



Evaluation of Systemic and Conceptual Projects of the PO 3 OP RDE-II“

Part III: Evaluation Area D – Evaluation of the KSH project

4. Interim report

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LIST OF ABBREVIATIONS

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

NIQES	Project “National system of inspection evaluation of the education system in the Czech Republic”
NGO	Non - governmental non - profit organizations
NPI	National Pedagogical Institute
OP RDE	Operational Program Research Development and Education
P-RAP	Project “Support for Regional Action Planning”
PA	Priority axis
PPUČ	Project “Support for the Work of Teachers”
PISA	Programme for International Student Assessment)
PIRLS	Progress in International Reading Literacy Study
RAP	Regional action plan, also the so-called project
RIP	Regional information panels
ŘO	Managing authority
SRP	Project “Strategic management and planning in schools and territories”
SYPO	The system of support for the professional development of teachers and headmasters
TALIS	Teaching and Learning International Survey
TIMSS	Trends in International Mathematics and Science Study
TD	Tender documentation

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1 Executive summary

Evaluation of systemic and conceptual projects from OP RDE II, Part III: Evaluation Area D - Evaluation of the KSH project is a long-term evaluation that focuses on the evaluation of the implementation process and benefits of the Comprehensive Evaluation System project (KSH¹). The KSH project is implemented by the Czech School Inspectorate (ČŠI). The aim of the project is to improve the quality of education at all levels of the education system based on the developed methods, procedures and tools²:

- link external and internal evaluation processes,
- share the idea of quality in education,
- assess all parts of the national curriculum comprehensively,
- to build a culture of assessing the conditions, progress, and outcomes of education in the socio-economic and territorial context,
- consistently use and interpret available inspection data (from national and international activities) on education.

The KSH project includes a total of eight key activities:

KA1 Project management

KA2 Linking external and internal evaluation of schools and educational institutions and creating examples of inspiring practice

KA3 Assessment of key competences

KA4 Monitoring the level of equity in the education system

KA5 Secondary analysis of inspection data

KA6 Implementation of new evaluation procedures and methods

KA7 Collaboration with other IPs and IPOs in enhancing the evaluation culture

KA8 Evaluation

This evaluation is carried out throughout the implementation of the KSH project with four Interim Reports (IR) and a Final Report (FR) planned³. Within this 4. Interim Report (IR), the evaluation focused on evaluating the following evaluation questions in accordance with the Terms of Reference:

- EO D.1 To what extent is the management and implementation of the KSH project in line with the project application?
- EO D.6 How is the cooperation with other IPs and IPOs in KA7 taking place and what joint results have been achieved?
- EO D.7 What were the unintended impacts of the KSH project?

The evaluation was based on the analysis of information and data reported in the quarterly KSH Project Implementation Reports (the last available 18th report included the status as of July 2021) and other information in the information system (especially indicator fulfilment) and field research including mainly in-depth interviews with representatives of the ČŠI implementer (the main project manager

¹ Project registration number CZ.02.3.68/0.0/0.0/15_001/0000751

² Adapted from the KSH project specification in the tender documentation for the evaluation

³ The 1st PZ was submitted in May 2019, the 2nd PZ in October 2019, the 3rd PZ in October 2020, this 4th PZ in October 2020. PZ in December 2021, the FR will be submitted in the 3rd quarter of 2022.

and managers of all key activities), members of the internal review group and representatives of other system projects (IPs). The in-depth interviews were conducted during December 2021 and allowed for the completion of the information available from the Project Implementation Reports and a qualitative assessment of the project implementation progress.

Based on the available information and findings from the field investigations (in-depth interviews with the involved actors), it can be stated that the project activities are still taking place to the necessary extent and according to the planned schedule, and regarding the current progress of project implementation, it can be assumed that the project objectives will be met. Due to the obstacles encountered during the project implementation and the risks identified, the project promoter has chosen appropriate measures in order not to jeopardise the achievement of the planned timetable and project objectives. The internal evaluation is appropriately integrated into the project activities and its outputs are used and reflected in the subsequent project implementation. In the production of outputs, an emphasis is placed on the peer review system and the involvement of the internal review group, with all actors being involved in highlighting the relevance of the input they receive from the reviewers.

External influences in the form of the situation regarding the COVID-19 pandemic and changes in the schedules of international surveys have affected the schedule of activities KA2 (implementation of international surveys), KA5 (secondary analysis of data from international surveys), KA3 (implementation of pilot testing of key competences assessment tools) and KA6 (implementation of training and education). Therefore, the project implementation was extended with a deadline for finalisation of the project outputs until 31 July 2022.

Cooperation with other IPs and IPos and the KSH project takes place regularly within KA7 based on formal and informal meetings. Information is exchanged between projects and outputs are shared. KSH project outputs are transferred and further applied at LAP and RAP level (formative assessment area) and in other projects. Close cooperation between the KSH project and the SYPO projects⁴ (in the framework of methodological cabinets) and PPUČ⁵ (preparation of expert panels).

Current findings have repeatedly highlighted the issue of the role of MŠMT in relation to IPs. Representatives of IPs declare their interest in greater involvement of MŠMT in the systematisation of project outputs. The issue is now gaining relevance, especially in view of the phasing out of projects and the requirement to ensure the sustainability of the results achieved, and in the context of the preparation and setting up of the new programming period.

⁴ Project SYPO: System of support for professional development of teachers and principals implemented by NPI ČR

⁵ Project PPUČ: Supporting the work of teachers implemented by NPI ČR

1 Introduction and context of the report

1.1 Purpose of the report

The subject of the evaluation is the continuous monitoring and evaluation of the progress of the project implementation, including the fulfilment of its set objectives and the evaluation of the compliance of the implementation with the settings specified in the application for support. The present 4th Interim Report reflects an evaluation of the status of implementation of the KSH project as of July 2021 based on the information contained in the information system and the quarterly KSH Project Implementation Reports (the latest available is report number 18). Based on in-depth interviews with actors involved in the project implementation, which were conducted during December 2021, it was then possible to qualitatively assess the progress of the project implementation as of the end of November 2021.

1.2 Objectives and focus of the KSH project

The aim of the project "Comprehensive Evaluation System" (KSH) is to complete the process of linking external and internal evaluation of schools and educational institutions at all sublevels (which was initiated in the framework of previous projects, especially NIQUES funded by the OP HC), support the sharing of ideas about quality in education and complete the evaluation system conditions, course and results of education regarding the socio-economic and territorial context. The project will develop new methods, procedures, and tools for the assessment of key competences.

The project charter of the KSH was already presented at the 2nd meeting of the OP RDE Monitoring Committee and was approved in September 2015. However, in the following period, external and internal influences occurred which caused delays in the preparation of the application for support. The implementation of the project finally started on 1 February 2017. Based on the extension of the project implementation period, the project is now scheduled to end on 30 November 2022, with the project outputs to be finalised by 31 July 2022.

The project is implemented through eight key activities, with KA2-6 being the substantive activities aimed at changing the state of school assessment, followed by KA7, which aims to link the findings from the project implementation with other system projects (IPs).

Key activities of the KSH project:

- KA1 Project management
- KA2 Linking external and internal evaluation of schools and educational institutions and creating examples of inspiring practice
- KA3 Assessment of key competences
- KA4 Monitoring the level of equity in the education system
- KA5 Secondary analysis of inspection data
- KA6 Implementation of new evaluation procedures and methods
- KA7 Collaboration with other IPs and IPOs in enhancing the evaluation culture
- KA8 Evaluation

2 Summary of implementation progress for the next period

1.3 Focus of evaluation activities

The process of the evaluator and the focus of the 4th Interim Report (IR) is based on the requirements of the ToR and the evaluation matrix prepared in the Inception Report. Within the framework of the 4. PZ the evaluation primarily focused on addressing the following evaluation questions in accordance with the requirements of the tender documentation:

- EO D.1 To what extent is the management and implementation of the KSH project in line with the project application?
- EO D.6 How is the cooperation with other IPs and IPo in KA7 taking place and what joint results have been achieved?
- EO D.7 What were the unintended impacts of the KSH project?

1.4 Field survey

The scope of the survey is based on the requirements of the tender documentation and the proposed solution, and more specifically on the plan of activities defined in the Inception Report, respecting the current situation in the project implementation process. The scope and method of implementation of the investigation has been continuously consulted and agreed by the Contracting Authority.

Considering the stage of project implementation to date and the evaluation questions relevant to 4. Interim Report, the evaluation focused on assessing process issues in relation to the project implementation process and its progress towards meeting the objectives. The aim of the field investigation was thus, regarding the requirements of the tender documentation and the proposed solution, to address the relevant actors involved in the implementation of the project activities and the actors who have the competences and information to formulate their expectations in relation to the project activities. **Field survey for 4. Interim Report, in addition to assessing the implementation progress, also focused on defining the target groups and expected benefits of the implemented activities to prepare a framework for evaluating the results and impacts of the KSH project, which will be the subject of the Final Report⁶.**

Assessment of evaluation questions in 4. Interim Report builds on the findings of the previous surveys carried out for the 1st, 2nd, and 3rd Interim Reports. Interim Report. These findings have been further updated and supplemented for the purposes of the 4th Interim Report. In particular, the in-depth individual interviews via telephone interviews were added to the Interim Report. The choice of in-depth interviews as an appropriate method for the fieldwork was made with consideration of the need to obtain qualitative information from the respondents. In view of the evaluation questions addressed,

⁶ Final report to be submitted in Q3 2022

the main representatives of the implemented KA were included in the survey, i.e. all KA managers and the main project manager were contacted. In addition, selected representatives of the internal review group and representatives of the collaborating IPs and IPO were contacted. Specifically, the following were contacted:

- KSH Senior Project Manager
- Managers of all key activities (KA2, KA3, KA4, KA5, KA6, KA7 and KA8 - evaluation)
- Representatives of the internal peer review group (addressing two key members who were involved in most of the peer reviews during the evaluation period)
- Representatives of other IPs and IPOs cooperating with the KSH project (representatives of APIV-A, APIV-B, PPUČ, SYPO, P-RAP, LAP projects).

Overview of the investigations carried out:

Method	Respondent	Link to EO	Number of respondents	Deadline
CATI in-depth telephone interview	KSH Senior Project Manager	D.1, D.6	1	13. 12. 2021
CATI in-depth telephone interview	Manager KA2	D. 1	1	7. 12. 2021
CATI in-depth telephone interview	Manager KA3	D.1	1	13. 12. 2021
CATI in-depth telephone interview	Manager KA4	D.1	1	16. 12. 2021
CATI in-depth telephone interview	Manager KA5	D.1	1	10. 12. 2021
CATI in-depth telephone interview	Manager KA6	D.1	1	10. 12. 2021
CATI in-depth telephone interview	Manager KA7	D.1, D.6	1	10. 12. 2021
CATI in-depth telephone interview	Manager KA8 Evaluation	D.1	1	14. 12. 2021
Group interview (online)	Representatives of the Ministry of Education, Section IV	D.1, D.6	3	15. 2. 2022
CATI in-depth telephone interview	Representatives of the internal opposition group	D.1	2	16. 12. 2020
CATI in-depth telephone interview	Representatives of other IPs and IPOs cooperating with the KSH project (representatives of the projects APIV-A, APIV-B, PPUČ, SYPO, P-RAP, LAP)	D.6	6	6. - 4. 12. 2021

1.5 Summary of progress for the next period

For the Final Report due in third quarter of 2022, the investigation and evaluation will focus on addressing the following evaluation questions, as required by the Terms of Reference:

- **EO D.1 To what extent is the management and implementation of the KSH project in line with the project application?**
- **EO D.2 What benefits do different types of key actors perceive from the KA2 key outputs (or their sub-elements)?**
- **EO D.3 To what extent are the new tools and the modified electronic system for assessing pupils' key competences developed in KA3 understandable and usable for teachers?**
- **EO D.4 To what extent do the key actors of initial education consider the output (or parts of it) of the project in KA4 "Comprehensive methodology for monitoring and evaluating the equity of the education system and schools in the Czech Republic" to be useful and why?**
- **EO D.5 To what extent do key actors in initial education and education policy makers find the "Secondary Analysis of Inspection Data" produced in KA5 useful and why?**
- **D.6 How is the collaboration with other IPs and IPo in KA7 taking place and what joint results have been achieved?**
- **EO D.7 What were the unintended impacts of the KSH project?**

To assess the evaluation questions above for the Final Report, the following groups of respondents are expected to be approached during the field survey:

- Project team representative (implementer) - main project manager, project evaluator
- KA Managers
- *by agreement of the* OP RDE Managing Authority Representative (project administrator)
- Representatives of the Expert Opposition Group
- Representatives of target groups/users of project outputs

3 Findings and answers to evaluation questions

In line with the implementation process set out in the Inception Report, the 4. Interim Report, the evaluation focused on addressing the following evaluation questions:

EO D.1 To what extent is the management and implementation of the KSH project in line with the project application?

Partial evaluation questions:

- D.1.1. Does the implementation of key activities and the processing of outputs correspond to the planned timetable and the actual needs of the project implementation?
- D.1.2. To what extent are the objectives of the KSH project being achieved in relation to the five desired changes to the status quo?
- D.1.3. Are there risks to the implementation of the project and the achievement of the objectives?
- D.1.4. Do the project's evaluation activities conform to a good evaluation practice?
- D.1.5. Is the implementation of KA6 Implementing new evaluation procedures and methods to the expected extent and quality?
- D.1.6. Do the actors involved in early childhood education find the opportunities for collaboration beneficial?
- D.1.7. To what extent is feedback from ČŠI regional consultants used?
- D.1.8. What is the contribution of the Expert Review Group to the internal evaluation of the project?
- D.1.9. During the project, what does the implementation team consider to be the biggest barriers to successful implementation?

EO D.6: How is the cooperation with other IPs and IPo in KA7 taking place and what joint results have been achieved?

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

Evaluation EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

The evaluation of EO D.1 is based on an analysis of the information and data presented in the quarterly KSH Project Implementation Reports (the last 18th report included described the status as of 31 July 2021), including the information contained in the 4th. Interim Self-Assessment Report and other information in the information system (in particular, the fulfilment of indicators). The information obtained in the reports was verified and supplemented in individual interviews with representatives of the ČŠI implementer (the main project manager, managers of KA2, KA3, KA4, KA5, KA6, KA7, KA8) and representatives of the internal review team.

Regarding the evaluation questions addressed in this report (EO D.1, EO D.6 and EO D.7), the evaluation focused on the overall implementation progress in each of the key activities, with the implementation of KA6, KA7 being evaluated in greater detail and depth (in relation to EO D.1.5 and D.6). The evaluation of the implementation progress in KA2, KA3, KA4 and KA5 was the focus of the previous Interim Evaluation Reports in more detail, with the evaluation of the results and impacts of the project implementation to be subsequently the subject of the Final Report.

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

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

This part of the evaluation focuses on verifying that the progress of the implementation of each key activity is in line with the project implementation plan and that the actual needs for proper project implementation are ensured. This evaluation sub-question focuses mainly on the procedural aspect of project implementation, with the substantive qualitative evaluation (achievement of objectives and benefits for target groups) being the subject of EO D.1.2 (effectiveness) and the evaluation of usefulness for target groups being the subject of EOs D.2, D.3, D.4, D.5⁷. The current status of the implementation of the individual planned activities and outputs of the project was assessed on the basis of the implementation of the expected timetable for the project implementation (document: "Overview of key outputs to meet the ESF product indicators") and in-depth interviews with actors involved in the project implementation (main project manager, manager KA2, KA3, KA4, KA5, KA6, KA7, KA8).

For the purposes of the evaluation under 4. Interim Report, the progress of the project activities and the evaluation of the progress of the project implementation compared to the previous status was updated (in the 3rd Interim Report, the status of the project implementation progress as of July 2020 was evaluated).

A detailed evaluation of the progress and implementation of the planned activities in each KA is the subject of Annex 1 - Technical Report.

⁷ These evaluation questions have been evaluated in previous Interim Reports and will subsequently be evaluated in the Final Report in 2022.

A detailed evaluation of the progress of the implementation of the substantive KA will be the subject of the Final Report to be submitted in Q3 2022.

Answer to the evaluation question

Based on the information and outputs presented in the KSH Project Implementation Reports (latest available ZoR No. 18 as of 31 July 2021) and information supplemented from the project's key activity managers (as of November 2021), the following project implementation status can be summarized:

KA2 Linking external and internal evaluation of schools and educational institutions and creating examples of inspiring practice

The finalisation of KA2 outputs has been postponed from the planned deadline of 31 October 2021 to 31 July 2022 (approved as part of the extension of the overall project implementation). The reason for this was the postponement of the dates of the international surveys (given at international level). All planned deliverables will be completed by the postponed deadline. So far, the activity has published reports on the preparation and implementation of the international surveys TIMSS 2019, PISA 2021, PIRLS 2021 and published Publications on the released tasks from PISA 2015, TIMSS 2015, PIRLS 2016.

The finalisation of the Methodology for linking external and internal evaluation of schools and the Examples of inspiring school practice were completed on schedule (autumn 2021).

KA3 Assessment of key competences

The finalisation of KA3 outputs has been postponed from the planned deadline of 31 October 2021 to 31 July 2022 (approved as part of the extension of the overall project implementation).

The tender for the modification of the electronic information system (module integrated with the existing electronic systems of the Czech School Inspectorate, enabling the assessment of the level of key competences) was completed (contract signed in September 2021). According to information from the KA manager, the delay in the implementation of the tender should not affect the completion of the system modifications within the extended KA implementation schedule.

According to information from the KA manager, the methodologies for internal and external assessment of key competences are currently being finalised. Of the 420 planned complex competency projects or assessment activities (the so-called Assessment Toolkit), less than 400 had been completed by the end of November 2021. All assessment activities, according to information from the KA manager, will be ready for piloting, which is planned for spring 2022.

KA4 Monitoring the level of equity in the education system

The finalisation of KA4 outputs was postponed from the planned deadline of 31 October 2021 to 31 January 2022.

A comprehensive system of equity indicators at the school level, the Methodology for Monitoring and Evaluating the Equity of the Education System in the Czech Republic, and the LAP of Socio-Economic and Other Conditions for Kindergartens and Primary Schools in the Czech Republic are currently being finalized. Completion is expected on a delayed timetable by the end of January 2022.

KA5 Secondary analysis of inspection data

Secondary analyses of data from the international surveys PISA 2015, TIMSS 2015, PIRLS 2016 were published in accordance with the schedule in KA5. In addition to the planned activities, the Analytical Report of the Regional Systems of the Czech Republic, Secondary Data Analysis of the international surveys PISA 2018, TALIS 2018 were prepared. As part of the extension of the KSH project, the Secondary Data Analysis for the TALIS 2018 and PISA 2018 link (TALIS-PISA link) will be prepared additionally.

The methodology for collecting and analysing data from the results of internal and external surveys, area and sample assessments and testing, including the linking of external evaluations of the Czech School Inspectorate, and a set of standardized analytical tools in the environment of standard statistical programs based on the methodology were completed by November 2021 (according to information from the KA manager, the finalization was delayed by one month).

KA6 Implementation of new evaluation procedures and methods

The implementation of training events and seminars is proceeding as planned despite the constraints associated with the COVID-19 pandemic. 9,984 people have been trained as of 31 July 2021. Given the continued interest, the training programmes will be extended until 2022. The target of 10,000 trained will be exceeded.

Regarding the extension of the project implementation to 2022, the implementation of the Regional Information Panel and the Final National Conference has been postponed (implementation deadline until 31 July 2022).

A detailed assessment of KA6 is the subject of EO D 1.5.

KA7 Cooperation

The cooperation with other IPs and IPo is adequate to above standard.

A detailed assessment of KA7 is the subject of EO D 6.

The implementation of the project activities is proceeding in accordance with the revised and approved project schedule. The extension of the implementation affects the originally planned timetable for the pilot testing of the evaluation tools and the development of the methodology for KA3⁸ and the implementation of the international surveys under KA2, with implications for KA5 and KA6.

The shift in the preparation of international surveys has been influenced by the international context and the situation following the COVID-19 pandemic. In the international context, some pilot surveys, and other activities key to the implementation of international surveys have been postponed.

The implementation of key activities and the processing of outputs corresponds to the current needs and the adjusted project implementation schedule. However, the shift in the implementation schedule

⁸ The finalization of a set of assessment tools (especially complex competence projects) for the assessment of individual key competences of the RVP ZV, the Methodology of internal school assessment of key competences of the RVP ZV in a suitable connection with selected educational areas and the piloting of assessment tools in the new integrated IS module has been postponed with the implementation deadline of 31 July 2022.

should not jeopardise the achievement of the expected project objectives (see also EO D 1.2 for more details).

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

D.1.2. To what extent are the objectives of the KSH project being achieved in relation to the five desired changes to the status quo?

The evaluation in this part primarily focuses on the achievement of the objectives of the KA (evaluation of effectiveness), namely the achievement of the expected changes in the status quo as defined in the Project Charter.

The evaluation of this evaluation question is based on the findings of EO D.1.1, supplemented by an assessment of the relevance of the implemented activities and intermediate outputs with respect to the project objectives. It also includes outputs and findings from the qualitative findings from the field surveys conducted and an assessment of the progress of the project indicators. A detailed evaluation of the substantive KA (KA2 to KA5) has been the subject of previous Interim Reports and an overall evaluation of the achievement of the project objectives (purpose) will be assessed in the Final Report⁹. The evaluation in this (4th Interim Report) report focused mainly on the identification of the expected benefits for specific target groups to provide a relevant basis for the subsequent evaluation of the benefits achieved and the achievement of the project objectives, which will be addressed in the Final Report in EO D.2 to D.5.

The link between the implemented activities and intermediate outputs to the planned project outputs and expected project benefits are the subject of Annex 1 - Technical Report.

Anticipated benefits for target groups and potential use of project outputs

The expected benefits for specific target groups were identified based on the actual outputs achieved, information contained in the Implementation Reports and guided in-depth interviews with actors involved in their preparation. The identification is thus based on the actual findings as well as on the previous investigations carried out in the context of EOs D.2 to D.5 for previous Interim Reports.

KA2 Linking external and internal evaluation of schools and educational institutions and creating examples of inspiring practice

KA2 has two sets of outcomes:

1. Outputs from international surveys
2. Methodology for linking external and internal school evaluation, including Examples of Inspiring Practice (EIP)

The potential users and benefits of the outputs of international surveys are in particular:

- Teachers in schools
 - Use of relaxed tasks in teaching (presented at KA6 training sessions)
 - For example, inspiration for literacy development - using literacy tasks in reading, science and maths (PISA)

⁹ The submission of the Final Report is scheduled for the 3rd quarter of 2022.

- Education policy makers (MŠMT) and education professionals
 - Using findings from international surveys for education policy making
 - In relation to the outputs of KA5 - published Secondary data analysis from international surveys
- ČŠI
 - ČŠI has relevant data from external evaluation of the education system and uses it to improve the quality of inspection activities

Potential users and benefits of the Methodology for linking external and internal school evaluation and EIP are mainly:

- Inspectors of the ČŠI
 - Use of methodological comments on quality school criteria in inspection activities
 - Alignment of assessment procedures between inspectors and regional inspectorates
 - Use of the EIP for possible recommendations to schools based on the results of inspection activities (note: ČŠI does not "advise" and recommend schools in the description of inspection activities, but inspectors still offer suggestions for improvement to principals beyond the scope of inspection activities)
- School leaders
 - Use of methodological recommendations on quality school criteria
 - Inspiration and the use of Examples of Inspirational Practice (EIP) to meet the criteria of a quality school

The outputs of the international surveys, including released tasks and secondary data analyses (KA5), are continuously published, and made available to users. Released tasks from international surveys are also fed into workshops and training programmes under KA6 activities (see EO D 1.5 for more details).

The methodology for linking external and internal school evaluation is still available only to ČŠI inspectors. One inspector from each region has been involved in the development and commenting on the methodology, who further informs their colleagues (methodological comments are discussed and debated in the form of inspectors' discussion meetings). A targeted information seminar for inspectors is planned for late spring/winter 2022.

Examples of inspirational practice (EIPs) are gradually published in the database of OP RDE outputs (so far about 25 out of 80 EIPs have been published¹⁰)¹¹. So far, school representatives have had the opportunity to get acquainted with selected EIPs during training events (KA6) and expert panels (KA7). For these purposes, EIPs relevant to the issue at hand are selected. The complete set of EIPs and the Methodology for linking external and internal school evaluation (part of the methodological

¹⁰ By July 2021, 45 EIPs had been finalised and submitted as Implementation Reports. A further 35 EIPs were then finalised by October 2021.

¹¹ Note: in the framework of the comment procedures for this report, MŠMT responded appropriately and added the keywords "example of inspiring practice" to the EIPs in the database of OP RDE outputs, so that the EIPs are more easily and easily searchable in the database.

recommendations for schools) will be published by the ČŠI through the methodological website, which the ČŠI plans to launch no later than before the start of the school year 2022/2023.

KA3 Assessment of key competences (KC)

Potential Users and Benefits of the Methodology for External Evaluation of Support for the Development of Key Competences

- Inspectors of the ČŠI
 - The methodology highlights key competences as a separate theme that is reflected in inspection activities
 - For example, use during hospitalization, use of the questionnaire developed for the evaluation of KK at school

Potential users and benefits of the Methodology for Internal School Assessment of Key Competences and the Assessment Toolkit

- School management and teachers
 - Planning learning activities to achieve learning objectives
 - Use in school self-evaluation (systematic evaluation of the level of development of key competences at the level of the pupil, school)
 - Teachers use assessment activities to support and evaluate KK

The methodology for external evaluation of support for the development of key competences has already been reflected in the form for the hospital record. A targeted information seminar for inspectors is planned for spring/winter 2022.

The evaluation activities will be pilot tested during spring 2022 (the aim is to test all 420 Comprehensive Competence Projects, the so-called Evaluation Activities).

The complete set of evaluation activities and the methodology for internal school evaluation will be published by the ČŠI through the methodological website, which the ČŠI plans to launch before the start of the school year 2022/2023 at the latest.¹²

KA4 Monitoring the level of equity in the education system

As part of KA4, a LAP of catchment districts was developed - school statistical districts as the basic statistical units for evaluating equity indicators.

The output of KA4 will be in particular a methodology and a comprehensive system of equity indicators at school level, which will represent a set of indicators that will allow defining equity in education at school level, including tools to identify the socio-economic background of students in the school.

A LAP of socio-economic and other conditions for kindergartens and primary schools in the Czech Republic will be prepared for the presentation and visualization of data. The resulting interactive LAP will present the socio-economic background of schools and other characteristics of the locality in which the school is located that need to be considered when evaluating the conditions, course, and results of education.

¹² <https://database.opvvv.msmt.cz/>

Potential users and benefits of KA4 outputs

- ČŠI and ČŠI inspectors
 - Inspectors consider the socio-economic conditions and background of the school and its pupils in their inspection activities
 - Methodological alignment of inspection activities between inspectors and inspectorates
 - Inspectors are involved in data collection as part of their inspection activities
 - The ČŠI uses a questionnaire to assess the socio-economic status of schools in a survey (carried out once every 3 years)
 - The analytical unit at the ČŠI uses indicators to prepare documents for inspectors
- MŠMT
 - Ensures the sustainability of the application of outputs
 - Institutionalization of school catchment districts as statistical units)
 - Sets up procedures on how to work with equity indicators (data collection and use)
 - Using school and catchment area data to formulate strategies and support education
- School management
 - Indirectly uses feedback from inspection activities

The KA4 outputs will be finalised during January 2022 and should be available to the target groups (ČŠI and MŠMT) immediately afterwards. A questionnaire to assess the socio-economic status of the school should be used during spring 2022 as part of the universal testing of schools.

Evaluation based on the equity indicator system is a very sensitive topic, especially for schools, and the process of publishing and working with the data will be discussed within the ČŠI and MŠMT. The presentation of data should contribute to supporting schools and not stigmatise them. The evaluation of the application of the outputs in practice will be the focus of the Final Report.

KA5 Secondary analysis of inspection data

Potential users and benefits of secondary analyses of international survey data

- Managers and directors of regional inspectorates of the ČŠI
- MŠMT during development of education policy
- School management

Secondary analyses of data from the international survey are processed in connection with the implementation of international surveys within the framework of KA2. For more details on the target groups and the application of the outputs, see also KA2.

Potential Users and Benefits of the Data Collection and Analysis Methodology and the Typed Analytical Toolkit¹³

- Analytical unit of the ČŠI
 - The methodology and the set of standardized tools will be applied by the analytical unit at the central level of the ČŠI when working with the survey results
 - Preparation of thematic reports and secondary analyses
- Indirectly, the use of analysis outputs
 - Managers and directors of regional inspectorates of the ČŠI
 - Inspectors consider the socio-economic conditions and background of the school and its pupils in their inspection activities
 - The Ministry of Education and stakeholders in education
 - Education actors and education policy makers have detailed information on relevant aspects of education
 - The information is used to inform relevant education policies and the proposed measures lead to more effective education

Fulfilling the project composite indicators

Note: The fulfilment of the project indicators was assessed as of 31 July 2021 based on the data contained in the Implementation Report No.18. The finalization of most outputs during the autumn of 2021 was thus not reflected in the indicators.

Achieving the key outcomes is a prerequisite for meeting the project objectives. From this point of view, the gradual fulfilment of composite indicator 50801 Number of products in system projects, which was 63.9% fulfilled as of 31 July 2021 (the status as of July 2020 was 53.9%), is essential. This is a composite indicator of two indicators: Number of training modules with methodology and training programme (51301) and Number of national systems or their components (54902). To achieve the indicators, it is necessary to fulfil the enumerated range of key outputs defined in the application for support in the Key Output Overview to fulfil the ESF project output indicators.

The analysis of the information available from the Implementation Reports shows that the timetable for the implementation of the key outputs (fulfilling indicator 50801) has been respected and the basic assumptions for meeting the project objectives are continuously fulfilled in this respect. Most of the outputs counted towards the indicator were not finalised until autumn 2021. For more details on the project timetable see EO D1.1.

The outcome indicator Number of organisations affected by the system intervention (50810) has so far been 67.9% fulfilled (the status as of July 2020 was 53.2%). This indicator should be met following the implementation of KA2 and KA3. In accordance with the revised project implementation plan, the

¹³ Methodology for collecting and analysing data from the results of internal and external surveys, area and sample assessments and testing, including the linking of external assessments of the Czech School Inspectorate, internal school assessments and other methods for more detailed monitoring of selected criteria of school quality with regard to its specifics and students' learning assumptions / A set of standardised analytical tools in the environment of standard statistical programmes based on the methodology

indicator has so far been met only in KA2 (schools involved in international surveys). In the pilot survey planned for KA3, additional schools involved in the validation of the evaluation activities will be included in this indicator (pilot validation is planned for spring 2022).

Table 1: Overview of KSH project indicators

Indicator code	Name of indicator	Characteristics of the indicator (in relation to the project)	Target value	Achieved value (as of 31.7.2021)	Implementation rate (%)
50801 (output)	Number of products in system projects	Sum indicator of indicators: 54902 and 51301	2	0 (continuously filled see text)	63.9%* (continuously filled see text)
51301 (output)	Number of training modules with methodology and training programme	Number of training modules with methodology and curriculum. The fulfilment of the indicator consists of the fulfilment of a number of sub-outputs specifically defined in the application for support.	1	0 (continuously implemented in accordance with the plan, see text)	57.1%* (continuously filled see text)
54902 (output)	Number of national systems or their components	A product that has a national systemic impact on education. The fulfilment of the indicator consists of the fulfilment of a number of sub-outputs specifically defined in the application for support.	1	0 (continuously implemented in accordance with the plan, see text)	70.6%* (continuously filled see text)
50810 (result)	Number of organisations affected by the system intervention	So far implemented under KA2: schools involved in the pilot and main data collection of TALIS, PISA and TIMSS, PIRLS. In line to be fulfilled under KA3: schools involved in pilot testing of key competences assessment tools	total 1 032 (in KA2 target min. 1 100) (in KA3 the target is min. 420)	1 032 (so far, according to the modified plan, implemented under KA2)	67,9 %

Source: application for support, KSH project implementation reports (ZoR No. 18, 31.7.2021)

*The current share of fulfilment of indicators 54902 and 51301 was calculated based on the share of achieved partial outputs that fulfil the respective indicators. The performance status of composite indicator 50801 was calculated as the average of the performance of indicators 54902 and 51301.

Benefits of the project so far

The main benefits of the project so far are the following application of the project results:

- Teachers are introduced to the released tasks from international surveys and trained to use InspIS SPP in training events in schools and mobile centres in KA6 (linked to KA2 and KA5). To date, 9 984 people have been trained. According to the available information and feedback from the training events (evaluation questionnaires), the skills acquired are beneficial for the teachers and can be expected to be reflected in their teaching (for more details see the evaluation of KA6 under EO D1.5).
- The inspectors of the ČŠI are familiar with and use methodological comments and procedures for evaluating the criteria for quality schools (the so-called comments on the evaluation criteria, linked to KA2).
- The inspectors of the ČŠI use the output of the project in the form of released tasks in their inspection activities. Specifically, as a basis for recommendations to schools following the results and findings of inspection activities (link to KA2, KA5).
- The development of methods for the assessment of Key Competences - KC (KA3) is applied by the involved didactics in the context of teaching at universities and according to them it allows to increase the understanding of the issue of key competences among students.
- Examples of inspiring practice (EIP) are used in training events (linked to KA6) and applied by inspectors in recommendations to schools following the results of inspection activities.

Answer to the evaluation question

Based on the findings of the analysis of the project implementation schedule, the implementation of the intermediate outputs of the KA and the findings of the qualitative survey, no obstacles were identified that would threaten the achievement of the project results and objectives. The activities and intermediate outputs of the project to date are linked to the planned project outputs and are relevant to the achievement of the expected benefits of the KA and the overall project objectives.

From the point of view of the application of the project outputs, the delay in the presentation of the project outputs to target groups can be considered undesirable due to the delay in the finalisation of the ČŠI methodological website, where the publication of the outputs is planned. According to the information of the ČŠI representatives, the methodological website should be ready before the beginning of the school year 2022/2023. Although schools are informed about selected outputs in the framework of educational and other dissemination activities, access to a comprehensive set of outputs is not yet ensured.

A detailed evaluation of the fulfilment of the objectives (purpose) of the project will be subject of the Final Report. The investigation and evaluation of the evaluation questions for the Final Report will focus on the evaluation of the fulfilment of the expected benefits of the KA implementation and the fulfilment of the potential benefits of the outputs for specific target groups (see text above).

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?*D.1.3. Are there risks to the implementation of the project and the achievement of the objectives?**D.1.9. What does the implementation team consider to be the biggest barriers to successful implementation during the project?*

To ensure logical continuity and minimise redundant steps, the evaluator merged the solutions to sub-questions D.1.3 and D.1.9.

The identification of risks and barriers to project implementation was assessed primarily through interviews with representatives of the implementation team (the main project manager and KA managers) and members of the internal review group. These were confronted with the evidence and data presented in the quarterly KSH Project Implementation Reports (the last 18th report covered the status as of July 2021), the information contained in the 4th KSH Project Implementation Report. Interim Self-Assessment Report, which was referred to by representatives of the implementer during the guided interview.

Setting up risk management at project level

Part of the project management is the continuous monitoring of risks, their registration and solution within the so-called Risk Database. Risks are continuously handled in this way in accordance with the PRINCE2 project management standards. In addressing the evaluation question, the identification of risks and barriers to project implementation focused on the risks and barriers associated with meeting the expected timetable and objectives of each key activity. The primary focus was on the substantive aspects of project implementation in relation to the implementation of the substantive KA.

An overview of the risks to the achievement of the KSH project objectives is provided in the Technical Report (Annex 1).

Answer to the evaluation question

While addressing the evaluation question, the existing obstacles to project implementation and risks that could potentially affect the achievement of the project objectives were identified. The identification of risks and obstacles was based on interviews (qualitative research) with actors involved in the project implementation (see above), members of the internal review group and the analysis of information available in the Project Implementation Reports and Self-Evaluation Reports.

For the identified barriers and risks, the project team's approach to barrier removal and risk elimination/management was assessed based on in-depth interviews with the actors involved in the project implementation.

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

For the identified risks potentially threatening the achievement of the objectives, the implementation team has, according to the findings so far, set up an approach to their management so that these risks

are eliminated or mitigated and do not threaten the achievement of the project objectives. For the main risks identified, please refer to the Overview of Risks to the Achievement of the KA Objectives of the KSH Project (Annex I: Technical Report).

A newly identified risk was associated with the preparation of the implementation of the pilot testing of evaluation activities in schools under KA3. As a result of delays in the tender for the modification of the information system module, the module may not be ready for the implementation of the pilot validation of the evaluation activities in schools. A possible solution would be to pilot test the evaluation activities without the support of the information system. However, in this case there is a risk that the functionalities and user-friendliness of the information system will not be sufficiently tested to support the implementation of the evaluation activities.

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

D.1.4. Do the project's evaluation activities conform to good evaluation practice?

The progress of the evaluation activities was evaluated based on the outputs of the evaluation activities presented in the Implementation Reports. The evaluation of this evaluation question builds on the evaluation findings for the previous three Interim Reports. The evaluation of the work with outputs and their application for the optimization of the project implementation process was assessed based on interviews (qualitative survey) with representatives of the implementation team (Chief Project Manager, Manager KA8 - Evaluation Methodologist and Manager KA2, KA3, KA4, KA5, KA6, KA7) and members of the internal review group.

The organisation and implementation of the internal evaluation of the project is set up and is unchanged from the previous situation. The internal evaluation of the KSH project is implemented through the following activities and tools:

Internal Opposition Group

In accordance with the terms of the call, an internal review panel was established. The members of the internal review group comment on the final project outputs and the implemented project actions. The Internal Opposition Group works with the same composition as in the previous evaluation period and is involved in line with expectations, i.e., in line with the project requirements.

Members of the internal review group prepare review opinions on all final project outputs (see EO D.1.8 for more details).

Evaluative assessments of the training provided to school leaders and ČŠI staff in mobile learning centres and expert panels

Selected training activities are attended by "external observers" from the internal review team or members of the implementation team who participated in the preparation of the training. The output is evaluation reports on the monitored seminars. At least once each type of training activity is assessed in this way.

The evaluators assess the implemented actions within KA6 and KA7 positively. Both the face-to-face training in schools (KA6) and the expert panels carried out under KA7 are positively evaluated (for more details see the evaluation of KA6 and KA7 under EO D. 1.5 and D. 6). Any sub-recommendations formulated in the evaluations were considered in the planning of follow-up actions as expressed (and

supported by factual actions) by the KA6 and KA7 managers. Based on the findings and conclusions of the evaluation reports, it can be concluded that the training events are evaluated positively with benefits for the participants. According to the evaluations, their quality and focus correspond to the requirements and scope. For more details on the evaluation of the training events see evaluation question EO D. 1.5 below.

Ad hoc involvement of external experts and expert consultants

In order to provide an "outside" view (beyond the implementation team), external experts and consultants are engaged on an ad hoc basis to produce outputs. Their task is to formulate recommendations, comments and suggestions on the intermediate outputs. Experts are involved according to the actual need (following the production of specific outputs) in consultation with the KA managers. Experts from both academia and tribal ČŠI staff are approached for involvement.

In the period from July 2020 (from the evaluation for the 3rd Interim Report), the expert consultants were involved in the assessment of mainly KA2 outputs (linking self-assessment and external evaluation, creating new functionalities of the InspIS SPP system, assessing the created materials with released tasks from international surveys), as well as in the assessment of KA4 outputs: methodological recommendations on the criteria for assessing the conditions, course and results of education. (For more details see also EO D.1.8).

Interim self-assessment report

In accordance with the terms of the call, 4. Interim Self-Evaluation Report covering the 2020 period. The report has been submitted and approved under the 17. Report on the implementation of the KSH project.

Conducting questionnaire surveys among training participants and regional panels (immediately after the training)¹⁴

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

The results of the questionnaire surveys are regularly evaluated and reflected in the setting of training activities.

The trainings conducted during the reporting period¹⁵ were evaluated as beneficial by the participants. For details on the results of the questionnaire surveys, see evaluation question EO D. 1.5 below.

Answer to the evaluation question

During the evaluation period, i.e. since August 2020, evaluation activities with regard to project outputs continued at the previous intensity and scope. The capacity of external experts/consultants,

¹⁴ Technically, this activity falls under the relevant subject KA (specifically KA6)

¹⁵ Outputs implemented in the monitoring period 15 to 18, i.e. from 1 August 2020 to 31 July 2021.

the opinions of the internal review team members, as well as internal evaluation of the implemented trainings based on questionnaire surveys of participants are used for evaluation and feedback. The internal evaluation is integrated into the project activities and its outputs are, according to the evaluators themselves submitting recommendations and the managers of key activities, used, and reflected in the implementation of project activities or directly reflected in the project outputs.

The internal evaluation of the KSH project can thus continue to be assessed as adequate and appropriately linked to the project activities.

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

D.1.5 Is the implementation of KA6 Implementing new evaluation procedures and methods to the expected extent and quality?

The extent and quality of the implementation of KA6 was evaluated based on the analysis of the KA6 outputs presented in the Implementation Reports and on a qualitative survey of the actors involved in the implementation and evaluation of KA (interviews with the main project manager and the KA6 manager). The quality or usefulness for the target groups was assessed based on the results of questionnaire surveys carried out among the participants of the training events. As a result of the situation related to the COVID-19 pandemic, it was only possible to deliver the training in schools and mobile centres in early autumn 2020, after which most of the training was moved to a distance learning format.

The training in mobile learning centres has been running since 22 September 2020 (from 14 October 2020 it switched to distance learning¹⁶):

- Practical seminars to support self-evaluation using InspIS ŠVP in preschool and primary education
- September and October 2020 (127 participants)

Webinars in the regions (online form of training programmes):

- Implementation of a training programme aimed at Supporting school self-evaluation (primary schools and kindergartens) using InspIS ŠVP
 - Webinars designed for SPP Coordinators
 - 15 webinars in autumn 2020 (972 participants)
 - 20 webinars in spring 2021 (1,505 participants)
 - It continues through the fall of 2021 and will resume in the spring of 2022 (due to continued interest in the seminars)
- Implementation of an educational programme aimed at exploiting the didactic potential of the tasks released from the PISA 2015 international survey.
 - 10 webinars in spring 2021 (128 participants)
 - The programme is divided into two modules (A and B), with Module B offered for primary and secondary school teachers and Module A offered for secondary school teachers

¹⁶ closure of primary schools from 14 October 2020

- The aim is to provide inspiration for improving the teaching of mathematics, science subjects and promoting reading skills
 - It will continue in spring 2022 - the webinar is still in demand
- Implementation of a training programme that focuses on supporting the work of the head teacher or deputy head teacher in managing the school and the educational process, linking external and internal evaluation, supporting self-evaluation, change management, examples of inspiring practice and their transfer, effective feedback, etc.
 - Launched in spring 2021 in an online environment and continuing in a full-time format from September 2021 and will be completed in May 2022
 - Involvement of groups of up to 20 people who have been working together for a long time (one year)
- Education for first grade teachers TIMSS 2015, PIRLS 2016
 - Modification of the webinar into online form and training of lecturers
 - Webinar will be launched from January 2022

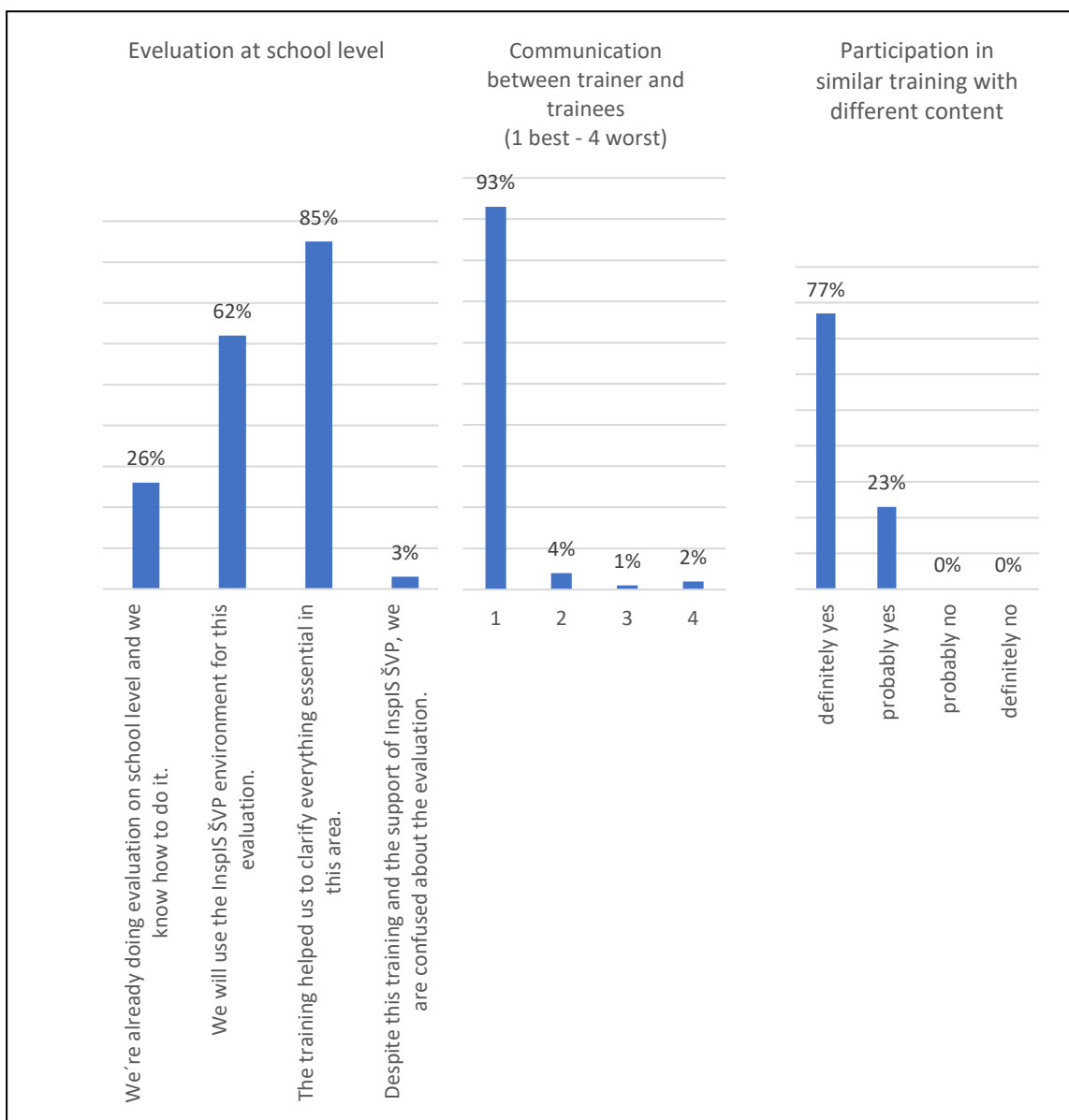
Based on the demand of schools, training of teaching staff took place directly in schools:

- Combined training programme for TIMSS 2015 and PIRLS 2016 Grade 1 teachers and PISA 2015 Grade 2 teachers (autumn 2020) in 11 schools, 144 participants

The evaluation reports of the members of the internal training review group evaluate the training positively. According to the evaluations, the seminars were conducted in accordance with the specified requirements and within the required scope. As in the previous project implementation phase, the evaluators highlighted the positive climate, the involvement of the participants and the management of the discussions. The evaluators also pointed to the appropriate setting of the seminars regarding the online environment in which they took place.

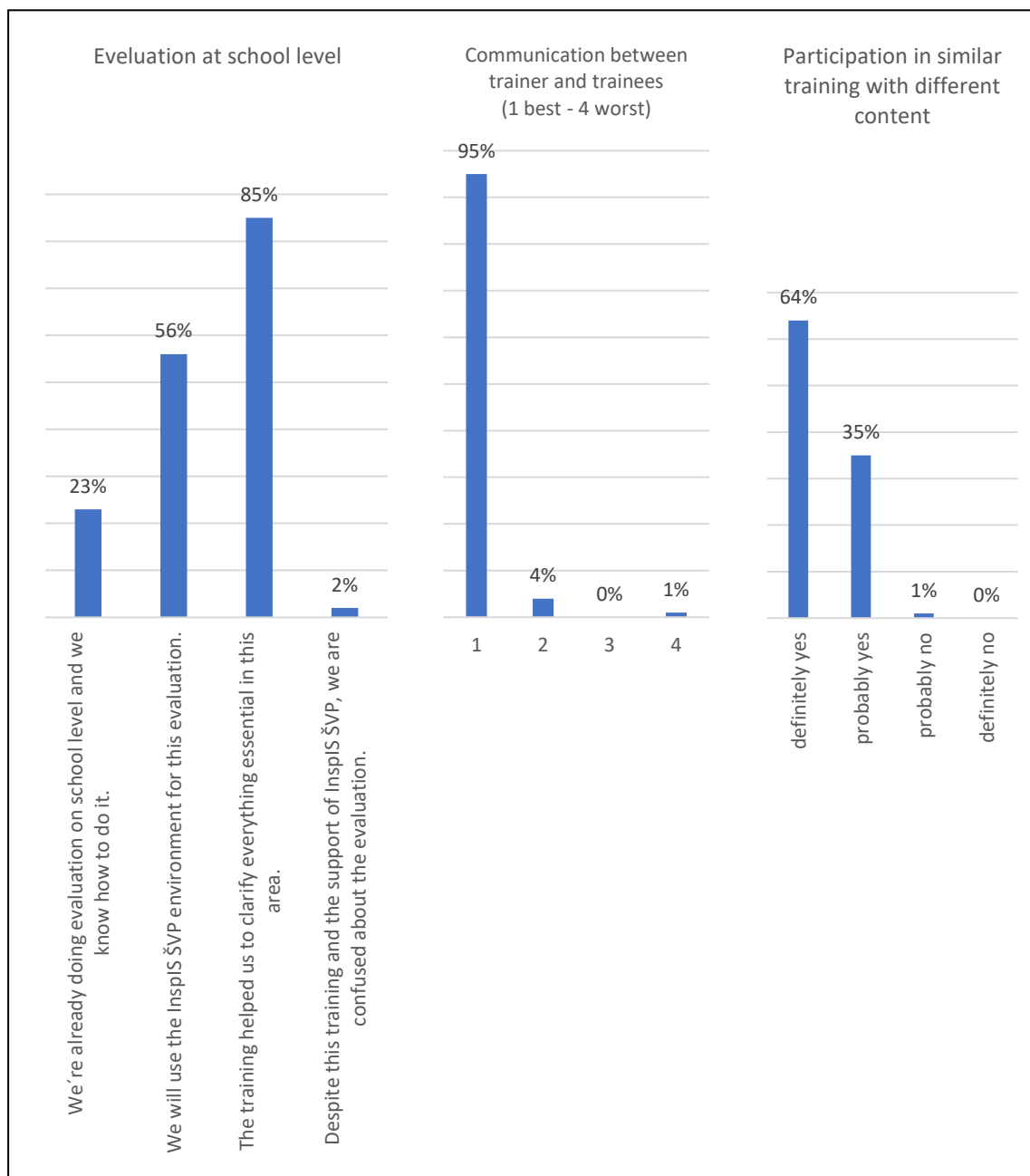
Based on the feedback from the participants of the InspIS ŠVP training, it can be summarized that the participants evaluate their participation as beneficial. 85% of participants rated the InspIS ŠVP training in schools (running autumn 2020) as beneficial, stating that the training helped them to clarify everything relevant in the area addressed. The trainer's communication was rated 1 (on a scale of 1 best - 4 worst) by 93% of the kindergarten participants and 95% of the primary school participants. 77% of the kindergarten trainees and 64% of the primary trainees would definitely attend a similar training with the same trainer and different content.

Chart 1: Participants' evaluation of the InspIS kindergarten curriculum training (% response rate)



Source: implementation reports: evaluation questionnaires on training participants (number of trainings = 77; number of respondents = 668)

Chart 2: Participants' evaluation of the InspIS Primary School Curriculum training (% response rate)



Source: implementation reports: evaluation questionnaires on training participants (number of trainings = 50; number of respondents = 447)

Answer to the evaluation question

Based on the analysis of the outputs of KA6 and the results of the qualitative survey of the actors involved in the project implementation, it can be concluded that the implementation of KA6 is proceeding to the expected extent. By 31 July 2021, 9,984 people have been trained and the target of 10,000 people trained will be exceeded by the end of the project. The quality of the training is positively evaluated by the participants (85% of the participants report that the training helped them to clarify all the relevant issues). The positive evaluation of the seminars by the target group is also reflected in the continued interest in the training. The implementation of the trainings will thus be extended until 2022. Another positive aspect is that the project implementation team has responded flexibly to the current situation related to the COVID-19 pandemic and has moved most of the trainings online. Previous evaluations have already pointed to the positive approach of the KSH project implementer in reflecting the demand from schools and ensuring that training is delivered directly in schools.

The application of the knowledge gained during the training to school practice will be evaluated in the Final Report.

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

D.1.6. Do the actors involved in early childhood education find the opportunities for collaboration beneficial?

This evaluation question is evaluated in the context of the evaluation procedure in relation to the evaluation of the substantive KAs in the framework of EO D.2 to D.5, which were evaluated in the previous three Interim Reports.

- 1. The interim report focused on the involvement of education stakeholders in the implementation of KA4
- 2. The interim report focused on the involvement of education stakeholders in the implementation of KA2 and KA5
- 3. The interim report focused on the involvement of education stakeholders in the implementation of KA3

For evaluation in this 4. Interim Report, the involvement of external experts (other than ČŠI core staff) was verified with the managers of KA2, KA4 and KA5 and members of the internal review team who are professionally academic staff working outside ČŠI.

Answer to the evaluation question

Representatives of academia and schools involved in the teams and involved in the implementation of the substantive KA (KA2 to KA5) rated their involvement as beneficial. The actors involved in the implementation of the substantive KAs appreciated the organisation of the work, the relevant involvement which allowed them to really apply their expertise. They rated the outputs in which they had the opportunity to participate as potentially useful and applicable in practice (see also the evaluation of EOs D.2 to D.5 in the previous Interim Reports for more details).

The external experts involved in the internal review group within KA8 also rate their involvement and cooperation with the project teams and ČŠI positively (see EO D.1.8 for more details).

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?***D.1.7 To what extent is feedback from ČŠI regional consultants used?***

The role of the regional consultants within the project was terminated as of 31 August 2020. The evaluation of the regional consultants' performance within the KSH project has been evaluated in detail under 3. Interim Report.

Answer to the evaluation question

The position of regional consultants within the KSH project was terminated on 31 August 2020. The main task of the regional staff was, according to the original intention, to disseminate information (dissemination) about the project among the actors in education in the territory (regions, founders, schools) and inwards towards the inspection staff. They also had an important role in relation to the implementation of other IPs and IPo, in particular LAP, RAP and SYPO (cabinets). According to the findings presented in previous Interim Reports, the role of regional consultants provided a space for "opening up inspection to regional actors" (see Interim Reports 1 to 3 for more details). In addition, the Directors of the Regional Inspectorates, i.e. the former Regional Consultants, continue to provide information to the territory as part of their normal core business.

Providing feedback from the regions towards the management of the inspection or project management at the central level was never intended to be the responsibility of the regional consultants (the definition of the role of regional consultants in the Project Charter corresponds to this). The feedback from the ČŠI inspection staff was provided by the direct participation of selected inspectors in project activities (e.g. in the framework of KA2, 2 ČŠI inspectors from the region act as reviewers of methodological comments see EO D.2, the inspection staff also participated in the identification of schools for the creation of examples of inspiring practice in cooperation with the directors of regional inspectorates, with several inspection staff directly involved in their creation). However, these activities were not linked to the performance of the regional consultant position.

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?***D.1.8. What is the contribution of the Expert Review Group to the internal evaluation of the project?***

The evaluation of the evaluation question is based on the information and data provided in the quarterly KSH Project Implementation Reports (the last 18th report covered the status as of July 2021) and individual in-depth interviews with representatives of the ČŠI implementer (Chief Project Manager, KA8 Evaluation Methodologist, KA6 Manager) and representatives of the internal review group. The evaluation has been updated to take into account the activities implemented during the evaluation period (08/2020 - 11/2021) and also builds on the investigations for previous Interim Reports. For the purpose of updating the evaluation, members of the internal review team, who prepared most of the reviews during the evaluation period, and the managers of the substantive key activities (KA2, KA4, KA5) were contacted.

The establishment and involvement of an internal review group is one of the mandatory requirements of the call. The Methodological Interpretation of the Call for Proposals for Individual Systemic Projects¹⁷ sets out the following requirements for the Internal Reflection Group:

- Project outputs are subject to expert review,
- Expert opinions are produced by expert opponents,
- The opponents do not participate in the meetings of the research team,
- The proposal for expert referees shall be submitted by the applicant together with the grant application,
- The opponents also participate in the expert panel.

The members of the internal review panel were proposed in the project application in accordance with the requirements of the call. A total of six experts (four academics and two school directors) were proposed and subsequently nominated and are now involved in the internal evaluation activities of the project.

During the reporting period, the members of the internal review group¹⁸ provided review opinions on the following outputs:

- Opposition opinion on the report on the preparation and implementation of the PIRLS 2021 pilot survey (KA2)
- a review of materials with released tasks from international surveys - for the publication entitled Inspiration for Literacy Development - PISA - tasks in reading, science, and mathematics literacy (KA2)
- Opposition to the TIMSS 2019 National Report (KA2)
- opposing opinions on descriptions of inspirational practice (EIP) (KA2)
- Opposition opinion on the report on the piloting of the equity indicator system (KA4)
- opponent opinions on secondary analyses - PISA 2018 and TIMSS 2018 (KA5)
- opponent's opinion on the completed report on the pilot of statistical evaluation tools (KA5)

Evaluations of project events and training programmes (in relation to KA6 and KA7), involving both members of the internal review group and other invited experts and ČŠI staff:

- opponent's opinion (training of senior teaching staff in on-line form - webinar)
- opinion on the educational programme for school leaders on topics related to the management of the pedagogical process and self-evaluation processes
- evaluation reports for project events - Joint meeting of KSH and SYPO project expert panels (10 February 2021) and webinars (TIMSS 2019 webinar on 1 March 2021 and TALIS 2018 webinar on 4 March 2021)

Expert consultants¹⁹ participated in the creation of, or consulted on, the following outputs:

- collaborate on KA2 activities aimed at linking self-evaluation and external evaluation

¹⁷ Annex No. 4 to No: MŠMT - 6741/2015 (dated 15.2.2018)

¹⁸ Outputs implemented in the monitoring period 15 to 18, i.e. from 1 August 2020 to 31 July 2021.

¹⁹ Note: these are not members of the internal review panel.

- development and coordination of proposals for modifications and new functionalities in the InspIS ŠVP system in relation to supporting the linking of the school's own evaluation and external evaluation and assessment,
 - commenting on the modification of the InspIS ŠVP based on the content analysis of the evaluation of mobile learning centres and working on proposals for modification of methodological recommendations
- expert consultants continued to assess the materials produced with the released tasks from the international surveys (KA2)
 - provided suggestions for refinements and modifications, especially in terms of elaboration of the sections focused on didactic suggestions and comments to support the usability of these materials by the target group of the project.
- expert consultants assessed and commented on partial parts of the modified output Methodological recommendations on criteria for the evaluation of conditions, course, and results of education - modifications for WV and prepared recommendations according to their expertise with regard to the usability of the output both within the activities of the ČŠI and especially within the practice of schools. (KA4)

The activity and involvement of the members of the internal review group continues in the way set in the previous period and the evaluation by the members of the internal review group themselves remains unchanged from the previous situation. The **members of the IRG rate the overall engagement and communication from the ČŠI as positive**, stating that the work is well organised and planned and that they receive relevant information on an ongoing basis. In particular, the members of the IRG appreciate the timely communication of planned outputs and the representativeness within the IRG (there are at least two opponents for each topic). As they themselves stated in interviews, "It works well", "We always agree without problems who will oppose the respective output".

In terms of the evaluation of the quality and content of the outputs, both the members of the internal review group and the managers of the respective KA agree that the review is meaningful and beneficial. The working teams consider any recommendations and suggestions "and where possible" reflect the recommendations and modify the output. If a recommendation cannot be incorporated, feedback is given to the opponents explaining why the recommendation could not be incorporated (this is confirmed by both the opponents and the KA managers).

The analysis of the opponents' reports and the statements of the internal opponents themselves during the interviews shows that the project outputs are positively evaluated by the opponents. Any comments in the referees' reports are more related to partial or formal aspects of the output.

Most of the opposing opinions in the period under review concerned the Examples of Inspirational Practice (EIP) produced in KA2. During the interview, the EIP assessor highlighted the well-chosen structure for the EIPs and pointed out that the quality of the EIP methodology had moved significantly in a positive direction. Apart from the partial differences in the processing approach, he particularly highlighted the practical applicability of the EIPs, arguing that they could indeed serve as inspiration for schools. The second interviewee, who assessed the setting of the training events, confirmed the meaningfulness of the setting and the focus of the training programme.

Answer to the evaluation question

There were no changes in the composition of the internal review panel during the period 08/2020 - 07/2021. The members of the internal review team prepare external reviews of all project outputs.

The Internal Opposition Group is established and continues to fulfil its role as required by the call. The members of the internal review panel assess the technical quality of the products produced through the review procedure (review opinions). The involved referees confirm the good organisation and planning of the Internal Referee Group by the project team and overall, they evaluate positively the way of involvement and communication by the ČŠI. Any recommendations from the expert opinions are reflected by the teams involved in the preparation of the outputs. On the other hand, the cooperation with the experts of the internal review group is positively evaluated by the project management and the evaluation methodologist (KA8 manager).

The principle required by the call that the members of the internal review panel are independent and not directly involved in the production of the deliverables is respected. The members of the internal review panel fulfil their role as external reviewers of the project deliverables and give their final opinion on the final draft deliverable. This approach allows for an independent view of the project outputs. On the other hand, the involvement of the opponents after the finalisation of the output limits the possibility of applying any recommendations that would imply a more significant intervention in the output or in the methodology of the output itself (the output is already finished, and all the work has been done). The involvement of an internal group of opponents (in reality external opponents) thus serves mainly the function of eliminating possibly really poor-quality outputs (this situation did not occur in the KSH project) or for "fine-tuning" partial aspects of the outputs.

In the KSH project, the involvement of expert consultants has proved to be successful, as their recommendations and comments directly contribute to the form of the outputs and the process of their creation already during the creation of the outputs.

Evaluation of EO D.2: What benefits do the different types of key actors perceive from the KA2 key outputs (or their sub-elements)?

EO D.2: What benefits do different types of key actors perceive from the KA2 key outputs (or their sub-elements)?

The evaluation of EO D. 2 was the subject of the 2nd Interim Report, which was submitted in October 2019.A

further detailed assessment of the evaluation question will be provided in the Final Report in 2022.

Evaluation of EO D.3: To what extent are the new tools and the modified electronic system for assessing pupils' key competences developed in KA3 understandable and usable for teachers?

EO D. 3: To what extent are the new tools and the modified electronic system for assessing pupils' key competences developed in KA3 understandable and usable for teachers?

The evaluation of EO D. 2 was the subject of the 3rd Interim Report, which was submitted in October 2020.A

further detailed assessment of the evaluation question will be provided in the Final Report in 2022.

Evaluation of EO D.4: To what extent do the key actors of initial education consider the output (or its subparts) of the project in KA4 "Comprehensive methodology for monitoring and evaluating the equity of the education system and schools in the Czech Republic" as usable and why?

EO D.4: To what extent do the key actors of initial education consider the output (or parts of it) of the project in KA4 "Comprehensive methodology for monitoring and evaluating the equity of the education system and schools in the Czech Republic" as usable and why?

The evaluation of EO D.4 was the subject of the 1st Interim Report, which was submitted in May 2019.
A

further detailed evaluation of the evaluation question will be in the Final Report in 2022.

Evaluation of EO D.5: To what extent do key actors in initial education and educational policy makers consider the "Secondary analysis of inspection data" produced in KA5 to be useful and why?

EO D.5: To what extent do key actors in initial education and educational policy makers consider the "Secondary Analysis of Inspection Data" produced in KA5 to be useful and why?

The evaluation of EO D. 5 was the subject of the 2nd Interim Report, which was submitted in October 2019.
A

further detailed assessment of the evaluation question will be provided in the Final Report in 2022.

Evaluation of EO D.6: How is the cooperation with other IPs and IPo in KA7 taking place and what joint results have been achieved?

EO D.6: How is the cooperation with other IPs and IPo in KA7 taking place and what joint results have been achieved?

The evaluation of EA D.6 is based on the findings of the field investigation and the analysis of information and data reported in the quarterly KSH Project Implementation Reports (the last 18th report covered the status as of July 2021). The field investigation included individual interviews with representatives of the CSH implementer (Principal Project Manager, KA7 Manager) and staff of cooperating entities (LAP, P-RAP). In addition, representatives of the staff of the four complementary IPs (PPUČ, SYPO, APIV B, APIV A) were interviewed.

Examples of KSH project cooperation activities with other IPs and IPOs in the period from 1 August 2020 to 31 July 2021²⁰ :

- elaboration of documents from expert panels (OP) focused on pupil assessment (especially formative) - formulation of recommendations for MŠMT;
- Research of foreign literature on literacy support for older pupils (as preparation of information for LAP presentations etc.)
- Preparing an overview of activities in the regions to support secondary schools (overview for school inspectors and presentations)
- Preparation of supporting material for literacy development (research of foreign experiences), which will eventually become part of the forthcoming publication on the released tasks (see KA 2).
- using the outputs of the Říčany Museum project to support pre-school education, forwarding information to inspectors (to the ČŠI tribal base)
 - e-learning for inspectors
- meeting with Deloitte representatives (initiated by Deloitte) on possible synergies of the KSH project with the project on the development of the monitoring framework of the Education 2030 Strategy (2 November 2020)
- Participation in the working meeting of the Prague Innovation Institute on improving the quality of education at secondary schools preparing for the teaching profession (26 November 2020)
- the development of a handbook for formative assessment, which was completed in January 2021
 - not yet published, only for completion by inspectors (completion 2022, it is outside KSH outputs)
 - use of experience from real situations in schools (not in KSH, in KA7 they will only use it to make connections)

²⁰ These are the activities described in the IR within the framework of the KA7 implementation (information from the IR was supplemented for clarification purposes, if necessary, based on an interview with the KA7 project manager)

- During the summer and autumn 2021 (the output was not completed until autumn 2021)²¹ meetings were held with the APIV A, APIV B, PPUČ, SRP and SYPO projects
 - based on the initiative and under the coordination of the ČŠI, a "Support Package" (pdf document) focused on pedagogical diagnostics and formative assessment was jointly created, presenting the outputs of all projects on the topic of formative assessment
 - the output has been handed over to the NPI CR and now the finalisation and discussion on how to publish the output is underway²²
- prepared documents based on the study of selected Czech and foreign sources and studies for the following topics: school climate, wellbeing, support for language education (suggestions for inspiration and use of experience in the Czech school environment with special attention to vocational education)
- for reasons related to restrictions and regulations linked to the epidemiological situation in the Czech Republic, the second planned OP was not implemented in 2020 and the implementation of the OP was postponed to 2021 (three panels are planned for implementation in 2021)
- Implementation of an expert panel of the KSH project on the topic of Performance Assessment or Pedagogical Diagnostics (5 May 2021)
 - expert panel on "Evaluation of results, or pedagogical diagnostics"
- comments and proposals for the provision of a handbook for educational purposes for school inspectors and a proposal for the content of training for school inspectors (pre-school education) focused on pedagogical diagnostics (05/2021)
- learning about the outcomes of the final conference of two projects to support formative assessment (Heuréka and the Mladá Boleslav Vocational Secondary School template projects)
- as a basis for the inspection activities, the material Monitoring the level of education and well-being in selected countries (Partnership for Education 2030+) was introduced
- preparation of documents for a joint working meeting of the KA7 team and representatives of the NPI CR on the topic of "pedagogical diagnostics"

The table below shows the list of activities implemented under KA7 in the period from 1 August 2020 to 31 July 2021²³.

Cooperation of the KSH project with other IPs projects during the period from 1 August 2020 to 31 July 2021:

Cooperation of the KSH project with other projects	
P-RAP	<ul style="list-style-type: none"> • P-RAP Webinar (15 October 2020) using the outputs of P-RAP and some I-RAP and other (already completed) projects to promote literacy

²¹ Information on the implementation of the joint output added later by the KA7 manager

²² The work on the output has not yet (at the time of writing this evaluation report) been translated into the IR.

²³ The activities carried out during the period from 1 August 2018 to 31 July 2020 were subject to the 2nd and 3rd. Interim Report.

Cooperation of the KSH project with other projects	
	<ul style="list-style-type: none"> • Negotiations with the P-RAP project on the ŠAP (12.11.2020) • Webinar of the P-RAP project Inspiration for the development of literacy in secondary vocational education (12 February 2021) • Meeting with the P-RAP project on the topic of school action planning (18 March 2021) • Communication on the outputs of the PP UČ and P-RAP projects (preparation of their final conference) • Using the evidence for the SAP and the findings of the team's work to promote literacy (Edusit) • Cooperation of ČŠI experts on the Edusit platform
SRP	<ul style="list-style-type: none"> • Participation in the SRP OP project (5. 11. 2020)
IKV	<ul style="list-style-type: none"> • Participation in the 7th meeting of the expert panel of the Department for Social Inclusion (Agency) of the Ministry of Education and Science on the topic of School Quality Development - Systemic Perspective and Experience of School Principals
PPUC	<ul style="list-style-type: none"> • <i>Regular participation in IOC expert panels (OP)</i> • Communication on the outputs of the PPUČ and P-RAP projects (preparation of their final conference) • Study of the outputs of the PPUČ project and their transfer to the tribal staff of the ČŠI • Communication on the outputs of the PP UČ and P-RAP projects (preparation of their final conference) • Regular presentations by ČŠI representatives at mini conferences of the PPUČ project on mathematical literacy
MOV	<i>Project completed 04/2020</i>
SYPO	<ul style="list-style-type: none"> • <i>Outside KA7, inspectors from ČŠI are involved in Methodological Cabinets</i> • Use of webinars and SYPO materials from KA methodological cabinets • Literacy mini-conference and discussion with SYPO on the quality of DVPP (18 November 2020) • SYPO Methodology Cabinet Meeting (16 November 2020) - National Colloquium on Science Education • Four on-line meetings on the preparation of joint OPs • Joint meeting of the SYPO and KSH OP projects (10. 02. 2021) <ul style="list-style-type: none"> – presentation of selected examples of inspirational practice (EIP) and discussion in a wider plenary on the setting, implementation, and evaluation of the quality of DVPP in relation to the ČŠI criteria • Study of the outcomes of the SYPO IPs OP, which took place on 28 June on the topic "How to support the quality of VET in educational institutions through evaluation and self-assessment" - transfer of information to tribal employees of the ČŠI • Handbooks produced within the SYPO methodological cabinets were continuously monitored and subsequently recommended to the ČŠI tribal staff
KIPR	<i>Project finished 04/2019</i>
APIV-A	<i>Participation in expert panels of the APIV A project</i> <ul style="list-style-type: none"> • Participation in the APIV A FP project (22 September 2020) • Participation in the OP of the APIV A project (10 and 16 December 2020) • Participation in the OP of the APIV A project (27 January 2021)

Cooperation of the KSH project with other projects	
	<ul style="list-style-type: none"> • Participation in the OP of the APIV A project (11 May 2021) • Participation of inspectors in the online seminar on State administration and joint training (8 December 2020) organised by APIV A • Evidence from APIV A project outputs (transfer of information on outputs to tribal activities)
APIV-B	<ul style="list-style-type: none"> • <i>Regular participation in expert panels</i> • Participation in the OP of the APIV B project (19.11.2020) • Participation in the APIV B OP project on "Tutoring" (13 May 2021) • The manuals produced within the framework of the zapojmevsechny.cz platform from the APIV B project were continuously monitored and subsequently recommended to the ČŠI tribal staff
RAP	Link to RAP see P-RAP above
LAP	<ul style="list-style-type: none"> • Conference of the Festival of Pedagogical Inspiration LAP Frýdek-Místek, held on 3 September 2020 • Review of foreign literature on literacy support for older pupils (as preparation of information for LAP presentations, etc.) • ČŠI representatives participated in the webinar for LAP Posázaví (3 December 2020) and other LAP events within the framework of ČŠI's tribal activities

Source: information was mainly taken from the KSH Project Implementation Reports, supplemented by information from interviews with the KA7 manager and representatives of the IPs

It's still relevant that **the main project activity under KA7 Cooperation is the regular implementation of expert panels (OP) in accordance with the requirements of the call and the project charter.** These were implemented twice a year. The spring expert panels focused on the area of formative evaluation (Evaluation panel) and the autumn expert panels focused on linking internal and external evaluation (Linking panel). In particular, representatives and experts from schools are invited to the panels. Emphasis is placed on securing the participation of new (other) schools to ensure that school representatives bring adequate input to the panel discussions. Subject matter experts from academia and ČŠI are invited and participate in the panels.

Considering the discussion character of the expert panels, the KSH project representatives preferred to keep the attendance form of the panel. The expert panel was thus moved from autumn 2020 to spring 2021. In winter 2021, a joint meeting of the SYPO and KSH expert panels was then implemented, which allowed to further connect the activities and outputs of both projects.

KSH's cooperation with other IPs continues as in the previous period and takes various forms. In addition to participation in expert panels or conferences of other IPs, the ČŠI often provides outputs or information from the KSH project or the overall activities of the ČŠI. Information and outputs from other IPs are then communicated to the ČŠI's core staff.

The above-standard cooperation of the KSH project, especially with SYPO and PPUČ, continued in the evaluation period. With the PPUČ project, the cooperation focuses on the joint preparation of expert panels on literacy and numeracy. With the SYPO project, the cooperation was further deepened by arranging for ČŠI representatives to speak at regional conferences and by implementing joint expert panels (see above).

The cooperation between the KSH and APIV-B projects includes, as in the previous period, in addition to mutual participation in the expert panels of both projects, the provision of information from the ČŠI, with ČŠI representatives also acting as lecturers in training for government representatives or participating as participants in these events.

Among the above-standard collaborations, the ongoing cooperation with some LAPs can be highlighted. For example, a seminar for LAP Posázaví was implemented by ČŠI. The project manager of the LAP highly praised the approach of the ČŠI. In particular, she highlighted the precise preparation of the seminar, which reflected the specific needs of the LAP.

The continued cooperation with P-RAP in literacy in secondary vocational schools can also be described as above standard. P-RAP uses the outputs of the KSH project and the findings of the ČŠI. Representatives of ČŠI are actively involved in the workshops conducted in the regions within the framework of P-RAP, where they apply the KSH project outputs.

Beyond the scope of the defined and planned activities within KA7, a **document entitled "Support Package" was jointly developed** on the initiative and under the coordination of the ČŠI, **which** presents the outputs of the KSH, APIV A, APIV B, PPUČ, SRP and SYPO projects on the topic of formative assessment. Several joint meetings of representatives of the projects concerned were held to produce the output. The output was submitted to the NPI CR for final comments and now the finalisation and discussion on how to publish the output is underway²⁴.

The question of the role of MŠMT in relation to IPs in terms of possible systematisation of the outputs of system projects repeatedly arises from the interviews with IPs representatives. Recommendations in terms of greater involvement of MŠMT have already been raised by the evaluator in previous Interim Evaluation Reports. Based on the current findings, the evaluator can point out that the question of the role and level of involvement of MŠMT in relation to IPs is still relevant. The evaluation of the procedures at MŠMT and the overall systemic set-up of the management of IPs and the work with the achieved outputs goes beyond the scope of this evaluation and the evaluator can only invite MŠMT representatives to further address this issue internally and in particular to communicate it with other actors (NPI CR, ČŠI). In view of the gradual closure of projects and the requirement to ensure the sustainability of the results achieved, this issue is now even more relevant.

The above findings do not concern (and therefore do not call into question) the use of IPs outputs by MŠMT for strategy development and other activities of the Ministry. But they are mainly concerned with the overall issue of IPs coordination and the systemic grasp of IPs outputs. The topic addressed directly affects the sharing of outputs and results between IPs, which is why the evaluator draws attention to them when addressing this evaluation question. However, the evaluation of internal procedures at MŠMT itself goes beyond the scope of this evaluation. However, the evaluator would highlight the interest of IPs' representatives in greater sharing, linking and application of outputs across the whole education system. It is the systematisation of outputs by or under the auspices of MŠMT that could significantly help the application of IPs' outputs and their transfer into practice. Based on the findings of this evaluation, the evaluator may recommend that this issue be further communicated with IPs representatives to find a suitable solution that will benefit the Czech education system and contribute to maximising the benefits of IPs.

²⁴ The work on the output has not yet (at the time of writing this evaluation report) been translated into the IR.

A good example of the systematisation of IPs' outputs is, for example, the ČŠI initiative, thanks to which, beyond the scope of the defined and planned activities within the KSH project, **a document entitled "Support Package" was created, which** presents the outputs of the KSH, APIV A, APIV B, PPUČ, SRP and SYPO projects on the topic of formative assessment (see above)²⁵. This output shows an example of how to grasp the systematisation of IPs' outputs. However, such activities should rather be implemented systematically within the overall coordination of MŠMT. IPs do not have similar activities in their job descriptions and therefore cannot "only" rely on their initiative in this respect. IPs don't have the authority to systematically implement such coordination.

The KA7 manager continued her efforts to integrate cooperation with other IPs and IPo into the tribal activities of the ČŠI. This ensures that information on other IPs is passed internally within ČŠI as part of KA7. This has resulted, for example, in close cooperation between ČŠI and SYPO or APIV-B (see above).

Answer to the evaluation question

As already pointed out in previous Interim Reports, KA7 entitled "Cooperation with other IPs and IPo in the area of enhancing evaluation culture" was defined in the Project Charter with the "aim of *linking implementation findings and discussing the applicability of the partial outputs of individual projects in an effort to maximize synergies of project outputs of the flagship system projects*", with the aim of achieving this goal through the implementation of expert panels and "*meetings with implementers of other relevant individual system and other projects*". The content of KA7 is therefore to be "*a discussion on the state of implementation of individual projects, on the outputs being prepared or produced and on the possibility of interlinkages*".

This planned objective of the key activity was also fulfilled during the current evaluation period (08/2020 to 07/2021), to the same extent as in the previous project implementation period: cooperation with other IPs and IPOs and the KSH project takes place regularly based on formal and informal meetings. Information is exchanged and KSH project outputs are shared with other projects. In this respect, the ČŠI acts mainly as a source of information for other projects (especially in the area of formative assessment, which is also the focus of the ČŠI project expert panels). Representatives of other IPs in this respect highlight the high quality of the outputs of the ČŠI project and the ČŠI in general.

The ambition of KA7 was and is not to produce joint outputs with other IPs and IPo projects (except for joint meetings, sharing of outputs and organisation of expert panels). However, project outputs are shared and applied within each other's projects (SYPO, PPUČ, LAP, RAP). However, this often occurs beyond the scope of the KSH project, also in view of the limited scope of the KA7 FTEs. In a number of areas, collaboration with other IPs and IPo is thus beyond the scope of the KSH project.

The organisation of a joint meeting of the SYPO and KSH expert panels can be considered a joint output. Beyond the scope of the planned activities within KA7, a document entitled "Support Package" was

²⁵ The document is being finalized during the autumn of 2021 and the work on it has not yet been translated into the IR. MŠMT should be informed of the output once it is finalized.

jointly produced on the initiative and under the coordination of the ČŠI, presenting the outputs of the KSH, APIV A, APIV B, PPUČ, SRP and SYPO projects on the topic of formative assessment.

Based on the current findings, it can again be pointed out that in terms of setting up cooperation between IPs, cooperation (except for participation in expert panels) between IPs is generally not systematically set up and is based rather on personal ties (this is confirmed by representatives of all IPs interviewed). Here it is necessary to point out that the cooperation activity is indeed defined in the Project Charter exclusively with reference to the implementation of expert panels, seminars, and meetings with implementers of other relevant IPs. Systemic sharing or direct cooperation in the implementation of substantive activities was not foreseen or envisaged in the project definition. Nevertheless, the involved IPs actors confirm that the request for the implementation of expert panels and sharing between IPs helped to kick-start and, in some areas, deepen mutual cooperation. Overall, the request for the inclusion of KA Cooperation in the IPs can thus be assessed as a step in the right direction for setting up cooperation between the different actors. However, the overall coordinating and "linking" role of MŠMT, which should be the main carrier of the vision of the direction of the education system (this role cannot be delegated to the IPs carriers), is still lacking as essential.

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

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

The unintended impacts of the project implementation have been evaluated in relation to the treatment of in particular ES D.2, D.3, D.4 and D.5, which were the subject of previous Interim Reports.

Answer to the evaluation question

When evaluating for 4. Interim Report, no new (yet unidentified) unintended impacts of the KSH project were identified.

4 Conclusions and recommendations

4.1 Main conclusions and recommendations

EO D.1: To what extent is the management and implementation of the KSH project in line with the project application?

The updated assessment of the progress of the KSH project implementation, the analysis of project outputs and the field survey confirm the findings of the previous Interim Reports.

Main (positive) findings

- The project activities are proceeding within the expected scope and according to the planned schedule, however, due to the COVID-19 pandemic and delays in the preparation of international investigations due to the international context, the project implementation was extended and the deadline for finalization of some project outputs (especially KA3) was postponed,
- With regard to the progress of the project implementation so far, it can be assumed that the project objectives will be fulfilled (the fulfilment of the project objectives will be the subject of the Final Report),
- The project team chose the appropriate steps to overcome the obstacles (barriers) that have occurred so far in the implementation of the project. Thus, no barriers were identified that would jeopardize the achievement of the planned (modified) project schedule and objectives,
- For risks that potentially threaten the achievement of the project objectives, the implementation team has set up a procedure to manage them so that these risks are eliminated or mitigated and do not threaten the achievement of the project objectives,
- The internal evaluation is carried out in accordance with the project objectives and contributes to the optimization of the implementation process and the quality of project outputs (the outputs and findings of the internal evaluation are reflected in the setup of project activities),
- A high emphasis is placed on the review process for ongoing project outputs, with the reviewers' input being perceived as stimulating by the actors involved and the reviewers themselves confirming that their input is reflected,
- The scope of training implemented within KA6 corresponds to the needs of the target groups and exceeds the originally planned scope.

Negative findings (opportunities for improvement)

- Negative findings in terms of the project implementation process were not identified - project processes are set, and the implementation of project activities is aimed at meeting the project objectives,
- For the time being, project outputs intended for schools will be published only in the Database of OP RDE project outputs. From the ČŠI side, they will be published in full on the ČŠI

methodological website, the preparation of which has been delayed. It is now planned to be launched before the school year 2022/2023 at the latest.

- As early as September 2019, specialists and guarantors involved in Wave 1 of the Inspiring Practice Examples - EIPs (KA2) pointed out that even one year after the final version was submitted by them, the EIPs had not yet been published. According to their statements, they already wanted to work with them. The first 25 EIPs were published in September 2021, the others will be gradually published in the Database of OP RDE project outputs. The publication of the EIPs by the ČŠI is foreseen on the methodological website of the ČŠI (Note: the preparation of the EIPs is in line with the project schedule),
- External influences in the form of the COVID-19 pandemic situation and delays in the preparation of international investigations have affected the schedule for activities KA2, KA3, KA5 and KA6. For this reason, the project implementation schedule was postponed.

EO D.6: How is the cooperation with other IPs and IPo in KA7 taking place and what joint results have been achieved?

The updated evaluation of the progress of KA7 implementation, the analysis of outputs and the field survey confirm the findings of the previous Interim Reports.

Main (positive) findings

- Collaboration with other IPs and IPo and the KSH project takes place regularly on the basis of formal meetings (especially expert panels) and informal meetings, i.e. in line with expectations,
- Information is exchanged between projects and outputs are transferred,
- There was above-standard cooperation with some projects (SYPO, PPUČ, LAP, P-RAP, SRP),
- On the initiative of the ČŠI, in cooperation with the APIV A, APIV B, PPUČ, SRP and SYPO projects, a document entitled "Support Package" was jointly created, which presents the projects' outputs on the topic of formative assessment.

Negative findings (opportunities for improvement)

- Negative findings in terms of the KA7 implementation process were not identified - KA7 implementation is proceeding within the expected scope (or exceeds this scope with some additional activities),
- In particular, personal relationships are a key aspect of collaboration, as confirmed by representatives of several IPs. Although there is an exchange of information between IPs on this basis, there is no systemic set-up of cooperation (except for the implementation of expert panels). This approach, however, is in line with the original assumption of the setting and scope of KA7 - Cooperation,
- According to the representatives of the IPs, it would be desirable for MŠMT to grasp and ensure the systematisation of the outputs of the system projects. To this end, the IPs'

representatives would welcome, for example, the implementation of joint meetings previously organised at MŠMT.

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

Main (positive) findings

Unintended impacts of the KSH project were not identified in the survey for 4. Interim Report were identified.

4.2 Recommendations in relation to the conclusions

No new recommendations were formulated following the evaluation findings.

Relevant (yet unfulfilled) recommendations from previous evaluation reports have been updated in light of the current findings.

Note: in the framework of the comment procedures for this report, MŠMT responded appropriately and added the keywords "example of inspiring practice" to the EIPs in the database of OP RDE outputs, so that the EIPs are more easily and easily searchable in the database.

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

Evaluation of the incorporation of recommendations from previous evaluation reports that have not yet been implemented:

Č.	Name of recommendation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recommendations	Evaluation of the incorporation of recommendations by the evaluator
1	Earlier publication of examples of inspiring practice (EIP) after their final submission by the EIP guarantor	<p>Publish EIPs from subsequent waves after final submission by the sponsor and the specialist earlier than for Wave 1.</p> <p>Note: it is essential to maintain the quality of the revisions and thus the final output.</p>	<p>The Wave 1 EIPs have not been published, even though a year has passed since the final version was submitted by the schools and sponsors.</p> <p>Schools and guarantors pointed this out in interviews, suggesting that EIP should already be in place.</p>	ČŠI	<p>EIPs from the first wave have so far been published only in the Database of OP RDE project outputs.</p> <p>The Czech Statistical Institute (ČŠI) expected to publish them at the turn of 2020/2021.</p> <p>Currently, the ČŠI does not expect to publish it on its website until the start of the 2022/2023 school year at the latest.</p>
2	Comprehensive thematic coverage of selected/key topics from the IPs outputs by MŠMT	MŠMT, as the "vision holder", should link and disseminate project outputs in a coordinated manner and not leave this to the activities of the IPs alone. The aim in this direction should be the systematic application of outputs and ensuring their maximum	<p>All responsibility for dissemination and sharing is left to the project level (IPs).</p> <p>MŠMT should (it does not yet) ensure</p>	MŠMT	<p>According to the representatives of the Ministry of Education and Science, Section 4, the responsibility for dissemination of project outputs lies mainly with their implementers, with the Ministry of Education and Science ensuring the publication of relevant outputs in the OP RDE Output Database or on RVP.cz.</p> <p>According to the representative of the Ministry of Education, Section 2 of the</p>

Č.	Name of recommendation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recommendations	Evaluation of the incorporation of recommendations by the evaluator
		<p>interconnection and dissemination (the so-called systematisation of IPs' outputs).</p> <p>In a comprehensive approach to a specific issue (e.g. literacy or data collection), it would also be appropriate to invite experts from the professional community (academia, NGOs).</p>	the systematisation of IPs outputs.		<p>Ministry of Education is helping with the dissemination of the results or is actively ensuring it. However, the condition is that the projects must be flexible in responding to the needs of MŠMT. It was stressed that the flexibility is made possible by the well-functioning cooperation between Sections 2 and 4.</p> <p>Currently:</p> <p>This issue was again raised by the implementers of IPs. The evaluator has to draw attention to this topic again with regard to the requirement to ensure the sustainability of the results of system projects after their completion and also with regard to the setting of the new programming period.</p> <p>The evaluator of the Ministry of Education recommends discussing this topic with representatives of IPs (or NPI CR and ČŠI) through a joint meeting/round table to find a suitable solution for all involved.</p>
3	Ensuring the processing of secondary analyses after the KSH project has ended	Secondary analyses from the outputs of international surveys are proving to be very useful in the formulation of strategies at the level of the Ministry of Education and the regions and in setting	Secondary analyses are prepared within the KA5 project by external experts.	MŠMT/ČŠI	The recommendation is relevant for the period after the end of the implementation of the KSH project.

Č.	Name of recommendation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recommendations	Evaluation of the incorporation of recommendations by the evaluator
		up subsidy programmes.			

6 List of sources and literature used

List of main sources used:

- Methodological documents for the call (supplied by the contracting authority)²⁶,
- Application for KSH project support (including Project Charter and other documents) (supplied by the sponsor),
- Implementation Report and its annexes (including the 4th Interim Self-Evaluation Report) (supplied by the Contracting Authority),
- Database of OP RDE project outputs (<https://database.opvvv.msmt.cz>)
- Websites of the ČŠI and other IPs,
 - ČŠI (<https://www.ČŠIcr.cz>)
 - IPs projects implemented by NPI CR (<https://www.npi.cz/projekty>)
 - IKV project (<https://www.socialni-zaclenovani.cz/individualni-projekt-op-vvv-inkluzivni-a-kvalitni-vzdelavani-v-uzemich-se-svl>)

²⁶ Call No. 02_15_001 - For individual system projects of the Operational Programme Research, Development and Education (<https://opvvv.msmt.cz/vyzva/vyzva-c-02-15-001-pro-individualni-projekty-systemove-operacniho-programu-vyzkum-vyvoj-a-vzdelavani.htm>)

7 Attachments

Annex I: Technical report

Annex II: Technical material on the investigations carried out (internal document)

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