education workers as well. **Large webinar audiences** contribute to fulfil the objectives of this KA. KA 3 now focuses on preparation of 10 specialised modules and 3 long-term trainings.

All parts of the diagnostic tool created under KA 4 “Learning Czech as a second language for foreign nationals” **have already been finalised.** Pilot study implementation, however, faces a barrier - the introduced epidemiological measures, since these activities must be carried out at the schools’ premises.

Work on the Reference framework of Czech sign language runs in accordance with the time schedule. Presently, KA 5 “Creation of the Reference framework for Czech sign language” has all the prerequisites to achieve the goal.

The APIV A project team takes steps to ensure sustainability of project outputs after the termination of the implementation.

The implementation of KA 1 APIV B “Methodology and coordination network” and KA 2 APIV B “Education” have been significantly influenced by government epidemiological measures, as a result of schools being closed down. Whereas intensive use of funds was anticipated in this phase of the project, **there was, against expectations, a drop in all types of support.** The greatest drop in using support was shown in education programmes, despite all education programmes having been offered online as well. Mentoring and expert services also experienced a noticeable drop in the utilisation, which was also due to the fact that such types of individual support are standardly connected with auditions in full school classes. Coaching has not experienced any considerable drop, as this kind of support is based on personal contact between a senior pedagogical worker and coach. **KA 1**

"Methodology and coordination network" currently focuses intensively on identifying the available unutilised support volumes. The current situation has, however, had a severe impact on internships. At the time of the outbreak of the pandemic, internships were not fully utilised between schools in the network. Despite the flexible approach and measures timely taken to eliminate negative impacts of anti-pandemic measures on project plan fulfilment and individual target groups, there is still a risk that schools might not be able to fully utilise the support by the end of the project.

Epidemiological measures also affect the implementation of information workshops under KA 3 "The public". However, other activities to address the general public are being taken under KA. **A new activity is, for example, the YouTube channel focusing on inclusive education or launch of interactive web app Zapojmevšechny.cz supported by PR and an advertising campaign.**

Continuing or new risks and barriers of the project were repeatedly investigated in the evaluated period. **The major risk for both projects is, currently, the continuing pandemic. In general, the COVID-19 pandemic and related epidemiological measures put in place by the government create risks which project teams can hardly have under control.** Due to the epidemiological measures, direct contact and cooperation with schools, holding public events or participating in them, or implementing internships at schools, etc., are impossible. The limited possibility to assemble results in limitations to some work activities or the necessity to transfer them to the online environment (e.g., team meetings, expert panels, webinars, etc.). Team members experienced an increase in the rate of sickness or the necessity to stay in quarantine.

As may be observed, project teams responded to the situation flexibly and did their best to eliminate the related risks. Projects flexibly developed extensive distant learning and the provided activities were focused on the needs of target groups. Under the APIV A project, risks were successfully eliminated by internally adjusting the time schedule (i.e., postponing some activities) and transferring some activities to the online environment. **The risks became a challenge for the projects, which helped the teams mobilise and seek new methods of work and activity implementation.** Special conditions also brought specific advantages and partially made projects work more easily. The necessity to respond to the measures became an opportunity to find new ways faster, and, apparently, both project teams perfectly managed and coped with the opportunity.

Despite all efforts of both project teams to eliminate risks associated with the epidemiological measures, time schedules of individual KA cannot be adjusted internally only and, in the case of the continuous situation, risks will have to be eliminated by extending the project. The MA received a document providing a detailed justification for extensions of the projects (at the moment, no official request for changes has been submitted). The proposals show a detailed analysis describing the incurred difficulties during KA implementation, their causes and impacts on successful project implementation. Problems and impacts are described on the personnel, organisational, product, technical and financial level.

The other newly identified internal risk comprises the risk of failure to transfer unified information about inclusive education topics in the field. This risk, evaluated as less important on a scale, results from the absence or incomplete compliance with the formalized process of the assessment of the changes performed in teaching and methodological material of the education programmes, which are handed over in the form of the APIV A project outputs to APIV B project for field training. The risk is then reflected in the recommendations from this evaluation.

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The new risk, represented by the absence of minor support provided by EWs and SEWs at some schools involved (KA 1 and KA 2 of APIV B), was identified as the next higher and more serious risk level. It consists of the reduced project support utilization compared to the initial estimates of project implementers due to school personnel turnover and other reasons. This newly identified risk was not reflected in the listed recommendations following from the research conducted under the 3rd IR. This is due to steps already being taken to eliminate the risk, where the APIV B project implementer seeks to motivate schools to use the offered forms of support and utilise the minor support.

As to the already emerged impediments to the projects, new barriers have been identified under APIV A project, especially in the field of personnel, procedural and organisational work resulting from the merger of the NU and NIDV into one organization – NPI CR. Luckily, these impediments have already been eliminated. There has also been a development in overcoming the previously identified barriers.

The research at target groups shows that the provided support is perceived as beneficial. Its benefits are appreciated mainly in practical training provided by excellent tutors presenting an abundant number of examples of good practice. **Growing relevance and targeting of the training over the project progress has been noted.** The support provided under the APIV B project involves personal development and the continuing discussion about inclusive education internally among the schools involved.

The research conducted confirms that the obligatory cooperation between IPs was implemented. It consists in providing information across system projects and increasing awareness of them, exchange of experience and mutual data exchange.

A recommendation was made, in the evaluated period, to reduce the number of expert panels held under the APIV A project. Since expert panels are one of the important channels for distribution of project outputs among the professional public, the evaluator recommends the reduction of the number of expert panels to prevent devaluation of the channel by their excessive number.

2 Summary of the evaluating procedure since the last report and description of future processes

2.1 Focus of evaluation activities

Evaluation focuses on 2 individual system projects supported by PA 3 OP RDE:

- APIV A project “Inclusive education and support for schools step by-step. Implementation of the Inclusive Education Action Plan – methodological support”, reg. No. CZ.02.3.61/0.0/0.0/16_020/0004410.
- APIV B project “Support for Inclusive Education in Educational Practice”, reg. No. CZ.02.3.61/0.0/0.0/16_020/0004015.

The two individual projects were linked for some time, especially in the half of their implementation in specific areas - KA 1 and KA 2 under the APIV B project were linked to KA 3 of the APIV A project. The projects have been conducted by the National Institute for Education of the Czech Republic since 1 January 2020.

Evaluation of both projects runs concurrently with the project implementation and is of a cyclical nature. The evaluation involves the completed Inception Report, followed by 4 Interim evaluation reports always developed for a specific evaluated period, including the Final report, to be handed over by the anticipated end date of the implementation of both projects.

The following reports have been developed:

Inception report

1. Interim evaluation report (monitored period from 12.10. 2018 to 22.3.2019)
2. Interim evaluation report (monitored period from 23.3.2019 to 22.10.2019)

Evaluating methods are described in the evaluation matrix reviewed during the development of the 3rd IR. The evaluation design was reviewed during the project proceeding to the advanced stage of implementation, and also due to measures preventing the spread of the COVID-19 pandemic. The planned research specified in the Inception report was adjusted and developed in more detail. In relation to anti-pandemic measures, the deadline for handing in the 3rd IR was extended to 31.12. 2020.

A five-year project implementation concept assumes cyclic evaluations in individual years, whereas each IR should reflect all evaluation questions. Accordingly, most of field research is carried out in cycles. While planning evaluation activities, discussions with the contracting authority take place to agree what field research methods can be eliminated or adjusted under some evaluation activities over the specified period, especially in respect of methods which might overburden schools in view of a number of other researches carried out and frequent questioning about the same themes (mainly research at target groups CS.) Project movement towards its end is also important for the discussions, where some project outputs are not worth evaluating until they fully work in more advanced stages of the project. As to the contract performance, no reductions took place, all relevant deliverables and outputs will be evaluated using relevant methods and at relevant target groups to meet the purpose and subject of the contract.

The 3rd IR focused on the evaluation period from the delivery of the 2nd IR (22.10.2019) to the delivery of the 3rd IR (31.12.2020). Nonetheless, the data contained in the report represent the exact time they were collected (see the overview of the research conducted). ZoR No. 10 to 13, related to individual projects, were available for evaluators. The next IR will reflect the content of other ZoR, even though they belong to the above stated evaluation period.

Findings and conclusions presented in this report are primarily based on the analysis of opinions and attitudes of senior project managers, key activity managers, internal evaluators and personnel of the Support Education Centres of NPI ČR, lecturers and other target groups of individual KA.

The following topics are covered with different intensity levels in this report:

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

The next 4th Interim Report will increase its span with other activities and their target groups, where a certain movement is anticipated. These activities include target groups of specialised programmes and long-term training implemented under KA3 APIV A.

2.2 Field research

The following field research was carried out in the monitored period:

Table 3: List of field research

Method	Respondent	Number of respondents	Date
Individual interviews (written responses)	Project administrators OP RDE (APIV A and APIV B)	1	17.12.2020
Individual interviews (written or live online form)	Senior project manager and representative of the relevant responsible MSMT department	1	11.3.2021
Individual interviews (online)	Project call guarantor	1	4.12.2020
Individual/group interviews (online)	Senior project manager APIV A	1	14.12.2020
	Senior project manager APIV B	1	10.12.2020
	Managers of KA APIV A: KA 2, KA 3, KA 4, KA 5	4	14.12.2020
	Managers of KA 1, KA 2, KA 3	3	7.12.2020, 10.12.2020
	Internal evaluators of APIV A and APIV B	2	14.12.2020, 10.12.2020
		2	14.12.2020,

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	Cooperation coordinators of KA 7 APIV A and KA 5 APIV B		10.12.2020
individual telephone/online interviews on a sample of 34 involved schools (before declaration of emergency in late September and October 2020, individual interviews were carried out in the form of personal visits at 6 schools of the total selected schools)	Users of methodological support of - School Guarantor APIV - Headmaster (SEW) - Education worker (PP)	16 30 42	22.9. – 20.11.2020
Case study: Individual interviews on a sample of 5 involved schools and 5 uninvolved schools, individual telephone interviews with education authority	5 involved schools: School guarantor APIV (5) and school psychologist (1) 5 uninvolved schools: Headmaster (4) or school counsellor (3)	13	15.10. – 3.12.2020
Individual telephone interviews (1 regional methodologist: written form)	Personnel of Support centre of NPI ČR (APIV B): Consultants for APIV implementation Regional methodologist	3 2	10.–18.12.2020
Individual interviews in writing (2 interviews carried out by telephone)	Lecturers of the National team of excellent lecturers, or Team of excellent lecturers	8	14.–18.12.2020
Individual interviews – written form	Expert opponent to the creation of the Reference Framework for Czech sign language	1	8.12.2020
Individual telephone interviews	SIKK developers in regions	3	9. –16.12 2020
Individual interviews – written form	Cooperation coordinators of cooperating projects (SMP, SYPO, PPUČ, KSH, P-KAP)	5	14.–18.12.2020
Participant observation – expert panels	Expert panel participation (1x APIV A, 1x APIV B)	2	21.5.2020, 17.6.2020
Questionnaire research	Participants of 9 expert panels APIV A (under internal evaluation)	150	23.10 2019 – 18.6.2020

The conclusions are based on the approved Implementation Reports (ZoR) of the respective evaluation period and interviews (see the specific data shown in the Table).

Field research on sample of involved schools

In June 2020, a meeting of external evaluators, the contracting authority and representatives of the MSMT Evaluation department, was held to discuss evaluation activities for the preparation of the 3rd IR. The important item on the agenda was the extension of the deadline for completion of the final document. The reason was a rather confusing situation at the beginning of the new school year 2020/2021 with regard to schools and their possibility to receive personal visits of the external

evaluation project team. The deadline for submitting the report was extended in case of any unexpected complications occurring related to the expected second wave of the COVID-19 pandemic. The participants also discussed the method of data collection, which unlike the previous period, preferred personal visits at individual schools as well as directed interviews carried out with all identified target groups at schools, individual SEW (except school guarantors of APIV implementation unless they are also school guarantors of APIV implementation) and education workers.

At the end of August 2020, schools received the initiating e-mail in which they were informed about the later telephone calls to agree personal visits at schools. Coordination of the visit dates started in the 2nd week of September. The purpose was to arrange as many visits as possible in the region on the specific date (the selected sample of schools includes schools from all regions of the Czech Republic). Only one school reported closing down the school for all visitors due to the threat of COVID-19 spread. The date for visits with the schools was, upon agreement, postponed to the end of the evaluation period. A summary itinerary was finalised and the first 6 personal visits at schools were organised according to the itinerary at the end of September.

In the first half of October, the spring scenario repeated, despite the promises of the government not to close down schools, they were closed down again. Field research workers agreed a change with the contracting authority consisting in a combination of individual online and telephone interviews. The requirement to address all types of target groups at schools was maintained. A new itinerary was prepared in cooperation with schools. Coordination of dates was easier in terms of the time, on the other hand, schools were very busy dealing with the crisis situation. Of the total 35 schools in the selected sample only one school refused to participate in field research due to other priorities (demanding distant learning for the school teachers).

Field research at target group representatives

Evaluation activities focused on selected research carried out with representatives of target groups of individual KA and other stakeholders participating in their implementation.

In connection to the restrictions following the declared emergency, field research was carried out by telephone, online, or in writing with project administrators, project call guarantor, senior project managers, key activity managers and internal evaluators. Representatives of target groups APIV A under KA 2 and 4 were interviewed as well as the representative of the relevant responsible department of the MSMT, trained lecturers under KA 3, and the representative of the community of persons with impaired hearing, who is also the expert opponent of the project. Representatives of APIV B target groups interviewed under the 3rd Interim Report were introduced by selected team members of the SIKK (Regional Inclusive Education Concept) and already appointed representatives of involved schools. The questionnaire structure was created according to the up-to-date condition in individual activities upon research of the project documentation.

Field research was carried out at the member of the Steering committee, who is also the representative of the relevant responsible department of the MSMT, as the user of some APIV A and APIV B project outputs.

Case studies

Case studies should be a tool for answering EQ A.3 "How has the implementation of the APIV-A and APIV-B projects helped schools and teachers implement Section 16 of the Education Act, in the wording of Act No. 82/2015 Sb.". Case studies should, however, provide a deeper insight on how schools introduce inclusive education. It could not be expected that these case studies will feature characteristics of a long-term monitoring of different aspects of inclusive education based on a scientific background. Such elaborate nationwide monitoring/research is conducted under KA 2 of APIV A Project and evaluators do not aspire to replace such research with their case studies. Case studies are taken as a deeper insight into the issue of inclusive education in form of examples of practice (good practice and bad practice as well).

Under these conditions the following structure of case studies has been designed:

1. Basic parameters of schools
2. School profile
In school profile the background for inclusive education on the specific school is depicted. The profile also includes description of ways in which a school implements inclusive education in daily practice.
3. Description of different issues that various schools successfully or unsuccessfully deal with.
4. Recently, also the education of students with special educational needs in distant learning and impacts of restrictions on supporting measures provided by schools to these students.

Under the 3rd IR, all schools which promised to participate in case studies in previous periods, continued their participation, i.e. 5 schools with complex support involved in the regional network of APIV B, and 5 schools outside the APIV B project. One school also agreed to participate in the case study which was not included under the 2nd IR case study due to the expected termination of the school. The school also ran in school years 2019–2020 and 2020–2021, however, in the autumn of 2020 the decision-making municipality representatives determined the final date of termination as at the end of the school year 2020–2021.

Accordingly, the 3rd IR now contains the follow-up part devoted to the current unprecedented topic (great part of the monitored period), i.e., distant learning, related to children and students with special educational needs. Individual schools were interviewed about the specifics of distant learning (procedures, devices), how support in learning is differentiated in practise, individual approach in teaching, assessment of impacts and other topics. Interviews at 5 involved schools were carried out mostly with APIV school guarantors (these might be headmasters at the same time); 3 out of 5 uninvolved schools provided statements of headmasters complemented by school counsellors.

The itinerary of individual dates for visits for the processing of follow-up parts of case studies was also changed, at the beginning of October, and new dates were, furthermore, agreed for telephone or online interviews.

Participant observation at expert panels

2 participant observations at expert panels were held during the evaluated period. One under the OP Cooperation APIV B "How to individualise further education of teachers and work with a heterogeneous group in teaching practice" (21.5.2020 in online form) and one under OP "Research in inclusive processes in education" with the topic of sharing the experience from inclusive education at nursery schools under APIV A project (17.6. 2020 full-time form).

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Field research in the development and evaluation of the Regional Inclusive Education Concept (SIKK)

Field research in evaluation of SIKK as part of KA 4 APIV B was carried out at 3 representatives of SIKK processors. This area was also included in directed interviews with the internal evaluator of KA 4 APIV B and directed interviews with regional methodologists at Support centres.

3 EQ identification

3.1 Progress of implementation of individual KA under APIV A and APIV B projects and achievement of set out objectives

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

A.1.1. Do the execution of key activities and the processing output match the planned time schedule and current needs of project implementation?

A.1.2. To what extent are the objectives of the APIV A and APIV B projects, and changes in the existing situation expected as a consequence, being achieved?

This part of the evaluation activities focuses on verification of how harmonised is the implementation plans of the APIV A and APIV B projects with the current implementation of individual key activities and verification of the compliance with current needs of the project implementation. The second part of evaluation focuses on achievement of KA objectives. With projects proceeding to the second half of the implementation, steps carried out under the projects can be identified as having an overview of the remaining required capacity and to plan everything until the end of the project. At the same time, the end of the project is mentioned in various chains of events and preparation for it.

Individual KA activities, outputs and objectives were verified from Implementation Reports and their appendices (for this IR, ZoR 10 to 13 were available). Implementation of key activities was verified upon directed interviews with KA managers, field research carried out at schools and directed interviews with the support centre workers and lecturers. In some KA, the implementation of key activities was also verified at target groups.

The implementation of individual key activities is summarised in a table in Technical Appendix No. I. 1 "Implementation of individual key activities" in this IR. The summary comes from the analysed product breakdown, which breaks outputs from individual KA out to individual outputs and up-to-date detailed schedules of individual KA.

3.1.1 APIV A project

KA 1 Project management

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the Senior Project Manager*

Personnel capacities are regularly looked into under this activity. Tenders are announced for vacancies to find staff to fill the vacancy.

The management documentation was updated after the merger of the NÚV and NIDV.

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The activity includes providing obligatory publicity of the project. The project is promoted by a dedicated poster and information of the project on <http://www.nuv.cz/projekty/apiva>. The merger between the NÚV and NIDV, which meant laying down a new communication strategy for the successor institution - NPI ČR, resulted in fund disbursement from the public contract being suspended to ensure operation and development of the website. The website has not been completed yet.

The project is regularly presented at meetings of MV OP RDE.

The KA manager (in the case of APIV A project also the HPM (senior project manager) is also responsible for coordination of processing of Implementation Reports, meeting the suggestions/comments of the project management (ŘO) and change management. Implementation Reports are submitted within the fixed deadlines. KA managers are also responsible for public procurement (VZ) running smoothly (to the exclusion of tenders to purchase computer technology, which have been resolved).

The project team takes steps to ensure sustainability of project outputs after the termination of the implementation. Taking-over and use of the outputs of individual KA after the project termination is being discussed with the management of NPI ČR and MSMT. Details are available at respective KA.

KA 2 Monitoring, planning, evaluation of inclusive education

Sources:

- *ZoR 10, 11, 12 and 13 and their appendices*
- *Directed interview with the KA manager*
- *Outputs: Interim Report on results of introducing and implementing inclusive education II., Report on identified difficulties and problems of schools in implementing inclusive education II. and 4 Inspiring examples of practice (part of ZoR 11)*
- *Minutes from the expert panel under KA 2 – research in inclusive processes in education on 12.12.2019 (part of ZoR 11) and 14. 1. 2020 (part of ZoR 11) and on 17.6.2020 (part of ZoR 13)*
- *Theory for examples of inspiring practice (part of ZoR 10)*
- *Conclusions of internal opposition to the results of quantitative research at elementary schools (part of 11 ZoR)*
- *Concept of qualitative research line at nursery schools (part of 11 ZoR)*
- *Proposal for implementation of an extraordinary phase of research under KA 2 (part of 13 ZoR)*

The Key Activity (KA) focuses on monitoring changes in educational processes in the implemented curriculum, as a consequence of the implementation of inclusive education. The activity identifies changes and possible difficulties, monitors and evaluates, especially, the impact of the modifications to the Framework Education Programme for elementary schools on the implemented curriculum, while including students with supporting measures (impacts on the work of schools, teachers, quality of results of students' education, social relationships in the classroom, etc.). The activity focuses on long-term continuous research carried out at elementary schools, in conjunction with research at nursery schools (MS) and secondary schools (SS).

The research is designed as mixed research (it includes quantitative and qualitative research, mutually complemented by each other). The research is carried out in several phases, some phases run parallel. During the evaluated period, individual qualitative and quantitative lines are proceeded with. Some activities had to be restricted or postponed to another date due to epidemiological measures preventing the spread of COVID-19.

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Stage I of the quantitative research line is implemented as repeated cross-section research of educational processes at 140 elementary schools in 14 regions (teachers of junior and senior classes, school management and support staff are interviewed). The research has already been conducted and the data has already been analysed under the Interim Report on introducing and implementing inclusive education II. and the Report on identified difficulties and problems in implementing inclusive education II. Publication with the conclusions from the research was published as well as a poster on the EERA website.

Stage I. of the qualitative research is implemented as cross-section qualitative research into processes at elementary schools (teachers of junior and senior classes, school management and support staff are questioned, with observations of teaching included as well). The research was carried out at six so-called core schools and at 6 schools in the Plzeň region. Rural schools were added to the modified plan for the research. Presently, the research is in the phase of data processing from rural schools (which was discontinued due to redirecting capacities to the newly prepared research responding to the current epidemiological situation, see below). Under this line of research, there is also continuing research focused on topics and finalising evaluation, the outputs of which will be examples of inspiring practice.

Stage II of the quantitative research line is implemented in the form of additional research of educational processes at 140 nursery schools in all regions (teachers are being questioned). Data collected from this research is currently being processed. The data will be part of the Interim Report on results of introducing and implementing inclusive education IV.

Stage II of the qualitative research line is also implemented at nursery schools until the sample has been saturated (in Prague and South Bohemian Region). Teachers and school management are questioned. The research had to be suspended due to epidemiological measures in the 1st wave of COVID-19, but was then resumed in the summer months and ran until the autumn. Data is currently being processed.

Stage III of the research is carried out as research into teachers' self-efficacy of inclusive education, which has quantitative and qualitative parts. Under the quantitative research, data was collected on a sample of 870 educational workers from 202 MS for all regions and 903 educational workers from 33 SS for all regions. Data is currently being processed. Research at ZS will follow. Qualitative research was also complicated due to the epidemiological measures. Of the planned research, only a research probe has been carried out at ZS and SS. Data collection at SS, where the research should have started, had to be postponed as it is unfeasible in the current situation. Due to the epidemiological situation it was agreed to postpone the dates of interviews to the next school year. Research at MS will not follow until the interviews with SS teachers have been completed. Research at ZS will, due to the current situation, be implemented synchronously with repeated cross-section research into the implementation of inclusive education.

Stage IV focuses on research of the school class environment in inclusive education at ZS. It contains quantitative and qualitative parts as well. Under this stage, the tool for junior elementary classes at ZS was verified (on a sample of 20 schools) and for the senior elementary classes (on a sample of 20 other schools). However, the research had to be postponed due to the epidemiological situation. The research at ZS will start for senior classes 4 weeks after the beginning of full-time teaching (i.e., once students have had enough time to adapt); for junior classes no earlier than in May 2021.

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Stage V consists in repeated cross-section research into educational processes at ZŠ, i.e., it is the 2nd part of quantitative research carried out in stage I.

Currently, the span of the research has been increased for the extraordinary stage in the form of a study focusing on the experience of elementary schools with the implementation of individual support to students during distant learning and implementation of differentiated teaching and providing individual support. The research is conducted at ZŠ in regions with more serious problems (Karlovy Vary Region, Ústí Region, Moravian-Silesian) and Zlín Region, perceived as a region successful in elementary school education. The project flexibly responds to the current situation in education. There has, to date, been intensive work on the project.

Further outputs of KA 2 were developed during the evaluated period according to the time schedule, i.e., the Interim report on the results of introducing and implementing inclusive education II., Report on identified difficulties and problems of schools in implementing inclusive education II., and 4 other Inspiring examples of practice. The outputs were presented at the expert panel and modified upon recommendations of the panel. Final outputs were submitted to the project management, resp. MSMT department II, which is primarily the authority to receive KA 2 outputs.

A seminar for the main user of the outputs – MSMT, was organised in the monitored period. It presented results of the research for the needs of the educational policy as well as the most important findings and allowed a broad discussion about proposals of systems or targeted measures to improve school practice in inclusive education. The next seminar will be linked with the results of the next finished research stage.

Expert panels are an important tool to disseminate results of the research and mobilize expert discussion. In the evaluated period, 3 expert panels were organised. Interim results of research were presented and opposed at the expert panels (in December 2019 and January 2020), including processed outputs of KA 2, and another panel was held on the issues of inclusive education at nursery schools (June 2020).

Participants in expert panels acknowledged the research outputs positively. The research conducted under KA 2 allows for the formulation of problems in inclusive education and openly discusses the identified difficulties presented at expert panels with experts from different areas and who view the problems from a different perspective. Panel participants find it important to submit the results of research to MSMT, which is accentuated in the setting of the education policy. Participants in expert panels mentioned in the feedback that the conclusions from the research and discussions will be used at faculties of education as part of undergraduate preparation of education workers. When it comes to the examples of inspiring practice, participants in expert panels suggested they can inspire the broader educational public and they can be used at all types of schools, especially for teachers - beginners, teachers' assistants, special teachers or psychologists.

The project implementer has not had any specific feedback from MSMT relating to the submitted outputs, however, according to the statement of the project call guarantor, the outputs handed over are very valuable, underlying documents which are used for the proposal of amended Decree No. 27/2016 Sb., about education of students with special educational needs and talented students, as well as for the preparation of the Education Policy Strategy to 2030. The conclusions from the monitoring are also used to set-up the direction of subsidy titles.

Results of research are further used to introduce topics and discussions at the expert panel "Support of undergraduate education of education workers", a panel which was held in the specified period (in October 2020), focusing on preparation of psychologists, and another one held in November, focusing on the undergraduate preparation of MS teachers.

Research results and selected findings are then presented to the professional educational public by way of publications, (a monograph " Na cestě k inkluzi" / Towards the inclusion" was published at Karolinum the University Publishing House of the Faculty of Education of Charles University, which used the results of the quantitative research carried out at elementary schools) articles in the "Komenský" professional journal, presentations at academic conferences (such as the ECER international scientific conference (the European Conference of Educational Research) in Hamburg, ICOLLE international conference of Mendel University in Brno, the international conference of the Czech Educational Research Association in Liberec and Ostrava), at expert panels of other cooperating projects and other events (i.e., meetings of the regional platform for creation of SIKK, round table of the MPSV project of secondary support in inclusive education).

Selected findings from the research into inclusive education at distant learning are applied in implementing EP (education programmes) (e.g. in a webinar on differentiation and individualization by way of learning tasks, implemented in methodological support of lecturers and educational workers).

The research contributes to professional discussions about inclusive education as well as discussions held in education policy, setting the professional discourse about inclusive education and it brings recommendations and proposals thanks to the intensive dissemination of the research conclusions. Key activities can contribute to modifying already implemented measures, their outputs are one of the underlying materials for proposals for systemic or legislative changes, and they can contribute to the improvement of education of teachers in inclusive education. These assumptions were also confirmed by MSMT representatives who use the outputs, as well as by the observations from expert panels where discussions show active work with the outputs.

The time schedule of the key activity had to be changed in response to epidemiological measures. According to the KA manager, KA implementation could be streamlined by a *"stable return to full-time education and predictability of the development of circumstances for education, development of education policy and resort management, at least short-term"*. Nonetheless, as to the project implementer, all the prerequisites for fulfilling the relevant KA objectives have been fulfilled. KA 2 implementation team flexibly responds to the current epidemiological measures and changes in the needs of the MSMT, as the target group for the KA, by including the extraordinary stage for research consisting in survey of experience and individual support of students at distant learning. According to the statement made by the MSMT, the information obtained from the research for the work of MSMT is greatly beneficial. They also appreciate the efforts of the project team focused on dissemination of the research results.

KA 3 FEPW programme preparation

Sources

- ZoR 10, 11, 12 and 13 and their Appendices
- Directed interview with the KA manager

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- *Minutes from meetings of the APIV A and APIV B projects held on 28. 1. 2020 on curriculum updating (part of ZoR 11)*
- *Minutes from the KA 3 expert panel "Preparation of FEPW programmes for inclusive education" held on 20.11.2019 (part of ZoR 11) and on 18.6.2020 (part of ZoR 13)*

All 29 EPs have already been created under the KA and their pilot has been tested. 71 one-off EPs have been created, verified and sent to the APIV B project according to the focus of target groups of pedagogical workers (MS, ZS, SS, VOS, SVC, ZUS, management). The EPs were submitted to the APIV B project, they have been accredited and now they are being implemented at schools.

The EP implementation showed the need to upgrade some of them and complement the content with some topics. The form of processing of some EPs appeared to be problematic. Since the APIV A project lacks the capacity to update the already generated EPs or create new ones beyond the framework of the already developed topics, the project teams reached an agreement. Upgrade of the selected EPs is provided by the APIV B project, reviewed methodological and teaching materials were agreed to be sent to the APIV A project and expert team. So far, the APIV B project has submitted only one upgraded module for assessment (N4 – Legislative anchorage of education of children, pupils and students with special educational needs). The issues of upgrading teaching and methodological materials generated by the APIV A project, and upgraded by the APIV B project, are described in detail under KA 2 of the APIV B project below. The APIV B project team also produces further EPs focused on required topics. The issue is discussed in detail under EQ A.1.3 and A.1.5.

To provide a bigger supply of lecturers, KA 3 repeatedly offered training. The project was attempting to satisfy the needs of the APIV B project, which had to provide lecturers to cover the whole network of the schools involved in the project. This activity has already been finished due to the lack of interest on the part of lecturers and the depleted capacity of KA.

Lecturers trained under APIV B currently focus on the most important activity - providing methodological support. It is provided in several forms. Methodological support is provided in the form of webinars. APIV B lecturers can consult their requirements for the specific topic before, during and after the end of the webinar. The "green line" where questions of APIV B lecturers are answered by the tutor is still working, there is a time schedule available for prepared webinars and methodological materials are uploaded here for the individual EPs. Under APIV B, methodology seminars are still organised where lecturers meet with a tutor (the biggest demand is from lecturers in the area of pre-school education). The last form of methodological support – methodological visits at staffrooms, has already been terminated. As stated below, there is a lack of interest in the above stated forms of methodological support on the part of APIV B lecturers.

According to the KA 3 manager "...one of the project outputs is methodological support for the work of educational workers. This methodological support was originally supposed to be provided to trained lecturers, however, as it turned out, direct methodological support targeted to educational workers is much more efficient thanks to the direct impact on teachers and more effective use of the project funds. Accordingly, we decided to open the webinars to educational workers, structure them as a support by upgrading the content, responses to the issues of school practice or bring in ideas from teacher staffrooms, etc. Preparation and implementation of 1-hour webinars is based on the cooperation with the rvp.cz portal, where webinars are broadcasted using its platform and saved for those who want to view it later (including presentations or methodological sheets, or other materials which were part of the webinars). Audiences of our interactive webinars for educational workers in 2020 are usually

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in maximum possible number of connected participants allowed by the platform (approx. 55-58 persons online). The rate of online viewing and viewing from record is currently more than 23,000. Education workers learn about the prepared webinars on the rvp.cz portal, from the NPI ČR newsletter regularly sent to all schools in the Czech Republic, via a monthly periodical magazine sent from rvp.cz and from the news published on the NPI ČR website.

The APIV B project regularly provides evaluation summaries of individual courses written by attending education workers to the KA 3 APIV A project team.

Under KA 3, 10 specialised modules are being created. They are earmarked especially for the staff of school counselling workplaces, teachers as well as other educational workers. The topics reflect the requirements of educational practice and the APIV 2019–2020 plan. All modules are in preparation, or their pilot is currently proceeding. The maximum number of participants /future lecturers for one specialised module was limited to 15 persons. The number was originally meant to be designed for 6–8 persons, however, to cover individual regions in the Czech Republic and knowing that not every participant will be willing to be a lecturer, the number of persons was increased. In each module, a minimum 6 and a maximum 15 participants are trained. S1 module was presented at the expert panel as early as in November 2019, whilst modules 2 to 6 were supposed to be presented at the expert panel in June 2020. However, the panel had to be moved to October 2020 due to the epidemiological situation. Specialised modules S2, S4, S5 and S6 were finalised as planned in November 2020. S3 pilot module was verified in September and work is currently in process to finalise it. The last 4 modules should be prepared in October 2021, according to the time schedule (pilot should commence by May 2021). Due to the epidemiological situation, the time schedules for the preparation and pilot of specialised programmes had to be modified. Pilots of some programmes had to be postponed by several months due to the measures taken during the 1st COVID wave. The changes to the time schedule have no influence on the delivery of key outputs, since, despite the postponement of some pilots for several months, the original time schedule used a back-up of several months. The current autumn modification to the time schedule related to the 2nd COVID wave transferred the pilots with personal attendances to distant form.

Under KA 3, there is also work running on 3 long-term trainings. Two long-term trainings are devoted to Czech sign language for teachers' assistants. In September, the pilot for the training programme Czech sign language for AP I started, and work also proceeds on preparing the content and structure of Czech sign language for AP II. The third training focuses on ABA – applied behavioural analysis. It is designed for special pedagogues or psychologists dealing with autism spectrum disorders. The training proceeds on a long-term basis from 2018 to 2021. Due to COVID pandemic, supervised practical training under ABA had to be rescheduled. Currently, training of participants as part of the pilot training verification has been finalised. The pilot programme verification will be the background to generate the training which will utilise the experience from the pilot.

The key activity has, so far, been proceeding in line with the adapted time schedule, and the deadlines for completion of specialised modules and long-term trainings are expected to be met. According to the statement presented in ZoR 13 (monitoring period from 1. 5. to 31. 7.2020) *"the changes do not substantially affect the time schedule determined for KA outputs according to the project documentation. However, should it be necessary to modify or reschedule the implementation of activities in the future due to another pandemic wave, it would definitely cause a crucial delay in*

performance and delivery of KA outputs, use of funds and apparently an insufficient number of trained/supported persons“. The KA implementation currently fulfils the objectives.

Outputs and indicators of this KA and their targets and continuous figures are shown in Technical Appendix I.1 and I.2 to this IR.

KA 4 Teaching Czech as a foreign language for foreign nationals

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the KA manager*
- *Outputs: Report on monitoring of teachers implementing support measures for foreign students at elementary schools in 2019 (part of ZoR 12)*
- *Minutes from the expert panel for the APIV A project KA 4 – Teaching Czech as a foreign language held on 27.2.2020 (part of ZoR 10)*
- *Recommendations on pretesting/pilot of the language part of the diagnostic test (part of ZoR 10)*

This KA focuses on creation of a tool to establish the level of language competences of foreign pupils or Czech pupils not speaking Czech. The tool contains the diagnostic test itself and an optional part – evaluation of a student with a different mother tongue (OMJ) by a teacher and an interview with the student. The diagnostic test will be created according to language levels of the Common European Framework of Reference for Languages (SERR). Tests for junior and senior classes of elementary schools will be created in three options.

During the evaluated period, work continued on generation of the diagnostic tool. All parts were finalised and subjected to the review upon which individual tasks and pictures were modified. Listening tasks were also recorded in the studio, tasks, instructions and images were completed, as well as the key control to verify the correct answers. During the evaluated period, listening and reading tests were fed into the InspIS SET electronic testing environment in which the test will be administered. All parts of the diagnostic tool, i.e. the part focused on receptive skills (listening and reading) and the part focused on productive skills (speaking and writing) are now prepared for the pilot in three options. The individual parts of the diagnostic tool were reviewed several times. The obtained reviews are mostly positive, they appreciated the shift in the diagnostic tool also upon incorporating the comments from previous reviews. The reviews particularly appreciate the complexity of the diagnostic tool, diligent language work and the type of the tasks corresponding to individual levels and specifications. The reviews also positively appreciate the test linkup to the school or social environment, authenticity of the language material and pleasing graphic design. Nonetheless, some reviews point out a potential risk connected with the excessive complexity of the tool and misunderstanding of the target group. This point is also shared by the representative of the responsible MSMT department. The diagnostic tool was introduced at the expert panel held in November 2020.

In the evaluated period, work started on the tutorial. It provides practice tests that students can do to try the testing techniques, beforehand, used in a real test. They have an opportunity to work in the electronic environment to practise the work and proceeding in the test without problems.

Work on accompanying diagnostic tools is also proceeding: speaking with a pupil with a foreign mother tongue (OMJ) followed by a teacher's evaluation of the pupil. They have already been reviewed internally and externally and finalised based on the reviews.

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Pilot/pretesting will be carried out on a smaller sample of students with Czech as their mother tongue. The pilot will be focused on the comprehensibility of the assignment, independence of passing the test of knowledge or feasibility of the test tasks in the anticipated time. It should be followed by the pilot on a larger sample of pupils with a foreign mother tongue, which will also be focused on understanding individual assignments, this time purely understanding the language not from the rational point of view. The currently introduced epidemiological measures hamper the pilot implementation, since it must be carried out on the premises of the schools. The pilot can only be conducted in standard education circumstances so that schools will be willing to cooperate. It is envisaged that it will commence in 2021, the precise date will be determined depending on the pandemic situation.

The project team also works on further use of the diagnostic tool after the project termination. The diagnostic tool has, upon teachers' request, already been extended for functionalities which will enable them to determine weak and strong points of a student in support of individualization tuition for the specific student. It will also enable teachers to identify the current language level of the student, i.e., to strengthen the differentiation function of the diagnostic tool. These functionalities might be extended in the future for an option to use the tool to determine and fund support measures.

Preparation of the further education of pedagogical workers, which will be focused on the correct use of the diagnostic tool from which inputs for the specific FEPW will be collected, will follow once the tool or its pilot have been completed.

In the evaluated period, preparation of methodological and teaching materials proceeded as well, the materials are designed to help educational workers develop language competencies of pupils based on the diagnostic test results. The concept of creating methodological and teaching materials was introduced and discussed at the expert panel in February 2020. Currently, chapters focused on the development of language skills - reading and writing - have already been finalised. Proposals for teaching materials were presented at the expert panel in September 2020 and modified during the discussion.

The last ongoing KA 4 activity is monitoring the implementation of support measures for foreign pupils in teaching. Monitoring at elementary schools has been completed, the observations were used to compile the Report on monitoring of the implementation of support measures for foreign pupils in teaching at elementary schools in 2019. According to ZoR 12, monitoring was carried out on a sample of 216 elementary schools from the whole Czech Republic in 2019. There were 6,003 foreign pupils, including approximately 1,519 pupils with a foreign mother tongue at that time. The report was published at the APIV A website (<http://www.nuv.cz/file/4400/>) and was presented at the seminar of the Vocational education and curriculum department of the NPI ČR. An article was also published in the NPI ČR journal. The report was submitted to the responsible MSMT department and the results of monitoring, approach to foreign pupils and their support in learning Czech were also discussed at the expert panel in February 2020. The feedback of the panel participants shows that monitoring brings examples of good practice and specific information which can be used for the proposal of system measures to support foreign pupils at a national level, as well as structuring of the concept of support for foreigner pupils at specific schools, or in seeking ways to support pupils on the part of the education authority. The statement of the project call guarantor and representative of the responsible department shows that MSMT also used the report for the proposal for modifications to support measures for foreign pupils provided for in Decree No. 27/2016 Sb. (Decree No. 248/2019 Sb., amending Decree No. 27/2016 Sb., regarding education of pupils with special educational needs and

gifted pupils, as amended) in the way that it is more accessible for pupils at all schools. The evaluator found the KA 4 outputs were adequately disseminated.

Monitoring at nursery schools was expected to follow after monitoring at elementary schools. Its commencement has been postponed, as we are waiting for the pandemic situation to develop. Presently, its implementation is expected to commence in 2021.

Key activity 4 proceeds according to the time schedule, nonetheless, some activities are influenced by epidemiological measures and individual modifications to the time schedule must be made (for more information see EQ A.1.3 and A.1.5). The final date for the delivery of final outputs, is not affected by the modifications, though. The tool creation process has been duly opposed internally and externally over the whole period of development. The project implementer has met all conditions to fulfil the objectives of the relevant KA. Outputs and indicators of this KA and their targets and continuous figures are shown in Technical Appendix I.1 and I.2 to this IR.

KA 5 Creation of the Framework of reference for Czech sign language

Sources:

- *ZoR 10, 11, 12 and 13 their Appendices*
- *Directed interview with the KA manager*
- *Minutes from the expert panel of the APIV A project KA 5 – Creation of the Framework of reference for Czech sign language held on 24.1.2020 (part of ZoR 11) and on 12.6.2020 (part of ZoR 13)*
- *Information about the Compendium available at the NPI ČR website (part of ZoR 12)*
- *Time schedule – Work breakdown structure (part of ZoR 13)*

Under KA 5, work proceeds on creating the Framework of reference for Czech sign language. The Framework of reference will contain a general description and proposal for description of levels A1 to B2. It should provide a general basis for the follow-up development of language syllabi, regulations for curriculum development, examinations, textbooks, etc. to provide the most effective and transparent language training and language competencies of education workers and support professions for pupils with hearing impairment. They will be used to establish the existing level of a Czech sign language user (his/her specific knowledge and skills in CSL). KA 5 outputs will be submitted to the MSMT. The target group of this KA in terms of this project is support professions needed for teaching hearing impaired pupils, such as teachers, teachers' assistants, interpreters, etc. Pupils with hearing impairment are a secondary target group in terms of the project.

Full KA5 implementation in the mode of personal expenses started on 1.10.2019. The time schedule for creation of FR is designated for April 2022, i.e., until the very end of the project.

The key activity is implemented by a large team divided into several smaller work teams: linguistic, translator, website, interpreting and feedback. The team is established, there are no vacancies at the moment. It consists of specialists both with and without hearing impairment, and frequently consults issues with foreign specialists. All work teams started work on their tasks without any undue delay in October 2019.

The first step was searching for available resources and compiling the so-called Library catalogue.

The linguistic team developed the so-called Compendium which defines the content, scope and structure of the general description of the framework of reference. It is based on several

internationally recognized documents – the Common European Framework of Reference for Languages (SERRJ, abbreviated in English also as CEFR), PRO-Sign (an equivalent of the Common European Framework of Reference for Spoken Languages, created for sign languages) and CEFR - Companion Volume with new descriptors (updated CEFR from 2018 and 2020). The PRO-Sign document was intended to provide the general description of the framework of reference, however, the linguistic team concluded upon the review that the document does not meet the needs of a fully-fledged framework of reference (in terms of the content, terminology and form). Accordingly, the final framework of reference draws on all above mentioned documents and even beyond their framework. Descriptions of A1-B2 reference levels of Czech Sign Language are linked to this document, the work on the reference levels has not been finished yet.

The interpreting team provides interpretation of all ongoing events and all manners of communication from/into Czech Sign Language and from/into the International Sign System. All documents generated by the project team (in the form of video recordings) are translated into CSL (which is the preferred language of the target group and part of the project team). Team meetings are interpreted into the sign language as well, there is also an emergency service provided for interpreters during recording. Some documents are also translated into English for foreign consultants who comment on the development of the framework of reference.

The feedback team continues to work on optimum setting of control and feedback mechanisms. All KA 5 outputs will be validated, a review of proceedings will be used to obtain the feedback about the general description of the framework of reference provided by cooperating experts, whereas descriptions of A1-B2 levels will be assessed by lecturers and students as well as the broad professional public.

The website team is looking for an optimal way of how to make a user-friendly website for persons with hearing impairments. Not only will it present KA5 outputs but it should also provide an advanced search. It should be a practical tool for lecturers, specialists and students. Its technology must also combine text and graphic representations as well as video recordings with translations into CSL. In October 2020, the expert panel "Website with extensive content in sign language challenges and opportunities" was held to cover this topic.

The project team was also confronted with the challenge of the pandemic measures and the necessity to transfer some activities online. Several platforms had to be tested to find one which would best reflect the specific needs of deaf people in an online environment. The Zoom platform was selected as the only platform which offers interpreting of spoken language (by way of titles and simultaneous interpreting).

An expert panel was held in January 2020 in the evaluated period to introduce CEFR and work between deaf lecturers of accredited courses of CSL. In June 2020, another expert panel was held, which was focused on the issues of the "Use of descriptions of reference levels for CSL in the interpreting practise and making them available to persons with a hearing impairment". Panel participants had the opportunity to exchange required contact information and share their experience from practice. Among the benefits of the created framework of reference, they also mentioned the enhanced training of interpreters into sign language. Consensus on the form and content of the framework of reference is one of the basic conditions for its successful development and its subsequent use. The organised meeting and discussion of experts in the specific area under the expert panel definitely contributed to finding common ground.

Sustainability of the project outputs is highlighted by the project team and is presently being communicated to the MSMT. MSMT was provided with a summary of information about potential follow-up activities after the termination of the project implementation, which might link up to the developed FR, including the anticipated budget for the implementation of the activities. The proposal also comprises the idea that future activities should use the already established platform of experts who participate in the development of the FR.

Currently, KA 5 meets all preconditions to fulfil the specific KA assignment: good personnel, quality recording technology and a real-time and detailed time schedule of the implementation with consistent control. The work under the KA proceeds parallel with the work of individual teams complementing each other or linking to each other. Each interim output is subjected to feedback, the resulting assessment provides requirements for reviews of any part of the FR interconnected with other parts of the FR. With regard to the fact that a lot of work runs simultaneously at a different pace and in different volumes, it is natural that all the teams will not always proceed synchronously or with optimal workload. Hence, the framework of reference was divided into 3 parts, with the "Time schedule for follow-up phases" created, and regularly updated. The measures have a positive effect on synchronization of work teams and their workload.

One identified risk of successful implementation of the KA was eliminated, i.e. continuing dissenting views of the content of the framework of reference in the community of persons with hearing impairment for which the FR is created. The risk posed a threat as to whether it is going to be accepted by the deaf people community. The team managed to invite all top professionals to the project team, who cooperated with all institutions, organizations and experts in the Czech Republic, so that there is a general agreement about the framework of reference. It is also confirmed by the KA manager: *"I have the greatest admiration and respect for our experts in sign language and CEFR, their excellent proficiency, humanity, ability to cooperate, maintain professional discussion without personal emotions, reach respected conclusions from discussions and immeasurable work commitment."*

Czech Republic is presently the 4th European country working on the framework of reference for sign language, however, none of the other three countries have such a complex description. The FR will be a unique product which raises the profile of our experts in Europe. The article published on the website of NPI CR particularly highlights the *"...broad scope of our experts who very actively cooperate on the pan-European level, they have earned high reputation, and both the European Commission which develops the mentioned PRO-Sign and individual countries dealing with the description of their national languages have shown great interest in our conclusions to get inspiration for their work. We cooperate or are in contact with universities in Germany, Switzerland, France, Sweden, Ireland or Netherlands"*.

Despite the foregoing information about compliance with the time schedule, a risk has currently been identified due to the ongoing epidemiological measures. The KA manager stated that *"...the 1st wave of the pandemic has not adversely affected the implementation of KA 5 deliverable to delay fulfilling the time schedule approved by the MSMT. The 2nd wave, as stated above, made the time schedule tight as far as possible. Compared to the 1st wave, the second wave continues, and it will probably be longer, and we cannot possibly delay any expert panel as we did in the 1st wave. Translations (video recording) are made with higher intensity depending on the proceeding of work on the deliverable, so we identify risks of a possible delay of work as higher"*. The KA manager notes that *"...the progress of the COVID pandemic can negatively affect compliance with the time schedule in the following months depending*

on the introduced security restrictions by the government, which is out of our control“. The issue is analysed in more details in EQ A.1.3 and A.1.5.

KA 6 Evaluation

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the internal evaluator*
- *Evaluation of implemented expert panels*
- *Output: the 3rd Interim evaluation report*

Internal evaluators are in charge of the regular monitoring and evaluation of the key activities. The KA is implemented upon the developed document Form of evaluation.

Internal evaluators have developed the 3rd Interim evaluation report. Data for the report was collected on an ongoing basis, in the form of literature search from the implementation reports, minutes of meetings of KA implementation teams and participation in management meetings, or meetings of KA implementation teams.

After the merger between the NUV and NIDV, the project management documentation was updated, and the internal evaluator participated in the update.

Internal evaluation evaluate expert panels as well. Each panel is evaluated individually. The evaluation of expert panels is presented to the KA manager and cooperation coordinators who can streamline the organization of expert panels.

Under the KA Evaluation, expert panels are only submitted to internal evaluation. All other KA are evaluated externally.

The evaluation method is further analysed under EQ A.1.4.

KA 7 Cooperation

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the 2 KA coordinators*
- *Updated expert panel time schedule*
- *Minutes from the KA 2 and KA 3 expert panels: Support of practical preparation of undergraduate teachers in inclusive education held on 23.10.2019 (part of ZoR 10)*

Organization of expert panels is the core of KA 7. Under KA 7, the expert panel Cooperation was established, its focus being: Support of practical preparation of undergraduate teachers in inclusive education (it was organised 10x throughout the project) and 4 thematic panels corresponding to activities KA 2 - KA 5 (each of them was also organised 10x throughout the project). Expert panels KA 2 - KA 5 present the partially obtained results and face the opposition. Furthermore, the present pedagogical issues from practice are being addressed, so are the relationships and cooperation between individual grades of schools, including universities, whereas examples of inspiring practice for individual inclusive topics and new approaches to and methods of teacher training are being presented, both in undergraduate or postgraduate training. Topics are discussed in the wider context

since teachers, academics, MSMT representatives, CSI, other IPs projects, non-profit organisations, etc., are all actively engaged and provide the opportunity to get the view of experts of the topics, or ideas on how to address them.

Under KA 7 Cooperation, 2 joint expert panels, KA 2 and KA 3 Support of practical preparation of undergraduate teachers (expert panels “Cooperation”), were organised in the evaluated period, and they addressed the issues of undergraduate practical preparation of psychologists in the context of the role of school psychologists in inclusive education (23.10.2019 and 11.11.2020). The expert panel held on 11.11.2020 made a recommendation for the MSMT. It is presently being finalised and will be submitted to the project management.

Cooperation coordinators helped organize expert panels for individual KA.

Under KA 7, there are also meetings with the implementer of the APIV B project. Coordinators attend expert panels of other IPs and other meetings (i.e., work meetings of the education department and the individual system project at the MSMT focused on Literacy, meetings devoted to cooperation between the APIV A, APIV B and SYPO projects).

The time schedule of the planned expert panels had to be updated due to the pandemic. Several panels were rescheduled for later months (June–September) during the 1st pandemic wave. In the early autumn, the team managed to hold two panels (OP KA4 – 22.9. and OP KA3 – 1.10.), with some participants attending the panels and some connected online. Further panels were, due to the 2nd pandemic wave, organized entirely online.

Activities under KA 7 proceed according to the time schedule. The time schedule of the expert panels is updated on a regular basis.

KA Cooperation is evaluated under EQ A.3. in detail.

3.1.2 APIV B project

The project consists of 6 key activities under which the partial activities and their chronological order are designed.

KA 1 Methodology and coordination network

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interviews with the KA manager*
- *List of schools which entered into the Mutual Cooperation Agreement*
- *Self-assessment from Support centres*
- *Internal report for the school year 2019-2020*

Since the project is now in the second half of the implementation period, schools were systematically encouraged to plan the use of the remaining support in the monitored period, particularly further education of pedagogical workers (FEPW), to which they are eligible. The team wanted to offer the remaining project capacities to schools (schools involved in the regional network) where they can be used. Schools made the offer, via regional Support Centres, to other schools in the field of IE (inclusive education), which were supposed to provide the assistance. However, the scheduled support was

suspended in the first quarter of 2020 due to the declared state of emergency and school closures as a consequence of the 1st wave of COVID-19 pandemic (many booked programmes were cancelled or shifted to the new school year 2020/2021). The situation did not stabilize in the new school year with the outbreak of the 2nd wave of pandemic and repeatedly declared state of emergency. Despite the unfavourable circumstances, the remaining support was finally planned, though, mainly thanks to the online form of all prepared EPs under FEPW, alternatively offered to schools. The basic preparation course (comprising 5 EP topics according to the selection of schools) was successfully finished by the end of 2020 in the majority of the schools involved in the network (as of 31.12.2020, a total of 178 schools), whereas the remaining schools have used approximately ¾ of the support. Due to the failure by schools to use the project support, proposals for potential extension of the project implementation are being discussed.

The impact of the anti-pandemic measures in conjunction with the declaration of the state of emergency, followed by school closures and failure to utilise the individual supports under the project, is analysed in detailed in item A.1.3 and A.1.5.

Should a school exit the project, a new school will replace it upon being allocated a similar kind of agreement and support. The regional network of schools is maintained at full level by replacing the existing schools (13 schools have left the project over the whole duration) with schools with the same kind of support. Schools newly joining the network enter into standard agreements to fulfil the minor support specified by the Call. The project team and schools do their best to meet the conditions of the minor support. However, they are aware of the risk of facing a difficulty to comply with the obligation towards the deadline. The project team intensively works with the schools and motivates them to use the support. The schools which have fully used the support were informed they can also use individualized forms of support if they wish to do so, regardless of the extent of the support available within the project. Some schools with complex support, which will not fully utilise their package, can offer the free project capacity to those who have depleted their support, or other schools with complex support interested in increasing the number of available services. The scope of support under FEPW can be increased, in accordance with the approved Interim Report No. 68, only for schools with depleted support.

The project team needs to reflect varied current school preferences to providing the minor support¹. It might be the preference to dedicate the needed support in the area of IE to a wider group of peers in the faculty of teachers. For the follow-up course of extended support, comprising 3 other thematic EPs, schools often prefer new, still unsupported educational workers. However, they might not be able to meet the required rate of the minor support because of their belated joining of the project. To avoid the lack of hours of support for those interested in using the support in the area of SV, the already used hours of support are newly accounted for in the index "Event in inclusion". Accordingly, the index has been significantly increased, so far, as information seminars under KA 3 "The public" etc. were counted in. Despite having more than 8 educational workers per school involved in the project,

¹ Use of the minor support is monitored with the indicator 60 00 00 Total number of participants. The indicator comprises the support of participants in the training under DSEW, and use of individual support in the form of mentoring, coaching or expert services, is counted in as well. FEPW participants are posted in the indicator 54 00 00 Number of supported persons in education. If an educational event is attended only by persons who fail to fulfil the minor support, or persons which have already fulfilled the minor support, the event should be posted in the indicator 5 10 16 Number of organised individual events in inclusion.

counted in the total number of hours under the minor support (a specific fluctuation rate was anticipated), the number of selected supported persons at some schools has reduced to one half. Educational workers newly joining the project could hardly make up for the gap. Accordingly, the project offers the so-called open webinars. It is the online form of FEPW, where the project fixes a date of EP broadcasting and schools or individuals can sign up. The form can also be used for a group or individual addition of necessary hours at the moment the minor support lacks some hours of support from the standard FEPW. According to the KA 1 manager, schools show a lack of interest in individual participation to add some hours to the minor support but it will probably change with the approaching end of the project. A school can repeatedly present a topic for newly arrived teachers and count on the support as a "one-off event in inclusion" only if the school is listed in the category of complex support. The repeated topic can be used within a further 24 hours and thematic EPs under the course of extended preparation².

Support centres provide counselling and consulting activities and operate a contact database of APIV implementation stakeholders (all most important contacts are shown in the map of contacts in the interactive application Zapojměvšechny.cz). The administered contacts are used by centre workers to respond to incoming requests. Despite the efforts to increase the interest of teachers and general public in provided counselling and consulting activities, the demand for the services is still relatively poor. According to the project team, this is due to the already attained good level of knowledge of the thematic IE³. Similarly, as the training in soft skills organised for lecturers involved in the project, the APIV B project team is planning to replace the quarterly methodological meetings with distant training to increase the support of the centre in its capability to provide consulting activities.

After the termination of IPs KIPR, supervisions were newly introduced in the project. Their pilot was carried out in the Liberec Region and it is being introduced in other regions as well. Case conferences as the second activity to be taken over from the KIPR project have not been launched under the APIV B project yet.

All individual outputs from the work breakdown structure under the activity have been processed. The performance period was extended in the updated time schedule in the following cases:

- Support for target groups (Order calendar of educational and individual support; List of implemented expert counselling and consultation on SIKK)
- Cooperation with school guarantors of APIV implementation (List of school guarantors of APIV implementation with contacts)

Indicators linked to the specific EQ and their target and continuous value are shown in Technical Appendix No. I. 1 and I. 2 of this IR.

Progress of the currently implemented activities and outputs shows that the objectives could be reached. The introduced system of complex support for schools has a potential to achieve the intended results at the schools involved. In order to utilise all remaining available capacities, the wide portfolio

² The threshold for the used hours is currently limited only by total hours of the service for all schools, the scope of hours of support for a specific school is shown in the Cooperation Agreement (schools willing to be allocated additional hours of support or those which have already exceeded the limit shall enter into an amendment to the agreement).

³ The same reasons apply to a currently rather low interest in the question box (online consultation) in the interactive application Zapojměvšechny.cz compared to a very good total visit rate at the website.

of individual types of support is now also provided to schools with partial support. Despite the proactive approach of the project team to sort out the current situation, the support will apparently not be fully used without extending the project. The project team notes in this context that even if the circumstances stabilized at schools, education of pedagogical workers and senior pedagogical workers will not be a priority for schools. Accordingly, a longer term would be appreciated by the schools. Benefits of the support and use of the obtained knowledge in practice on the part of target groups is analysed under EQ A.1.6. below.

KA 2 Education

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the KA manager*
- *Self-assessment from Support centres*
- *Internal report for the school year 2019-2020*

In the previous period, activities of KA 2 Education were focused on creating webinars. Of the total accredited 29 education programmes created under the APIV A project, the 11 most demanded topics were selected and reworked to accredited webinars. 3 topics were selected apart from that and newly adapted to be used for offline training for senior pedagogical workers. A completely new topic, "Emotional self-defence" (in the form of a webinar), has been introduced both for pedagogical and senior pedagogical workers. These four new education programmes have been accredited. The other EP topics were temporarily trained online due to the epidemiological measures introduced by the government in 2020.

The ambition to use the EP generated by APIV A, modify them systematically to be interactive and update the obsolete legislative information, was only partly implemented because the APIV B project and lecturer teams did not agree regarding the final modifications to the education programmes. The KA 2 manager reported that more significant modifications to the education programmes created under APIV A were made in cases where the modifications were agreed by the project management. However, KA 3 of the 3 APIV A project did not assess all education programmes with a more complex design. As the KA manager reported, only one complex module created under APIV A was assessed by the KA team. A number of minor modifications to the original EP presentations are being carried out by APIV B lecturers. As the KA manager stated, the modifications are minor and comply with the content framework given by the original presentation. It is the common practice and part of regular and systematic interviews with schools to ascertain their needs because the EP presentations are directed to them. Accredited webinars were created in a more visually attractive form. APIV B representatives adapted the original content for the benefit of better clarity and an attractive graphic design. The KA 2 manager reported that the APIV B team compensated for the challenging conditions of the online environment by well processed presentations containing images, references, etc., for lecturers. As the information above shows, the assessment of the scope of changes did not go, or does not go, through any formalized process which would specify whether the modifications were minor or relevant. Training of APIV B lecturers in modules delivered to APIV B ended in 2019.

EPs are usually designed for eight hours, in 5 EP, the length of the module is sixteen hours, divided into two parts (two-phase EP). If a school is interested in a two-phase online education programme, only

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the first part (8 hours) can proceed online, the second 8-hour practical part of the training must be done offline.

The new form of support received under the project in the form of an open webinar mentioned in KA 1 is positively received by target groups. Schools appreciate the fact they do not have to negotiate a date which would be suitable to more teachers at a time. Instead, they are given a date and topic in advance and any number of teachers can sign up for the webinar. Open webinars can usually have up to a hundred participants. They are not organised in response to the pandemic circumstances, but rather in response to a lower number of those interested in education programmes where personal attendance is necessary and where a school must be active to order the service. *"We went the other way round, we offered a date and schools said yes. The idea of such a form has been here since the beginning of the project. We wanted to offer an alternative of modern forms of support to schools,"* reported the KA 2 manager.

The intention of the APIV B project was to essentially simplify topics for lecturer training under the education programmes. Training in new thematic EPs is carried out on an individual basis. The author of a new education programme, in the form of an approx. 60 min webinar, will train interested lecturers who want to have the topic in their portfolio. The training in new topics was recorded. Those who are willing to become a lecturer for a specific topic of the EP can watch the video. The APIV B project does not provide training in old topics, lecturers can be train in them if they satisfy acceptance conditions for being added on the list of excellent lecturers. However, this option is not supported by the system any longer due to the effectiveness and the existing satisfactory team of lecturers, coverage of topics and the school environment.

Online education is provided for groups by the online education methodologist.

Recently, the project has paid attention to lecturers. Since the project did not envisage adequate staff capacity for this activity, an education methodologist joined the team. Due to the COVID-19 pandemic, distant form of training for lecturers in soft skills, including presentation skills, has also been introduced in this area. Lecturers showed a rather low interest in the originally 16-hour offline course, with only a certificate issued after the completion of the course (mainly due to the time and workload). More intensive training was organised only at the beginning of the project. Accordingly, the training course was transferred to the online form and ninety-minute blocks focused on specific soft skills of a lecturer, i.e. keeping emotions under control, how to deal with objections, mental hygiene (the emotional self-defence course is presented by their authors, similarly as education programmes for pedagogical workers), etc. The second part of the anticipated support has not started yet as a consequence of the overall delays in the planned activities due to the declared state of emergency as well as generally positive feedback on lecturers' results, as there were planned personal consultations within providing the feedback.

The online form of education was also introduced in the public administration and self-government. The originally 4-hour offline education programme was shortened to 3 hours online due to the pandemic measures. Participation in the new form of the EP has grown exponentially. The KA 2 manager confirmed that the target group showed an interest in obtaining seminar records, presentation materials, etc., after the seminar. Participants positively responded that they do not waste their time by travelling to the regional centre to attend the training course, and they also appreciate the advantages of the online training giving them the possibility to join just the part they

are interested in. For training webinars focused on a topic of legislative changes in the field of IE, representatives of the Support Centres are also invited to attend the course.

Currently, only the so-called excellent lecturers are being recruited. One of the reasons is that the mass regular training of lecturers under the APIV A project has finished. Excellent lecturers are not accepted upon being trained in a specific topic, what is important is their CV and proved practice (approved by the project management for the given topic of the education programme). These lecturers are recruited from people around project team members, either lecturers or Support centre workers, especially when they show individual interest.

Additional training for coaches was planned under the project. It was assigned by a public contract for the so-called coach's second spiral. In the end, only coach supervising is being implemented.

All individual outputs from the work breakdown structure under the activity have been processed. The performance period was extended in the updated time schedule in the following cases:

- Education programme for extended preparation for pedagogical workers (PW) (application for accreditation under the FEPW system for education programmes for extended preparation for educationalists);
- EP programme for senior pedagogical workers (SPW) (Application for accreditation in the FEPW system for an EP for SPW);
- Education programmes for members of the APIV National team of excellence lecturers and consultants ;

The following activities have been newly added in the updated time schedule:

- Online education programmes for pedagogical workers (list of issued certificates in EP for PW);
- Training for the professional team of mentors;
- 4 additional EP;

Indicators linked to the specific EQ and their target and continuous figures are shown in Technical Appendix No. I. 1 and I. 2 of this IR.

Progress of the currently implemented activities and outputs shows that the objectives could be reached. The earlier identified risks and barriers were eliminated, mostly due to current extensive possibilities offered by the online education. However, it will not be possible to make up for the loss without extending the project due to the disruption to the use of support in 2020.

Benefits of the support and use of the obtained knowledge in practice on the part of target groups is analysed under EQ A.1.6. below.

KA 3 The public

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the KA manager*
- *Website analysis, Facebook groups "Inclusion in Practice" and newsletter evaluation*

Under KA 3, there has been a generally perceived movement towards addressing the broader public. It is thanks to communication of the results of the initial survey carried out at involved schools, participation in the PREF Conference which is specified for the wider public, launch of the interactive

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web app Zapojmevšechny.cz supported by PR and advertising campaign, etc. Generally, emphasis is placed on planning individual activities in the way that they have a broader impact (created content, targeting, selection of cooperation, etc.).

Communication on social networks is systematically stimulated by a new worker in the position of the PR specialist. Currently, he is responsible for media coverage of school Support centres in the IE area, promotion of APIV B project activities during the year, filtering posts published in the interactive app, checking the work of copywriters, etc. In the previous period, attention was focused on establishing partnerships in the form of communication and cooperation with IPs, associations and the non-profit sector. Obtaining content is continuously stimulated (by way of the Support centres to a large extent), followed by placing the information on the project website Inkluzevpraxi.cz, where questions/answers from the information workshops are published. The available documentation from 1.4.- 30.6.2020 shows that there were 11,570 users on the website who made 18,564 visits and viewed the site 30,666 times. The visit rate has dropped by 8.55 % compared to the previous year, the long-term development is ascending, though, on a year-over-year basis, the number of users has grown by 3,496. The closed FB group "Inclusion in Practice" recorded an increase of 32 % with the total current number of members being 747. Email news is being sent (2,189 clients in the above-stated period). The channels target the general audience without a pedagogical background. There are ongoing publication activities, PR campaigns, etc.

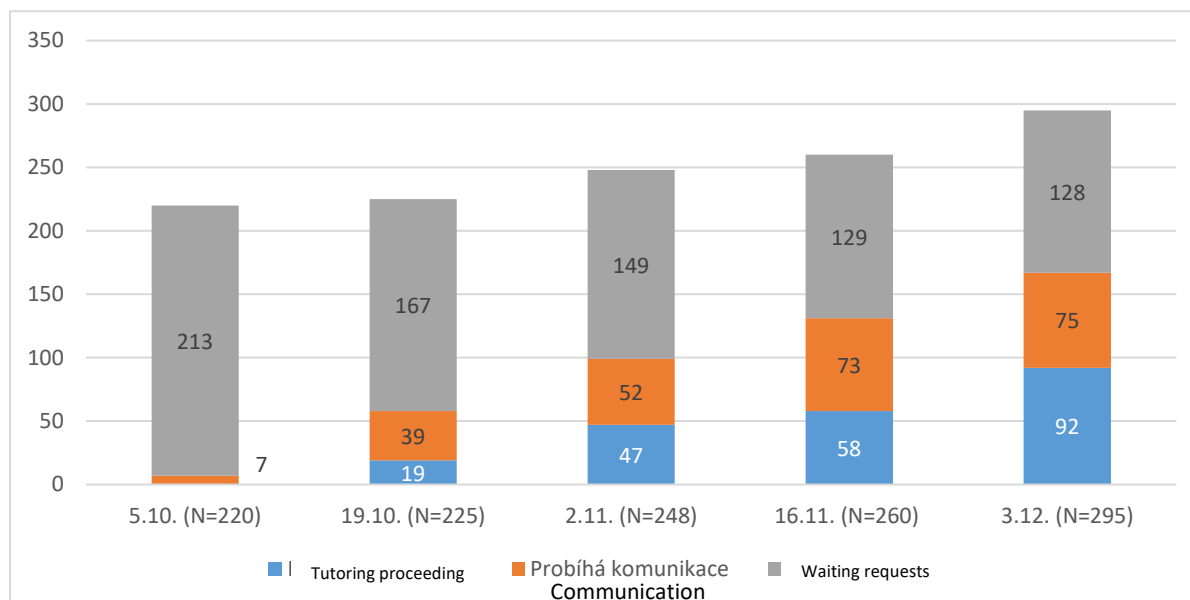
The development of the form of information workshops has significantly changed since the beginning, from universal thematic IE reaching beyond the region towards selection of up-to-date topics in individual regions. Organisers of information workshops (Support centre representatives) have successfully established the necessary partnership relationships and lively communication with schools. Approximately from the middle of 2019, at least 50% of implemented information workshops should be created to address the parental public. Looking at the topic selection, there are some apparent trends of bringing up selected topics during a school year – different topics are communicated at the beginning, during and at the end of a school year. It should be noted that the majority of selected topics were covered in the 2nd half of the school year, i.e., the 1st school closures from March 2020. It was at this time of the year that the majority of the agreed dates were being cancelled. The purpose is to choose topics that conveniently draw participants of the event in the discussion. It is difficult to submit a specific targeting of the parental audience or carry out any PR measurement due to the character of the issue [měření v rámci PR /PR measurements](#). KA 3 target groups – teachers, parents and the broad public – mutually overlap at a certain level and it is difficult to distinguish them effectively.

Apart from the negative impacts that arose from school closures during the declared state of emergency in 2020, there are obvious positive effects. The spring state of emergency relates to the beginning of webinars for the public. Approximately 15 webinars have been created so far, and, at the beginning, they were published on the YouTube channel in cooperation with IPs SYPO, however, after the intervention of the APIV B project, they have their own YouTube channel. The webinar audience is comparable with the audience on the YouTube channel for the SYPO project, ranking from several hundred up to approximately 2,000 views (practical topics of SYPO webinars for distant learning have a slightly higher view rate ranking from a thousand up to 8 thousand). It should be noted that unlike the APIV B project, the SYPO project covers mainstream education topics, hence, it targets a wider group of the interested audience. It is also confirmed by the average time of viewing, which is quite

comparable for the APIV B and SYPO YouTube channel, being around 6 minutes. The YouTube channel is also promoted in the application on the project website. It contains 2 playlists, the first of them presents the above-stated webinars, the second playlist offers videos created for the application. The content of the videos is not related to distant learning, unlike the workshops.

In general, the exceptional circumstances in 2020 resulted in a more intensive focus on using the online environment for promotion and communication of the project. The "COVID" activity, quite frequently referred to, is the initiative which focuses on tutoring for pupils who face the risk of failure at school. Tutoring is provided by university students of pedagogical or non-pedagogical faculties across the whole Czech Republic based on the cooperation between APIV B, People in Need and other organisations. The activity is extremely attractive for PR, and it is also connected with the brand of the interactive application Zapojmevšechny.cz, which both bring unprecedented and substantial attention to the project. The interest in the initiative is documented by 295 incoming requests from elementary schools received by 3.12.2020, asking for help with the tutoring of children. The total number of the enquiries and status of their processing is shown in Graph 1.

Graph 3 Status of enquiries for tutoring as of 10. 2. 2021 in the APIV B project



N=220 (5.10.2020), 225 (19.10.2020), 248 (2.11.2020), 260 (16.11.2020), 295 (3.12.2020).

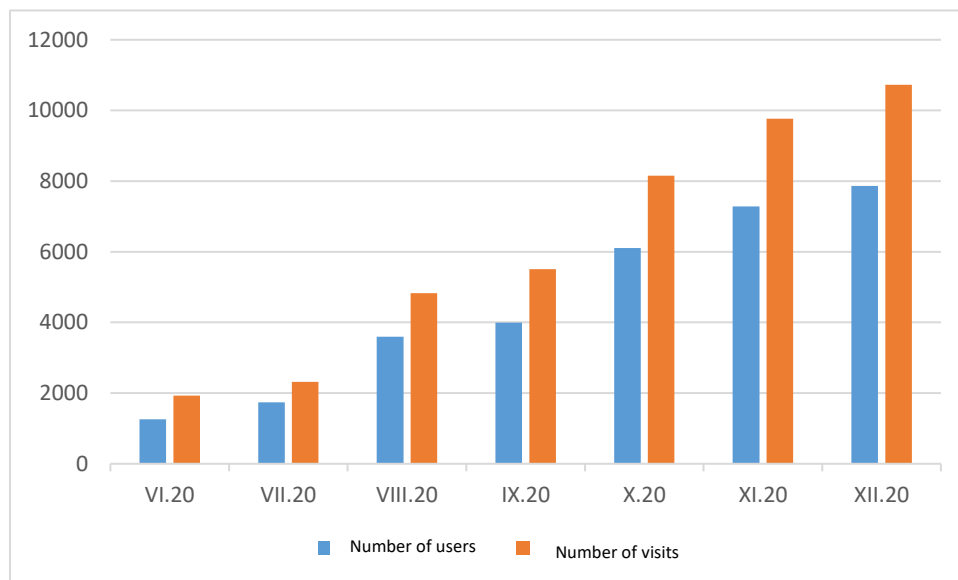
Source: Those interested in tutoring in the initiative for tuition of children and pupils facing risk of failure at school.

The awareness of the brand Zapojmevšechny.cz is also increasing as a result of the psychological assistance provided under the NPI ČR, promoted by way of the application.

The long-term developed interactive web app represents one of the most important project outputs and brings more project key activities together. The app comprises 9 thematic IE, it primarily provides examples of good practice, for example, in the form of methodological materials and activities or inland and foreign inspirations, it also has the database of outputs from the OP EC project and contains the map of expert services created by regional databases of stakeholders of APIV implementation, online consultation and other functionalities. The content presented in the app cannot be filtered further. It indicates that the KA 3 project team wanted to create an app that would have one version of the content adequate for all types of target groups, which is easy to read and comprehensible across

the family-school groups (they were also considering an option to divide the app into a part devoted to teachers and a part devoted to parents, so the communication was supposed to reflect the focus). The app is optimised for smartphones as well. As Graph 2 shows, the number of users of the web app and visits are continuously growing regardless the times such as the summer holiday or Christmas. At the end of 2020, there were nearly 7,900 users and approximately 10,700 unique visits to the app.

Graph 4 Number of users and visits at Zapojmevsechny.cz



Source: The visit rate report for the period of June 2020 - December 2020

It holds true that kea activity setting, and its successful implementation, is expected to achieve the intended results and impacts. The reservation mentioned in the previous evaluations regarding the impossibility to reach the general public has been mitigated, currently thanks to the above-mentioned activities, particularly the interactive web app Zapojmevsechny.cz. However, it is the public close to education, or the interested parental public, having their own experience and practice of inclusive education. The project call guarantor has questioned the implemented communication activities. He believes the required coverage of undoubtedly well developed and user-friendly project outputs is hampered by their inadequate promotion. He suggests that the way to improve the situation is by a well-managed communication strategy, for example by using social networks or participation in public events. It is, however, currently difficult, due to the anti-pandemic measures. The KA 3 manager also confirmed that more efficient use of communication at social networks brings positive results.

The updated time schedule has now introduced new items containing creation of the procurement documents and the deadline of the contract delivery for the following public contract:

- Proposal and processing of promotion items II
- Purchase of media space
- Performance-based advertising

Indicators linked to the specific KA and their target and continuous figures are shown in Technical Appendix No. I. 1 and I. 2 of this IR.

KA 4 Evaluation

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the internal evaluator*
Internal report for the school year 2018-2019 (part of ZoR 11)
- *Interim evaluation report for the project Support for inclusive education in educational practice – APIV B (part of ZoR 12)*
- *Support centre activities in the APIV B project (2019–2020) in view of self-evaluation research (part of ZoR 12)*
- *Recommendations of OP Cooperation for KA 2 Education "Recommendations for increasing benefits of FEPW for practice" (part of ZoR 12)*
- *Evaluation*
- *APIV 2019–2020 (part of ZoR 10)*
- *Minutes of the Expert platform of inclusive education*

The internal evaluation report for the previous school year (2019/2020) is the 3rd issued report in the project. Its final version will be available at the turn of 2020 and 2021. It comprises outputs from evaluations of individual services (from the transition to the webinar form of education, the report also comprises education programmes for public administration and self-government). It also contains recommendations for the subsequent period and feedback on the recommendations proposed in the previous report. It summarizes impacts of the anti-pandemic measures on the project. The data about the pandemic impacts was collected in June 2020 by directly addressing schools. Executive project managers were ascertaining the situation of a specific school in order to resume subsidy absorption from the project. The report evaluates the level of the expert consulting.

Evaluation of information workshops for the public is provided by Support centres. Evaluation of information workshops by the public is currently not provided. The internal evaluator decided to abandon anonymous evaluation questionnaires filled in by participants of information workshops which were aimed at ascertaining their attitude to inclusion and rate of awareness before and after the seminar. The reason was presumed to be the excessive burden for participants to the online event.

Professional portfolios of pedagogical workers are continuously collected, participants are invited to fill in the questionnaires (return rate increase) once a year (last time in June 2020). The portfolios provide valuable feedback from educationalists who evaluate benefits of the project as one of the key indicators at the end of the project and part of acceptance criteria of the project. Each type of support is evaluated individually. In the portfolios, information is collected over a longer period, unlike evaluation questionnaires related to the provided individual services. Internships and webinars have been newly incorporated in the evaluation. The intention is to obtain feedback on the app Zapojmevšechny.cz in the future, which received very good feedback in the pilot. The new information portal is generating enormous interest, so we look forward to feedback from users (pedagogical workers). The senior project manager reported about the possibility to use selected pedagogical workers for the portfolios in the future, who will share their experience with the project support and present the follow-up impact in practice.

The most important output from the monitored period is the analysis of results from the initial research. The research was carried out for internal requirements, but it accomplished a much wider purpose. Results of the research undoubtedly influenced the practice in the project, nearly all

recommendations were reflected. The so-called initial research is followed by the final research. A questionnaire has already been prepared⁴, and its pilot is prepared for January 2021.

Attention of the project team across individual KA is focused on the personality of a lecturer. The so-called lecturer's index and related methodology have been newly introduced. It is based on the existing evaluation of further education of pedagogical workers with the assistance of evaluation forms for the education programme. It is based on the long-term average assessment over a longer period and is used by Support centres to recommend excellent lecturers to schools. The lecturer's index is also used by KA 2 to evaluate the quality of lecturers over a long-term period. Methodology for Support centres has been developed under the lecturer's index, which gives instructions on how to work with the evaluation variances. The methodology received positive feedback. Among the measures taken to focus greater attention to lecturers' activity in the project, is a letter for a lecturer, which contains the feedback sent to him/her from KA 2. Assessment data of lecturers, mentors, coaches and experts over a longer period of time are part of the so-called analysis of unbiased evaluation of education and individual support of a school, which provides the average evaluation for the whole school year. Aggregated data for the monitored period reflects positive development in lecturer assessment.

Self-evaluation Report 2019/2020 was published in the monitored period. It is an output which evaluates the activities of the project team. The report is issued after the so-called Self-evaluation report of Support centres, which is, however, not obligatory. The Self-evaluation Report of Support centres is developed as part of reflection on the activities of KA 1, 2 and 3 and it also looks into the progress in the use of support, its quality, etc.

The envisaged qualitative research consisting in personal visits at schools and directed interviews carried out by top project representatives was terminated earlier due to school closures (but also other reasons) (for the details see A.1.3 and A.1.5).

In the middle of the APIV 2019–2020 strategy implementation period, the current status of implementation was evaluated by the Expert platform for inclusive education (hereinafter "OPLA"). The output was delivered, but the OPLA received no feedback during the year. Presently, intensive negotiations are being held with MSMT about the engagement of OPLA in relation with the Education Policy Strategy 2030+. The cooperation should address specific issues aimed at the balancing of social disparities in Karlovy Vary and Ústí Regions. The team might use the expertise gained from the SIKK evaluation to transfer good practice to these regions. Involvement of a new entity is still at a very early stage, and it would be necessary to carry out change management proceedings under the project. It is not completely ruled out that MSMT would subsequently invite OPLA to participate in the final evaluation for APIV 2019–2020. OPLA meetings are held on a regular basis (online as well). The evaluation and approval process under SIKK is shown in detail at the end of item A.1.1 and A.1.2.

The activity meets the objectives. The time schedule updated to suit the prepared final research at involved schools contains extended time periods for the implementation of the item "Description of school inclusiveness environment". The time schedule also extended time periods for the Expert platform – the list of its members and their role and activities.

⁴ A high-quality research in October 2020 was the background for the created questionnaire for the final research (testing of hypotheses). It also represents important feedback for specific managers, for the application, etc.

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KA Evaluation is provided below in EQ A.1.4.

KA 7 Cooperation

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Directed interview with the cooperation coordinator*
- *Quality of FEPW and other forms of professional development of pedagogical workers in IPo projects aimed at inclusive education in years 2016–2019 (version 2) (part of ZoR 10)*
- *List of projects implemented under OP RLZ and OP EC in the area of IE (part of ZoR 10)*
- *Minutes of the meeting of the expert panel Cooperation held on 21.5.2020 (part of ZoR 13)*
- *Minutes of individual bilateral and multilateral meetings*

The Cooperation panel holds meetings under KA 5 not less than 2x yearly. The selected cross-sectional topic for the Cooperation panel is the quality criteria for further training of pedagogical workers and FEPW lecturers. The 6th expert panel Cooperation was held in the last quarter of 2019, aimed at a discussion on how to increase the benefits of FEPW and other support for practice. A final recommendation was specified for APIV B KA 2 Education and focused on the increased benefits of FEPW for practice. Based on the recommendations, the lecturer's self-evaluation questionnaire was created within the preparation of the 7th expert panel Cooperation. The collected data was the underlying information for the 7th OP Cooperation, attended by a heterogeneous group of lecturers in May 2020. The 7th expert panel Cooperation discussed the recommendations on how to individualize education in teaching practice.

In response to the declared state of emergency during this period, attention was focused on looking into technical possibilities of various tools and sharing with other projects, especially with SMP and APIV A. The response was very quick, and the first OP Cooperation was organised online (followed by the second panel).

The obtained feedback shows that panel participants found them helpful and beneficial. The participation was quite high (facilitated by the online environment).

Similarly, as for the recommendations from the OP Cooperation which continue to be aimed at KA managers under the APIV B project or implementers of other projects instead of MSMT, representatives of KA 5 Cooperation are looking for their own way on how to strengthen cooperation under Individual system projects (IPs) in the environment restricted by pandemic requirements. The restrictions hamper building relationships which are the basis for promoting the cooperation. Accordingly, in the process of setting the KA, they might elaborate outputs following from the recommendations from the OP Cooperation. In the monitored period, the evaluators finalized the document "Quality of FEPW and other forms of professional development of pedagogical workers in IPo projects aimed at inclusive education in 2016–2019".

In the monitored period, cooperation coordinators conducted literature searches of outputs from finished projects financed by OP HRD and OP EC in the previous programme period related to inclusive education.

Both outputs were shared with the SYPO project, which has, presently, the strongest relationship with the APIV B project.

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KA 5 also identified undesirable overlaps in providing services to schools (88 schools involved in APIV B are involved in other NPI projects) in order to avoid any undesirable double funding. The activity made a conclusion that the setting of the project support for schools is collision-free. It should be noted that the development of further wider cooperation, especially under the FEPW SYPO KA Quality, is impossible on a long-term basis as a consequence of legislative changes, resp. amended Act No. 563/2004 Sb., on educational workers.

KA 5 introduces new services in the APIV B project. Termination of the Individual system project IPs KIPR was followed by introducing the provision of supervisions, whereas case conferences will follow later. Funding has terminated for these services, although they can continue as a ready-made product without any further modifications needed. *“We link to the already created system. I think this is the best way how to use the already invested public funding,”* reports the KA coordinator.

It is KA 5 which stands behind the development of cooperation with People in Need under APIV B, i.e. the initiative to provide online tutoring for children and pupils at risk of failure at school provided by university students.

Meetings of the APIV B project implementers are held regularly with implementers of other IPs.

Activities under KA proceed according to the time schedule, with the goals being met.

Further aspects of the KA Cooperation are evaluated in detail under EQ A.3.

KA 6 Project management

Sources:

- *ZoR 10, 11, 12 and 13 and their Appendices*
- *Minutes of the meetings of the project management and project team*

This KA includes project management and documenting of its processes. Under this activity, the project management documentation has been created (Quality management strategy, project plan, work breakdown structure, project schedule, Risk management strategy, etc.). The KA manager is responsible for coordination of the work on the implementation reports, addressing comments/objections submitted by the managing authority and change management proceedings. The KA manager is also responsible for awarding public contracts. The activity also comprises the internal opposition group which evaluates the professional quality of generated products and benefits for target groups by means of the opposition proceedings. The internal opposition group evaluates project products on a regular basis.

There are some concerns, on the part of the managing authority, about the selection of methodology and the approach to the project termination. It is about the potential non-eligible expenses incurred on project outputs.

Evaluation and approval of SIKK

Sources:

- *ZoR 10, 11, 12, 13*
- *Directed interviews with SIKK implementers*
- *Directed interviews with the APIV B project internal evaluator*
- *Directed interviews with the Support centre workers*

The experience gained from the pilot evaluation of SIKK for the Karlovy Vary Region was submitted to other processing teams at an open meeting with representatives of the expert platform.

Prior to the justification of the document submitted to the expert platform, the expert's opinion was presented. The opinion written by the regional methodologist presented observations on the level of involvement of relevant stakeholders and how the needs of the target groups were met (the expert's opinion is part of the evaluation criteria). This was the part of the Support centres and their involvement for the support of the processing teams of SIKK (Regional Education Inclusive Concept). The interviewed SIKK processors also found the criteria to be objective and transparent, however, one of the interviewed processor teams found the criteria "unfeasible" and "improper" on the rating scale.

The justification by the owner of the document proceeded at the expert platform, followed by reading the summary expert's opinion, which is always developed by 2-3 members of the expert platform in the part of evaluators appointed for individual regions. Most of the documents were then modified upon final assessment, based on discussions held at the expert platform and received recommendations. According to the interviewed SIKK processors, the expert platform acts in this phase with responsibility and adequate details, and it is informative and applicable. One of the interviewed representatives of the processing teams (the same person who criticised the evaluation criteria) expressed his objections to the inconsistency in the evaluation provided by two allocated evaluators who provided positive opinions about the document to the processors. However, they faced criticism from the whole expert platform and other details within the approval proceedings.

Specific consultants for individual regions were allocated to the SIKK, such consultants did not evaluate the report. Hence, the team could openly consult the document up to handing it over for evaluation.

In the monitored period, 14 SIKK (Regional school inclusive concept) approvals were made upon their assessment made by members of the expert platform using the identified methodology. There were significant differences in quality of the submitted documents as stated in the minutes and, consequently, also more or fewer sessions dealing with objections for individual concepts before their final approval. The last approved concept was for the capital of Prague. The approvals were granted in the autumn months in 2020.

Major changes to APIV A and APIV B:

The institute of major changes has been used several times over the project period, usually in relation to the external circumstances and follow-up requirements of the project team.

Changes under the APIV A projects:

- Replacement of an expert opponent of the project,

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- Change related to the merger of NÚV and NIDV (change of the subsidy beneficiary and reduction of the monitoring indicator 5 08 10 – Number of organisations affected by the system intervention),
- Acceptance of the methodological letter issued by the managing authority in connection with the COVID-19 pandemic,
- Shifting of the deadline for presenting interim reports and examples of inspiring practice created under KA 2 due to the forced delay in research carried out at schools caused by the pandemic.

Changes under the APIV B project:

- Modifications to the project budget by virtue of the government order on salaries in public services and administration, and civil servants (change to the wage regulation limits),
- Request for changes submitted by the entities of the applicant/beneficiary in connection with the establishment of the NPI CR,
- Acceptance of the Methodological letter by the project on the Rules for applicants and beneficiaries issued in relation to the spread of pandemic and declared state of emergency,
- Preparation and implementation of online webinars for the broad pedagogical public,
- Extension of the time schedule to fulfil individual outputs of monitoring indicator 5 13 01 – Number of education modules with methodology and education programme.

The above-stated significant changes to the project are motivated by addressing up-to-date situations and driven by the effort to maximally eliminate potential risks or barriers, or to adapt to the requirements of the project target groups. The changes had no influence on the identified project objectives.

Conclusions of APIV A and APIV B

Conclusions of APIV A:

- Preconditions for fulfilment of the objectives in all key activities have been met.
- All project KA had to respond to the epidemiological measures by adjusting or postponing some activities and switching to the online environment.
- Hence, KA have adjusted the identified time schedules. The final deadline for completion of individual key activities has not been changed yet, however, the ongoing COVID-19 pandemic poses a considerable time risk for all KA.
- The implementation team of KA 2 "Monitoring, planning, evaluation of inclusive education" flexibly responds to the current epidemiological measures and changes in the needs of the MSMT as the target group for the KA, by including the extraordinary stage for research consisting of the survey of experience and individual support of pupils at distant learning. The project team pays extensive attention to the dissemination of research results. Accordingly, the research contributes to the professional discussion on inclusive education as well as discussion on education policy, setting the professional discourse on inclusive education, and provides recommendations and proposals. The results are used by the MSMT for the proposal of updated Regulation No. 27/2016 Sb., on education of pupils with special educational needs and talented students, as well as for the preparation of the Education Policy Strategy to 2030.

- Under KA 3 "FEPW programme preparation" APIV B lecturers are provided with methodological assistance on an ongoing basis. However, lecturers show little interest in such methodological assistance. Accordingly, the webinars were open to education workers as well. Webinar audience is now approximately 40 persons on average. The viewing rate of the webinars on record was about 23,000 as of the date of this report.
- KA 3 "Preparation of FEPW programmes" now focuses on preparation of 10 specialised modules and 3 long-term trainings.
- All parts of the diagnostic tool created under KA 4 "Learning Czech as a second language for foreign nationals" have already been finalised. The currently introduced epidemiological measures hamper the pilot implementation, since it must be carried out at schools' premises.
- Work on the Framework of reference of Czech sign language proceeds according to the time schedule. Presently, KA 5 "Creation of the Framework of reference for Czech sign language" contains all the prerequisites to achieve the goal: good personnel, quality recording technology and a real-time and detailed time schedule of the implementation with consistent control. Considering the setting and implementation of the whole project, it is very likely that the project will achieve the intended results and impacts.
- The project team takes steps to ensure sustainability of project outputs after the termination of the implementation. For example, under KA 4 the diagnostic tool has, upon teachers' request, already been extended for functionalities which will enable the determination of weak and strong points of a student in support of individualized tuition for the specific student. It will also enable the identification of the current language level of the student. Summary information was delivered to the MSMT under KA 5, identifying possible follow-up activities after termination of the project implementation which can link to the developed Framework of reference for Czech sign language.

Conclusions of APIV B:

- Under KA 1 "Methodology and coordination network" there is intensive work carried out at the moment to identify the volume of remaining available support. The project team motivates schools with identified unused support to plan and finally use their available resources. Unused hours of individualized forms of support in schools with complex support are newly (upon IR No. 68) offered also to schools with used up support, and those with complex support who wanted to increase it. It is still true under FEPW that schools eligible for complex support must attend a course of basic preparation (40 hours) and a course of extended preparation (24 hours). Schools who have used all the hours of the support must attend a course of basic preparation and according to IR No. 68 they can be offered an additional number of hours under FEPW. The project team actions are related to the project which is proceeding to its final part and the requirement of an overview of the overall status. The steps taken helped schools complete the course of basic preparation by the end of 2020. The intervention in the planning caused by COVID-19 pandemic was eliminated thanks to the online form of education programmes under FEPW.
- Despite the measures adopted by the team, the changes to the options for using the support were negatively affected, particularly in the field of FEPW. Mentoring and expert services also experienced a noticeable drop in the use rate, which was also due to the fact that such types

of individual support are standardly connected with auditions in full school classes. Coaching has not experienced any considerable drop as this kind of support is based on face-to-face contact between a senior pedagogical worker and a coach. Since intensive use of support was anticipated in this phase of the project, there was, against all expectations, a drop in all types of supports. The current situation has a severe impact on internships, however, at the time the pandemic broke out, internships were not fully utilised between schools in the network. Of the overall planned available hours, approximately 60–80 % of support was utilised. As to KA 1 "Methodology and coordination network" and KA 2 "Education", it is currently important to extend the length of the project, which is an option being considered at the moment. Despite a flexible approach and timely steps taken to eliminate the negative impact of the anti-pandemic measures on fulfilment of the project plan and individual target groups, there is a risk that the available support might not be fully utilised by schools under the project by the expiry of the project. The proposed extension of the project does not include all project activities, it follows the scheme of a differentiated approach which involves primarily FEPW, information seminars and internships as the activities most severely affected by the epidemiological measures. The extended period should provide time for the implementation of approximately half of the number of activities against the current prevailing conditions.

- The extension period is negotiated for KA 3 "The public" in connection with organizing information workshops for the public that are not quite compatible with online implementation. Although promotion at public events, which constitutes a significant part of the whole KA, is not possible under the current circumstances, steps are being taken to address the broader public in other possible ways. They comprise communication of results of the initial research at involved schools, participation in the PREF Conference in the monitored period, start of the interactive web app supported by PR and an advertising campaign. Generally, project representatives create content, targeting, choice of cooperation, etc. with the emphasis on addressing the broader public.
- Under KA 2 "Education", teaching and methodological materials generated as an output from the APIV A project have been modified. The APIV B KA 2 manager reported that there was only a limited number of cases where fundamental adjustments were carried out. The educational programmes were approved by the project management. The APIV A KA 3 project team, which generated the education programme, received only 1 of the modified EP for assessment. The KA manager reported that only minor modifications were made in the other EP, carried out to facilitate better acquirement of the presentations by individual lecturers, enhanced clarity and graphic attractiveness of the materials. However, to assess the modifications, i.e. whether there were minor modifications or essential or partial changes, no standardized formal process exists.
- The project also involved implementation of other activities to eliminate the negative impacts, generally, on the development of IE as part of the change of management proceedings. They comprise thematic IE in distant education, broadcasted via the newly created YouTube channel, or tutoring of pupils at risk of failure at schools provided by university students (in this case, the APIV B project cooperates with other projects, so APIV B is only responsible for collecting demands and passing them on to university students). The activities are quite popular (over 300 requests for tutoring placed by elementary schools, viewing of the APIV project at the YouTube channel exceeds a thousand in some topics of webinars, see Graph 1 and 2 above).

- Transfer of good practice is one of the activities negatively affected by school closures. The main (offline) pillars of the transfer of good practice in the form of internships, education programmes for senior pedagogical workers, meetings of guarantors, are currently compensated by online forms such as the interactive app Zapojmevšechny.cz or open webinars.
- Despite all difficulties, the APIV B project has potential to achieve the objectives of the project.

3.2 Risk and barriers of projects

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

A.1.3. Are there any risks posing a threat to project implementation and achievement of objectives?

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

Sources of information:

- *Directed interviews with KA managers and the Senior project manager of APIV projects*
- *Directed interviews with APIV guarantors of involved schools*
- *Directed interviews with the Support centre workers*
- *Directed interviews with the project call guarantor and project administrator*

To provide coherence and minimize redundant steps, the evaluator joined solutions to individual questions A.1.3 and A.1.5. The idea of a joint solution to both individual questions is based on the perceived risks of project implementation as potential barriers which have not been manifested yet. Barriers are events which have already occurred.

Risks of the APIV A and B projects were defined as early as in the Project Charter. In the initial stage of the projects, the Risk management strategy was set up and risk catalogues/risk registers were developed for both projects. These documents are systematically used in project management, the evaluator having focused primarily on identification of other potential risks and barriers in the field research.

3.2.1 Risks

Risks of the projects are evaluated in tables.

The likelihood of risk occurrence/frequency of risk occurrence is shown on a scale from 1 – very unlikely – to 5 – very likely.

A risk with a higher rating of likelihood/frequency indicates frequent risk occurrence, constant or foreseeable risk occurrence, and a risk with a lower rating of likelihood/frequency indicates a risk which is unlikely, but might possibly occur, but the possibility is exceptional.

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Severity of a risk is classified on a scale from 1 – the lowest – to 5 – the highest severity.

A risk with high severity is a risk which can jeopardize or disrupt development of the project, however, the required parameters can be achieved within planned deadlines by adopting appropriate measures and good management. A risk with low severity can cause only minor disruptions of the project and the planned progress can be resumed using operational management.

Measures to prevent/eliminate risks were proposed for each of the risks.

Table 4: Risk analysis and management

Risk	Likelihood of occurrence	Severity	Measures to prevent / eliminate risks
Internal risks			
Inadequate capacity at the Support Centres – APIV B			The risk was completely eliminated thanks to the necessary steps carried out. They comprised stabilization of work teams at SC and the introduction of other mechanisms (central administration worker, booking system, etc.), which reduced the administrative burden of the project at the SC level.
Time necessary for preparation of the Framework of reference for Czech sign language – KA 5 APIV A The time capacity of the project is limited for production of the FR for CSL. The KA 5 schedule of implementation shows weeks, and individual activities closely follow each other. The time schedule appears, currently, to be feasible, however, no delays must occur in any individual activity since there is minimum backup time in the time schedule.	5	4	The time schedule is currently affected by the pandemic circumstances which make the implementation of some individual activities impossible. Problems have, so far, only been eliminated in the existing time schedule – some activities are being postponed, the deadline of completion of the FR CSL remains unchanged, though. Should the existing situation continue any longer, the time schedule will have to be adjusted and KA 5 implementation will have to be extended, resp. implementation of the whole project. Risk likelihood has been increased to 5.
Supply of adequate sample for classroom climate survey – KA 2 APIV A One of the risks identified by the Project Charter was the risk of acquisition of an adequate sample in individual stages of monitoring of/research in inclusive education. The risk is only specified for Stage IV of the research where a classroom climate survey is required.	3	3	Since pupils are also involved in this survey, sufficient number of cooperating parents or a parental informed consent should be obtained under the current circumstances when epidemiological measures reflected at schools can influence the willingness of parents to join the research and communicate. With regard to the fact that the survey is still in preparation and the pandemic development is unpredictable, no measures have been adopted yet to eliminate the risk.
Risk of failure to use minor support for EW and SEW in some schools – KA 1 and KA 2 APIV B	4	3	With the APIV B project coming to an end, the APIV B project team identified a risk of failure to use up all the minor support for

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Risk	Likelihood of occurrence	Severity	Measures to prevent / eliminate risks
			pedagogical workers and senior pedagogical workers in individual schools involved in the network. It primarily applies to schools that joined the project later, but also schools involved in the network for the whole period of the project and that use the support with smaller intensiveness. Accordingly, the APIV B project team, intensively motivates schools to use up the offered individual form of support and EW and meet the minor support.
Risk of failure to share individual information about inclusive education with schools	2	1	Under KA 2 "Education", teaching and methodological materials generated as an output from the APIV A project have been modified. However, an agreement about upgrading education programmes is not clear. Minutes of the project management meetings and meetings between APIV A and APIV B projects do not clearly specify whether the changes to teaching and methodological materials should be assessed by the APIV A project team or just be approved by the project management. The APIV A project team has only evaluated one education programme, some other cases of changes have been approved by the project management. The KA manager reported that there were only minor modifications in other education programmes, carried out to facilitate a deeper insight of individual lecturers, to improve clarity and graphic attractiveness of the materials. Assessment of changes, i.e., whether the changes were or are major minor, has not gone through any formalized process.
External risks			
Risks related to the merger between NUV and NIDV (considering personnel and content)			NUV and NIDV have already merged and some related identified risks were met. The issues are described in detail in section Barriers.
Epidemiological measures to prevent spread of the pandemic Epidemiological measures introduced by the government to prevent spread of the pandemic influence the implementation of some individual activities under key activities of both projects.	5	5	Both projects respond flexibly to risks incurred and possible solutions to eliminate risks are successfully being looked for. Currently, the continuous measures represent a risk, however, should the existing situation continue (which is very likely), the introduced measures will become a barrier to successful completion of the projects. The issues are described in detail below.

Risks associated with epidemiological measures preventing spread of coronavirus

The most significant risk for both projects is the continuing COVID-19 pandemic and related governmental epidemiological measures to prevent its spread. The first measures against the pandemic were adopted by the government on 3 March 2020, schools were closed down on 11 March 2020. The state of emergency was declared, with a number of restrictions for residents (primarily prohibition of free movement and group gathering). State borders were closed down. From April 2020, these measures were gradually released in several waves from May to the beginning of June 2020.

With the summer relaxation of measures, the work group responsible for evaluation held intensive meetings at the time of the state of emergency. The meetings were held under the NPI ČR, at the level of senior project managers managed by the APIV B senior project manager, to prepare for the return of the crisis. The 2nd wave of the pandemic gradually grew intense in the autumn. On 14 October 2020, the most stringent epidemiological measures were declared, all schools still open were closed down, except nursery schools. The most severe risk identified by the project teams of both projects is the impossibility to predict the development of the pandemic and related epidemiological measures.

In general, the COVID-19 pandemic and related epidemiological measures put in place by the government create risks which are beyond control of the project teams.

- Epidemiological measures do not allow direct contact and cooperation with schools.
- The limited possibility to assemble results in limitations to some work activities or the necessity to transfer them to the online environment (e.g., team meetings, expert panels, webinars, etc.). The Senior project manager of the APIV A project reports *"...we encounter limitations in different technical equipment and differences in IT skills in cooperating partners and participants of training courses or expert panels (whenever possible, we try to strengthen at least IT skills by explaining step by step how online apps should be handled and worked with, referring to sources, practice runs and how to control apps, etc.). Another risk is the speed of connection of project workers and external workers (both audio and video transmission of a conversation requires a stable and fast connection – e.g., in KA 5, the team members record the posts in advance and upload them at the expert panel and the YouTube channel, where panel participants can watch them and then return to the meeting of the expert panel)"*. The APIV B senior project manager reported regarding the transfer to home office *"...as to the project management, it is the most crucial instruction from the core organisation. This step requires a new type of management and it undoubtedly influenced individual project agendas. Generally, such a step was necessary and correct. Its downside is a high rate of additional paperwork, which would not take place under regular circumstances"*.
- In response to the declared state of emergency, the APIV B project cancelled the planned participation (KA 3 "The public") in selected public events. The participation is planned in consideration of newly identified dates of the events or in the online form with some limitations.
- There is also a problem to arrange for reviewers or presenting participants at expert panels. Expert educationalists are overloaded with new obligations as a result of distant learning, which is demanding as to the time and organization, and they do not have the necessary capacity to participate in expert panels. (APIV B representatives report that the unwillingness to participate in expert panels is not caused by overloading under current epidemiological circumstances, it is rather a large number of expert panels on the OP APIV A time schedule

which should be attended by the professional public and representatives of IPs). Another problem project teams cannot influence is the technical background of OP external participants and the speed of their connections.

The 2nd wave of pandemics resulted in a higher sickness rate of project workers or a necessity to stay in quarantine due to contact with a person who tested positive (this argument is mostly stated by the APIV A representatives). Measures to eliminate the risk were adopted by the NPI CR, they applied to the core activities as well as project activities (namely, home office work, restricted personal contacts, buying licences for online platforms, etc.).

Epidemiological measures have a direct influence on the implementation of individual KA in both projects.

APIV A

KA 2 Monitoring, planning, evaluation of inclusive education

A survey which should have been carried out directly at schools had to be postponed in response to the epidemiological measures. It applied to completion of the qualitative research at nursery schools, which was suspended in the first wave. The survey was, however, completed in the summer months immediately after the relaxation of government measures implemented in the 1st wave of the pandemic.

Qualitative research at secondary schools had to be suspended and postponed under the self-efficacy survey due to further epidemiological measures related to further pandemic waves. The date was postponed to the next school year. It should be followed by a similar survey at nursery schools. The survey at elementary schools will be carried out synchronously with the repeated survey of implementation of QUAN V inclusive education.

The classroom climate survey had to be postponed because it is currently unfeasible. It has been prepared and will commence once the epidemiological measures have been released (at senior classes of elementary schools 4 weeks after the beginning of full-time teaching, at junior classes not earlier than in May 2021).

KA 3 FEPW programme preparation

KA 3 was affected by epidemiological measures, especially in pilot implementation. The project team responded to the epidemiological measures in the first wave by postponing some pilots. The changes to the time schedule have no influence on the delivery of key outputs, since, despite the rescheduling of some pilots even for several months, the original time schedule utilised a backup of several months. However, with the backup having been depleted, the KA 3 project team transferred pilots online in the second pandemic wave.

Currently, there is a risk of a shortage of experts for preparation and pilots of specialised modules and long-term training courses due to the COVID-pandemic. The risks follow from the potential illness or

quarantine of tutors, creators, methodologists or key activity workers, as well as participants. It is not only shifts in the time schedule that might be risky, but also potential shortages of trained participants/future lecturers.

The KA 3 manager reports that *"...with the best will in the world, precise preparation and adopted measures to eliminate risks, it is impossible to guarantee smooth fulfilment of the schedule of work and expected outputs. Online form is not suitable particularly for teachers' assistants teaching Czech sign language. It is due to the content of the training, because the Czech sign language is visually-motorial (communication proceeds using signs, gestures or facial expressions), technical equipment or speed of connection of the participants (which is out of our control) and both these factors are crucial for learning individual signs, gestures, facial expressions"*.

On the other hand, new forms of online education have been introduced due to the epidemiological measures, which brought a new experience. Although we have come to the conclusion that online environment is not suited to some types of training, resp. it is used as an emergency solution, and education modules can yet be implemented in this form under certain conditions.

KA 4 Teaching Czech as a second language for foreign nationals

The continuing epidemiological measures hamper implementation of the diagnostic tool pilot, which must be conducted on the schools' premises. The entire time schedule of the diagnostic tool development has been modified. According to the KA manager *"... we had to postpone recording of listening task scenarios, follow-up test pilot at elementary schools, and finally, standard setting which is linked to the fulfilment of the previous two activities in consequence of the safety measures"*. Recording of listening tasks was already completed between the 1st and 2nd wave of COVID-19. The tool pilot is planned for 2021. The precise date will depend on the development of the pandemic.

We also had to postpone the planned third Expert panel Cooperation "Support for undergraduate preparation of pedagogical workers" which was supposed to be managed by KA 4.

Monitoring of support measures for foreign pupils should be carried out at nursery schools next year. The sample of nursery schools should not be too large, so the impact of the measures on this activity should not be substantial.

KA 5 Creation of Framework of reference for Czech sign language

Implementation of the KA 5 deliverable was not adversely affected by the 1st wave of the pandemic to cause delays in fulfilment of the entire time schedule, some individual activities, though, were shifted. Some planned activities had to be modified or postponed due to the COVID-19 pandemic. Epidemiological measures launched by the government substantially restricted some activities, such as communication with foreign experts in the form of foreign trips or invitations of experts to the Czech Republic, impossibility to meet personally, the necessity to organise all expert panels and meetings online which caused problems to some parts of workshops, or testing, and a higher workload for cooperating outsourced experts. In the spring of 2020, 2 foreign business trips were planned (Sweden, Germany). Both business trips were postponed, with the revised dates not yet known. The KA 5 expert panel aimed at interpreting and translations was also postponed to June 2020. We also had to look for other ways of communication, e.g., videoconferences. In the 2nd wave, which is still ongoing, and will

presumably take longer, it is impossible to reschedule some activities for later (it applies to the expert panel; translations into the Czech sign language in the form of video recordings that are implemented much faster in parallel with the work proceeding under the deliverable, so it cannot be delayed). The KA time schedule is very tight predominantly due to the pandemic. Should the epidemiological measures hampering implementation of some activities take longer, the entire KA 5 time schedule is in danger, as well as the fulfilment of the deadline for handing in the final output. The same applies to the spread of COVID-19 resulting in an increased sickness rate, or necessary quarantine of the members of the implementation team.

In view of the specificities of this KA, where part of the project team or participants in expert panels are people with a hearing impairment, an online form of expert panels is not optimal and requires more advanced technologies (the speaker, presentation as well as interpreter must be captured in the online environment, discussions are limited because a written form is not suitable for people with a hearing impairment).

On the other hand, as the expert guarantor for KA 5 reported, the community of people with hearing impairment, including workers involved in the KA 5 project team, is not significantly affected by limited contacts due to the epidemiological measures because they were used to communicating via modern technologies (FaceTime, Skype, Zoom, etc.) before the pandemic. On the contrary, the experience was beneficial for the whole team and all team members presently use the applications without problem. Business meetings can be arranged without any obstacles using the apps, directly in the Czech sign language. Accordingly, the impossibility to meet has not had a major effect on KA 5 activities (except for some minor deficiencies in communication, sharing and transfer of information between the individual KA 5 work teams, since online apps do not yet allow meetings of a few dozen employees).

KA 7 Cooperation

The expert panels planned under KA 5 Cooperation had to be postponed in the spring wave of the pandemic and implemented later. In the second wave of the pandemic, implementation of panels was transferred online completely, where new risks can be identified. Communication held completely online is not always seamless, expert panels held online impose requirements on technical equipment of panel participants and their speed of connection to the Internet, including the volume of data, etc. Some expert panels were postponed until later as a result of the demands for online panel implementation or their content (unsuitable for presentations online) even in the second wave.

Managers of individual KA under APIV A agree that risks associated with the epidemiological measures have, so far, been eliminated by internal modifications to the time schedule (shifting some activities until later) and transferring some activities online. However, KA have already used the backup time by transferring activities fixed in their time schedule. Another extension of the epidemiological measures will result in extending the implementation of this KA, resp. the whole project.

APIV B

KA 1 Methodology and coordination network

The above-stated situation most severely affected FEPW in the project, i.e. training for EW and SEW which are organised for larger groups. Other types of support like coaching were not affected so seriously by the suspended use. Even prior to the state of emergency, SPW were used to consulting

matters remotely, by telephone for example. Offline one-to-one meetings were possible also in the pandemic circumstances. As to mentoring, the situation was a little more complicated, since mentors should also attend classrooms for auditions. A similar situation applies to expert services. In mentoring and expert services, the final form of consulting is quite easy to adjust to the requirements or conditions towards the online solutions, so no special measures had to be implemented. With a larger number of schools interested in these forms of support⁵, we expected more intensive use of individual forms of support at the beginning of the year, but the results rather show a stagnation or even decline due to the COVID-19 pandemic.

On the other hand, internships are one of the most severely affected areas of the project. This new form of support for schools has, currently, been suspended completely. Only about 20 internships have been completed at involved nursery schools (internships can be carried out by schools visiting other schools not involved in the project as well). The campaign has not been launched for other levels of schools (elementary and secondary schools). Project members acknowledge the demand for this service and are waiting for the next development of the epidemiological situation.

The epidemiological situation has also affected newly planned services in the project, such as supervision and case conferences. The concept of supervision has been developing very slowly under the project, case conferences have been completely suspended due to the circumstances.

The proactive efforts to address the situation under the project are manifested by launching online training sessions for PW and SPW for all education programmes available in the project. The transfer of all EP online was temporarily approved by the project management, taking into consideration the necessity to find alternative solutions in the crisis. Accredited webinars, the creation of which started in the previous period, speeded up the transformation process. It was obvious for an extended time that the project needs such an approach to tackle a shortage of lecturers and their time, local and thematic availability. The team managed to provide approximately 60-80% of the use compared to regular conditions because all necessary information about methodology for an online environment was provided in training during the first 2 -3 weeks of the state of emergency. The internal Viom system was used for this purpose (to increase the number of virtual classrooms. It should be noted that there are technical problems, related to virtual classrooms used under APIV B, on the side of the provider.) Workers of the Support centres have already been trained and they were able to provide technical support to lecturers. Most lecturers were not, or are not, very happy about the new form of EP held online. It is expected that most of them will return to the entirely offline form once the pandemic circumstances, with online form as the only possible form of education, have finished. In spite of that, the APIV B project team make sure they will be able to provide the necessary project support within the existing capacity.

Another worker provides technical support during most of broadcasting and is passively available where necessary. Among the responses to the situation, the ad hoc offer of public webinars should be mentioned, they deal with interesting IE topics in distant learning. The activity was important for external promotion of the project. The so-called open webinars help under these circumstances,

⁵ In the previous period, some types of unused support were written off, their value was determined and they were offered to involved schools with selected support. These schools showed a considerable interest in the offer and still do. The offer of available free hours was not distributed to everyone, they were coordinated by the Support centres. A nationwide campaign did not seem to be a suitable solution, also because schools were closed down during the state of emergency. However, the project team is considering increasing the offer to a larger number of schools with regards to the decline in the use of services.

however, they were not established primarily due to the epidemiological measures, their implementation was planned nearly from the very beginning of the project. Support centre workers focused on providing support for individual schools and their current needs.

For KA 1 APIV B, the COVID-19 pandemic and its consequences for schools involved in the network, represent a risk with a strong potential of turning into a barrier soon. At the end of 2020, it was obvious that the commitment - the full use of the identified volume of support by schools (FEPW and internships), would not be possible without an intervention from the outside. There are two options to remedy the situation - to reduce the value of indicators or extend the project.

KA 2 Education

The KA 2 APIV B manager draws attention to the personnel risk related to the whole package of problems associated with COVID. The newly established position of the online methodologist is a part-time job in terms of a contract for work. The portfolio of his obligations has increased compared to the original assignment specifying only the creation of accredited webinars, his new responsibilities now involve training of Support centre representatives, technical support for webinars and online education programmes (personal responsibility), on-call standby time, and training of lecturers in the Viom system. The position also involves higher requirements for communication skills, as well as any other necessary characteristics and skills required for direct contact with school representatives while providing technical support. The project has no backup replacement for this staff member. A minimal solution could be to replace the contract for work with a Contract of Employment.

KA 3 The public

A great number of information workshops, focused on parents, were supposed to be implemented in the second half of the school year, but the dates were cancelled on a mass scale in 2020. Information seminars under KA 3 “The public” represent one of the most affected activities in terms of implementation and reporting (as of 10.12.2020, there were 32 implemented events against 56 planned ones at the beginning until the end of the year) during the project. The key activity manager states that these specific type of events are not very flexible in respect of being transferred online, in the online form, the character of the event turns to a lecture instead of a discussion meeting. It is the reason why information seminars for the public are mentioned in the application for a project extension, which is being negotiated now. The manager notes, they might manage to organise the identified number of webinars without extending the project, but similarly, as with KA 1, regional methodologists at Support centres work upon a part-time contract and they would have to implement several more webinars in the same time period, which is why she does not think it is appropriate.

KA 3 cannot take part in larger or smaller public events to promote topics associated with APIV B, which also affects its activities.

They immediately responded to the current situation by creating asynchronous webinars designed for YouTube broadcasting (the SYPO YouTube channel to start off with, soon followed by their own one). The premiere broadcasting of individual webinars (10-15) devoted to learning of children and pupils with special educational needs in distant learning also had an active chat box available.

KA 4 Evaluation

The qualitative research consists of personal visits at schools and conducting directed interviews, where the interviewers are top representatives of the project. It is presumably the only activity directly affected by the COVID-19 pandemic under KA 4 APIV B. Even before the state of emergency it was extremely difficult to coordinate the time of the visit of the project representative at school with the implementation of the education support, so the school closure was the last impediment for the activity. Despite interesting results brought by the initiated research, the activity was terminated early. A substitute qualitative research of a smaller scale was carried out in October 2020.

KA 5 Cooperation

Communication between projects about the merger of the original organisations under NPI CR was reduced to a minimum in the spring lockdown. If there was any communication, it was between close projects where people knew each other from the former NIDV, i.e. the SMP or SYPO projects.

Tools for online communication in professional relationships are quite common these days, however, the situation was different more recently. The KA 5 team was looking for options for the expert panel Cooperation in the context of the current situation. They made a survey of technical options of different tools and sharing with other projects, primarily SMP and APIV A. The first expert panel Cooperation was held online in this period thanks to their prompt response.

PROs of online forms:

- more participants,
- effective document sharing,
- outputs generated in written form synchronously with the implementation of the event – which speeds-up the use of outputs.

CONs of online forms:

- loss of the strengthening of social relationships between participants of an event,
- growing tiredness and frustration from the online environment.

School closures heavily affect children and pupils with special educational needs in the Czech Republic. In this regard, there is now talk of a "new widening of the gap". Most of support measures specified for these pupils were, all of a sudden, impossible to provide. Distant learning, by its very nature, does not involve an individual approach, etc. The project team responded with organising tutoring for pupils at risk of failure at schools provided by university students (students of pedagogical faculties can carry out their obligatory practical training in this way), even for those who were not children with special educational needs.

KA 6 Management

-Apart from an increased demand for project management, the 4th interim financial milestone of the project has not been fulfilled as a consequence of the COVID-19 pandemic (but also due to other causes according to the senior project manager).

Steps to eliminate risks associated with the epidemiological measures against COVID-19 for both APIV A and APIV B projects

The MA received a document providing a detailed justification for the extension of the projects (at the moment, no official Request for change has been submitted). The proposals show a detailed analysis describing the difficulties incurred during KA implementation, their causes and impacts on successful project implementation. Problems and impacts are described on personnel, organisational, product, technical and financial levels. Since the time schedule for both projects is fixed up to the latest date of the Call for finishing projects, the Call will have to be modified if the MA OP RDE decides to extend the project.

As may be observed, project teams responded flexibly to the situation and did their best to eliminate the related risks. The responsible guarantor of the Call appreciates the response of both projects to the current epidemiological situations and finds it above-average. Projects flexibly developed extensive distant learning, where the provided activities were focused on the needs of target groups. Both projects did their best to work with their target groups, they transferred education programmes, training as well as expert panels online. The risk became a challenge for the projects, which helped the teams mobilise and seek new methods of work and activity implementation. Special conditions also brought specific advantages and partially made projects work more easily: travelling to offline events is not necessary, favourable conditions to gain a broader perspective outside the region (hiring lecturers from remote regions by schools). The necessity to respond to the measures became an opportunity to find new ways faster, and apparently, both project teams perfectly managed and coped with the opportunity.

"The COVID-19 situation worked for us as the green light for real engaging online forms in practice when it comes to the offered education programmes and their trainers." (manager of KA 2 APIV B)

"The current situation gave us a much-needed boost for new ways of thinking about the project. A number of new activities occurred, which would never have been implemented under normal conditions (webinars for the pedagogical public, own YouTube channel, tutoring for pupils facing a threat of failure at schools provided by university students, etc.). The period also gave abundant opportunities to establish cooperation with other parties. It should also be noted that the team spirit was undisputedly strengthened during the project." (coordinators of KA 5 APIV B).

3.2.2 Project barriers

Common barriers of APIV A and APIV B

Continuity of key activities KA 3 APIV A and KA 1 and 2 APIV B

Continuity of the projects was identified as a common barrier in the previous Interim reports. The problem was that projects did not follow closely after each other in follow-up activities in terms of time and content, and the setting of KA 3 APIV A does not meet the needs of the APIV B project. Both project teams made an effort to overcome the barrier. Education programmes were created by APIV A, in advance, in a way that the APIV B project could offer them to the involved schools. At the same time, education programmes for school managements were created. With regard to the fact that all EP have been delivered to APIV B, the barrier is no longer up to date. Similarly, EP upgrades only apply

to the APIV B project. Project continuity lies in providing methodological support to APIV B lecturers by the KA 3 APIV A project team as in the previous period. However, lecturers show a rather low interest (APIV A offered the methodological support to a broader area of educationalists in response). The APIV B senior project manager reported that project cooperation is currently proceeding at the level of project management. Data is shared between the projects, i.e., the FEPW evaluation once in 2 months, or the internal evaluation report once a year. On the other hand, APIV A will, for the needs of APIV B, deliver outputs from the research into an inclusive environment at schools. Other utilisation of products is not expected in the future.

As to the preparation of a new programme period, neither the senior project manager nor the KA 3 manager would recommend a similar activity linkup between the two projects. The progress of implementing the projects shows that continuity can be handled, but there are certain complications (where projects are being implemented by two different organizations), each project has a different approach in terms of the management, different internal settings of the project teams, etc.). The interconnected activities would be much easier to manage if they were implemented under one project. To ensure continuity of the projects, the emphasis should be put on all details as early as in the stage of project planning.

Merger of the NUV and NIDV

The previous IR identified risks based on the directed interviews with the senior project manager and KA managers of both projects, which followed from the intended merger between the NUV and NIDV. The institutions have already been joined to form the new National Institute for Education of the Czech Republic (NPI). Accordingly, it is possible to assess whether the risks were materialised and to specify the barriers incurred.

Barriers which occurred after the merger were manifested in the APIV A project, where the successor institution took over most of the internal regulations and processes of the NIDV, and the APIV A project team had to cope with the new processes.

Risks were identified in the fields of personnel, procedure and the organisational area for project activities.

1. Personnel

Some employees, due to the fear of possible redundancies, elected to hand in their resignations and found new jobs. The vacancies were filled with new staff members trained for their responsibilities. With dividing the staff members into project and core activities, now separated, some replacements had to be covered by cooperating staff members who were transferred to the core activities.

The senior project manager and the project team, managed to overcome the risk of losing the existing experts who were catering for core and project activities at the same time, or those who worked for both institutions before the merger based on a contract for work or agreement to perform a job (DPP, DPČ) and their performance would be limited by the merger.

2. Procedural area

It was important to adapt to the different setting of processes, which caused time losses (e.g. all 80 members of the implementation team, including video recordings in the Czech sign language for the deaf colleagues, had to be trained in HR or regulations of the successor organization).

Processes were delayed due to the movement of departments providing for support processes, such as Payroll and Finance, Public Contracts, HR on Senovážné square. Document circulation, restricted only to the online form, is not appropriate for some types of documents. The project team must, consequently, transfer documents between the Prague Hostivař offices and the headquarters at Senovážné square.

The problem with the PERM payroll system has not been resolved yet. It makes incorrect roundings for withdrawn social and health insurance contributions of employees, which is reflected in differences in drawing funds equal to crowns.

3. Organisational area

In the APIV A project, project activities were closely connected to the core activities of the former NUV as to the technical and methodological aspects, and the team further developed these activities. Professional relationships between staff members of the core activities and project implementation team workers were important for successful project implementation. In addition, some APIV A outputs were supposed to be submitted for follow-up implementation of core activities (e.g. specialization modules) after the termination of the project implementation. By joining the institutions, the links and relationships built were broken (core activity offices are located in a different place than project activity offices). It has a negative impact on the APIV A key activities. The merger was followed by cancellation (sometimes only temporary) of some departments such as Pedagogical-psychological counselling or Further education. The relationships were discontinued and there is currently a gap between project activities to the professional and methodological resource.

As the APIV A senior project manager reports *"the time burden to provide for all necessary things was enormous, it was reflected in delays of output processing, we expected higher time efforts, the project team were informed in advance, we partly used the time backup in the time schedule to adapt to the new organization, however, no deadlines for processing of individual deliverables were affected."*

The project management documentation was updated, and processes were smoothly set in place with the NPI CR project office. Public contracts have not been seriously affected by the merger. A significant change was made in both projects to modify monitoring indicators and other formalities.

The APIV A senior project manager stated that the new arrangements at work caused great negativity and unwillingness of many staff members to persevere with the project, which luckily changed after the change of the leadership of the successor institution and things went back to normal.

The anticipated risk of potential overtime hours was confirmed in the concurrence of agreements concluded with experts involved in both projects. The team, however, managed to resolve the situation. The APIV A team repeatedly contacts the involved experts, explains the situation and informs them about the schedule of activities under a contract for work to eliminate hours exceeding the legal limit allowed for the NPI.

It should be noted that the merger brought advantages as well (cooperation between both projects has strengthened, staff members working for one organisation are more motivated to cooperate). As

the responsible guarantor reports, despite the initial resentment following from joining the organisations, the merger proved to be beneficial for the project teams.

Representatives of the APIV B project have not suffered from any negative impacts after the merger, also because they did not have to transfer to new personnel or other systems. There was uncertainty, during conducting of the merger, concerning the development, mindset, communication and other organisational processes, but only for a limited time.

Barriers of APIV A

Wide coverage of the project

Generally, it stands that APIV A has a wide coverage. All KA tackle absolutely unique topics, with one common denominator - inclusive education. Each KA should deliver a very complex assignment which involves a number of individual activities. Key activities in the project are specified as obligatory by the Call alone, though. **Unwillingness of schools to take part in the research under KA 2**

There are prevailing barriers in implementing KA 2, identified in the previous evaluated period. It is mainly the unwillingness of schools to join the research, either due to the overall overloading with surveys focused on different topics, or due to the sensitivity of inclusive education issues. Additionally, teachers are overloaded in the context of distant learning during the epidemiological measures.

Setting the parameters for the Framework of reference for Czech sign language

According to the KA manager and responsible guarantor, the barriers have already been overcome. The project team cooperates and communicates with all Czech and foreign institutions, and organizations dealing with sign language, so the KA is implemented with participation of professionals with high esteem across the deaf and academic community and there is a broad consensus on the issues of setting the form and content of the framework of reference.

Upgrade of generated education programmes

This barrier appears to have been overcome as well. APIV A, APIV B and project management have agreed that education programmes would be upgraded by the APIV B project, which will take into consideration the up-to-date needs of lecturers and schools. However, the agreement on upgrading EP will result in changes to teaching and methodological materials, upon the assessment of APIV A. This applied to one EP, whereas changes to some other EP have already been approved by the project management team. Other modifications to teaching and methodological materials are minor, as the KA manager stated. However, there is no formalized process in place to specify whether the changes are minor or in substantial need of assessment by the APIV A project team. See the newly identified risk of the project.

APIV A continues providing lecturers with methodological assistance in several forms. The "green line" - upgraded methodological materials for individual EP are published here, or questions of APIV B lecturers are answered by the tutor, where necessary.

APIV B project

Great number of schools and their different types in the regional network and sustainability of the identified number of involved schools

Over the monitored period, some schools left the network, and the vacancies were immediately filled with similar types of schools. In part of the monitored period, newly participating schools in the network outnumbered those which had left (as to newly joining schools, the project team acknowledges the risk of potential failure to use up the minor support for pedagogical workers and senior pedagogical workers in a school; consequently, schools are encouraged to participate in the required education programmes to meet the minor support, see the identified risks of the project).

Schools such as ZUS or SVC are not expected to leave the network. As the KA 1 manager reported, such schools are reconciled with the situation, where no further types of support are available for them in the project (previously, the offer for these types of schools was extended with EP originally tailored to elementary schools). This barrier, identified earlier, has not been hampering the performance of project objectives any longer.

Offered education programmes

As to the satisfaction of the needs for the education programmes offered, despite the offer having been extended with 6 new topics aimed at tackling specific problems or types of limitations in pupils, the most challenging appears to be cooperation with secondary schools. Secondary schools have, historically, longer experience in the area of inclusive education, many of them have already completed training for pedagogical workers and senior pedagogical workers and they often find offered topics uninteresting, superficial or outdated.

An optimal solution would be to create new up-to-date inclusive education on an ongoing basis. The setting of the project was different at the beginning, though. The situation is compensated by the Support centres. Support centre workers know school requirements and lecturers and they can offer a lecturer to suit the specific school.

Availability of lecturers

Currently, only recruitment of the so-called excellent lecturers is organised, and only if a potential lecturer is interested. Mass training of APIV B lecturers is no longer organised for individual educational programme topics, the final number of trained EP in a topic learned so late would no longer satisfy the required effectiveness, i.e., a larger number of new lecturers do not join the project any longer, or the existing lecturers are not interested in learning new topics, since a new /newly trained lecturer would not have enough time until the end of the project to train a sufficient number of participants from project target groups. Training in new topics generated under APIV B was simplified to a minimum and is provided more or less on an individual basis (viewing of videos recorded in advance, etc.). Of the total 100 officially listed lecturers only 30 - 40 are actively training. In the previous period, there was a shortage of lecturers for offline training, and, presently, there is relative shortage of lecturers willing and able to provide training online. Only about 25 lecturers are actively involved in distant teaching. Despite the above stated, the project team is convinced that the number of the present lecturer team is adequate to satisfy the requirements of the project until its end, primarily due to the possibility of

training schools online. The barrier identified as serious in the previous IR does not represent any realistic limitations to the accomplishment of the project objectives.

An increase in the basic rates for a trained EP for a lecturer (mentors and coaches as well) does not meet the objective of including new lecturers with suitable profiles, it rather gives a broader scope to the project team to insist on excellent performance of lecturers (mentors and coaches as well).

Administrative burdens of the project

With the project settling down over the time, the administrative burden identified in the past was gradually reduced, but it was replaced with new administrative obligations associated with the adopted measures to eliminate the spread of COVID-19. This is reported by the senior project manager as well as the KA 3 manager (complicated bureaucratic processes at NPI ČR and state administration).

The internal evaluator also reported difficulties in communication processes in the education environment and notes that data and outputs are not adequately shared between projects or with the ministry (poor relationships between individual areas, shifts in terminology, the already existing data is difficult to use easily and connect, missing communication platform of researchers in education, etc.).

Forms of education support for schools

The distribution of individual types of support under the project is evaluated very positively in the monitored period. The positive response is due to the implemented modifications to the education programmes in the project and a shift in the mindset of schools towards the abundant use of individual types of support related to the proceeding project phase (at least until the time that it was possible without limitations). On the other hand, implementation of the scheduled internships was considerably delayed and will be postponed again unless the situation at schools has stabilised.

Presentation of inclusive education

The barrier is no longer prevalent since there was a significant drop in organised information workshops for the public, and there were also fewer new workshops because of difficulties in selecting a specific topic attractive for parents as was identified in the previous IR. KA 3 implements a number of new activities, however, their ambition is to widen the issue of inclusive education outside of traditional beneficiaries.

Time availability of representatives IPs (individual system project)

In the current phase of IPs, it is apparent that there are too many organised expert panels. The unfavourable situation considerably influences, primarily, the APIV A project, which involves a rather busy time schedule of expert panels (except for EP Cooperation, EP for individual KA are organised). Accordingly, it is complicated to find participants willing to attend an EP.

A solution to the situation is partly mitigated by holding EP online which generates a satisfactory attendance rate.

Demanding paperwork associated with reporting project indicators at Support centres

During the APIV B project implementation, the project team encountered an unforeseen problem with reporting indicators 5 40 00 and 6 00 00. In practice, project support is used by pedagogical workers and senior pedagogical workers who fulfil the minor support without any risks, but also those who joined the project later and face a risk of not being able to use up all the available support. The implementation team goes to great lengths to ensure that all participants use all the minor support. Both types of participants were posted in indicator 5 40 00 for a long time, as a result of which it was continuously exceeded and increased afterwards. In one EP, it is impossible to post part of the participants in the indicator of supported persons (5 40 00 and 6 00 00), and another part in indicator of events in inclusion (5 10 16). Hence, a method was agreed with the MA OP RDE, where the whole EP is posted either in one indicator or the other. Posting indicators, including the mentioned solution, was confusing for cooperating school guarantors and represented an unreasonable administrative burden for them. At the same time, demanding posting of indicators instead, can reduce the interest of target groups in joining similar projects in the future. To reduce the administrative burden in involved schools, regional workers of the Support centres, in cooperation with regional methodologists, supervise the categorization of education programmes for the respective indicator according to the status of the minor support used by the involved individuals. The APIV B project team is dealing with the barrier.

Conclusions

The following internal risks were identified:

- The time required to prepare the Reference Framework for Czech sign language (KA 5 APIV A). The creation of a Reference Framework is an extremely complex task, with a number of follow-on or mutually-conditional sub-tasks. However, the project only has limited time capacity for this task. A very detailed timetable has been elaborated for KA 5, which appears to be realistic, but the time reserves are minimal. Delays in one of the sub-tasks may delay follow-up tasks and thus delay the preparation of the Reference Framework – a continuing risk.
- Ensuring a sufficient sample for research into the class climate (KA 2 APIV A) – given that pupils are also involved in this research, the issue of obtaining a sufficient number of cooperating parents or obtaining informed consent in light of the current situation must be addressed, in that epidemiological measures in schools might influence parents' willingness to engage in research and communicate – a new risk.
- The risk of no minor support of EP and SEW at certain schools – KA 1 and KA 2 APIV B – as the APIV B project draws to an end, the APIV B project team has noticed risks associated with no minor support of EW and SEW at individual schools in the network. This applies in particular to schools joining the project at a later stage and to the schools involved in the network for the entire duration of the project, which draw less intensive support. The APIV B project team therefore strongly encourages schools to use the individual forms of support and EP on offer and fulfil minor support.
- The risk of not passing on uniform information on topics relating to inclusive education in the field - the assessment of changes in EP teaching and methodological materials, whether these are major or partial changes, does not pass through any formalised process.

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

External risks have also been identified:

- Anti-epidemic measures to prevent the spread of coronavirus as preventing certain activities from taking place. Activities must therefore be moved to a later date. For example, conducting surveys at schools, recording listening tasks in a studio, the creation of expert panels, participating in major public events to promote the project, or educational and awareness-raising events for the public. Some activities had to be converted to online format, in that this format is not suitable for all activities (e.g. practical training within a training programme for Czech sign language for teachers' assistants) – a new risk.

New barriers have been identified:

- The merger of NUV and NIDV, which primarily had an impact on the APIV A project, as a result of the successor institution taking over most of the internal guidelines and organisation processes at NIDV, and the APIV A project team therefore had to re-calibrate itself to the new processes. Barriers arose in personnel, process and organisational areas. Barriers have already been successfully overcome by the project.
- Time possibilities for IP representatives (APIV B) – the sheer number of expert panels taking place is starting to show a negative impact on the willingness of participants, presenters, etc., from a fairly narrow range of experts, as a prerequisite for a successful expert panel, to participate in planned expert panels.
- The demanding administration associated with reporting project indicators among SC. Solutions designed to eliminate these barriers are in place.

Existing barriers have been identified, namely:

- The broad scope of the project (APIV A), with the execution of each key activity involving a large number of sub-tasks. Carrying out key activities is therefore very demanding on time and staffing. Each key activity entails a unique and very complex task, and each could be a project in its own right.
- The reluctance among schools to participate in research within KA 2 (APIV A), both because of their overall workload and because of the sensitivity of the theme of inclusive education. Moreover, teachers are now being overloaded by having to provide distance teaching as a result of epidemiological measures.
- Modifications were made to VP; according to statements made by the APIV B representative, in the event of major changes the changes were agreed by the steering committee, in one case by the KA 3 project team in the APIV A project. Only partial modifications will be made for other EP, to improve the acquisition of presentations by individual lecturers, to improve the clarity and visual attractiveness of the materials. However, the assessment of changes, whether they are of a fundamental or partial nature, does not pass through a formalised process.
- The offer of VP (APIV B); this problem currently manifests itself most seriously in high schools, which place higher demands on the appearance and focus of prepared EP.
- The availability of lecturers (APIV B); a lack of lecturers willing and able to carry out online training has now been identified. However, the project team

believes that there is no need to take further steps to eliminate the problem; that is, the barrier is not a serious threat to the achievement of the project's objectives.

- The administrative demands of the project (APIV B); complicated processes are currently seen mainly in view of the events associated with coronavirus, but also the general atmosphere in the education sector.
- The presentation of inclusive education (APIV B). The barrier remains part of the list of individual barriers; this is still the case in light of the fact that it is currently impossible to effectively assess any shift within this barrier as a result of mass cancellation of information seminars for the public. At the same time, it is impossible to identify a shift in the choice of topics that would better reflect the needs of the parental public, i.e. the target group which KA 3 in the APIV B project is trying to target as a priority in this regard.

Projects have overcome the following barriers:

- Determination of parameters of the Reference Framework for Czech sign language (APIV A). By involving all well-respected experts on sign language across the deaf community and academic experts in the creation of the Reference Framework, there is general consensus on how to set the form and content of the Reference Framework.
- The high number of schools and their different types within the regional network and sustaining the set number of schools involved (APIV B); there is no longer a presumption of more schools leaving the project due to not satisfying the broad type of demand.
- The form of support (APIV B); this involves the distribution of individual forms of support so that the broad representation of the schools involved can choose precisely what it needs to better grasp the issue of IE. The barrier is identified as having been overcome on the basis of overall positive assessment by SC – the positive assessment concerns a sufficient approach to the uptake of individual forms of support, and adjustment of the form of VP toward greater interactivity, etc.

3.3 Evaluation activity in projects

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

A.1.4. Does the course of evaluation activities in the project correspond to good evaluation practice?

Sources of information:

- *ZoR 10, 11, 12 and 13 of APIV A and APIV B projects*
- *Directed interviews with Key Activity Managers in the APIV A and APIV B projects*
- *Directed interviews with internal evaluators*

Internal evaluation of the APIV A project is carried out on the basis of a processed Evaluation Form document. Evaluation continues to be carried out using the designated procedure of acceptance/evaluation in the work breakdown structure, with evaluation being carried out by the project teams of these KA. The evaluation of output (sub-output included) of individual key activities is set in a very robust way. Key activity outputs are typically peer reviewed, subject to opposition procedure within the relevant expert panel, and to opposition procedure within the project steering committee. For some output, the opinions of experts with an international reputation are also

compiled. The evaluation mechanism for KA 5 - the Reference Framework for Czech sign language - now has a very comprehensive set-up. The output of KA 5 (including ongoing output) is evaluated in great detail and undergoes several stages of comments procedure at feedback team level, CEFR team level, highly-specialised peer reviews, by expert guarantor, by an editorial team, by an interpretation and translation team.

The internal evaluation of the APIV B project is carried out on the basis of Evaluation Plans, as a general rule for a period of one year. The evaluation of the majority of KA is backed by an internal evaluator, in cooperation with the managers of individual KA.

Internal evaluation also involves further evaluation activities alongside evaluation of the output of individual KA. This includes, for example, data collection through what are known as professional EW portfolios, or initial and final field surveys at the schools involved, etc.

It ensues from statements made by all KA managers that the evaluation set-up meets the needs of key activities and contributes to improving the quality of output from individual KA.

Conclusions

The internal evaluation of both projects appears to be reasonable, sufficient and corresponding to good evaluation practice.

3.4 Achievement of the objectives of the APIV B project in KA 1, Methodology and coordination networks, and KA 2, Education

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

A.1.6. To what extent are the target groups satisfied with the methodological support of Inclusive Education Support Centres?

A.1.8. Do the participants really improve their professional qualifications as a result of training events?

Sources of information:

- *Directed interviews with school guarantors of APIV, SEW and EW*
- *Directed interviews with CPI workers*
- *Directed interviews with lecturers from the National Team of Quality Lecturers*
- *Output from internal evaluation of the APIV B project: Evaluation report for the 2019/2020 academic year, Contribution of APIV B support areas - evaluation from portfolio collection to 31. 8. 2020*

The evaluator merged the resolution of sub-questions A.1.6 and A.1.8 with regard to logical continuity and the conclusions arising from the research. In doing so it drew on considerations that the real work of the Inclusive Education Support Centre within the APIV B project is mainly linked to the organisation of various types of individual support for the schools and education programmes involved. Both areas

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are therefore closely linked. The evaluation of both issues is based on the use of the output of internal evaluation and on research carried out at the schools involved.

Evaluation on the basis of the materials from internal evaluation

Individual forms of support (mentoring and coaching)

Feedback from individual forms of support is obtained from participating schools based on what are known as professional EW portfolios. The collection of data within professional portfolios got underway in June 2019. This involves an electronic questionnaire (each EW and senior education worker (SEW) has an open individual link at his/her disposal), based on which information is regularly collected from EW and SEW on the benefit of the EP taken and individual forms of support (mentoring, coaching, expert services and expert consultation), and above all the use of acquired knowledge/skills in teaching practice. An analysis of the professional EW portfolios shows that most of those supported by mentoring or coaching used some of the knowledge or skills acquired in practice (mentoring – 86%, coaching – 87%). Knowledge and skills were most often shared with other teachers at the school and with school management. More than half of those supported by mentoring sought more information on the subject, almost two-thirds in the case of coaching. 82% of participants in expert services reported considerable or moderate benefit to their work.

The state of emergency meant that individual and personalised forms of support were either postponed or carried out online. In the case of expert services, there was a 50% decrease in the number of consultations between mid-March and mid-May 2020 compared to the previous quarter.

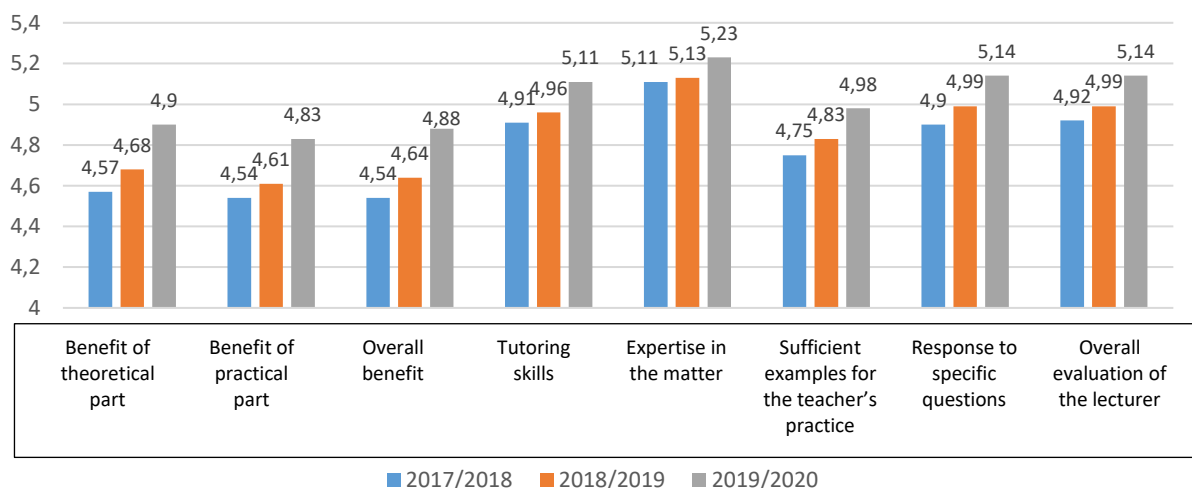
EP at participating schools for EW and SEW

A total of 644 EP for EW and 124 EP for SEW took place at the participating schools in the 2019/2020 academic year. This means an increase on the previous academic year. There was an improvement in evaluation from both groups in all evaluated attributes. Overall, lecturers are on average given more favourable evaluations than the benefit of the courses themselves. Lecturers are most positively evaluated for expertise in the subject-matter, but worse in terms of providing sufficient examples for teaching practice. The benefit of the practical part of the module received the worst evaluation of all attributes set. The graph below shows year-on-year evaluations for the 2017/2018, 2018/2019, and 2019/2020 academic years. The implementation of FEPW was also negatively affected by the announcement of a state of emergency in spring 2020.

Webinars became the new form of learning in the 2019/2020 academic year. An analysis of pedagogical portfolios shows that 80% of participants see the course as being of benefit to their work thereafter. Webinars were positively evaluated in general, with the expertise of the lecturers in the topic given the best evaluation.

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Graph 3 Year-on-year evaluation of FEPW - teachers

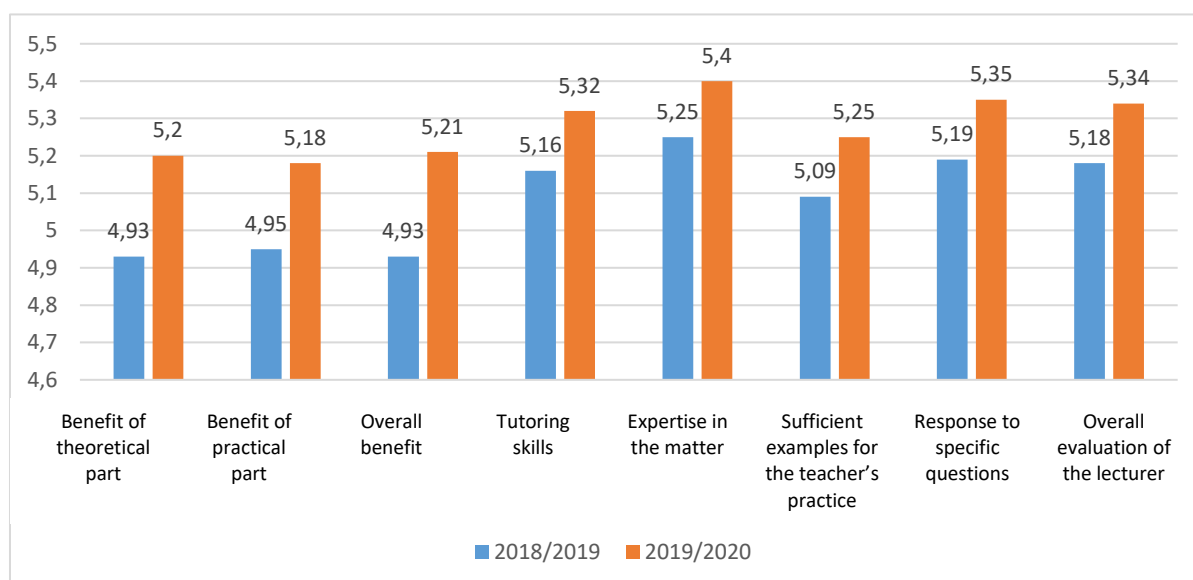


N=553 (2017/2018), 6767 (2018/2019), 7717 (2019/2020)

Source: Internal Evaluation Report for the 2019/2020 academic year. Electronic evaluation questionnaires sent to the participants in training by e-mail immediately after the end of VP in the 2017/2018, 2018/2019, and 2019/2020 academic years. A total of 644 FEPW courses were organised for EW in the 2019/2020 academic year (571 in the 2018/2019 academic year). 5,563 individuals took part in training, with 10,647 cases of participation in total. The questionnaire response rate was 80 %.

The evaluation of EP is more positive from SEW. At the same time, there is a clear difference in the evaluation of the benefit of the theoretical and practical part of EW. The benefit of the practical part is evaluated more positively than the perceived benefit of the theoretical part, in contrast to the evaluation given by EW.

Graph 4 Year-on-year evaluation of FEPW - school management



N=1108 (2018/2019), 1191 (2019/2020)

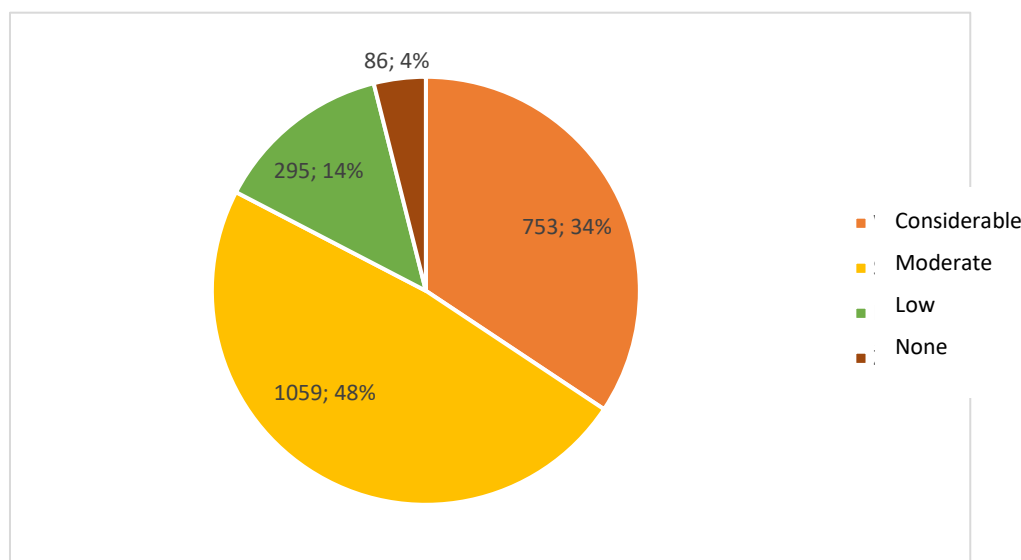
Source: Internal Evaluation Report for the 2019/2020 academic year. Electronic evaluation questionnaires sent to the participants in training by e-mail immediately after the end of VP in the 2017/2018, 2018/2019, and 2019/2020 academic years. A total of 124 FEPW courses were organised for SEW in the 2019/2020 academic year (106 in the 2018/2019 academic year).

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year). 5,563 individuals took part in training, with 10,647 cases of participation in total. The questionnaire response rate was 80 %.

An analysis of the professional portfolios of education workers, in which feedback on all activities is recorded on an ongoing basis, shows perception of the clear benefit of EP to the participants' work thereafter, whereby participants of EP for school management state a more pronounced benefit – 34% considerable benefit and 48% moderate benefit (82% in total).

Graph 5 Pedagogical portfolio – benefit of the education programme (school management)



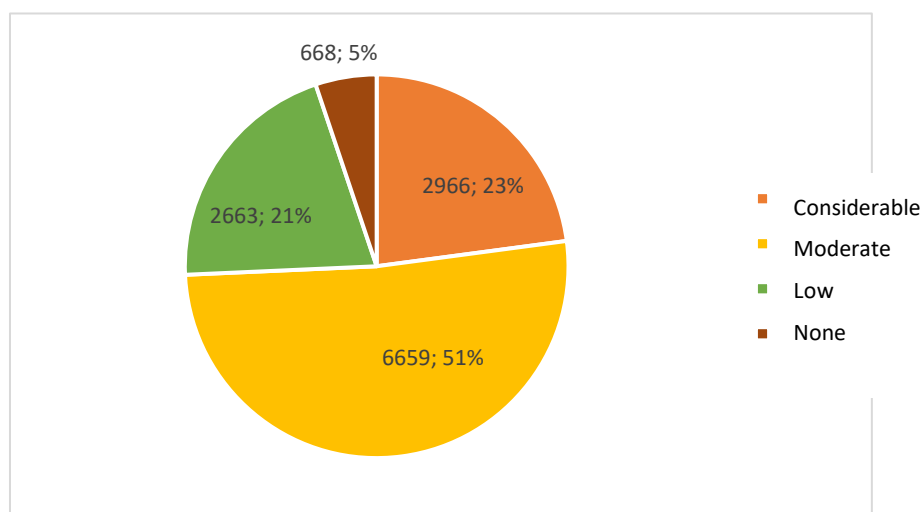
N= 2193

Question: What benefit did this education programme have for your work? FEPW SEW

Source: Internal Evaluation Report for the 2019/2020 academic year. Pedagogical portfolio - 2019/2020 academic year. Number of educational activities 1,322, number of people addressed 964, number of people who completed the portfolio 849. The questionnaire response rate was 88 %.

In the EP for teachers, 23% of participants perceive this benefit as considerable and 51% as moderate (74% in total).

Graph 6 Pedagogical portfolio – benefit of the education programme (teachers)



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N= 12956

Question What benefit did this education programme have for your work? FEPW EW

Source: Internal Evaluation Report for the 2019/2020 academic year. Pedagogical portfolio - 2019/2020 academic year. Number of educational activities 17,834, number of people addressed 6,645, number of people who completed the portfolio 5,256. The questionnaire response rate was 79 %.

Internships

The 18 internships that were successfully carried out in the 2019/2020 academic year were evaluated positively. 90% of participants said the internship was of considerable or moderate benefit to them. All participants shared the experience gained with teachers at the school where they teach. (N = 29, source: evaluation electronic questionnaires within the professional portfolios of pedagogical staff).

VP for public administration

Two courses for local government and one education event for state administration were carried out in the 2019/2020 academic year. After an online seminar for local government staff, it was decided to further evaluate this type of activity with the help of evaluation questionnaires. This activity has not yet been evaluated.

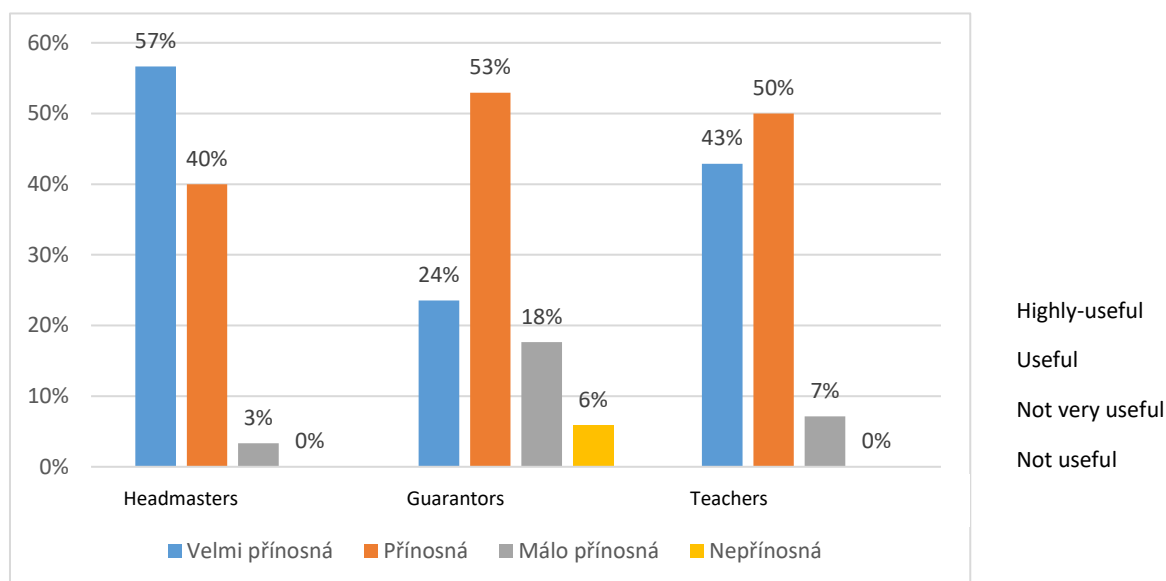
VP for lecturing and presentation skills

One was undertaken, covering 16 hours, with 7 lecturers as the participants. The content of the education course is viewed positively by the participants. They consider it to be sufficient, to contain new information, and to bring considerable benefit. At the same time, though, it was confirmed that this training format is too time-consuming. Recommendations for onward implementation resulting from the Internal Evaluation Report for the 2019/2020 academic year and measures introduced to combat the coronavirus epidemic also led to the introduction of distance training. Training moved online and 90-minute blocks focused on the specific soft skills of the lecturer, such as working with emotions, with objections, mental hygiene (the course in emotional self-defence is conducted here by its authors, as with the EP for EW), etc. The current plan is for these seminars to be held every month, in that this is linked to the focus of the project's attention on the position of lecturer.

Evaluation based on a field research of the schools involved

Support for the education of target groups within the project is generally perceived as beneficial. A total of 30 representatives of the SEW group (generally the school headmaster) that in 14 cases also held the position of school guarantor for APIV took part in the research, 16 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project, and 42 representatives of the target group of education workers. More than 90% of teachers and headmasters view support as beneficial and very beneficial. School guarantors for the implementation of APIV (hereinafter referred to as "guarantors") provided a notably more sober evaluation, with 77% considering it to be very beneficial or beneficial. 6% of guarantors even regarded support as unhelpful.

Graph 7: The usefulness of support



N= 88

Source: Field survey at 34 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 30 representatives of the SEW group (generally the school principal) that in 14 cases also held the position of school guarantor for APIV took part in the survey, 16 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project, and 42 representatives of the target group of education workers.

The most frequently-mentioned specific benefits are practical seminars from lecturers with many years of experience and the acquisition of examples of good practice, improving relations within the school by bonding the teachers, and improving communication between colleagues, with parents and in relation to the children. The project brought about its most fundamental change by opening up space for dealing with topics for which there was previously no time, and thus introducing changes to the organisation of teaching and administrative work. According to one of the respondents, *"education has become more targeted and more relevant as the project has progressed"*. As far as involvement in this particular project is concerned, respondents above all appreciate the adaptation of topics to the needs of the school, the presence of lecturers at the school itself, the flexibility of the project, the financial savings, training at the school itself, the possibility of involving all teachers, and support for teachers and for school management. They value the improvement of their expertise as a result of consulting experts, supervision, inspiration, etc. The advancement of personal development was also positively evaluated.

The expectations of senior education workers were met to a greater extent than among the guarantors represented at school by a person other than the headmaster. Some 10-20% of them have certain reservations about the project. The survey points to frequent communication failures relating to the facts of the project. Proof is provided by contradictory statements made by SEW and the guarantor: *"We have all the necessary experts, meaning that expert services are unnecessary for us."* And, *"We asked for the help of a lawyer, neurologist or psychiatrist, but the project did not provide us with these experts, which is why I do not evaluate the project as beneficial"* (principal and guarantor from the same school). The best experience of participating in the project is taken by schools that are less experienced in IE support and that figure in a small number of other projects (or in no projects): *"We finally have someone to turn to. We did not have any great expectations at the beginning, perhaps we*

even had some doubts as to whether everything would work. These are new approaches, the project is long-term, and what is more it is being fine-tuned as it goes along. However, the project was very successful and exceeded our expectations." By contrast, highly-experienced schools may perceive the support resulting from the project as superficial, amateurish and as a burden in terms of the organisation required. The expectations of some of the schools involved in the project are, on the contrary, highly specific. Specific requirements might also relate to the remoteness of certain schools. Evaluation of the project is positive at such times as the project's capacities compensate for the relevant requirement; otherwise schools primarily complain about the insufficient network of experts. Also frequently mentioned are the insufficient flexibility of the project, relating to the redistribution of supported persons, the adaptation of the project to the current needs of schools, etc. The project appears to be best-suited to medium-sized primary schools, which also most often state that their needs are satisfied. The size of the given school also plays a role in this respect. For large institutions, for example, the project programme appears too narrowly focused on too limited a number of participants.

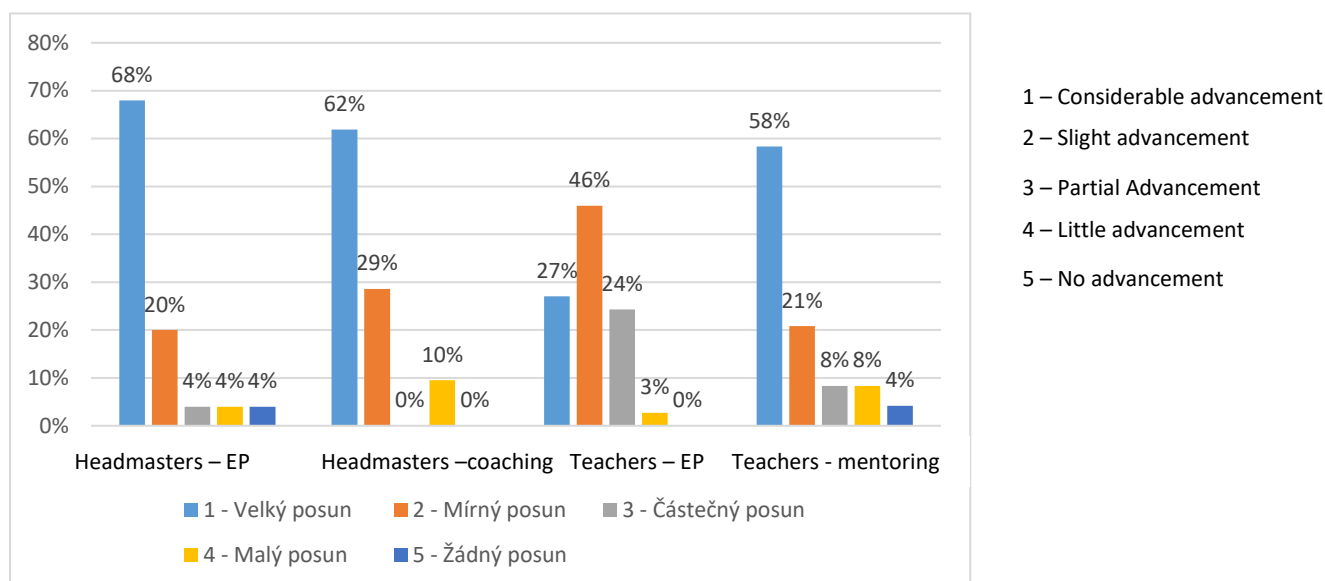
The majority of respondents appreciate the stratification of types of support. Expert services are generally very positively evaluated, especially within the context of the limited financial possibilities of providing similar support using their own resources, the variability of this type of support, and the immediate possibility of use to address a problem. Coaching and mentoring are primarily valued because other projects do not provide similar types of support. Mentoring is most positively received by young novice teachers. Support in the form of mentoring or coaching did not meet with a positive reception at such time as the mentor (coach) did not suit the recipient at a personal level, or did not actually go into the classroom, trying instead to work with the teacher on an entirely theoretical level.

In terms of timing, most of the respondents were positive in their opinion of the timing of the project and its extensive (five-year) scope. However, the length of the project also met with criticism – the progressive, continual development at schools is often no longer consistent with the topics set at the start of the project.

In spite of there being general satisfaction with the content of EP, the need for greater practicality, examples from practice and practical recommendations were also articulated during this period.

At the stage of the project when the respondents have at least minimal experience of all types of support, they are also positive in their evaluation of the effect on the upgrading of professional qualifications (Graph 3). Coaching was given the best evaluation in this regard, although less so the EP for EW, for example. However, the instructor himself/herself is crucial for all types of support. Yet the approach of the EW or the SEW to their own professional and personal development also has an impact on the evaluation.

Graph 8: Evaluation of the improvement of professional qualifications



N= 58

Source: Field survey at 34 schools involved in the regional network of APIV B within the external evaluation of IPs APIV A, APIV B. A total of 30 representatives of the SEW group (generally the school principal) that in 14 cases also held the position of school guarantor for APIV took part in the survey, 16 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project, and 42 representatives of the target group of education workers.

There are also very positive values when it comes to perception of improvement in the professional qualifications of education workers from the perspective of SEW/guarantors. More than 90% of respondents rate the advancement positively. However, the question is how the respondents interpret the importance of advancement in professional qualifications. Many cited advancement in personal development rather than in expertise.

At the current stage of the project, the level of adoption of the necessary methods, knowledge and techniques for the assurance and effective planning of IE was again surveyed in a field research of 34 involved schools. According to the responses, the vast majority of respondents feel themselves to have adopted the required attributes. They recognise the progress made in the ability to provide support measures, are aware of the need for support from management, and value cooperation with TA. At the same time, however, the limits of IE are mentioned within this context; the boundaries of the scope of TA, support for pupils with special educational needs (especially those with learning problems) at the expense of ordinary pupils, etc. About a third of the respondents in no way associate advancement in IE with the effect of the project in which their school is involved. At the same time, the majority of respondents (more than 50% of school management and almost 60% of PP) do not feel overloaded by inclusive learning procedures. Their view is that part of the administration involved has been simplified, that communication with the advice centre has improved, and that they have adopted a system of work that works.

Conclusions

- In general, support is seen as beneficial by the schools involved in the APIV B project. School guarantors are more critical of the implementation of APIV than principals and teachers.
- The benefit of support is seen, in particular, within the context of the practical management of education by quality instructors who provide a sufficient number of examples of good

practice. The increasing relevance and targeting of education as the project progresses are mentioned.

- In terms of the provision of support by the APIV B project, effects such as personal development and the development of discussion of inclusive education within the schools involved are frequently mentioned.
- It still stands that the wide range of different types of schools involved in the APIV B project is seen as a limitation of the project. Limitations in meeting the needs of the schools involved in the project are seen in the various levels of educational institutions and, for example, in relation to the size of the schools. According to the responses provided, the project is dimensioned primarily for medium-sized primary schools, which are also very satisfied with support in most cases, whereas others (very small schools, large schools with many buildings, nursery schools and high schools) have a problem in securing competent experts who would be prepared for their specific needs. One example is found in the following statement: *"In terms of the way all EP for SEW have been conceived so far, they have lacked concrete benefits; for example, I, as the principal of a high school, have not been able to use them at all. The lecturers had no advice for secondary schools with specific needs – for this reason, mentoring was completely off course for us."* Or, in the case of a large school: *"The programme is too small and narrowly-focused for large institutions like our school. Only 2 EW from the entire team of dozens of teachers were supported. We expected support for them all."*
- Most participants in individual types of support are aware of the gradual adoption of the necessary methods, knowledge, and techniques to support the provision of support measures. However, a third of respondents do not associate such perceived advancement with the support provided in the project.

3.5 Sharing examples of good practice within regional networks of cooperating schools

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

A.1.7. Are examples of good practice shared effectively within the regional networks of cooperating schools?

Sources of information:

- *Directed interviews with KA Managers*
- *Directed interviews with KA 7 APIV A and KA 5 APIV B cooperation coordinators*
- *Directed interviews with CP workers*

Sharing examples of good practice in the field of inclusive education is one of the expected results of the existence of the regional network of schools. For the time being, the networking of schools and the sharing of examples of good practice are limited.

The situation in terms of sharing examples of good practice as an activity which runs through the whole APIV B project is not satisfactory. The sharing of examples of good practice is primarily built on 4 pillars:

1. Internships – despite the very positive feedback and declared interest from target groups, this activity was not practical on account of school closures. The prolongation of the project is to be used to intensify this activity.

2. The cooperation of APIV school guarantors – also disrupted and activity postponed until next year.
3. FEPW for SEW – the service has been maintained to this day as a result of the enterprising steps taken.
4. Open webinars for schools/individual (asynchronous webinars for the public) – the current conditions for developing these activities are favourable.

An element of sharing examples of good practice is also found in holding informative seminars, in the work of the Inclusive Education Expert Platform (assessment of the Regional School Inclusion Concept), and in the services of consultants, lecturers, mentors, and coaches. Moreover, on account of the circumstances associated with coronavirus, only open webinars for schools/individuals and FEPW for SEW converted to online format and the possibility of using the interactive application Zapojmevšechny.cz as a means of remote communication within the project provided possibilities for the simultaneous sharing of good practice. Examples of good practice are not shared there where personal presence is required, i.e. points 1 and 2.

Conclusions

- At the current stage of the project, examples of good practice are shared between the schools involved in the network to a very limited extent. And if so, more likely within the school itself. In terms of the main products/output of the project, this activity is neither monitored nor evaluated, meaning that there is no conflict with the project assignment.
- Examples of good practice are provided through the interactive web application Zapojmevšechny.cz. The number of users and visits to the web application continues to grow irrespective of times such as summer holidays or Christmas. At the end of 2020, it had almost 7,900 users and some 10,700 individual visits. At the same time, however, none of the representatives of the schools surveyed as part of the field survey of 34 schools named the application as a source of good practice.
- In the current context, therefore, examples of good practice are only shared through open webinars and EP for SEW.

3.6 The contribution of APIV A and APIV B projects to the implementation of inclusive education in schools

EQ A.2: How has the implementation of APIV A and APIV B projects helped schools and teachers implement Section 16 of the Education Act, in the wording of Act No. 82/2015 Sb.?

- *case studies at 5 participating schools and 5 non-participating schools*

The second half of the 2019/2020 academic year and the first half of the 2020/2021 academic year were specific on account of the unprecedented closure of primary and high schools (and other levels within the Czech education system) as a consequence of governmental anti-epidemic measures to prevent the spread of the new type of coronavirus that causes Covid-19. Different types of crisis distance learning (hereinafter referred to as DV), including online/offline learning, synchronous/asynchronous learning and a variety of combinations were introduced at these types of

schools after this situation arose. The closure of schools again in October 2021 resulted in participation in distance learning becoming mandatory for children and pupils in the Czech Republic.

The aim of the case study is to zoom in on the concept of the setting of distance learning in the schools monitored, in particular the possibilities of IE support under the conditions mentioned above. The current part of the case study thus deals with ways of supporting individualisation, such as different concepts of differentiation, consultation, special pedagogical care, the involvement of TA, etc. The degree of providing the types of support indicated is then evaluated to give us an idea of the possibilities of IE support in the schools involved in the case study.

Nursery schools which figure in the sample of schools involved in the investigation as part of the case study were not included in the evaluation in light of the entirely different concept of distant learning in the case that they remained closed during the reference periods. The MS representing case study 1 remained open for almost the entire reference period. The concept of distant learning among MS generally sticks with the regular or irregular sending of worksheets, which are incidentally not compulsory for any children other than those in their final year of MS before primary school. Rather than education, then, MS are seeking to support the family at home whilst maintaining some contact with the school institution.

Distant learning is applied at Czech ZS in relation to traditional teaching, including IE. Schools therefore chose their own strategy of how to approach distant learning, and inclusive education. Directed interviews with school representatives looked at the degree and manner of applying the individual types of support normally falling within IE

Selected types of IE support under the conditions of DL for analysis within the case study (the interpretation of terms has been adapted – greatly simplified – to the purposes of the case study):

Internal differentiation

Pupils in one class are divided into several smaller groups to improve communication and collaboration between pupils within the group, pupils with the teacher or TA. This is differentiation of the groups according to performance. A separate group is therefore often created within a class; for example, pupils with special educational needs. In practice, this type of support is made possible by the functionality of certain online communication platforms.

Methodological/content differentiation

The school ensures the provision of different approaches and methods within the bounds of explanation and practice, compiling teaching materials in such a way as to meet the different needs of pupils with special educational needs. Content differentiation involves reducing the amount of teaching material or the extent to which the student's advancement is checked by testing.

Consultation (pupils)

The school has a system of regular possible consultation in place within the framework of DL over and above normal teaching time. Provided by EW or TA. Such consultation can be used by pupils with SEN and by those without. Consultation is used for additional explanation, going over what is to be learned again, and is generally voluntary.

Special pedagogical care

Special pedagogical care is also provided within DL by pedagogical staff at schools with extended competencies in the field of special pedagogy, special educational staff at the school, or school advisory services. It focuses on the development of the individual handicaps of pupils with SVP according to the degree of PA.

Parents (communication)

Other support options include cooperation with parents, primarily by ensuring sufficiently active communication so that the parent knows who to contact in the event that a problem arises. Communication and support can be provided on a regular basis. Traditional forms of communication, such as parent-teacher meetings, tripartite meetings, etc., can be made non-contact too. Communication can also proceed through proven or newly-introduced channels of information, while at the same time verifying their functionality. Feedback is sought through regular or irregular surveys.

Teaching staff

This is another type of support for the provision of IE under the conditions of DL. This type of support primarily consists of successful internal communication, leadership, and overall coordination. Support of teaching staff is provided, for example, by undergoing training to help in the adoption of methods and procedures within DL or by organising regular online meetings, methodology meetings (including those aimed at IE).

Social relations

The category of social relations includes support for pupils in establishing and maintaining social relations. Such support might involve organising regular meetings for purposes other than receiving teaching material. It also includes support for soft skills, such as presentation skills, etc.

Table 3: Description of the degree of application of the individual types of IE support under the conditions of DL

Type of SV support in DV	The school does not support this area	Partial support in this area	Provision of support in full
Internal differentiation	The school does not systematically apply the teaching of separate, smaller, performance-related groups of pupils within DL in all grades.	The school does not systematically support separate, smaller, performance-related groups of pupils using internal differentiation, merely individual pupils on an individual basis.	The school provides teaching in separate, smaller, performance-related groups of pupils in a systemic way. It uses various methods, such as TA, to ensure parallel teaching in separate, smaller groups of pupils.

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		The school provides support in the form of internal differentiation only to narrowly-defined groups of pupils with selected diagnoses, i.e. only in certain classes.	The school provides teaching of theoretical material for the whole class, while the practical part (practice) is provided in separate, smaller groups, or separately for a group of pupils with SEN with TA (or in another arrangement based on agreement between EW and TA).
Methodological/content differentiation	The school does not focus attention on providing alternative assignments, the possibility of an alternative way of working. Nor is there any support for reducing the teaching material or the volume or difficulty of testing pupils.	<p>The school applies a system of lesser loads for pupils with SEN. This, however, is only a matter of reducing the volume or simplifying the assignment. There is no alternative explanation of the material to be learned or possible ways of working through tasks suited to different types of pupils.</p> <p>The school provides support in the form of methodological/content differentiation to narrowly-defined groups of pupils with selected diagnoses, i.e. only in certain classes, for example.</p>	<p>The school provides opportunities related to simplification of the assignment of tasks for pupils and reducing the teaching material or testing and also uses alternative methods in terms of working through assignments, etc.</p> <p>The school provides opportunities to engage in activities over and above normal lessons.</p>
Consultation (pupils)	The school does not provide consultation for pupils within the bounds of DL.	<p>The school provides consultation, but this is targeted only at certain groups of pupils.</p> <p>The school provides consultation, but only at the teacher's own initiative.</p>	The school has a functioning system of consultation in place, taking place on a regular basis. This is provided according to the interest of the pupils, independent of identified SEN.
Special pedagogical care	The school does not provide support in the form of special pedagogical care under the conditions of DL.	<p>The school generates this kind of support on an individual basis. At the same time, support is not aimed at working with the pupil's handicap, instead focusing on developing the pupil out with his/her limitations; language tutoring, for example.</p> <p>The school introduces a system of special pedagogical care for selected groups of pupils with SEN only.</p> <p>The school provides this kind of support only in the afternoon.</p>	<p>The school's special pedagogical worker provides regular tuition hours as part of special pedagogical intervention by means of online contact for pupils with SEN.</p> <p>At the same time, the school does not replace teaching within the context of special pedagogical care for pupils with SVP in the form of consultation.</p> <p>Pedagogical and special pedagogical interventions are provided by PP.</p> <p>Support is provided in groups of pupils which are limited in number.</p> <p>The school introduces a system of special pedagogical care for pupils with SVP in the morning at the time of normal lessons in order to support appropriate conditions for the perception of support.</p> <p>The school is able to adapt this type of support to current needs; it is not always a mere remedy following on from PPP/SPC recommendations.</p>

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Parents (communication)	<p>The school does not have a system in place for communication with parents.</p>	<p>Parental feedback on the provision of DL is obtained and recorded on a non-systematic basis.</p> <p>The school notes the successful assurance of IE thanks to the responsible and supportive approach taken by parents.</p>	<p>In addition to being able to obtain information from parents directed towards the school, regular active communication is conducted with parents.</p> <p>Seeking to accommodate families with multiple children at ZS by adjusting timetables to avoid overlapping.</p> <p>Members of SPP are available for communication with the parents of pupils with SEN, if necessary. This is all about providing consultation. This role can also be taken on by PP.</p> <p>Parental feedback on the provision of DL is obtained and recorded on a systematic basis (questionnaires).</p> <p>The delegation of communication with the parents of pupils with SEN to TA.</p>
Teaching staff	<p>The school does not organise training in the acquisition of IT skills.</p> <p>The support of older EW in relation to younger PP, support of a reverse flow of cooperation within teaching staff.</p>	<p>Both EW and TA undergo the necessary training to acquire IT skills.</p> <p>The school psychologist provides support for EW (mental hygiene).</p>	<p>The school organises methodological meetings in connection with IE under DL.</p> <p>Members of the teachers' body or TA attend webinars, etc., to support IE in DL.</p>
Social relations	<p>Providing support to pupils in relation to technical skills and soft skills that are beneficial for DL.</p> <p>Setting the rules of online learning.</p>	<p>Support of communication and problem-solving for pupils with SVP and without on an individual basis where necessary.</p> <p>Organisation of regular gatherings of pupils to promote social relations, e.g. in the form of class meetings, end-of-year gatherings, etc.</p>	<p>Support for mental well-being and setting the rules of home learning is provided by members of SPP.</p>

N.B. The individual conditions of the selected type of support for IE in DL need not be applied all at once; it is enough for at least one type of condition to be met.















Source: Explanation is supported by the results of the case studies carried out in the Appendix to the Report.

Evaluation was carried out based on the table above, showing the characteristics of the three levels of the degree of provision of the specific types of support. This is shown in the table below, which is linked to the individual schools involved in the case study. The MS involved in the case study were not included in the evaluation on account of their entirely different concept of DL, which is in these cases applied in a greatly reduced form and also uses other types of IE support in DL. Last, but not least, 1 out of 3 MS involved in the case study was open almost all the time during the 2019/2020 academic year.

Table 4: Support provided in DL for pupils with SVP in schools participating in the case study

Schools		Individualisation				Other support		
		Differentiation		Consultati on (pupils)	Special pedagogic al care	Parents (communi cation)	Teaching staff	Social relations
		Internal	Methodol ogical/con tent- related					
Not participating	Case Study 1							
	Case Study 2							
	Case Study 3							
	Case Study 4							
	Case Study 5							
Participating	Case Study 6							
	Case Study 7							
	Case Study 8							

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	Case Study 9							
	Case Study 10							

N.B. The table draws on detailed evidence in the form of the follow-up parts of individual case studies; see Annex I.4 Technical Report – Case studies.

N.B. The table shows a colour scale of evaluation symbols. The green symbol indicates the successful provision of that type of support at full scale; the yellow symbol indicates the partial presence of that type of support for pupils with SEN within the bounds of distance learning; the red symbol indicates insufficient support from the school in this direction; the grey symbol indicates MS.

Individual interviews with representatives of the schools involved in the case study show that efforts to achieve IE in DL are very difficult. In a way, the principle of DL is directly at odds with an individual and differentiated approach in teaching. In spite of this, some of the schools involved in the study attempted to come to terms with this situation using additional online communication technology tools. The balance of efforts by schools, participating and not participating, to achieve internal differentiation is relatively even, although the efforts of schools not involved in the project would appear to be somewhat more pronounced. Schools that are not involved also apply methodological differentiation, or content differentiation, to a more pronounced extent. Special pedagogical care, and special pedagogical and pedagogical intervention, and the possibility of consultation for pupils are used in relative abundance at schools that are involved and those that are not under the conditions of DV.

The functioning of schools in the spring at the time of the state of emergency was often akin to a pilot study aimed at ensuring that the open methods of support were applied in full during the autumn wave of the pandemic, when schools were closed again and when mandatory school attendance within the system of DL was ordered, in contrast to the spring. A number of representatives of the schools involved in the case study confirmed that they had anticipated the closure of schools again in the autumn and had prepared for DL in the spring and during the summer holidays. The experience and knowledge garnered were then fully and systematically used in the autumn. Among the other types of IE support in DL was support for communication with parents so that parents felt fully informed of what the pupils were doing within the bounds of DV, knew who to contact in the case of difficulties, etc. According to the evaluation in the case study, this was comparable at schools involved in the project and those not, meaning that at least some effort to achieve sufficient cooperation and communication with the parents was made at all schools. Another form of IE support in DL is support of teaching staff. In this case the schools involved lagged behind those not involved in their efforts to pay attention to support of the teaching staff in terms of the methodology of applying IE in DL. If training was actually provided to the teaching staff there during the time of DL, it was devoted to IT skills and not IE under the new conditions. The final criterion evaluated is effort to develop and maintain social relations among pupils, including mental hygiene, the proper setting of DL, etc. In this case efforts were made to a comparable extent.

We can say in general that more pronounced efforts to achieve a systematic nature for developed types of IE support in DL were made at schools not involved in the project. Individual types of support

are applied in the case of schools involved in the project, although in a number of cases only in the case of individual need.

The school in case study 9, meaning a school involved in the project, earned the most successful evaluation in terms of applying the defined types of IE support in DL.

Conclusions

- Difficult application of IE support in DL.
- Spring served as a pilot test. The verified experience was fully used in autumn and a comprehensive, functioning system of DL was developed, including IE.
- Schools not involved slightly outdo schools involved in the project in certain types of IE support in DL. This might be explained by the fact that schools that are generally less-developed in the sphere of IE were addressed for participation in the project. Nevertheless, the school that most successfully met the set criteria was one of the schools involved in the project.

Schools not involved are also evaluated better in the case of certain types of IE support in DL because they make efforts to introduce them systematically, and not merely on the basis of individual need.

3.7 Cooperation between relevant projects

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

Sources of information:

- *Directed interviews with KA Managers*
- *Directed interviews with KA Cooperation Coordinators*
- *Directed interviews with the substantive guarantor of the call and the project administrator*
- *CAWI/CATI with the cooperation coordinators of cooperating projects*
- *Questionnaire survey among the participants in expert panels (carried out by way of internal evaluation)*

It still stands that cooperation between projects is more about the flow of information between system projects. On principle, projects should be set in such a way as not to overlap each other. Projects should follow on from one another, mutually complement each other, each, however, dealing with its own, unique subject-matter. It ensues from this that there is not much room for intensive cooperation among projects or the creation of joint output. Cooperation is more about an exchange of experience, the provision of data, the provision of suggestions for onward activity, the provision of feedback on the output of the project, or, for example, the organisation of joint conferences and other events.

The APIV A project cooperates closely with the expert public and the academic sphere in all key activities. The nature of key activities then primarily leads to cooperation at institutional level rather than systematic project level. Although this does take place in isolated cases. For example, the KA 2 project team cooperates with the P-KAP project on choosing high schools for stage 2 of self-efficacy research.

Cooperation at KA Cooperation level is ongoing with other IPs in the form of regularly planned gatherings and meetings, with the aim of exchanging information about project activities (P-KAP, KIPR, IKV, KSH, RP, SYPO). Mutual support is then provided among individual projects, to a greater or lesser extent, based on communication. In the case of the APIV A project, this involves participation in expert

panels (or the Inclusive Education Expert Platform) and the joint solution of the issue of introducing novice EW into practice between KA 2 teams and the SYPO project, or help in the selection of schools (provided by the P-KAP project for stage 2 of self-efficacy research at SS, etc.

The APIV B project set the appearance and course of webinars for the public during the reference period, primarily in cooperation with the SYPO project. Absolutely the most active level of cooperation overall is also ongoing with the SYPO project (webinars, pod casts). The development of cooperation is conditional on the staffing of projects and the substantive setting of the projects. APIV B cooperates with a whole host of organisations, such as People in Need (further intensive cooperation is planned, this time on the standard of TA), COSIV, META, and Učitel naživo/Teach Live (Učitel naživo is also involved in an initiative for university students to give extra tutoring to pupils at risk of failure at school), with the faculty of education and other faculties at universities, and with the Spolu society. There is also cooperation under the heading of NPI CR in terms of the possibility of outward communication (the standard of communication for the whole NPI CR).

Apart from the missing substantive links between IPs mentioned, the effective building of mandatory cooperation is hindered by the frequent personnel changes that accompany project activity as a result of the re-grouping of projects within an institution, and changes in regulations, conditions, etc. Incoming members of the team spend a great deal of their working time getting to know the job. There is often insufficient room in which to build cooperation.

The highest level of cooperation naturally occurs between the APIV A and APIV B projects on key activities KA 3 APIV A and KA 2 APIV B. There is also cooperation in other areas, when the findings from key activities in APIV A might be directly usable in improving the quality of further education of EW and of FEPW lecturers, ensured by the implementer of the APIV B project and core activity at NPI CR.

One example of institutional cooperation is intensive cooperation between the KA 4 project team in the APIV A project and representatives of CSI, when the CSI electronic testing environment, InspIS SET, is used to assign test tasks for the diagnostic tool for pupils with OMJ (a different native language). There is also cooperation in KA 4 with the company META o.p.s., for example, which is involved in educating pupils that are foreign nationals. A monitoring report is published on their site, for example. Cooperation is now underway within the bounds of preparation of specialisation modules KA 3 with the Committee for the Education of Roma People set up at the Government Council for Roma Minority Affairs.

During the period under consideration, the Ministry of Education, Youth, and Sport organised a specialised seminar on the matter of “Distance learning” at which representatives of selected IPs presented the topic from the perspective of the focus of their own projects.

Although activity is largely carried out at the level of small coordination activities, sharing, etc., and in certain situations these facts can be overcome in a less systematic way with the enthusiasm of members of the project teams, the current situation is seen as a satisfactory pre-stage of more intensive future cooperation rather than as a barrier. This is apparent, for example, in comparison with the level of IPs cooperation during the last programming period.

Conclusions

- Cooperation between projects is more a matter of the mutual flow of information between system projects, the exchange of experience, mutual data provision, etc.

- Mutual support is provided between individual projects, to a greater or lesser extent, based on communication.
- The highest level of cooperation naturally takes place between the APIV A and APIV B projects in the follow-on key activities of KA 3 APIV A and KA 2 APIV B.

3.8 Unintended impacts of APIV projects

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

Sources of information:

- *Directed interviews with KA Managers*
- *Directed interviews with APIV school guarantors in a sample of 30 participating schools*

A selection of unintended impacts is presented below, identified on the basis of a field survey carried out within the bounds of this evaluation stage. Above all, unintended impacts that were repeatedly mentioned in the survey are mentioned.

Identification of unintended impacts of APIV projects

APIV A project

- Use of the results and methodology of the research carried out within the framework of the project which were originally intended for the sphere of decision-making, and by other researchers in the field of inclusive education (e.g. within the framework of international research on distance learning ongoing in 10 countries, including Charles University' under the guidance of prof. Štěcha), the influence of another group of experts on the concept of educating education workers.
- The very design of the research leads to unintended impacts. Qualitative research encompasses a type of research-enhancing action research, when the research itself aims to change teaching practice and seeks the desired path to achieve this. Actors/respondents/subjects across the qualitative line of the survey are also drawn into the process of change through research, however, and contribute to the desired changes in the field of research through pedagogical reflection and self-reflection. Education workers who are in the position of subjects in research might realise some of the problems they had previously been unable to resolve, start talking about problems, elaborate on the topic, and share it with each other as a result of the research. At the same time, they will begin to look for solutions to these problems themselves, both for their own activities in the classroom and for the school as a whole. Research carried out within the bounds of KA 2 thus benefits the organisation or person carrying out the research and the self-development of specific participants in the research. The findings of the investigation are therefore directly translated into viable educational practice in schools.

APIV B project

- Strengthening the team and relations between education workers at school

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The following statements, made by the representatives of schools or education workers, are relevant to this aspect.

- *"We have become closer from the human perspective, the team has bonded more, there was the opportunity for a higher number of employees to come together, for which there is not normally a lot of time."*
- *"Deepening the professional ties between teachers, communicating more about the topic together, which in turn impacts on the form of work."*
- *"Teachers' assistants have realised that they have to keep learning, thinking about what else they would like to learn. We are a large school, and training means that they get to know each other better and work better together; otherwise they wouldn't even meet each other."*

For example, the following selected statements illustrate this.

- *"Teachers understood more the need for an individual approach to pupils and the need to cooperate with the school psychologist, and I see the change in perspective of teachers in this regard as the most important thing in the whole project."*
- *"We are now placing more emphasis on each class having a teacher's assistant, if needed."*
- *"We started working more on this issue at school, and it forced us to create a special department at the school."*
- *"We have moved forward in adopting methods such as mentoring, coaching, or supervision, whereas previously this was met with hostility."*

The establishment of contacts which were not initially anticipated by school representatives were also mentioned several times among the unintended consequences.

- *"Cooperation with the closest schools has also brought human rapprochement, the foundation for making sure that information is shared even after the completion of the project, and the project has also brought about the establishment of intensive cooperation between the school and NPI CR, which is of great benefit to the school."*
- *"Another of the benefits is that we now know a person at NPI CR that I can contact, meaning that we are talking to a person that to some extent knows our school."*

Certain positive unintended effects also occurred within the direct context of the coronavirus pandemic. For example, the online form of training courses made it possible for those interested to take more courses than they would if they had to attend in person, which is more time-consuming and travel-intensive. Education workers from more remote regions also have the opportunity to attend a course provided by a preferred lecturer that would otherwise be unlikely because they would not travel to that particular region.

4 Conclusions and recommendations

4.1 Conclusions

At this time the prolongation of both projects has a fundamental influence on the course of implementation of the projects and the achievement of the commitments set. RO was presented with supporting documents detailing the whole situation by both projects. It is now up to SC to assess the possibility of prolongation. Shortcomings in the fulfilment of commitments, particularly within the context of certain specific activities, were caused by the newly-identified external risk associated with the closure of schools and other public events, including work events, resulting from governmental anti-epidemic measures to combat the spread of coronavirus. This situation affected about half of the reference period within the bounds of the 3rd IR.

APIV A Project

- The preconditions for achieving the objectives have been met in all key activities.
- All KA had to respond to epidemiological measures by shifting or postponing some activities and moving online.
- All KA have thus made adjustments to the set time schedules. The overall deadline for completing each of the key activities has not yet been changed, but the continuing coronavirus pandemic poses a significant time risk to all KA.
- The KA 2 "Monitoring, Planning, Evaluation of Inclusive Education" implementation team flexibly responds to current epidemiological measures and by including an extraordinary stage of the investigation consisting of a survey of experience of the implementation of individual support for pupils during distance learning is responding to the change in needs of the MSMT as the target group of this KA. The project team pays considerable attention to the dissemination of research results. The research thus contributes to expert debate in the field of inclusive learning and to debate on education policy and to the setting of expert discourse on inclusive learning, and brings recommendations and proposals. The results are used by the MSMT, for example, for a proposed amendment to Decree No 27/2016 Sb. on the education of pupils with special learning needs and gifted pupils, and for the formulation of the Education Policy Strategy to the year 2030.
- Methodological assistance is still being provided to APIV B lecturers as part of KA 3, "Preparation of FEPW Programmes". However, there is little interest from lecturers in this methodological assistance. For this reason webinars were also opened up to education workers. Webinars are now averaging about 40 viewers. The number of recorded webinar viewings is around 23,000 at the time of compiling this report.
- KA 3, "Preparation of FEPW Programmes", is now focusing on preparing 10 specialisation modules and 3 long-term training programmes.
- All parts of the diagnostic tool created within the framework of KA 4, "Teaching Czech as a second language to pupils - foreign nationals", have already been finalised. Epidemiological

measures are a barrier to the implementation of the pilot, as this must take place directly in schools.

- Work on the Reference Framework for Czech sign language is ongoing in accordance with the time schedule. At present, KA 5, "Creating a Reference Framework for Czech sign language" has all the prerequisites in place to achieve the objective: quality staffing, quality technology for filming, and a detailed and realistic timetable for implementation, which is strictly checked. Setting up and implementing the whole project is a prerequisite for achieving the intended results and impacts.
- The project team is taking steps to ensure the sustainability of project output after completion of its implementation. Within the framework of KA 4, for example, the diagnostic tool has already been extended, based on the requirement of pedagogical practice, to include a functionality which will not only identify the weaknesses and strengths of the pupil, to support the individualisation of teaching that pupil, but will also help to determine the pupil's language level. In KA 5, the MSMT has been presented with summary information regarding possible follow-up activities after the completion of project implementation, which can be linked to the compiled Reference Framework for Czech sign language.

APIV B project

- KA 1, "Methodological-coordination network", is currently working hard to identify the quantity of unused types of support. The project team is working to mobilise schools with identified unused support to the benefit of its planning and eventual use. Unused hours of individualised forms of support in schools with comprehensive support are also now being offered (based on IR 68) to schools with selected support and to schools with comprehensive support that have expressed an interest in increasing them. Schools receiving comprehensive support must complete the basic preparation course (40 hours) and the extended preparation course (24 hours) within the bounds of FEPW. Schools with selected support must complete the basic preparation course and, based on PZ 68, may be offered an extended range of support within the bounds of FEPW. The project team's actions relate to taking the project into its concluding part and to the need for an overview of the overall situation. Based on the steps taken, most schools had completed the basic preparation course by the end of 2020. The encroachment on programming caused by the coronavirus epidemic has been successfully eliminated thanks to the online format of EP within FEPW.
- Despite the steps taken, the changes in usage options were particularly negatively projected in the area of FEPW. In the field of mentoring and expert services, there has also been a noticeable drop in the rate of usage given that these types of individual support are normally associated with listening-in in crowded school classrooms. In terms of coaching, there was no significant drop - this type of support proceeds face-to-face between the SEW and the coach. Given that an intensive level of usage was assumed for these types of support at this stage of the project and given the interest of schools in individual forms of support, a downturn on what was expected has also been seen in these types of support. Current events have a critical impact on the area of internships which were not fully up and running among schools in the network at the outbreak of the epidemic. In terms of the overall scale of planned usage, somewhere between 60 and 80 % of the total usage of support was maintained. In KA 1, "Methodological-coordination networks", and KA 2, "Education", the project prolongation

under consideration is now decisive. Despite the flexible approach and the timely steps taken to eliminate the negative impacts of anti-epidemic measures on the implementation of the project plan and the individual target groups, there is the risk that schools will not fully use support within the framework of the project by the due end of the project. The proposed prolongation of the project does not encompass all project activities, but takes a differentiated approach that primarily takes in FEPW, information seminars and internships, as the activities which measures to prevent the spread of the coronavirus have hit the hardest. This should lead to the implementation of around half of the volume of activities in comparison with the current normal situation during the set period.

- The prolongation of the project under discussion concerns KA 3, "The public", in connection with the organisation of information seminars for the public, which are one of the forms which is not entirely compatible with implementation online. Although publicity at public events which make up a significant part of KA as a whole is not possible under the current conditions, steps are being taken to reach the wider public in other possible ways. This involves communicating the results of the initial investigation at participating schools, attending the PREF Conference during the reference period, and the launch of an interactive web application supported by PR and advertising campaigns. In general, the content, targeting, choice of cooperation, etc. of project representatives are created with the emphasis on reaching the wider public.
- In KA 2, "Education", the teaching and methodology materials created as the output of the APIV A project are being edited. As the KA 2 manager stated, there were only a limited number of fundamental modifications. For other EP, the KA 2 manager stated that there are only partial modifications, intended to improve the acquisition of presentations by individual lecturers and improve the clarity and visual attractiveness of the materials. However, the evaluation of changes - whether they were or are changes of a fundamental or partial nature - does not pass through a standard formalised process or is not fully observed.
- Further activities were carried out in the project as part of change management to eliminate the negative effects on the development of IE in general. These include such topics as IE under the conditions of distance learning, broadcast through a newly created YouTube channel, or the tutoring of pupils at risk of failure at school by university students (in this case, APIV B coacts with other projects, meaning that APIV B's involvement here is limited to gathering inquiries and passing them on to university students).
- The sharing of good practice is another project activity to have been negatively affected by the closure of schools. The main (attendance-based) pillars of sharing good practice in the form of internships, the EP for SEW, and meetings of guarantors are currently compensated by online forms such as the interactive application Zapojmevšichni.cz or open webinars.
- The APIV B project has the potential to achieve the objectives of the project, in spite of all the pitfalls.

The risks and barriers involved in the project

- A continuing risk was identified in the APIV A project in the time-consuming preparation of the Reference Framework for Czech sign language. A new risk to the APIV A project was identified in securing the necessary sample in the class climate survey.

- Another new risk was identified: the risk of no minor support of EP and SEW in some schools – KA 1 and KA 2 APIV B. As the APIV B project draws to an end, the APIV B project team has noticed risks associated with no minor support of EW and SEW at individual schools in the network. This applies in particular to schools joining the project at a later stage and to the schools involved in the network for the entire duration of the project, which draw less intensive support. The APIV B project team therefore strongly encourages schools to use the individual forms of support and EP on offered and fulfil minor support.
- Another new risk lies in the possible failure to share uniform information on the themes of inclusive education in the field. The evaluation of changes to VP teaching and methodological materials, whether or not they are of a fundamental or partial nature, does not pass through a formalised process, or such a process not fully followed.
- The consequences of epidemiological measures to prevent the spread of coronavirus are a common, newly-identified external risk for both APIV A and APIV B.
- A number of continuing barriers have also been identified in the APIV A and B projects, including, for example, the broad scope of the APIV A project or the low availability of APIV B lecturers willing and able to provide training programmes online (or as webinars). Some of the barriers originally identified were eliminated during the reference period.
- The new barriers in the APIV A project include the time possibilities of IPs representatives (both projects) and the challenging administration associated with reporting project indicators for the target group (APIV B). The original risk of the merger between the former NIDV and NUV was reflected in new barriers in the period under review. These are valid for the APIV A project, but were overcome even during the evaluated period.

Given that both projects are implemented in the field of education, which is very strongly affected by the situation associated with the coronavirus pandemic, this situation also significantly impacts on the implementation of both projects. It can be said, however, that the project teams responded very flexibly to the situation arising from the coronavirus pandemic and made all efforts to eliminate the associated risks. The projects developed a spectrum of distance learning and targeted activities at the needs of the target groups very flexibly during epidemiological measures. Both projects exerted the maximum effort in relation to their target groups and moved to online education programmes, training sessions, and expert panels. The risk was turned into a challenge for the projects, one that mobilised teams and attempted to find new ways of working and carrying out activities. At the same time, the special conditions in place brought concrete advantages and partially facilitated the operation of the projects: commuting is no longer required, the conditions for “attending” outside a particular region are in place (schools from remote regions ordering lecturers). The need to respond to the measures thus became more of an opportunity to find new avenues more quickly, and it can be said that this opportunity was well grasped and managed by the project teams of both projects.

Support for target groups

- In general, support is seen as beneficial by the schools involved in the APIV B project. School guarantors are more critical of the implementation of APIV than principals and teachers.
- The benefit of support is seen, in particular, within the context of the practical management of education by quality instructors who provide a sufficient number of examples of good

practice. The increasing relevance and targeting of education as the project progresses are mentioned.

- In terms of the provision of support by the APIV B project, effects such as personal development and the development of discussion of inclusive education within the schools involved are frequently mentioned.
- It still stands that the wide range of different types of schools involved in the APIV B project is seen as limiting the project. Limitations in meeting the needs of the schools involved in the project are seen at the various levels of educational institutions and, for example, in relation to the size of the schools.
- Most participants in individual types of support are aware of the gradual adoption of the necessary methods, knowledge and techniques to support the provision of support measures. However, a third of respondents do not associate such perceived advancement with the support provided within the project.

4.2 Recommendations

Based on an evaluation of the development of identified barriers, the evaluator notes that both the APIV A and APIV B project teams are looking for ways to eliminate the barriers that have arisen and are pursuing constructive solutions to the problems having occurred. There has been a positive shift in almost all barriers identified. The table below therefore only lists the recommendations already contained in the last IR; these are considered to remain up-to-date and have not yet been accomplished.

Table 5: Recommendations

Number	Title of recommendation	Description of recommendation	Context of recommendation (link to findings and conclusions)
1)	Reducing the number of expert panels held in the APIV A project	In light of the fact that expert panels are one of the essential channels through which project output is disseminated among the professional public, the evaluator recommends that the number of expert panels be reduced so that this channel is not devalued by becoming too excessive in quantity.	At the current stage of the projects, expert pedagogical society is beginning to appear bogged down by the huge number of expert panels in terms of IPs and in particular the APIV A project. Both projects identify the problem of the time capacity of experts limiting their participation in expert panels. At the same time, however, the situation is helped by staging expert panels online in consequence of governmental anti-epidemic measures, and consequently participation in expert panels would appear to be stable. No matter the reason for the professional public's lack of interest in participating in expert panels in the future, there does exist the risk that participation will decline. Since expert panels are one of the essential channels through which project output

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Number	Title of recommendation	Description of recommendation	Context of recommendation (link to findings and conclusions)
			is disseminated among the professional public, the evaluator recommends that the number of expert panels in the APIV A project be reduced so that this channel is not devalued by becoming too excessive in quantity. This situation should be seen within the context of all IPs. If one of the projects over-exploits the professional public, this will also affect all other projects.
2)	Evaluation of the degree of adjustment of VP teaching and methodological materials by APIV B lecturers	<p>The current standard practice in APIV B, consisting of varying degrees of adjustments to the EP, should pass through a standardised process which will contribute to continuation of the uniform presentation of the themes of inclusive learning in the field. A standardized process is not currently defined in terms of whether the modifications made to the teaching and methodological materials are genuinely of a partial or fundamental nature, and it is not entirely clear whether fundamental modifications are subject to approval by the steering committee “alone” or to the assessment of the APIV KA 3 project team too. We recommend:</p> <p>a) presenting all EP with more comprehensive modifications to the APIV A project team for evaluation (unless the changes have been approved by APIV A in the past. At the same time, the beneficiary should specify whether the modifications are in line with the accreditation of courses within the bounds of the revision of the changes made;</p> <p>b) the recommendation applies by analogy to the future to possible further modifications, with the need to define an official process for implementing the changes to the EP (who determines whether it is a fundamental/informal change and what the subsequent procedure is). The formal process for assessing changes needs to be defined with the approval of APIV A.</p>	The teaching and methodological materials created as the output of the APIV A project are being edited within the bounds of KA 2, "Education". However, agreement on updating the VP is unclear. It is unclear from the minutes from meetings of the steering committee and the discussions between the APIV A and APIV B projects whether changes in teaching and methodological materials are subject to evaluation by the APIV A project team or whether approval by the steering committee is sufficient. According to statements made by the KA 2 manager, more fundamental modifications in the event that major changes were approved by the steering committee project, in that one VP was also evaluated by the KA 3 APIV A project team. The KA manager contends that only partial modifications will be made for other VP, to improve the acquisition of presentations by individual lecturers, to improve the clarity and visual attractiveness of the materials. However, the assessment of changes, whether they are of a fundamental or partial nature, does not pass through a formalised process.

5 Evaluation of the incorporation of recommendations from the previous report

The following table provides an evaluation of the incorporation of recommendations from the previous evaluation report.

Table 6: Evaluation of the incorporation of recommendations from the previous report

Number	Title of recommendation	Description of recommendation	Incorporation of recommendation
1)	The participation of representatives of the decision-making sphere in expert panels and provision of feedback from MSMT to project implementers.	<p>The usability of KA 2 and KA 4 output in the APIV A project would be greatly helped if representatives of the decision-making sphere participated in expert panels at which the individual aspects of inclusive learning and the problems identified are widely discussed and the information obtained might therefore be of great benefit to the work of the MSMT.</p> <p>In the event that the personnel capacities at MSMT do not make participation in expert panels possible, it would at least be appropriate for the project implementer to be provided with feedback from MSMT on whether and how the output is being handled and, where appropriate, the direction in which the implementer will take thereafter.</p>	<p>A seminar was organised during the period under review for the main output users – MSMT, which focused on the results of research for educational policy needs, the most important findings, and facilitated broader discussion of proposals for systemic or targeted measures to improve school practice in the field of inclusive learning. The seminar was attended by representatives of the decision-making sphere and by staff of the Czech School Inspection Office, the APIV B implementation team, the core activity of NPI CR, and other stakeholders who are able to use the results of the research in their own work and share their experience at the seminar.</p> <p>It emerges from statements made by the substantive guarantor that the output presented is highly-valued material and that it is used for a proposed amendment to Decree No 27/2016 Sb. on the education of pupils with special learning needs and gifted pupils, and for the formulation of the Education Policy Strategy to the year 2030. The conclusions of monitoring are also used to set the focus of subsidies.</p> <p>The facts presented above shows that the output of the projects is being used by the MSMT to a sufficient extent and is of benefit to it.</p>

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Number	Title of recommendation	Description of recommendation	Incorporation of recommendation
2)	Augmenting the team of lecturers	The APIV A project needs to appropriately optimise the criteria for choosing lecturers so as to make it possible for other experts in the field of education to join the project, and in doing so to make it possible to satisfy the demands of the schools involved in the project.	<p>The team of lecturers has been augmented in several steps.</p> <ul style="list-style-type: none"> - New lecturers are only accepted on the basis of what is known as the team of excellent lecturers (does not require training in topics) - Furthermore: Increasing in the standard rate of lecturers (and others), increased support for lecturers and their evaluation, simplified training for lecturers on the part of the APIV B project. <p>It should be added that under the current conditions, the insufficient number of lecturers providing training physically in person has been replaced by a lack of trainers able to train remotely.</p> <p>In spite of this, it can be said that all the important steps aimed at resolving the situation were taken and that there is no longer any need to intervene in the matter without jeopardising the objectives of the project.</p>

6 List of sources and literature

Application for support for APIV A and APIV B projects, including all Appendices

Project Charters

Key activity time schedule

Overviews of key outputs to meet the indicators

Reports on the implementation of the project and their Appendices (ZoR No. 10 - 13)

Requests for changes

Outputs from internal evaluation of the project

Call in OP RDE Individual system projects II

Rules for applicants and beneficiaries – specific part, Call Individual system projects II, Version 3

1. and 2. Interim evaluation report under "Evaluation of individual system projects supported by PA 3 OP RDE – II, part II: Evaluation area A – Evaluation of APIV projects“

LIST OF ABBREVIATIONS

ABA	Applied behavioural analysis
TA	Teachers' assistant
APIV	Inclusive Education Action Plan
APIV A	project "Inclusive education and support for schools step by-step"
	Implementation of Inclusive Education Action Plan – methodological support
APIV B	Project "Support for inclusive education in educational practice"
BCBA	Board Certified Behaviour Analyst
CATI	Computer Assisted Telephone Interviewing
CAWI	Computer Assisted Web Interviewing
CEFR	The Common European Framework of Reference for Languages
SC	Support Education Centre
TG	Target groups
COSIV	Czech Society for Inclusive Education
CSI	Czech School Inspectorate
CSL	Czech sign language
DPP	Contract for Work
FEPW	Further education of pedagogical workers
ECER	European Conference of Educational Research
EERA	European Educational Research Association
ESIF	European Structural and Investment Funds
EQ	Evaluation question
HO	Home office
SPM	Senior project manager
ICOLLE	International Conference of Lifelong Learning
IPs	Individual system projects
IPo	Other Individual projects
KA	Key activity
KAP	Regional action planning
KIPR	Quality-Inclusion-Counselling-Development
CES	Complex evaluation system
MAP	Local action plan
META	Association for opportunities of Young Migrants
MPSV	Ministry of Labour and Social Affairs
MS	Nursery school
MSMT	Ministry of Education, Youth and Sport
MV	Monitoring Committee

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

NIDV	National Institute for Further Education
NUV	National Institute for Education
NPI CR	National Institute for Education of the Czech Republic
OMJ	Foreign mother tongue
EP	Expert panel
OPLA	Expert platform
OP EC	Education for Competitiveness Operational programme
OP HRD	Human resources development Operational programme
OP RDE	Operational Programme Research, Development and Education
P-KAP	Support of Regional Action Planning
PA	Priority axis
EW	Educational worker
PPUC	Teacher preparation
PR	Public relations
IR	Interim report
FR CSL	Framework of reference Czech sign language
MA	Managing authority
SC	Steering committee
SERRJ	Common European Framework of Reference for Languages
SMP	Strategic management and planning at schools and areas
SS	Secondary school
SVC	Leisure time centre
SYPO	Support system for professional development of teachers and headmasters
SIKK	Regional inclusive education concept
SIK	Inclusive education concept
UK	Charles University
EP	Education programme/module
VOS	Secondary vocational school
SEW	Senior educational worker
VR	Selection Process
VS	University
VZ	Public contract
ZoR	Implementation report
ZS	Elementary school
ZUS	Art school
z-c	foreign national

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