



EVROPSKÁ UNIE  
Evropské strukturální a investiční fondy  
Operační program Výzkum, vývoj a vzdělávání



MINISTERSTVO ŠKOLSTVÍ,  
MLÁDEŽE A TĚLOVÝCHOVY

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

**Date: 31. 12. 2021**



Evaluation Advisory  
Central Europe

Compiled by:

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

Contracting authority:

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

1 Contents

- 2 Executive summary ..... 4**
- 3 Summary of the evaluating procedure since the last report and description of future processes ..... 8**
  - 3.1 Focus of evaluation activities ..... 8
  - 3.2 Field survey ..... 9
- 4 EQ identification ..... 13**
  - 4.1 Progress of implementation of individual KA under APIV A and APIV B projects and achievement of set out objectives ..... 13
    - 4.1.1 APIV A project ..... 14
    - 4.1.2 APIV B project ..... 27
  - 4.2 Project risks and barriers ..... 44
    - 4.2.1 Project risks ..... 45
    - 4.2.2 Barriers to the project ..... 51
  - 4.3 Evaluation in projects ..... 58
  - 4.4 Achievement of the objectives of the APIV B project in KA 1, Methodology and coordination networks, and KA 2, Education ..... 59
  - 4.5 Sharing examples of good practice within regional networks of cooperating schools ..... 72
  - 4.6 The contribution of APIV A and APIV B projects to the implementation of inclusive education in schools ..... 73
  - 4.7 Cooperation between relevant projects ..... 83
  - 4.8 Unintended impacts of APIV projects ..... 84
- 5 Conclusions and recommendations ..... 87**
  - 5.1 Conclusions ..... 87
    - 5.1 Evaluation of incorporated recommendations from the previous report ..... 92
  - 5.2 Recommendations ..... 94
- 6 List of sources and literature ..... 95**

### LIST OF CHARTS

|   |    |
|---|----|
| Chart 1 Year-on-year evaluation of FEPW – teachers <sup>1</sup>   | 61 |
| Chart 2 Year-on-year evaluation of FEPW – school management <sup>2</sup>                                  | 61 |
| Chart 3 Pedagogical portfolio – benefits of the training programme (school management)                    | 62 |
| Chart 4 Pedagogical portfolio – benefits of the training programme (teachers)                             | 63 |
| Chart 5 Influence of provided support (i.e., EP, coaching, mentoring, expert services) on pupils with SEN | 66 |
| Chart 6 Knowledge applicability   | 67 |
| Chart 7 The usefulness of support   | 68 |
| Chart 8 Teaching in conformity with the objective of IE   | 69 |
| Chart 9 Improvement related to the school integration in the project                                      | 70 |
| Chart 10 Degree of overloading  | 71 |

### LIST OF TABLES

|   |    |
|---|----|
| Table 1: List of field survey   | 9  |
| Table 2: Risk analysis and management   | 45 |
| Table 3: Description of selected issues of pupils with SEN at involved schools, including reflections provided by participating schools                           | 74 |
| Table 4: Graphic results of inclusion of selected cases of pupils with SEN at participating schools and selected disorders generally at non-participating schools | 81 |
| Table 5: Evaluation of incorporated recommendations from the previous report  | 92 |
| Table 6: Recommendations  | 94 |

---

<sup>1</sup> 0-6 rating scale. 0 - maximum dissatisfaction, 6 - maximum satisfaction. The values correspond to the overall averages in the specific year.

<sup>2</sup> 0-6 rating scale. 0 - maximum dissatisfaction, 6 - maximum satisfaction. The values correspond to the overall averages in the specific year.

## 2 Executive summary

Evaluation area A – Evaluation of APIV projects is part of the evaluation of individual system projects supported by PA 3 OP RDE-II.

The APIV A project started on 1 May 2017 and was supposed to end on 30 April 2022, so it is already halfway through implementation. The total APIV A project budget amounts to CZK 156,620,749. The APIV B project started on 1 April 2017 and is to end on 31 December 2022 according to the newly approved time schedule for both projects. The project has entered the late phase of implementation. The total APIV B project budget amounts to CZK 184,159,880. The project holder of APIV A and APIV B has since the beginning of 2020 been the successor organization NPI ČR (National Pedagogical Institute of the Czech Republic) which was established from the merger of NIDV (the National Institute for Further Education) and NIE (the National Institute for Education), including all other IPs carried out by them.

The 4<sup>th</sup> IR evaluated the period from handing over the 3<sup>rd</sup> IR (31. 12. 2020) to presenting the 4<sup>th</sup> IR (31.12.2021). It also contains information based on documents covering the period from July 2020 to the end of June 2021 (ImpR 14 to ImpR 17) and data valid at the time they were collected by evaluators from September to December 2021, as well as selected data of the project documentation valid until the end of 2021.

IR4 covers the 2<sup>nd</sup> half of the 2020/2021 school year, when remote learning was introduced, and the 1<sup>st</sup> half of the 2021/2022 school year, when remote learning became compulsory. In the second monitored school year, remote learning ended and selected classrooms were put in quarantine or isolation only if they were in contact with an infected person as part of epidemiological measures. Accordingly, the evaluation period for the compilation of IR4 was not without complications either. The circumstances affected the willingness or rather opportunities of the schools involved in the APIV B project participating in the field survey and case studies to cooperate. The dates agreed for many interviews had to be rescheduled due to the unforeseen situation. At the beginning of the evaluation work, the team agreed to use exclusively online research for all target groups.

The evaluation focused on the compliance of project management and implementation of the project application. An application for postponement of both projects until the end of 2022 was filed due to the impacts of the Covid-19 pandemic. The postponement has already been approved for the APIV B project, the approval procedure for APIV A is currently underway. Now entering the second half of implementation, the projects strive to fulfil individual project indicators, complete the intended objectives, utilise the so far unused capacities as well as carry out new activities. Under the new circumstances of repeated school closures and introduced remote learning (RL), the projects face the challenge of maintaining the existing level of provided services.

KA 2 APIV A “Monitoring, planning, evaluation of inclusive education” moved away from some previously laid down objectives, such as research of self-efficacy and the classroom climate in consequence of the Covid-19 pandemic. However, a new phase of research was extraordinarily conducted, which focused on individual support of pupils in remote learning and the inclusion of children with severe difficulties. KA 2 APIV A covers the repeated cross-sectional research into learning processes in the extended project period. The postponement provided adequate time for schools to

stabilise and assess their progress in introducing IE (inclusive education) covered in the Final Report. MŠMT representatives and the MA (Managing Authority) believe that the KA 2 outputs satisfy the expectations. Research findings are used to propose modifications to the already implemented measures and make suggestions for changes leading to improving the quality of education (e.g., proposals for FEP revision (Framework Education Programme)). The modified schedule can be met under the condition of a stable epidemiological situation.

Some EPs (educational programmes/modules) are being updated and some topics currently added under the APIV B project. KA 3 APIV A "Education" provides methodological support for trained lecturers in the form of webinars and the green line. Despite the ongoing lecturers' low interest in the green line, webinars offered on the methodology portal [rvp.cz](http://rvp.cz) are quite popular with lecturers as well as the general teaching community. Training is in progress in 10 specialization modules under KA 3 APIV B. The professional publication as part of methodological materials is in progress under 3 long-term training courses presently. Info webinars have been organised to present the topics, content and structure of tested education modules. KA 3 can achieve the set objectives by the originally determined deadline.

All parts of the diagnostic tool created under KA 4 – "Teaching Czech as a foreign language for foreign pupils" have been finalised. To verify the diagnostic test, the quantitative pilot study was replaced by the concept of a qualitative pilot study due to the epidemiological measures. The preliminary results of the pilot study indicate difficult compatibility with InspIS SET, but the change in the pilot study method will not affect the final quality of the diagnostic test. Information collected from monitoring was used by the MŠMT (Ministry of Education, Youth and Sport) for the proposal for modifications to language training of foreign pupils. It was incorporated into the published amendment to the Decree specifying the system of providing free language training for children and foreign pupils and children and pupils with insufficient knowledge of the language of instruction in pre-school and elementary school education. The epidemiological measures had no impact on the deadline for the submission of finished outputs from the achieved intended KA 4 objectives.

The epidemiological measures delayed the finalization of two key outputs under KA 5 "Creation of the Reference framework for Czech sign language" – the concept of the Reference framework for sign languages and Description of A1-B2 levels for CSL. A new deadline was set for these deliverables in the first quarter of 2022. The quarantining of team members and complications in obtaining and processing feedback accompanied by other difficulties ultimately led to the postponement of the KA until the end of 2022.

Schools involved in the APIV B project under KA 1 "Methodology and coordination network" transferred to online educational support as a result of which the services were utilised at the same level as previously. Online educational support brought apparent benefits, for example, it had been difficult to find available lecturers for in person events in remote regions previously. In general, online support has proven itself, including the individualized support. On the other hand, mentoring has some limits in the online environment. In the approved extended period, the available capacities for individual types of support will be utilised, new activities to support the sustainability of project outputs will be carried out and new educational topics will be presented under the so-called information-training programmes. Approximately a quarter of involved schools decided not to continue cooperation under the project in the APIV school network.

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

The benefits of online training became evident in other types of training events under the project, too. It was used as the exclusive form for training of lecturers in presentation and lecturing skills and in training events organised for the public administration. A relatively stable team of lecturers working online has been established under KA 2 APIV B "Education". If the epidemiological situation stays stable, all determined events and outputs should be completed.

KA 3 APIV B "The Public" currently promotes generated outputs, raises awareness of the project and IE. They cooperate with the media, organise informative workshops, newly introduced again, held both online and in person. The project is also promoted in the interactive application "Zapojmevšechny.cz" and shares its content in social networks, etc.

The evaluator verified the ongoing or new risks and barriers of the project in the evaluated period. The greatest risk to both projects currently is the continuing pandemic. Generally, the Covid-19 pandemic and related epidemiological measures introduced by the government pose risks the project teams cannot fully influence. The epidemiological measures prevent direct contact and cooperation with schools, organising or participating in public events, no internships can be carried out at schools, etc. Some activities were reduced and had to be transferred online (e.g., team meetings, expert panels, webinars, etc.) due to the restricted opportunities to meet other people. The situation was also complicated by the increased sickness rate of the team members and imposed quarantine. It is also difficult to supply reviewers to present at expert panels as well as actual participants.

As stated above, at the time of drafting IR4, the internal consultation process was held with the MŠMT management. The request for change applying for the postponement of the scheduled deadline for KA 2 and KA5 of the APIV A project was presented to MŠMT. The postponement of KA 1, KA 2 and KA 3 APIV B has been approved. The project postponement envisages the option of a stable epidemiological situation because new epidemiological steps can hamper successful completion of the KAs. Unforeseen development of the pandemic and related epidemiological measures still pose a risk. Some epidemiological measures were manifested in barriers to the successful completion of some KAs. Some objectives had to be cancelled in some cases or they were replaced with more feasible activities, such as replacement of the quantitative pilot study of the diagnostic tool with the qualitative pilot study under KA 4 APIV A. As may be observed, project teams flexibly responded to the current situation and put all their strength into eliminating related risks.

The epidemiological measures pose a risk specifically in KA 2 APIV A, where it is impossible to repeat the cross-sectional research into learning processes at elementary schools in the intended scope due to the limited access to schools and the unwillingness of schools to take part in the research. To be able to compare the results of the primary and repeated research, a comparable sample should be available. Should difficulties arise, the research will be restricted depending on the conditions.

Online communication, sickness rate and other problems connected with the Covid-19 pandemic have rather severely affected the time schedule for KA 5 of the APIV A project, which is being very closely watched. Increased demands of individual processes placed on expert team members in the current situation are compensated by their high motivation.

The necessary adopted pandemic measures do not represent any critical risks for fulfilment of the set objectives for the APIV B project. Nevertheless, some interesting services offered to schools can be reduced. Should schools be closed down again, a great volume of scheduled services for schools involved in the project under KA 1 would have to be held exclusively online, which might be

overwhelming for teachers. Internships would have to be suspended, since the online form is not suitable. The KA 2 team has an adequate number of lecturers just to cover the current demand. Without necessary backup, personnel risks can arise in any future waves of the pandemic.

A newly identified risk was the risk linked to the optimisation of support centres (SC) with the project entering the second half of the implementation. Potential personnel risks relate to unacquaintance with the field survey of newly appointed consultants. The risk of transferring incomplete and varying information about IE topics to schools has been reduced as far as possible thanks to the modifications to the final version of the Eps in progress. However, the risk remains since the recommended analysis of the EP modifications has not been accomplished.

The field survey confirms that the provided support is beneficial for solutions to specific situations experienced by pupils with special educational needs (SEN) that schools deal with. The interviewed school representatives stated that the usability is influenced by the approach to the topic (the more practical, the better) or the general climate of the school frequently set by the school management.

The evaluation team proposes two recommendations. Both are given for the future and should be used as lessons learnt from the current projects in the initial phase of setting new projects. They recommend reducing the scope of IPs (individual system projects), as was previously set under the APIV. Detailed planning is a must in a project as well as setting parameters of the follow-up activities to ensure continuity and interlinking of projects.

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

### 3.1 Focus of evaluation activities

External evaluation focuses on 2 individual system projects supported by PA 3 OP RDE-II:

- APIV A project "Inclusive Education and Support for Schools Step by-step. Implementation of the Inclusive Education Action Plan – methodological support“, reg. No. CZ.02.3.61/0.0/0.0/16\_020/0004410.
- APIV B PROJECT "Support for inclusive education in educational practice“, reg. No. CZ.02.3.61/0.0/0.0/16\_020/0004015.

The two individual projects were linked for some time, especially in the middle of their implementation in specific areas - KA 1 and KA 2 under the APIV B project were linked to KA 3 of the APIV A project. The projects have been conducted by the National Institute for Education of the Czech Republic since 1 January 2020. (Prior to 1.1.2020, it was conducted by NIDV, resp. NÚV.)

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

The following reports have been compiled

Initial report

1. Interim evaluation report (evaluated period from 12.10.2018 to 22.3.2019)
2. Interim evaluation report (evaluated period from 23.3.2019 to 22.10.2019)
3. Interim evaluation report (evaluated period from 23.10.2019 to 31.12.2020)

Evaluating methods are described in the evaluation matrix reviewed during the development of IR4. The deadline for submission of IR4 was agreed during the initial planning phase for 31.12.2021 based on the following reasons:

- to maintain the annual frequency of individual research,
- the original October deadline was rather inconvenient since the school year begins in September, and moreover, the beginning of the school year following after the 2020/2021 "Covid" school year due to the unprecedented length of the imposed remote learning,
- concerns about recurrent closures of schools or classrooms, newly introduced remote learning under anti-epidemic measures and excessive workload placed on schools, their representatives and the whole faculty of teachers.

A five-year project implementation concept assumes cyclical evaluations in individual years, whereas each IR should reflect all evaluation questions. Accordingly, most of the field research is carried out in



cycles. While planning evaluation activities, discussions with the Contracting Authority take place to agree what field research methods can be eliminated or modified under some evaluation activities over the specified period, especially in respect of methods which might overburden schools in view of the number of other researches carried out and frequent questioning about the same themes (mainly research at target groups (TG) or those that TG are not willing to carry out (participation in the research is voluntary)). For the discussion about the research, it is also important that the project is close to the end.

IR4 evaluates the period from handing over IR3 (31.12.2020) to presenting IR4 (31.12.2021), nonetheless, the contained information was valid in the period it was collected (see the overview of conducted research). Evaluators used ImpR 14 to 17 related to both projects and some parts of ImpR 18 (KA 3 - information about the visit rate, outreach and audience of the project website and FB site and group site) and ImpR 19 (Evaluation report for 2020/2021 – details for KA 1, KA 2 and KA 5) of the APIV B project were available for them.

The findings and conclusions presented in this report are primarily based on the analysis of opinions and attitudes of senior project managers, key activity managers, internal evaluators, lecturers and other target groups of individual KAs.

The following topics are covered with differing levels of details in this report:

- project plan, outputs and fulfilment of indicators;
- conditions for successful implementation of key activities;
- coherence of planned key activities in the project with requirements of target groups;
- risks and barriers of individual key activities;
- methods of internal evaluation of the project;
- methods of cooperation with other IPs and IPO;
- target group expectations of the project;
- satisfaction of target groups with provided support;
- applicability of the gained knowledge for target groups;
- usefulness of individual outputs for target groups.

### 3.2 Field survey

The following field survey was carried out in the evaluated period:

**Table 1 List of field survey**

| Method                                    | Respondent  | Number of respondents | Date       |
|---|---|-----------------------|------------|
| Individual interviews (written responses) | Project administrators OP RDE (APIV A and APIV B) | 1                     | 16.12.2021 |

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

|  |   |                |                          |
|--|---|----------------|--------------------------|
| <b>Group interviews (online)</b>   | Head project manager and representative of the relevant responsible MŠMT department (2), project call guarantor (3) <sup>3</sup>  | 5              | 8.12.2021                |
| <b>Individual interviews (online and written responses)</b>  | Senior Project Manager  | 1              | 23.11.2021               |
|  | Senior Project Manager APIV B   | 1              | 19.11.2021               |
|  | KA managers APIV A: KA 2, KA 3, KA 4, KA 5  | 4              | 23.11.2021               |
|  | KA managers APIV B: KA 1, KA 2, KA 3  | 3              | 23.11.2021               |
|  | Internal evaluator APIV A   | 1              | 23.11.2021               |
|  | Internal evaluator APIV B   | 1              | 24.11.2021               |
|  | Cooperation coordinator KA 7 APIV A   | 1              | 23.11.2021               |
|  | Cooperation coordinator KA 5 APIV B   | 1              | 24.11.2021               |
| <b>Individual telephone/online interviews in a sample of 33 involved schools (online)</b>  | Users of methodical support APIV B project:<br>- School Guarantor APIV<br>- School head (SEW)<br>- Education worker (PP)  | 22<br>29<br>32 | 4. 10. – 10. 12. 2021    |
| <b>Case studies: individual online interview in a sample of 5 involved schools and 5 uninvolved schools, individual telephone interviews with the school founder</b> | 4 involved schools:<br>special education worker (4), education worker (2), senior education worker (1)<br>parents (3)<br><i>interviews for the 5<sup>th</sup> involved school will be added</i><br>5 uninvolved schools:<br><i>interviews will be added</i> | 13             | 14.10.-10.12.2021        |
| <b>Individual telephone interviews</b>   | Lecturers from the National team of good lecturers, or the Team of excellent lecturers  | 3              | 20.–21.12.2021           |
| <b>Individual telephone interviews</b>   | Personnel of the Support centres of NPI ČR (APIV B):<br>Regional methodologist  | 1              | 20.12.2021               |
| <b>Individual interviews – written form</b>  | Expert opponents KA 3, KA 4, KA 5   | 2              | 13.12.2021<br>21.12.2021 |
| <b>Participant observation – expert panels</b>   | Participation in expert panels (2x APIV A)  | 2              | 26.11.2021<br>30.11.2020 |

The aforementioned conclusions reflect the approved Implementation Reports (ImpRs) of the respective evaluation period and interviews (see the specific data shown in the Table).

### Field survey in a sample of involved schools

In May 2021, a meeting was held between the external evaluator and Contracting Authority, representatives of the MŠMT Evaluation department, to set evaluation activities related to the preparation of 4IR. The meeting also determined the deadline for IR4 completion - 31.12.2021. It is based on the date of handing over IR3 (31.12.2020) and provides sufficient time from the beginning of the school year so that schools participating in field survey and case studies do not feel overloaded, or in case of any potential school closures due to the epidemiological situation. The meeting also decided to completely substitute the in person form of different types of interviews and research with the

<sup>3</sup> Personnel changes in individual positions were reflected in attendance of the group interviews. To maintain continuity, the current Senior project manager participated in the interviews with the deputy Senior project manager. The interviews were also attended by the former project call guarantor as well as both current ones.

online form. The Contractor uses the experience gained during the compilation of IR3 where online research was largely introduced without prior planning in reaction to the autumn wave of the Covid-19 pandemic, when similar results were achieved and meetings were easier to coordinate, which was also welcomed by the TG representatives. Online field survey was carried out in all groups of school representatives – school heads, APIV school guarantors, as long as school heads alone are not the APIV school guarantor, and education workers (1-2 representatives).

The APIV B project team was informed about the new round of field survey at the beginning of September. The external evaluator started communication with the representatives of SC after that, mostly about the schools involved in field survey which had left the APIV school network in the evaluated period as of the date the project was supposed to end properly. These 8 of the total of 36 schools had used all the allocated FEPW support, took no interest in using other services or had new obligations (the KA 1 manager says that schools usually leave the project once they have utilised the available support, but in this specific case, the leaving schools were those provided with complex support). The leaving schools were replaced by new schools upon agreement of CS representatives. In mid-September 2021, an e-mail was sent to APIV school guarantors at schools to inform them that online appointments with school representatives would be agreed by telephone later. The interviews were held afterwards.

Interviews with school representatives were held from approximately 4 October until the 1<sup>st</sup> half of December. During this period, classrooms at many schools in the Czech Republic were closed down due to quarantine. The schools scheduled for field survey faced the same situation as well. Some schools had to postpone the agreed dates in the complicated circumstances. Of the total of 36 schools 3 schools did not participate in field survey in the end (mostly for reasons connected to the epidemiological situation).

### **Research of target group representatives**

Evaluation activities focused on selected research carried out with representatives of target groups of individual KA and other stakeholders participating in their implementation. The group online interview was held with representatives of the project call guarantor, the Senior project manager and manager of the relevant responsible department of MŠMT (representatives of target groups KA 2 and KA 4 APIV A). Individual online interviews were held with main project managers, key activity managers, internal evaluators and cooperation coordinators. Representatives of the team of lecturers were repeatedly interviewed as well (the National team of good lecturers or Team of excellent lecturers). Rather than the survey of APIV A project target groups, the interviews with lecturers were organised to illustrate the activities of the APIV B project team resp. work of the team of tutors. One CS representative was interviewed with the same purpose, he carries out the activities after the completed SC optimization. The project administrator who represents the subsidy provider evaluated the progress of the projects in a written questionnaire. The questionnaire structure reflected the current status achieved in individual activities upon the search in the project documentation. There was also an interview with a representative of the community of people with hearing impairment under KA 5 of the APIV A project who is also an expert opponent in the project. Other expert opponents were addressed for evaluation of KA 3 and KA 4 APIV A.

### **Case studies**

Case studies should provide answers to EQ A.3 “How has the implementation of the APIV-A and APIV-B projects helped schools and teachers implement Section 16 of the Education Act, in the wording of Act No. 82/2015 Sb”. However, case studies should provide a deeper insight into how schools manage to introduce inclusive education. A case study can hardly be made to take several years to monitor various aspects of inclusive education built on research principles. Such large-scale nationwide monitoring/research is part of KA 2 APIV A and the evaluator does not intend to use case studies to compete with such large-scale research. Case studies provide a deeper insight into inclusive education in the form of examples of practice (good practice and bad practice as well).

The following structure of case studies has been designed based on the above-stated:

1. Basic parameters of schools
2. School profile  
It explains the background for inclusive education at the specific school and describes how the school implements inclusive education in daily practice.
3. Description of specific issues various schools successfully or unsuccessfully deal with.
4. Teaching SEN pupils in remote learning and the impacts of the restrictions on supporting measures provided by schools to these pupils.
5. Individual stories of children/pupils with SEN from the perspective of school representatives and the family.

4 of the original 5 schools involved in the APIV network continued case studies under IR4. The fifth school is part of a larger group of schools which ended cooperation with the project by the originally planned proper termination at the end of September 2021. The school was replaced by another school which is part of the sample of 36 schools regularly addressed to participate in field survey. The substitute school will only participate in the case study of the current round of research dealing with specific cases of SEN pupils from the perspective of school workers and the family.

IR4 looks into specific cases of SEN pupils. School Counselling Centres (SCC) were contacted by the APIV school guarantor at schools cooperating on the case study. SCC representatives selected interesting complex cases of individual SEN pupils. A structured interview was held with the class teacher and special education worker who helps the pupil at school, followed by an interview with the pupil’s parents. The purpose of the interviews was to link the perspectives of the class teacher, special pedagogue and parents. The originally intended interviews with the SED were cancelled during the research. The role of school head in relation to SEN pupils and provision of necessary PO is clearly defined in legislation. The interviews with the form teacher and special pedagogue confirmed that the school head is acquainted with individual SEN pupils. Responses in the questionnaire devoted to the school climate also briefly confirmed the school head’s activities. The questionnaire was sent to the parents upon agreement of the Contracting authority. The follow-up interview came from the questionnaire. Responses to the closed questionnaire are incorporated into the case study. Any inconsistencies perceived by individual stakeholders can reflect gaps in the system of supporting measures. The perspective of individual pupils also brings a true picture of ordinary school life.

### **Participant observation at expert panels**

2 participant observations at expert panels were held during the evaluated period. One was under the OP APIV A “Teaching Czech as a foreign language” (online 30.11.2021) dealing with the tool for

verification of language competencies in Czech as a foreign language in ES pupils and methodological and teaching material to support teachers in Teaching Czech as a foreign language. The evaluator also took in OP APIV A “Preparation of FEPW programmes for inclusive education” where two training modules were presented: Czech sign language for AP I and II (26.11.2021 online).

## 4 EQ identification

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

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

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

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

This part of the evaluation activities focuses on verification of how harmonised the implementation plan of the APIV A and APIV B projects is with the current implementation of individual key activities as well as verification of compliance with the current needs of the project implementation. The second part of the evaluation focuses on the achievement of KA objectives. The second half of projects proceeding during school closure and remote learning was characterised by the taking of steps to maintain the existing level of providing and using the services. Projects strive to fulfil individual project indicators in this phase. In the extended time, which was negotiated over the whole evaluated period, further steps will be carried out in 2022 to finish the planned objectives, use the remaining capacities or implement new activities.

Progress of individual KA activities, outputs and objectives was verified upon the individual implementation reports and their appendices (for this IR, ImpR 14 to 17 in both projects were available). Some parts of ImpR 18 (KA 3 - information about the visit rate, outreach and audience of the project website and FB site and group site) and ImpR 19 (Evaluation report for 2020/2021 – details for KA 1, KA 2 and KA 5) of the APIV B project were available as well. Implementation of key activities was verified upon structured interviews with KA managers, field research carried out at schools, reports provided by expert opponents and structured interviews with SC workers and lecturers. For some KA, the implementation of key activities was also verified with target groups.

The implementation of individual key activities is summarised in the Table in Technical Appendix I. 1 “Implementation of individual key activities” in this IR. The summary comes from the analysed product

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

breakdown, which further divides outputs from individual KA into individual outputs and up-to-date detailed schedules of individual KA.

### 4.1.1 APIV A project

#### **KA 1 Project management**

**Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Structured interview with the SPM*

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

The activity also provides obligatory publicity of the project. It is promoted by a dedicated poster and information on the project on <http://www.nuv.cz/projekty/apiva>.

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

The KA manager (in the case of APIV A project also the SPM) is also responsible for coordination of the processing of implementation reports, dealing with MA comments and change management. Implementation reports are submitted within the fixed deadlines. KA managers are also responsible for public procurement (PC).

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

#### **KA 2 Monitoring, planning, evaluation of inclusive education**

**Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Structured interview with the KA manager*
- *Outputs: Interim report on results of introducing and implementing inclusive education III, Report on identified difficulties and problems schools have in implementing inclusive education III and 4 Inspiring examples of practice III (part of ImpR 15)*
- *Minutes from the expert panel under KA 2 – Research into inclusive processes in education held on 16.12.2020 (part of ImpR 15) and 27.1.2021 (part of ImpR 15)*
- *Concept of extraordinary additional and extended phase of research in the experience of ES teachers with individual support for pupils and differentiation of learning in remote learning during the epidemic (part of ImpR 14)*
- *Proposal for the combined research concept - the Status and methods for inclusion of ASD pupils (autism spectrum disorder), etc., in ordinary elementary schools (ES) (part of ImpR 16)*
- *Interconnection between the previously conducted research stages and those currently being carried out and planned to fulfil the research objectives defined in the Rules for Beneficiaries and Applicants (as part of settlement of ImpR 16)*
- *Proposal for the concept of repeated qualitative research at ESs (part of ImpR 17)*

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

The KA focuses on monitoring changes in teaching within the implemented curriculum as a consequence of the implementation of inclusive education. It identifies changes and possible difficulties, monitors and evaluates especially the impact of the modified Framework Education Programme for elementary schools on the implemented curriculum, while including pupils with supporting measures (impacts on the work of schools, teachers, quality of pupils' achievements, social relationships in the classroom, etc.). The activity focuses on the long-term continuous research carried out at ESs complemented with the research conducted at NSs and SSs.

The research is designed as combined research (quantitative and qualitative research mutually complement each other). The research is carried out in several stages, some proceeds in parallel. During the evaluated period, individual qualitative and quantitative lines were carried out.

Stage I of the research was implemented as repeated cross-section research into teaching at ESs and comprises both a quantitative and qualitative part. The results of the research were presented in the Interim Reports on introducing and implementing inclusive education I. and II., Report on identified difficulties and problems during the implementation of inclusive education I. and II., and they were used as the source for the Examples of Inspiring Practice.

Stage II was carried out at NSs and involved a quantitative and qualitative part, too. Its results were presented in the Interim Report on the status of introducing and implementing inclusive education III and the Report on identified difficulties and problems during the implementation of inclusive education III. They were used as a source for the further Examples of Inspiring Practice.

Stage III was carried out in the form of teachers' self-efficacy of inclusive education and contained quantitative and qualitative parts. In the quantitative line, data were collected at NSs and SSs. Qualitative research was complicated by the epidemiological measures. Collection of data was impossible at NSs and SSs and had to be postponed in the current circumstances. Qualitative and quantitative research at ESs will be carried out synchronously with repeated cross-section research into the implementation of inclusive education (see stage V.).

Stage IV looks into the classroom environment in inclusive education at ESs. Under this stage, the tool was tested, however, research of the classroom climate is unfeasible within the time-frame of the project and the research had to be cancelled due to the epidemiological situation. For more details, see evaluation EQ A.1.5.

Stage V consists in repeated cross-section research into educational processes at ES, i.e., it is the 2<sup>nd</sup> part of the research conducted in stage I. Its results will be presented in the Interim Report on the status of introducing and implementing inclusive education IV and the Report on identified difficulties and problems during the implementation of inclusive education IV. The research should also supply data for the Final Report to compare results from the first and repeated research and demonstrate the progress towards inclusive education in schools. Preparation of this stage is in progress and also the reason why the implementation of KA 2 was extended until the end of 2022. To ensure adequate quality of the research, the situation at schools has to stabilise. Schools need favourable conditions comparable with the situation before the pandemic. This is a precondition for comparing data from stages I and V, evaluating the progress in introducing inclusive education, and compiling the Final Report.

Stage V also comprises the analysis of school education programmes (SEP) in schools involved in the research. The outputs will present the findings about the difficulties faced in this area and

recommendations for training of school heads and SEP coordinators. The findings will also be available for the CSI (Czech School Inspectorate) which follows the SEP compilation.

In the evaluated period, an extraordinary stage was implemented in the form of a study focusing on the experience of ESs with individual support provided to pupils in remote learning, differentiated teaching and provided individual support. Data have been collected and they are currently evaluated.

KA 2 was extended with research into the inclusion of children with severe difficulties (pupils with ASD and other neurological difficulties or disorders). The research substitutes the originally intended classroom climate survey. The topic was selected upon the reflections received from teachers obtained from the research, suggestions made at expert panels as well as suggestions made by researchers in discussions at conferences.

Apart from the three main KA 2 outputs - the Interim Report on the status of introducing and implementing inclusive education, Report on identified difficulties and problems during the implementation of inclusive education, and Examples of Inspiring Practice, this key activity has delivered other outputs as well. Some of the outputs for the evaluated period are:

- A monograph containing results of the exploratory research into inclusive education in elementary ES;
- A monograph on cooperation among teachers and other professionals at school;
- A study of the research into inclusive education at NSs – ideas for educational policy creators; The study was compiled upon the request of the scientific magazine "Pedagogika" (Pedagogy);
- The Czech version of the TEIP international tool to ascertain teachers' self-efficacy for inclusive education.

Further outputs are being prepared, such as the publication presenting the conclusions from the research into the experience gained at ESs with the implementation of individual support for pupils in remote learning.

MŠMT representatives and the MA believe that the KA 2 outputs meet the expectations. The research findings are used to propose modifications to the measures that have already been implemented and make suggestions for changes leading to improving the quality of education (e.g., proposals for the FEP revision). MŠMT representatives find the knowledge gained from the research very beneficial for the work of MŠMT.

Specifically, the deliverables were used to modify Decree 27/2016 Sb., on the education of pupils with special educational needs and gifted pupils. The outputs and data sets are used for work at meetings at the Government Council. The research results are also used for setting the monitoring framework - Education Policy Strategy of the Czech Republic until 2030+.

Another example of the use of KA 2 results for proposed modifications to already implemented measures is, for example, the parametrisation of pedagogical assistants. A work group was created at MŠMT to deal with this issue. KA 2 project team representatives joined the group as well. Work to set the so-called standard of activities for pedagogical assistants is in progress at MŠMT, the ideas from KA 2 research and recommendations from expert panels are used for the standard as well. MŠMT representatives stated *"We are considering introducing the position of pedagogical assistant at schools without dependence on support measures for individual pupils. The obtained outputs were definitely very useful in dealing with the issue"*.



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

A seminar for MŠMT - the main user of the outputs – was organised in the evaluated period. It presented the results of the research at NSs for the needs of the educational policy. Additional documents summarising research results conducted at NSs in selected regions were provided as well upon the request of MŠMT, and will be used to support the regions.

Research results are a significant source reflected in the setting of training programmes for teachers in undergraduate education and FEPW. Individual ideas are used to support teaching in inclusive education and to create and provide a support network and positions for other specialists in schools. Faculties of education are interested in the published monographs and use the Examples of Inspiring Practice as well.

Another output – the TEIP tool – is being tested and verified for use in the Czech educational environment. The tool and the accompanying text for the users are available on the website and can be used by schools and individual teachers at their discretion.

Expert panels are an important tool for disseminating the results of the research and initiate discussions by experts. In the evaluated period, 3 expert panels were organised. The results of the research conducted at NSs were presented at the panel in December 2020. The panel held in January 2021 focused on case conferences and the panel in June 2021 looked into social pedagogues in schools. Preparation of recommendations from two panels for MŠMT is now in progress.

Expert panel participants positively assessed the research outputs. They help formulate problems in inclusive education under KA 2. Their presentation at expert panels initiates open discussion about the identified difficulties with experts from different areas, help find solutions and provide ideas to increase the level of education. Expert panels provided a platform for bringing in representatives of all faculties of education and transferring research conclusions to the concepts of undergraduate education (training of social pedagogues, for example). The research conclusions are reflected in the FEPW being prepared as well. Selected ideas and findings from the research into inclusive education in remote learning are applied in implementing the webinar - Differentiation and individualization by way of learning tasks implemented in methodological support of lecturers and educational workers under KA 3 or the webinar The school culture in inclusive education focused on the classroom climate.

The project team intensively continues disseminating the research results and selected findings to the professional learning community by way of presentations at international academic conferences (e.g., the ECER conference (Czech Educational Research Association), and the conference Sense and Sensibility for Schools), at expert panels of other cooperating projects or other events (such as meetings of the Methodological group for inclusion in the Edunetwork of the P-KAP project). The feedback gained from the conferences is positive according to the KA 2 manager and with their contribution the NPI ČR has established itself in the academic environment as a respected professional institution.

The KA 2 project team flexibly reacted to the latest epidemiological measures by introducing the extraordinary stage of research. It focused on the experience in implementing individual support of pupils in remote learning and the results of the research into the inclusion of pupils with ASD and other neurological disabilities in a heterogeneous classroom conducted under KA 2.

The compiled materials describing links between individual stages of research and objectives defined in the Rules for beneficiaries and applicants show that KA 2 fulfils the identified objectives. The work of the project team devoted to the dissemination of the research results is highly appreciated.

The KA 2 time schedule had to be adjusted due to the epidemiological measures and an application for postponement to 31.12.2022 was filed. Interim Report IV should be completed in September 2022 and the Final Report on research in December 2022. Currently, the modified time schedule appears to be feasible to allow KA 2 to fulfil its objectives as long as further epidemiological measures are not introduced in schools which would preclude the finalisation of some research. The topic is covered in detail in EQ A.1.3. Outputs and indicators linked to this KA and their target and interim values are shown in Technical Annex I.1 and I.2 to this IR.

### **KA 3 FEPW programme preparation**

#### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Structured interview with the KA manager*
- *Report by the KA expert opponent*
- *Participant observation at the EP held on 26.11.2021*
- *Minutes from the KA 3 EP Preparation of FEPW programmes for inclusive education held on 1.10.2020 (part of ImpR 15), of 9.2.2021 and 27.5.2021 (part of ImpR 17)*
- *Professional portfolios of teachers/educational workers*

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

The EP implementation showed the need to upgrade some of them and complement the content with some topics. The upgrade of the selected EPs is catered for by the APIV B project. Since the previous Interim evaluation report identified a risk in the question, the issue is discussed in more detail in EQ A.1.3 and A.1.5.

Lecturers trained under APIV B currently focus on the most important activity - providing methodological support. It is provided in several forms. Methodological support is provided in the form of webinars. The "green line" where questions by APIV B lecturers are answered by the tutor is still working. However, APIV B lecturers show little interest in methodological support by way of the green line.

Methodological webinars are provided as methodological support for APIV B lecturers and they are open to the general pedagogical public as well. Webinars accentuate variations, news and innovations in individual topics and they are interactive in cooperation with the rvp.cz methodology portal. The available information shows that the capacity of each webinar streamed in real time was used by participants to the maximum (increased to approx. 150 persons now). Other education workers interested in the webinars can view all previously held events from the recordings. More than 80 webinars have been created since 2019 and have had more than 112,000 views. Education workers learn about the prepared webinars on the rvp.cz portal, from the NPI ČR newsletter regularly sent to all schools in the Czech Republic, via a monthly periodical magazine sent from rvp.cz and from the news published on the NPI ČR website.

All 10 specialised modules created under KA 3 were tested in the pilot and completed. They are earmarked especially for the staff of school counselling workplaces, teachers as well as other

educational workers. The topics reflect the requirements of educational practice. Repeated training for all 10 specialised modules was included in the activities under KA 3 beyond the plan. The repeated pilot was carried out to provide methodological support and support of lecturer skills for trained second lecturers.

3 long-term trainings are being prepared under KA 3. Two long-term trainings are devoted to Czech sign language for teachers' assistants. Both modules have been verified in the pilot and are being finalised currently. The third training focuses on ABA – applied behavioural analysis. It is designed for special pedagogues or psychologists dealing with autism spectrum disorders and other neurodevelopmental disorders. In preparation for the training, participants have been trained (pilot verification) and a scholarly publication is being prepared. It will be part of methodological materials for the generated module.

Specialization modules and long-term training are represented and approved at expert panels. The objective of the expert panels is to get the professional public acquainted with methods of support for the development of the professional competences of teachers and gain opinions and any ideas about the presented modules. The EP conclusions show that participants find the presented modules up-to-date and useful. Education modules can help teachers gain or improve professional competences and contribute to an overall improvement of the education process. Practical solutions and topicality of topics addressed are essential.

The KA 3 expert opponent spoke positively about them: *"I believe that the topics and identified scope of modules or trainings will be well applicable not only in educational practice. The topics of the modules and trainings reflect some of the not sufficiently handled specifics of approaches, new forms and methods of work and organization of training for teachers in inclusive education. Project activities (training, module) provide an opportunity to increase the erudition and proficiency of teachers in inclusive education or education and counselling in general.", "The structure of modules and trainings brings theoretical insights as well as the following practical part which offers acquisition of individual practical skills related to the module content or training. The second positive aspect is the professional guarantee provided by the creators of the modules and trainings. Creators and lecturers are experts from the academic environment and "practice" who are closely associated with the specific issue and provide a guarantee of good quality transfer of experience to theory and practice."*

The benefits of the education modules for target groups were evaluated upon teachers' professional portfolios. The reflections provided by teachers who took part in the pilot study of education modules show that teachers use the gained knowledge in their everyday work with children and in communication with parents, and they share it with their peers at school. Quote:

*"Completion of the ABA programme helps me move on in my professional development, especially in the possibility to intervene in otherwise difficult problems children have, whose parents try to find a solution (caring parents); I can monitor the work with children better and perhaps understand the factors that influence children's behaviour, I can adequately react to the children to properly form their behaviour."*

*"As a special pedagogue, I constantly use the gained skills in practice. The information presented in the seminar was very useful for me in helping beginning teachers in our organization (I work as a mentor) as well as in the preparation of workshops for NS teachers."*

*"I use the experience and skills gained in the module in practice to coordinate support for pupils with special educational needs, fill in the matrix, and communicate with parents and peers. I gained the benefit of a deeper insight and possibilities in my job as a special pedagogue to coordinate pupils with priority axes, create conditions and methodological guidance for peers and work with the matrix."*

*"I constantly apply the information obtained in my job as a special pedagogue at school and transfer the knowledge to other teachers and school management. I also share the knowledge with pupils of Hradec Králové University where I lecture on special pedagogy for teachers of nursery and elementary schools."*

The KA3 project team started preparing infowebinars in the monitored period. Their purpose is to present the topics, content and structure of education modules verified in the pilot study (specialised modules and long-term trainings) to school teachers and employees (to inform potential participants about their existence) and provide methodological support in the context of the current situation of the topics in school practice.

The verified specialized modules and long-term trainings will be handed over to the core activities of NPI ČR to be accredited by MŠMT and implemented in the FEPW system at NPI ČR afterwards. Trained lecturers should cooperate with individual Regional support centres of NPI ČR and lecture events for school teachers and school facilities. The KA 3 project team held a meeting with the representatives of NPI ČR core activities where education modules were presented and NPI ČR staff members were appointed for individual education modules and participate in some parts of the repeated pilot. The KA 3 manager stated that *"we have not agreed on a specific time schedule for hand-over, however, it is not clear whether the programmes will be included in the offer for further training. .... The modules will have the expected effects only if they are accepted by the Department of core activities and offered to schools. The APIV A project team carried out repeated steps to agree further implementation, however, the Department of core activities has not made any significant steps yet."* According to the MŠMT representatives, NPI ČR has mechanisms for offering the education modules to schools so there are no objective barriers to full use of the KA 3 outputs after the end of the project.

KA 3 can finalise the laid out objectives by the originally specified deadline of 30.4.2022, most of the planned outputs have been handed over. From the feedback provided by target groups and expert panels, KA 3 meets its goals.

Outputs and indicators linked to this KA and their target and interim values are shown in Technical Annex I.1 and I.2 to this IR.

#### **KA 4 Teaching Czech as a foreign language for foreign pupils**

##### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendixes*
- *Structured interview with the KA manager*
- *Report by the KA 4 expert opponent*
- *Participant observation at the EP held on 30.11.2021*
- *Review reports (part of ImpR 14 and ImpR 17)*
- *Draft procedure for the pilot study for the diagnostic tool (part of ImpR 16)*
- *Minutes from the KA 4 expert panels of the APIV A project – Teaching Czech as a foreign language held on 22.9.2020 (part of ImpR 14), 26.11.2020 (part of ImpR 15), 3.2.2021 (part of ImpR 16), 11.5.2021 (part of ImpR 17)*

This KA focuses on the creation of a tool to establish the level of language competences of foreign pupils or Czech pupils not speaking Czech. It has three parts: 1. a diagnostic test, 2. teacher's evaluation of the pupil with a different native language (SMT) and 3. an interview with a pupil. The diagnostic test was created according to language levels of the Common European Framework of Reference for Languages (CEFRL). Tests for junior and senior classes of elementary schools have been created in three options.

Presently, all three parts of the tool have been completed. The diagnostic test is part of the electronic testing environment InspIS SET. Parts 2 and 3 - the interview with the pupil with a different native language and evaluation of the pupil's language competencies in Czech by a teacher, can be used independently of the test. Both parts of the tool are available for teachers' use on the NPI ČR website in test mode. The websites of the project, NPI ČR and Rvp.cz have also published information articles about both tools and their availability. Information on the publishing of both tools was emailed to education methodologists of all regional centres of NPI ČR, departments of methodological support of school counselling centres of NPI ČR, MŠMT staff members and participants of the KA 4 expert panel. They are now available on the website of NPI ČR and teachers can use them for free.

The individual parts of the tool have been reviewed several times and adjusted accordingly. Ideas for modifications were also provided at expert panels where the tool was presented. The diagnostic test is being tested in the pilot study. The originally foreseen forms of the quantitative pilot study were supposed to be carried out directly at schools, however, they were not implemented due to the ongoing epidemiological measures. The project team has reformulated the concept of the pilot study by changing its form of implementation to qualitative, which does not require assistance from schools and anticipates the involvement of a much smaller number of foreign pupils. The first and second phase of the pilot study have been implemented. The first phase of the pilot study has been evaluated, the evaluation of the second phase is in progress. Preliminary results show no significant problems in terms of the content or difficulty of the test tasks, the main problem in testing is technical equipment compatible with that of InspIS SET. The issue will have to be discussed in cooperation with the system operator - the Czech School Inspectorate. The next phase of the pilot study will cover the content analysis (standard setting) to evaluate the quality and feasibility of the proposed test items. The results of the standard setting will be used for the final test modifications. The KA 4 manager believes that the change in form of the pilot study will not adversely affect the final quality of the diagnostic test: *"the qualitative research setting was introduced to obtain relevant data and the tool was properly verified in practice in the pilot"*.

A tutorial has also been created for the diagnostic test to help pupils try out testing techniques used in the actual test in advance. Pupils can try out how to work in the electronic environment to gain confidence.

The review reports show that reviewers find the tool functional and useful for school practice. The feedback on the tool from expert panel participants was also positive. Positive feedback was also given on parts 2 and 3 of the tool: *"Both materials look very accurate and clear to me. They can be used at school as part of the documentation on the children who come to our school whose level of language we need to identify."*

The tool received positive feedback from the KA 4 expert opponent, too. We quote her statement: *"I feel positive about the tool. Its creation and testing was presented at expert panels several times and offered for public discussion and comments. The tool is comprehensible for school practice, its*

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

*evaluation system works well and reliably, its graphic design is suitable. It is being verified in practice and I hope it will be widely used once it has been completely finalised and administered.”*

Preparation of the FEPW, which will be focused on proper use of the tool, should proceed in 2022. The FEPW will be offered to the regional Support centres, future training for those interested in regions, and it will be available online as well.

Preparation of methodological and teaching materials continued in the evaluated period, and are intended to help teachers develop pupils' language competencies. The concept of teaching materials was reworked and the structure of materials re-evaluated upon the ideas collected at an expert panel where the concept was presented. Methodological and teaching materials were presented at the expert panel on 30.11.2021. Participants considered the materials beneficial and confirmed their definite applicability in practice. Teachers show great interest in the compiled materials.

The last individual KA 4 activity - monitoring of the implementation of support measures for foreign pupils by teachers - has been completed. MŠMT representatives note that the information obtained from monitoring was used by MŠMT to propose modifications to the language training of foreign pupils. The data collected in monitoring revealed the practice in schools based on which the system of support for language training of foreign pupils has been modified to suit the needs. On 1.9.2021, the amendment to Decree No.27/2016 Sb. came into force. It lays down a new system of providing free language training for foreign children and pupils and children and pupils with insufficient knowledge of the language of instruction in pre-school and elementary school education.

An entrance reference test was issued to determine the scope of free language training based on the verification of the ES pupil's knowledge of Czech, which is part of the curriculum of Czech language as a foreign language in elementary schools. Its purpose is to establish pupils' language competencies for the allocation of financial support under the above-stated Decree. The SPM noted that the tool created under KA 4 is additional to the reference test generated under core activities of NPI ČR. The tool introduces the support in much greater detail and helps determine in what specific communication areas pupils need to be supported. Unlike the reference test, the tool is not intended to assign the financial support laid down in the Decree, it should help teachers determine what specific skills in specific situations pupils need to improve, it helps divide pupils into groups, etc. Accordingly, the tool will be applicable in the language training of foreign pupils as a base on which further activities will be built on.

MŠMT representatives confirmed the above-stated as well: *“The tests do not overlap. Each of them has a different purpose. The reference entrance test is intended for use at all schools without a complicated methodology, training course, etc. It is designed to provide a reference primary assessment of the scope of required support for foreign pupils within the 3 set out categories. On the other hand, the diagnostic test is intended for long-term work with pupils, its goals are different.”*

KA 4 proceeds according to the time schedule and the outputs will be submitted by the originally set deadline - April 2022. The epidemiological measures also affected the implementation of some individual deliverables (e.g., a method for the pilot study), however, they will not affect the deadline for the submission of finished outputs or achievement of the planned KA 4. Outputs and indicators linked to the KA and their target and interim values are shown in Technical Annex I.1 and I.2 to this IR.

#### ***KA 5 Creation of the Reference framework for Czech sign language***

**Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Structured interview with the KA manager*
- *Output: Methodology for verification of the Framework of reference for Czech sign language and reference descriptions of Czech sign language for level A1 – B1 (part of ImpR 16)*
- *Expert report on the output – Methodology for verification of the reference framework (part of ImpR 16)*
- *Product breakdown (part of ImpR 14, 15, 16 and 17)*
- *Updated time schedule*
- *Interim monthly reports for MŠMT (part of ImpR 14, 15, 16 and 17)*
- *Review reports on the outputs (part of ImpR 17)*
- *Minutes from the KA 5 expert panels of the APIV A project – Creation of the Reference framework for Czech sign language held on 23.10.2020, 10.12.2020 (part of ImpR 15), 16.3.2021 and 20.5.2021 (part of ImpR 17)*
- *Minutes from the expert panel of the APIV A project “Cooperation” of 22.4.2021 (part of ImpR 17)*

The Framework of reference for Czech sign language is being created under KA 5 (FR for CSL). It will contain a general description of sign languages (the “FR”) and also descriptions of levels A1 to B2 for the Czech sign language (the “Descriptions”). The Framework of reference will provide the base for the subsequent compilation of language syllabi, guidelines for curriculum development, examinations, textbooks, etc. to make language training and language competencies of teachers and supporting professions for pupils with hearing impairment the most effective and transparent. The tool can be used to create other materials to identify the existing level of CSL language users (their specific knowledge and skills in CSL).

The Beneficiary of the KA 5 final outputs is MŠMT. The target group of this KA from a project perspective are support professions essential in teaching pupils with impaired hearing such as teachers, pedagogical assistants, interpreters, etc. Pupils with impaired hearing are the secondary target group from the perspective of the project.

The key activity is being implemented by a large team which is divided into several smaller work teams. The FR is interdisciplinary, which is why many experts or professionals are needed to adjust and check it from the perspective of their profession. The implementation team is fully staffed according to the plan and needs of KA implementation. The team is stabilised, it comprises experts representing people with no hearing impairment and those representing people with hearing impairment.

The FR draws on several European sources, the selected approach was wholly autonomous, though. Completely unique material is being developed which has not even been developed in other countries yet. The KA expert opponent noted that *“we have not had any material like the framework for sign language and reference descriptions of sign language in schools so far. It should also be noted that such materials have not been developed in such a complex form for any sign language in Europe. Available international materials cover just some parts, are incomplete and only deal with basic questions of recognised problems. They do not go into the depth of the issue.... The work of the implementation team for creation of the framework for CSL as well as related activities (such as its verification) are quite unprecedented from that point of view. We will be justifiably proud to establish the basis with this excellent material which will contribute to changes in many related areas in our country: improved quality of interpreting, education of pupils with impaired hearing, at secondary and tertiary schools in general, it will substantially enhance the quality of communication between parents with no hearing*

*impairment and their deaf children, the method of testing language competencies, and it will help set the rules for reviews of the communication level in sign language.”*

The FR will be developed as a text as well as in Czech sign language for the target groups. The translation will have hundreds of video recordings. The translation of the FR is a very complex job where the team has to address a lot of issues which they do not encounter in delivering standard expert outputs. The text is technical, equivalents of technical terms have to be found in sign language. Video recordings must be formatted and reflect the text structure (the function of headings, bullets, highlighted text, footnotes, etc.) common in a written text.

To give an idea of how demanding the KA 5 deliverable is, here is an example of what steps should be carried out to translate a text into CSL. Firstly, the text must be divided into individual videos, followed by preparation of the sign order and draft translation in the form of a draft video, which is checked, and then a recording is made with the whole team participating in the studio. The recording is checked several times afterwards (for language, content, and last but not least, a check by the linguistic team). Should any corrections be needed, a new recording is made until its language and content are satisfactory.

Some intermediate outputs are already available – part 1 and 2 of the FR for CSL, part of level A1 – B2 descriptions, work on part 3 of the FR, Vocabulary and Glossary is in progress, the library catalogue is being complemented. Each intermediate output is reviewed and submitted for opponent opinion (the latter only for intermediate outputs shown in the product breakdown), which is why it has to be repeatedly reviewed.

An important phase for the development of the FR for CSJ is its validation. Methodology for verification of the FR for CSL and reference descriptions of CSL for level A1 – B1 is available. Feedback on the general description of the framework will be provided by the review carried out by cooperating experts, while A1 – B2 level descriptions will be reviewed by lecturers of CSL. Presently, comments from reviewers are being dealt with.

To disseminate and use the FR for CSJ in the future, a website is crucial, since expert outputs containing video translations can hardly be effectively presented to target users in any other way. The website will present the KA 5 outputs and should also contain advanced search. It should be a practical tool for lecturers, experts and professionals as well as pupils. The existing website will be used for this purpose, its environment will be adjusted to the needs of KA 5. The website's technical features and other supporting materials for site adjustment have been completed.

An important part of the team are interpreters who interpret all events and manners of communication from/to CSL as well as from/to the international sign system. All documents created by the project team (in the form of video recordings) are translated into CSL (the preferred language of the target group and part of the project team). Team meetings are naturally interpreted into sign language as well, there is also an emergency service available for interpreters during recording.

The project team considers sustainability of the project outputs essential. The KA 5 manager noted that *“KA 5 team members are often academic workers. They are ready to use the project outputs and link their follow-up work to them”*. Expert panels also focus on subsequent use of the FR for CSJ, for example, the expert panel Support for quality of undergraduate preparation in Czech sign language for teachers and other supporting professions in schools held on 22.4.2021. The purpose of the panel was to share information about the requirements and demands for university graduates in the area of



language competencies in CSL, information about teaching CSL at Czech universities and comparison of the experience with the FR in progress as well as descriptions of reference levels, and their use in teaching in undergraduate training of teachers for interpreting CSL. Another expert panel held on 20.5.2021 focused on possible use of the FR for CSJ (the basis for the curriculum for teaching CSL, tests for SL for different levels, materials for teaching CSL, self-evaluation tools for identifying knowledge of CSL, etc.). The panel also looked into possible sources of funding for the follow-up work. Not only do expert panels for KA 5 provide feedback, but they also allow experts to get acquainted with the reference framework in detail, understand what it will be used for and how it will be possible to build on it. The KA 5 manager also accentuates the international aspect *“Creation of the FR for sign language in such a scope is unique even on the pan-European level. The FR will be further used and developed in the Czech Republic as well as in other European countries.”*

The key activity was adversely affected by the Covid-19 pandemic and connected extraordinary measures. The epidemiological measures, sickness rate and forced quarantine of the team members complicated the implementation of some individual activities. The available information shows that the delays are caused by transfers of in person meetings and communication into the online environment, which is more demanding in terms of time and technology for the bilingual communication (CSL and Czech language). As a result, the submission of two key intermediate outputs related to the product breakdown – the Concept of the Framework of reference for sign languages and Concept of A1-B2 level descriptions for Czech sign language, have been delayed. A new deadline was laid down for these outputs for February/March 2022. Negative impacts of the pandemic are also expected in obtaining and processing the feedback and finalisation of outputs. Hence, the APIV A project is negotiating an postponement for the activities of 8 months, i.e., to 31.12.2022. Detailed information is provided in EQ A.1.3 and A.1.5.

The expert opponent stated that the updated time schedule is realistic and the key activity was provided with adequate time to finalise all outputs in the defined quality. We quote the statement of the expert opponent: *“Based on the information available and material I have read, I am quite sure that the project implementation team is motivated and professional enough to be able to fulfil the project objectives. I believe that the material will definitely be completed by the end of 2022 in the required quality. Everything suggests that at least. Each team member does his/her best to contribute to the final highest possible quality of the so long awaited product on which products in many other projects will build on.”*

## **KA 6 Evaluation**

### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Structured interview with the internal evaluator*
- *Evaluation of implemented expert panels*
- *Output: 4<sup>th</sup> Interim evaluation report (part of ImpR 16)*

Internal evaluation should carry out regular monitoring and evaluation of the implemented key activities. The KA is implemented upon the developed document - Form of evaluation.

Interim evaluation report 4 was compiled under the internal evaluation. Supporting materials for its compilation were collected on an ongoing basis from summaries of the implementation reports,

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

summarised minutes from meetings of key activity implementation teams and participation in management meetings or meetings of key activity implementation teams.

Interim evaluation reports are available for all KA managers and all members of the APIV A project team. The SPM noted that *“An internal evaluation report summarises the risks and problems the project addressed in the previous monitored period. They are continuously addressed as soon as they are identified. Accordingly, the evaluation report is not intended to react to the identified risks. Its structure comes from the MŠMT template and its nature is rather summarising.”*

Internal evaluation evaluates expert panels as well. Each panel is evaluated individually. Evaluations of expert panels are submitted to the manager of the specific activity and cooperation coordinators to allow them to streamline their organization.

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

Since the project activity is obligatory, an application was filed to extend KA 6 because the project implementation was extended.

The evaluation methods are analysed in detail in EQ A.1.4.

### **KA 7 Cooperation**

#### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Structured interview with 2 KA coordinators*
- *Updated expert panel time schedule*
- *Minutes from the expert panel KA 2 and KA 3: Support of practical training of undergraduate teachers in inclusive education of 3.2.2021 and 22.4.2021 (part of ImpR 16) and 24.6.2021 (part of ImpR 17)*

Organisation of expert panels is the core of KA 7. Under KA 7, the expert panel Cooperation was established, its focus being: Supporting the practical training of undergraduate teachers in inclusive education (it was organised 10 times throughout the project) and 4 thematic panels corresponding to activities KA 2 - KA 5 (each of them was also organised 10 times throughout the project). Expert panels KA 2 - KA 5 present the obtained individual results, they were submitted for opposition. Furthermore, the present learning issues from practice are being addressed, as are the relationships and cooperation between individual grades of schools, including universities, whereas Examples of Inspiring Practice for individual inclusive topics and new approaches to and methods of teacher training are being presented, both in undergraduate or postgraduate training.

3 expert panels in Support for quality of undergraduate training of teachers (expert panel PKPPPP/Undergraduates) were organised under KA 7 Cooperation in the evaluated period. The EP held on 3.2.2021 covered undergraduate training of teachers of Czech language and literature for teaching foreign pupils Czech as a foreign language. The EP held on 22.4.2021 discussed requirements for university graduates in the field of language competencies in CSL, the topic discussed at the EP held on 24.6.2021 was training for social pedagogues for their work in inclusive education. The last EP produced theses for future recommendations to MŠMT for the employment of social pedagogues in schools. 8 EPs were organised in the evaluated period (1 EP KA 2, 3 EPs KA 3, 2 EPs KA 4, 2 EPs KA 5).

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

At the time this Interim evaluation report was handed over, 42 EPs had been held under KA 7.

The cooperation coordinators also helped organise expert panels for individual KAs.

Under KA 7, there are also meetings held with the APIV B project implementer. The coordinators also attend expert panels of other IPs and other meetings (meetings of the core Counselling team at NPI ČR).

Some panels had to be transferred online due to the epidemiological measures.

KA 7 activities proceed according to the time schedule. The time schedule for expert panels is regularly updated. Since some EPs devoted to KA 2 and KA 5 activities are newly planned in the extended period for these activities and the panels will have to be organised, an application has been filed for KA 7 postponement.

KA Cooperation is covered in greater detail in EQ A.3.

### 4.1.2 APIV B project

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

#### **KA 1 Methodology and coordination network**

##### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Evaluation report for 2020/2021 school year (ImpR 19)*
- *Structured interviews with the KA manager, SPM and KA 6 manager*
- *Structured group interview with representatives of the relevant responsible MŠMT department, call guarantor and MA*
- *Project administrator's report*
- *Structured interviews with lecturers listed in the National team of good lecturers under APIV B*
- *Structured interview with the staff member of the Support centre*
- *List of schools which entered into the Mutual Cooperation Agreement*
- *Internal report for 2020–2021 school year*

The Covid-19 pandemic started in March 2020 and substantially affected the project implementation in terms of utilization of the services by schools. Schools had to cope with the transfer to the online environment, so the primary task for the project team was to provide the services online. Introduction of online instruments proceeded relatively quickly, however, schools did not show a lot of interest at the beginning. Nevertheless, lecturers and participants of online training accepted this form of communication as standard during the long-lasting state of emergency. 12 accredited webinars completed earlier under APIV B were offered within the FEPW upon the decision made by MŠMT, and all remaining topics of inclusive education were also published online. Schools were given a platform where they could select what they needed and the use of services was largely renewed during the pandemic. Both groups could see the benefits such as comfortable training from home, time savings, etc. The training programme was typically divided into two afternoons so teachers did not have to excuse themselves from class. Previous regional differences in programme availability were balanced

out because lecturers from the whole Czech Republic could be used and regions depended not only on lecturers from the specific region. Sooner or later, the most active lecturers transferred online, unlike those not so active. The ability to provide online training was also supported by training in using online tools organised under the project. A similar training course was also organised for workers at the regional Support centre. The work was evenly distributed among regions and did not depend on a single online training methodologist. The analysis carried out to evaluate the online vs. in person form of training indicated very positive reception of online training, the in person form of training programmes still receives a slightly more positive assessment, though. The project team believes that teachers were overwhelmed by online communication during the pandemic. Some participants similarly note that not all topics are suitable for the online form. The exclusively online training lasted to May 2021. After that, most of the training for teachers could be held in person again.

The online form of training worked best for most types of support. However, for mentoring as one of the few types of support, remote access appears to be a minor handicap, because mentors need to work with the classroom. In the online environment, a classroom faces a completely different situation than in person. Accordingly, use of project capacities for mentoring decreased due to the transfer to the online environment. On the other hand, coaching is different. The online environment does not seem to be a barrier as long as the coach and senior education worker build a working relationship. Expert services proceed online without difficulties unless personal contact with the child/pupil is required for the consultation. The rate of utilization of individual services was also influenced by the rather high number of schools utilizing the coaching and expert services. Fewer teachers selected mentoring in this period, unlike before the pandemic, where this service was selected much more frequently. In the second half of the 2019/2020 school year and most of the 2020/2021 school year, many consultations in individualized services, where topics were primarily available according to the choice of a specific teacher, related to remote learning or examples of good practice associated with remote learning. Project mentors were instructed to focus on this topic. In addition, soon after schools started closing, YouTube video recordings containing recommendations for remote learning began to emerge under the project as well.

The project had to be extended due to the pandemic. Schools were closed down as part of the anti-epidemic measures, and the project which had been running well so far was disrupted. The application procedure was time consuming and demanding. The current time schedule after the postponement of the project anticipates the implementation stage to be at the end of August 2022. The follow-up finalization stage should be completed by the end of 2022. In the extended time, available capacities of individual types of support should be used by schools involved in the APIV network and suspended activities (internships) should be completed. *“There is a real need to extend the project also as an act of solidarity with schools. “Schools involved in the APIV network were under considerable pressure to absorb subsidy in changed circumstances over the last year. If the postponement was not approved, schools trying to meet the requirements would be left with planned activities. It would not be fair,”* says the KA 1 team manager.

Moreover, new activities will be carried out in the extended period to support the sustainability of the project outputs. There are two new project activities – the platform for sharing experience with teachers and school management and the platform for sharing experience among School counselling centres. The platforms were designed to motivate partnership between schools, school counselling centres, encourage the creation of professional fora and facilitate the sharing of good practice.

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

Teachers or senior managers meet for two or three hours and discuss selected topics. Participants briefly present their ideas in a discussion led by a moderator. This type of event is part of the project “section” - sharing among schools. The proposed postponement anticipates that 48 + 20 such meetings will be held. The project team intends to present this format as well, on top of the already well-known types of support available for teachers and senior pedagogical workers. Practice will verify whether it will continue after termination of the project. Under the project, new information training programmes were created. They are designed for schools involved in the APIV school network as well as for other schools nationwide (open format).

Not all schools involved in the APIV school network decided to continue work in the extended period and ended cooperation with the project at the time originally scheduled for termination of the implementation in September 2021. They usually fully utilised the support and completed the FEPW and were not interested in other services or commitments. 262 of 355 schools remained in the project. To terminate cooperation with the project, a school had to complete the basic training course, individual teachers who were involved in the project at the specific school from the beginning had to utilise the minor support and hand over filled-in portfolios and reflective reports on the organization. The school regularly receives an offer from the project to attend APIV B open webinars even after termination of the cooperation. Individual teachers working at schools which terminated cooperation can join training events as well as sharing events - platforms organized during the postponement period if they are interested. Schools which completely used the support will not be replaced with new schools as previously. The last school substituting a leaving school joined the APIV school network at the beginning of 2021. Support centres were optimised to reflect the above-stated circumstances and their staff was reduced.

The project team focused on encouraging utilization of the individualised types of support – mentoring, coaching and expert services in the evaluated period. This type of support can be moved from the category of schools with complex support to the category of schools with completed support, or the capacity for using the specific type of services can be increased for some schools with complex support which are interested. Schools which fully used the support show great interest in this type of service. When the services are transferred to a new school and they had not been previously allocated to such a school from the beginning of the project, an amendment to the Project Participation Agreement should be concluded. 85 amendments were signed at the time the structured interview with the KA 1 team manager was held. About 60% of the individualized types of services have been utilised so far and new amendments are being concluded. Individual services are not equally utilised, mentoring is most frequently selected unlike expert services and coaching, which are selected less frequently.

Reallocation of the support for schools applies to FEPW as well. Some schools entitled to full support will not manage to completely finish the course of extended training. Accordingly, the available capacities are offered to schools interested in using them or schools where supported individuals will not be able to completely utilise the number of hours available. Available capacities are primarily reallocated to schools from one region, or offered afterwards to other schools nationwide. As to regional utilisation of the services, there were some inequalities previously which have been compensated. Online communication introduced due to the anti-epidemic measures had a positive effect here. Online events managed to resolve the problem of a lack of lecturers and other education workers in some peripheral areas (Zlín Region, Karlovy Vary Region, Ústí Region).

Another measure adopted to fulfil the indicator of the number of supported persons with minor support was motivating the teachers whose BP had not been fully utilised to use the capacity (except those who were not able to use the whole capacity due to a change of job, taking maternity leave, sickness, retirement, etc.), by support centres or the APIV school guarantor. Individual teachers were motivated to join open webinars or sign up for some types of individualised support. The intention was to help schools fulfil the available capacity prior to their leaving the project with individual teachers leaving the project as well. The above-mentioned steps helped schools reach the minor support limit, schools have nearly reached the limit for minor support fulfilment valid before the project postponement. If the capacity is greater, schools can select newly introduced services in the extended period.

Internships were most severely affected by the pandemic. They were suspended and re-introduced when schools opened. Internships started in autumn 2019, 26 internships have been completed so far, usually at NSs in 6 regions at a limited number of schools. Other internships are planned in the future. Another 50 internships should be completed during the extended project period. The intention of the project team was to increase the offer of internships to other schools with good practice as well as educational and psychological counselling centres upon recommendations of regional support centres with good knowledge of local circumstances. There are many changes and delays schools must face currently due to the worsened epidemiological situation and complications caused by closing individual classrooms in quarantine.

In the evaluated period, supervision was introduced as a new type of support, available to schools similarly as to assisting professions. The system of providing supervision was completely taken over from the finished KIPR project. In spite of the fact that supervision is relatively new in schools, the project team meets a growing number of supervisors who have experience in education and are invited to join the project. The project intends to offer the service to schools where it has not been used yet (KIPR offered the service in counselling centres, APIV B offers the service to schools). A similar type of support is absolutely necessary for schools facing the current complicated circumstances.

As may be observed, KA 1 meets the set goals. The time schedule was modified during the extended period of the project, the implementation ends in August 2022, finalisation of the project was postponed to the end of 2022. KA 1 will be focused on utilizing capacities available to schools during the extended period. Schools involved in the APIV network will be encouraged to utilise individual types of support and/or select newly offered types of support prepared specifically during the extended period.

## **KA 2 Education**

### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Evaluation report for 2020/2021 school year (ImpR 19)*
- *Structured interviews with KA manager, SPM and KA 6 manager*
- *Structured group interview with representatives of the competent MŠMT department, call guarantor and MA*
- *Project administrator's report*
- *Structured interviews with lecturers listed in the National team of good lecturers under APIV B*
- *Structured interview with the staff member of the Support centre*
- *List of schools which entered into the Mutual Cooperation Agreement*

- *Internal report for 2020–2021 school year*

The offer of online training is also presently used in spite of the fact that some classrooms had to be closed down in quarantine and in person training is proceeding in schools. The offered services involve FEPW, mentoring, coaching and expert services. Mentoring is less frequently used in online form because it is not well suited to the online environment. Unlike mentoring, some types of training support undisputedly thrived in the online environment compared to the previously held in person events, and the project team decided to transfer such events online. They involve training sessions which recorded a significant increase in visit rate once they had been made available online. Such events were, for example, trainings designed for lecturers (or members of the wider project team - regional methodologists, mentors or coaches)<sup>4</sup> to improve their presentation and lecturing skills. The length of the training course was reduced from eight hours to a shorter event held once a month. Webinars to train lecturing and presentation skills also focus on inclusive education topics. Another type of frequently visited training event offered exclusively online is training devoted to self-government, held twice a year, and state administration, held on a yearly basis.

The lecturer team stabilized with 106 persons entered in the database, with about 25 online lecturers of approx. 60 active lecturers<sup>5</sup>. The team is well informed about the "quality" of individual lecturers from feedback questionnaires. The team encourages long-term cooperation with the best-rated lecturers and invites them to lecture other webinars. The analysis carried out under the internal evaluation is absolutely essential for KA 2 as well as the whole project and it is quite intensively used. Not only can the project team find a tutor for prepared open webinars or recruit a lecturer for a new topic of inclusive education, but the work of support centres largely depends on the long-term excellent performance of lecturers. Schools usually contact a regional methodologist to get recommendations for a lecturer since they are acquainted with their rating. Then, the training event is usually carried out at the school. *"Evaluation is carried out by individual persons. They give us feedback on the level of lecturing skills, and the benefits of a seminar. The questionnaire results are checked by me as team manager and by regions. We monitor the performance of individual lecturers, reflect it and proceed accordingly,"* notes the KA 2 team manager. Lecturers confirm the benefits of receiving regular feedback from the internal evaluation: *"It is very helpful information about where to move on, how beneficial the seminar was, how to change the content or my approach. It is a novelty in the project, because questionnaires provide feedback to lecturers which can help improve the quality in practice. The project works well in this respect. Lecturers can grow: they receive support in becoming proficient as well as internal information about where they can move on."*

On the other hand, less active lecturers can be "shadowed" in such conditions concerning the demand from schools: *"I would love to lecture more events but the demand for training seems to be low in general. I was listed in the register of experts upon my own request but I have not been contacted by anyone. I get signals from schools that they are interested in training programmes but school heads presumably do not know much about the project options,"* says a lecturer about not having enough opportunities to lecture. She offers only in person events, the scope of the EP topics she lectures is limited and she waits for people to find and contact her via the project. Project representatives explain that low demand for a lecturer in this stage of the project is not caused by the rating system of

---

<sup>4</sup> Methodologists can attend a training course exclusively intended for them, organised every six months.

<sup>5</sup> 41 online lecturers lectured at least one event in 2021.

individual lecturers. People are presumably looking for adjectives associated with the lecturer. The term “methodologist for online training” is currently added to the lecturer’s name in the system only upon request of the lecturer. The team is ready to explain technical issues to lecturers who are less skilled in computers or assist participants of a training course to log in, etc. The support for lecturers does not end there. Apart from webinars for lecturing and presentation skills, APIV A provides support as well (the so-called green line, open webinars or methodological meetings of tutors (APIV A) with APIV B lecturers to discuss pre-school education). Nevertheless, the support provided by the APIV A project is used by APIV B lecturers minimally in this stage. They are invited to attend expert panels, discussions, expert fora, etc. under KA 5. Thanks to their valuable expertise they can share important information or comment on created plans, methodology, etc. Lecturers are much more visible than ever before, they share experience with their peers, ideas about training, and their opinion is valued in discussions on inclusive education and education in general. The importance of APIV B lecturers active in the area of inclusive education is also confirmed by the representative of the project call guarantor: *“Building a national network of lecturers to introduce inclusive education, explain the law, regulations and support measures proved to be crucial during the pandemic... they were able to tailor seminars to the needs of the target groups. Teachers were supported by a number of webinars responding to the proceeding remote learning...”*. The SPM noted about the APIV B project: *“Online events contributed to better availability of lecturers by removing borders between individual regions and facilitated lecturers to meet the project team. Relationships moved to a more personal level. We need to work with lecturers all the time and motivate them to use online tools to maintain the stability of the project. This also means professional stability for lecturers, which is beneficial for them.”*

4 new topics of inclusive education - informative training programmes - will be prepared under KA 2 in the extended period. They will be provided online to their target groups. This training event should reach beyond the APIV school network and will be offered to all schools that show interest. The online environment offers such opportunities to schools nationwide. Informative training programmes are inspired by very popular open webinars. The purpose comes from the needs of the APIV school network – [to have new ready-to-present topics](#).<sup>6</sup> The current offer contains some less up-to-date topics. The remaining topics are repeated, hence, the most popular events are selected. They are also used as an option for fulfilment of the required minor support, however, interest in them is gradually declining. Inclusive education evolves over time and new options for the thematic focus naturally arise. The project team intends to bring high-quality products building on required good practice, interactivity, etc. Topics should be attractive and trendy, such as in person training for pupils, how to work with pupils with special educational needs in remote learning, etc. Each topic will be offered to support centres 9 times, so 36 events in total will be carried out. The topics will be handed over to the SCs directly by their creators. Should a lecturer be interested in lecturing at the event, the programme creator can supply him/her the material and guidance about the interpretation at his/her discretion. Programme creators are experts addressed from a small number of organisations specialising in inclusive education in the Czech Republic, such as ČOSIV, People in Need, etc.

---

<sup>6</sup> New programmes are designated informative training programmes because they have not been accredited. It is a different type of training not bound to the minor support. The accreditation procedure would lengthen the preparation of the materials in the limited time of the project postponement period. The Beneficiary also notes that accreditation is not required by schools – they mostly demand good-quality online events presenting up-to-date topics. Further use will be by the core workers of NPI ČR.



Most activities and outputs are proceeding well currently, the project objectives will presumably be achieved, however, any reintroduced strict epidemiological measures like school closures would adversely affect the smooth progress and finalisation of the project.

### **KA 3 Public**

#### **Sources:**

- *ImpR 14, 15, 16 and 17 and their Appendices*
- *Data on audience and visit rate of the project information channels (part of ImpR 18)*
- *Structured interview with KA 3 manager, KA 1 manager*
- *Structured group interview with representatives of the competent MŠMT department, call guarantor and MA*
- *Project administrator's statement*
- *Analysis of the website Zapojmevsechny.cz, Inkluzevpraxi.cz visit rate*
- *Facebook groups Inclusion in practice and website Zapojme všechny*
- *Analysis of YouTube channel, Anchor*

With the project entering the stage of final implementation and termination, KA 3 promotes the generated outputs, raises awareness of the project and inclusive education. The newly appointed KA manager (since July 2021) restored cooperation with the media and started cooperation with the new media.

Intensive cooperation was established with the weekly periodical “Učitelství noviny”, where readers can find an article by the APIV B project team of authors every month. Representatives of the APIV B project and recommended external experts also work for the newsroom as expert advisors for selected topics of inclusive education. Before the new manager took up the position, partnership with the publisher Wolters Kluwer was established and their periodicals “Učitelství měsíčník” (Monthly periodical for teachers), “Školní poradenství v praxi” (School counselling in practice), “Řízení školy” (School management) (including “Řízení školy online” - School management online). New cooperation has been established<sup>7</sup> with the “Portál” publishing house and their periodicals “Rodina a škola” (Family and School) and Informatorium. The project also cooperates with other expert media (the weekly periodical Education, Učitelství listy, Pedagogicke.info) as well as non-expert media focused on family and relationships such as rodina.cz. Despite the established cooperation and relationships with the media, it is not easy to get into great private media or public service media such as Czech Television (ČT) or Czech Radio (ČRo) to raise awareness of inclusive education in the general public. The project successfully publishes contributions in expert media (including private ones) at the expense of media addressing the general public. *“We are not very successful in getting into private media or public service media. Discussions are underway or we are waiting for them and communicate with the selected media*

---

<sup>7</sup> By establishing cooperation between the project and the media, topics of inclusive education can be shared by way of prepared topics the newsroom prefers for their editorial plan in the specific period. Cooperation is also influenced by the agreement on NONBINDING frequency of publishing and scope of contributions:

Portal: 3 magazines – the monthly periodical Informatorium (without identified frequency, according to the topic of the issue), the monthly periodical Rodina a škola (no frequency identified, acc. to the topic of the issue) and KA 3 intends to start publishing in a third magazine, Psychologie dnes.

Týdeník školství – 1x a month, Učitelství listy – 1x every 3 weeks, Učitelství noviny – 1x a month, Pedagogicke.info – 1x a month, rodina.cz – 1x o month.

*but we have not achieved many results yet,”* notes the KA 3 manager. Thanks to cooperation with the media established by the current manager, the project activities can be linked to other interesting outputs, the project identity is presented and the interactive website – Zapojuje všechny application is promoted.

The KA 3 manager emphasizes the organization and successful implementation of informative (motivation) workshops. All scheduled informative workshops are gradually implemented in the extended project period after the long-term remote learning and school closures.

Approximately 50 events out of 280 informative workshops need to be completed by the end of the project. Naturally, it is important to maintain the good quality of the events, rated by the organizer as well as participants in evaluation questionnaires after the end of the event. During school closures, informative workshops were held online. They were transferred in person again after schools opened at the end of the 2020/2021 school year. Since the beginning of the new 2021/2022 school year - 1.9.2021, informative workshops can be held both online and in person<sup>8</sup>. Online workshops provide another opportunity for training and taking part in discussions. Nevertheless, the online form is not as effective as in person meeting. Project representatives are aware of the fact that they cannot wait for the restoration of standard in person conditions.

Informative workshops proceed in all regions of the Czech Republic. Each region should participate in 20 informative (motivation) events by the end of the project. Not all regions managed to implement the workshops equally. The fulfilment is individual depending on the long-term restrictions caused by the Covid-19 pandemic. Some regions have already fulfilled the plan. Organizers note the interest in online workshops, 90 participants signed up for one event held recently and the workshop had to be divided into two sessions. Support centres promote informative workshops by way of the website “Inkluze v praxi” (Inclusion in practice) where an invitation can be found and visitors can sign up for a workshop. All regions receive the Regional newsletter from NPI ČR every month containing information about the upcoming events for the specific region. Workshops are also promoted in regions via SCs which cooperate with the local media, inform local institutions, etc. The purpose is to raise awareness in the general public of inclusive education.

The interactive application Zapojujevsechny.cz – is run by the app tutor, who is responsible for the content, posts according to the previously proposed and approved editorial plan and also approves the proficiency of new posts. External IT workers of the project (NPI ČR personnel) manage the website and deal with problems, updates or add new functionalities. The important novelty is division of the content into three key target groups – parents, teachers and school founders. The content is further broken down into 9 thematic sections, with analogically prepared offline books for each thematic area downloadable in pdf format (as well as the whole content of the website Zapojujevsechny.cz).

Each thematic area is further broken down into: practical examples, sample documents, methodology and activities, foreign and national inspirations. The whole website content has been simplified by the division into target groups. It is easier to navigate, searching for topics is simpler for users. Moreover, each output is provided with breadcrumb navigation – the date when it was added, who the output is for – the target group, classification by the type of output with the option to share the text. The

---

<sup>8</sup> Informative workshops were not implemented during school closures. They were mostly held online. Of the total 37 informative workshops in the 2020/2021 school year, 27 workshops were held online. Once the schools had opened, some events were carried out in person.

attractiveness of the website was recently strengthened with the Encyclopaedia of inclusive education where users can select alphabetically ordered terms and find thematic outputs. The “Zapojme všechny” website is continuously being improved, its filtering and search functions have been improved. The view rating of the site is constantly growing. The Map of expert services was provided with filtering according to the searched categories of services and regions in the Czech Republic. The website invites institutions, the services willing to be added to the map, to contact the website creators. Contacts in the Map of expert services are being updated currently. Website users are offered topics they are interested in, in the form of articles or podcasts and video recordings. They can also find here various tests, sample documents specified primarily for teachers and professional visitors. The added value of the website is the “autocompletion” feature which offers further interesting outputs related to the specific topic, recommendations and related articles. Zapojmevsechny.cz is a really interactive application considering all the functionalities it offers users.

*“The added value of the present application is a simple and guiding search instrument, also with the help of filters. There are also case studies, tests, questionnaires, etc. available for users. Sample documents, worksheets for individual topics of IE, the whole content according to the thematic sections are easy to download. Podcasts are very popular, at least one new podcast is added every month.”* (KA 3 team manager)

The Internet counselling feature located in the bottom right corner of the homepage website has also been modified. The window has been enlarged and highlighted, a new system has been introduced which delivers responses from a competent professional analogically according to the inquiry within 5 working days. The KA 1 team manager expected more from the website function. The original idea was to substitute the advisory and consulting activity of support centres with internet counselling at a certain level (it is not used as it was originally expected). The counselling feature receives a small number of inquiries per week. The KA 1 manager believes that the rather low interest in the counselling in the application follows from the preference of personal consultations with a professional at the SC. Interesting inquiries and their answers, useful for other teachers, are reviewed and published anonymised on the website “Inkluze v praxi” in the menu tab Questions and answers.

Unlike the interactive website Zapojmevsechny.cz, the project website “Inkluze v praxi” will be frozen after the end of the project. On the other hand, the ambition of the application Zapojmevsechny.cz is to remain visible and become a searchable domain comprising all topics and information about IE and live up to its name: ZAPOJME VŠECHNY (Inclusion of all). In the evaluated period from 1.7. to 30.9.2021, nearly 39 thousand users visited the application Zapojmevsechny.cz and made 48,645 visits. The number of unique users has declined by more than 10 %, which is typical in this period of the year due to the summer holidays. However, the site content has been constantly growing for a long time. As a comparison: the website Inkluzevpraxi.cz was visited by nearly 14 thousand people in the same period. The site recorded a more than 7% increase compared to the previous evaluated period. The site had 17.5 thousand visits in total.

The content and outputs on the project website “Inkluze v praxi” and “Zapojmevsechny.cz” are shared on social networks on a regular basis, namely the FB group Inkluze v praxi and FB site Zapojmevsechny.cz. The FB sites have recorded an increase in visits, and the number of members in the closed FB group “Inkluze v praxi” has also risen. The number of responses, shares and comments has been growing. The outreach of the FB site “Zapojme všechny” is 31,260. From July to September 2021, the site shared articles from the “Týdeník školství” magazine (441) and the website devoted to teachers, “Učitelské listy” (231). The FB site “Zapojme všechny” had nearly 1.5 thousand followers at

the end of December. The FB closed group “Inkluze v praxi” has recorded an increase of 1.48 % over the same period (and 1.2 thousand members at the end of December 2021).

The content of Zapojmevšechny.cz and popular podcasts comes by way of Spotify and YouTube. Podcasts are saved on the Anchor platform. Podcast viewing rates meet the values expected by the project team (individual episodes are viewed by hundreds, no increasing or declining trend is apparent). They have usually been posted once every two weeks since the beginning of 2021. The APIV B project also uses its YouTube channel - APIV B project. The data available for viewing of contributions in the previous year show a rather lower viewing rate compared to the previous evaluation period, when schools had only just got accustomed to the obligatory remote learning. In 2021, there were approx. 405 views per contribution on average, most of the contributions are podcasts.

The content of the APIV B project is also successfully shared on the website NPI ČR and the Edu.cz server. Other core projects of NPI ČR have been interconnected and the content is mutually shared by them. The projects are Talentování.cz and Support of teachers for work with children/pupils at schools (Podpora pedagogických pracovníků pro práci s dětmi / žáky cizinci ve školách).

The previous and current restrictions related to the Covid-19 pandemic affected personal participation at events, which is unique. The project participated in promoting the Days of mental health (Opatruj.se / Take care of yourself).

The key activity has all the prerequisites to meet the goals. Despite the small budget and not exactly simple topic in the media, the outreach and statistics have been growing.

#### **KA 4 Evaluation**

##### **Sources:**

- *ImpR 14, 15, 16, and 17, and the annexes thereto*
- *Structured interview with an internal evaluator*
- *Internal report for the academic year 2020/2021*
- *Qualitative survey of schools involved in the regional network of the APIV B project (part of ZoR16)*
- *Status of Support Centres in the APIV B project (2020-2021)*
- *Minutes from the meetings of the Expert Platform for Common Learning*
- *Group structured interview with representatives of the relevant section at MŠMT and guarantors of the call*

The internal evaluation, with its long-term planned processes relating to the preparation of the exit survey for the purpose of completing the project, was unable to wait for approval of the postponement of the APIV B project. The preparation of the exit survey began back in 2020. Timely steps in this matter have also proved very useful in relation to the termination of cooperation with the project by more than 90 schools in September 2021, as already mentioned. In the event that data collection was to have started later, the internal evaluation would have lost data from a significant number of schools. The preparation of the exit survey included discussions within the preparatory team regarding the final form of research. The primary focus of the investigation is to document the impacts of the project on the main target groups of the project, i.e. teachers and school management. The investigation is also partly linked to the initial investigation.

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

A questionnaire, distributed to all participating schools, was written up for the exit survey. The return of acquired data is somewhere around 70 %. The pilot study pointed to the need for a different approach in terms of questioning LC, PSA and SVS. A report will be written up from the survey of LC, PSA and SVS on the basis of a specially-prepared qualitative tool. Schools and educational facilities are addressed in stages so as to receive an answer before the end of their cooperation with the project.

The qualitative investigation was carried out in a different form than originally planned as a result of measures to counter the epidemic. The results were partly linked to the exit survey at the stage of preparing the design of the exit survey. The qualitative survey was conducted at 14 schools within the APIV school network. A senior member of educational staff and 2 other members of educational staff were interviewed at each school. The support provided to schools by the project was rated very highly.

All evaluation of individual types of support is currently ongoing online. Newly-evaluated supervisory activities and seminars for teaching and presentation skills will become part of the annual report at the end of 2021.

Internal evaluation is deemed as being much required as far as KA 1 Methodological-coordination network and KA 2 Education are concerned. The KA 1 manager uses the data from the internal evaluation to work with representatives of CP. According to the results of the feedback questionnaires, the KA 2 manager and other representatives of the project, such as representatives of CP, find their way around when working with the recommendation of teachers for schools, selecting teachers to ASDs on new topics, etc. The output of internal evaluation therefore permeates from the highest levels of management to individuals in the field, whose work is also influenced by this. Teachers continuously come face-to-face with the results of the evaluation of the participants in education and therefore have the chance to modify their performance.

As part of the internal evaluation, an analysis of the history of drawing services by individual schools showed the need to redistribute capacities among individual services. Data from ongoing evaluations and from the aforementioned qualitative survey show a preference for classroom-based teaching in the further education of teachers and school management. The reason for this is that teachers are overloaded with distance learning at schools.

After the approval of SICR for individual regions, consultation with MŠMT revealed a new task for the Expert Platform for Common Learning (OPLA) under KA 4. A working party was established as part of the 2030+ Strategy, the aim of which is to prepare a project for disparity regions (the Ústí nad Labem and Karlovy Vary regions). The need to use examples of good practice from the implementation of SICR arose in connection with this. The time needed to come up with such examples of good practice has ASDsed since the approval of the first SICR back then. The final form of monitoring the implementation of SICR as a new activity for OPLA was resolved with a change in the project in terms of extending the work of OPLA. Methodologists from support centres and experts from the expert platform collected data from individual projects in the regions between May and July, and a report from the monitoring of SICR for MŠMT became available in September. Not many examples of good practice were identified, but these were beneficial. Moreover, the need of the regions to share practice and to ensure a higher level of information from MŠMT was identified. The expert platform's autumn meeting was therefore modified to account for this. Connection was made between individual representatives of the regions and MŠMT on that occasion, the transfer of motivation, inspiration, the clarification of procedures, etc. According to feedback, the meeting was beneficial. Representatives of the guarantors of the call agree on this: "*The meetings of the regions at which the activities carried out from SICR were*

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

*reported on were also attended by varying numbers of experts. Not all of them all the time, but this certainly had an impact. I see activity as being highly beneficial. We will continue to build on this in preparing Inclusive Education for Long-Term Objectives, with a new decree currently under discussion with regard to the long-term objectives of education and the development of the educational system,"* comments the guarantor of the call. The final task of OPLA will be to provide feedback on the output of the APIV B project.

The activity is achieving its objectives. This is primarily confirmed by a survey of team project managers and teachers. They agree on the importance of the materials obtained for their work. The internal evaluation schedule is adapted to project activities, even in the case of postponement of the project (it is part of the postponement, as a supporting key activity). The method of evaluating feedback in relation to newly-proposed activities, so-called ŠPP platforms and schools, which will proceed as part of the postponement of the project, will be proposed in the forthcoming period.

KA 4 Evaluation is further assessed in relation to EO A.1.4.

### **KA 5 Cooperation**

#### **Sources:**

- *ImpR 14, 15, 16, and 17, and the annexes thereto*
- *Evaluation report for the academic year 2020/2021 (ImpR 19)*
- *Structured interview with the cooperation coordinator*
- *Structured group interview with representatives of the guarantor of the project call, the relevant sections of MŠMT and SC*
- *Statements by the project administrator*
- *Summary report on the evaluation of tutoring*
- *Minutes from the meeting of the 8th Expert Panel on Cooperation of 19. 11.2020 (part of the 15th ImpR) and the 9th Expert panel on Cooperation of 13.5.2021*
- *Minutes from individual bilateral and multilateral meetings*

The ASDt period of work within the bounds of key cooperation activity was primarily taken up by the tutoring initiative, which was initially developed soon after schools closed in the spring of 2020. The initiative, whereby pupils of education and, later, non-education faculties tutor primary school pupils, was created in an attempt to prevent the gap widening between ordinary and socially or otherwise disadvantaged pupils. Tutoring became part of KA 5 as part of the postponement of the project. The non-profit organisation People in Need (hereinafter referred to as PiN) launched the initiative. APIV B, representing the state here, took patronage of communication with faculties and over time took on a larger portion of administrative work – i.e. ASDsing the requests of primary schools on to pupils. In addition to facilitating tutoring itself, a meeting was held between the organisers and representatives of universities, while cooperation with PiN on the creation of graphic and PR materials and the operation of social networks is ongoing. A methodological webinar was organised for pupils at which they were able to share experiences of tutoring under the guidance of instructors from PiN. The webinar took place regularly online.

Tutoring has been part of the National Tutoring Plan and the National Recovery Plan since June 2021. The tutoring initiative under the wing of APIV B and PiN therefore found itself out in the cold, mainly on account of the fact that, unlike the former, tutoring is a voluntary activity (the tutors do not receive payment). With the inflow of money for tutors under the National Tutoring Plan, several faculties ceased their cooperation with APIV B, while demand from schools also decreased. Schools can afford

to pay whoever they want. At the same time, pupils sense the opportunity to earn extra money for the very same work. APIV B and PiN tutoring is listed on the website of the Plans, e.g. as an additional service at such time as the school exhausts the funds allocated for tutoring.

KA 5 also deals with the evaluation of tutoring. Schools and university pupils fill out evaluation questionnaires. The summary report therefore describes positive and negative information resulting from their experiences of tutoring. The results show that pupils consider the tutoring of pupils to be meaningful. Pupils are sometimes entirely demotivated, meaning that the pupils primarily need to work on their motivation and enable them to experience success in learning. Pupils evaluate experience as being valuable in mastering many skills. Positive feedback also came from the schools. The system was created as a rapid response to the crisis situation, and as such acted as a very basic system for connecting supply and demand. The system has recently become more efficient, thus shortening the entire process.

Tutoring does not have a fixed outline in the education system in the Czech Republic. This was something noticed by the 9th expert panel on cooperation of 13.5.2021, which resulted in a recommendation that MŠMT introduce tutoring as a compulsory subject at faculties of education.

The recommendation from the expert panels on cooperation in the APIV B project need not only be directed to MŠMT, but to a project team or, for example, other IPs as well. Careful selection of who is to receive the recommendation is also tied to a thorough search for the objective of the recommendation. A previous recommendation (from the 8th Expert panel on Cooperation of 19.11.2020) was again intended for MŠMT and concerned the standard of studies of a pedagogical assistant (hereinafter AP). MŠMT makes the adoption of the conclusions of the recommendation conditional on the provision of further material discussed within the bounds of OP cooperation, and thus the AP Standard of Activity. The AP Standard of Activity will be considered at the 10th Expert Panel. It will work on the subject-matter of the project with the Nová škola (New School) project. The standard of studies and, most recently, the standard of activity were discussed on the occasion of the regular PiN conference "S asistenty k lepší škole" (With assistants towards a better school).

Moreover, the merits of merging the two "competing" educational institutes under the new, unifying National Education Institute of the Czech Republic was confirmed two years on, from the perspective of cooperation at least. According to the coordinator of key cooperation activity, barriers in the form of unwillingness to share output with each other are gradually coming down. "*We have become more open, there will be something to build on in the future,*" concludes the coordinator of key cooperation activity. Informal communication contributes toward sharing between projects, and is naturally encouraged to this end. Owing to a common internal system, it is simpler for projects to obtain information even in spite of any unwillingness.

At the same time, mandatory cooperation between the current IPs revealed the benefits and shortcomings of the current set-up. Most IPs provided each other with information, shared information, attended joint informative meetings and expert panels. It was less common for the projects to find common areas on which material output could be created. One example is cooperation between APIV B and SYPO projects on creating e-learning videos on engaging PA in teaching for use by teachers and school directors as a result of efforts to methodically support PA and create appropriate conditions in schools for their work, etc. Projects face a lengthy administrative process when the situation calls for a change of tack in favour of legitimising activity based on the identification of a current common interest. Representatives of MŠMT agree that substantive cooperation is not of

interest, but instead informing each other in order to avoid overwhelming the frequently overloaded field and acting side-by-side rather than overlapping. *"From my point of view, it is important that projects enrich each other with different perspectives on similar topics,"* adds the project administrator.

Cooperation efforts also concerned the coordination of recommendations generated within the bounds of expert panels among IPs. This intention was thwarted, however, by abolishing the platform for meetings between individual projects organised by the MŠMT project office. This may be due to the low interest in the institute of recommendations by Section II Education and Youth at MŠMT. The KA 5 APIV B coordinator is concerned that there might be too many submitted recommendations from all executed OP cooperation among all IPs, that they may arise in a way that is not targeted and thus become ineffective.

Regular meetings between the implementer of the APIV B project and the implementers of other IPs continue.

Activities in KA 5 are proceeding in accordance with the schedule and the KA is meeting its objectives. It is part of the postponement as a supporting key activity. Two further expert panels on cooperation will take place within the bounds of the postponement of the project, and the set activities will be developed further according to the postponement schedule.

Other aspects of KA Cooperation are further evaluated in EQ A.3.

## **KA 6 Project management**

### **Sources:**

- *ImpR 14, 15, 16, and 17, and the annexes thereto*
- *Structured interview with HPM and the KA 6 team manager*
- *Minutes from meetings of the ŘV and project team meetings*

This KA involves managing the project and documenting its processes. Project management documentation is created as part of this activity (Quality Management Strategy, Project Plan, Product Breakdown, Project Schedule, Risk Management Strategy, etc.). The task of the KA manager is also to coordinate the compilation of Implementation Reports, to deal with comments from SC, and change management. The KA manager is also responsible for assigning PT. Moreover, this activity involves the work of an internal peer group, which assesses the professional quality of the products created and the benefits for the target groups by way of peer review. The internal peer group regularly assesses the products of the project.

The environment and internal processes of NPI ČR are changing in connection with the 2030+ Strategy. It is beginning to happen that elements such as the counselling system, language training, etc. are no longer perceived separately, and there are efforts to connect them within NPI. Representatives of the APIV B project are seeking to lay the groundwork for reducing inequalities and for inclusion. This should be built on transforming the experience taken from the project and human resources into core activity. If this succeeds, the end of the project should not come as too much of a shock to the schools in the APIV network. The rest of the field will benefit from the imprint of the project (its verified activities and outputs) on other projects and core activities at NPI ČR.



### **Substantial changes to the APIV A and APIV B projects:**

The institute of substantial changes was used several times during the projects in connection with external circumstances and the resulting needs of the research team.

Changes to the APIV A project mainly concerned the following:

- postponement of the date of submission of interim reports and examples of inspirational practice created by KA 2 on account of the necessary postponement of surveys at schools in connection with the coronavirus pandemic;
- the transmission of classroom-based educational events and OP online;
- increasing monitoring indicators 60,000 Total number of participants (fulfilling marginal support ) and 52,510 Number of staff in education who apply the newly-acquired knowledge and skills in practice;

At the time of preparing this evaluation report, an application for change involving the postponement of the project until 31.12.2022 was undergoing internal comment procedure, which must precede the Meeting of Management at MŠMT (which must approve the application for change before submitting it to MA OP RDE).

Changes to the APIV B project mainly concerned the following:

- the postponement of the implementation phase;
- postponement of the deadline for completion of the project from 03/2022 to 12/2022;
- transferring part of the extended preparation of FEPW – the possibility of transferring part of unused enhanced preparation from schools with comprehensive support to schools with selected support.

The substantial changes to the project mentioned are motivated by the resolution of the current situation and are guided by an effort to prevent, as far as is possible, any risk or barrier arising or to adapt to the needs of the target groups of the projects. At the same time, the changes did not affect the objectives of the projects.

### **Conclusions of the APIV A and APIV B projects**

#### **Conclusions of APIV A:**

- The conditions leading to the achievement of the objectives in all key activities have been achieved.
- All KA had to respond to epidemic measures by shifting or modifying some activities and moving online.
- The most fundamental barriers relating to the coronavirus pandemic and epidemic measures were most evident in KA 2 and KA 5. At the time of preparing the 4th evaluation report, internal comments procedure is ongoing before the Meeting of Management regarding an application for a change to the project, consisting of extending the deadline for the completion of these

two activities and activities related to project management, evaluation, and cooperation until the end of 2022. Activities KA 3 and KA 4 will be completed within the original deadline.

- Within KA 2, the output of the survey is ASD based on to MŠMT on an ongoing basis. According to the representatives of MŠMT and MA, the output of KA 2 is meeting expectations. The research findings are used for proposed modifications of measures already implemented (e.g. modifications to Decree 27/2016 Sb. on the education of pupils with special educational needs and gifted pupils) and the formulation of proposals for changes leading to the improvement of education (e.g. proposals for a review of RVP). The results of the survey are significantly reflected in the settings for the education of teaching staff, both within the bounds of undergraduate education and within those of FEPW. Moreover, key activity also produces other output, which is used by the professional public. The project team continues to focus intensely on the dissemination of research results and selected findings to the professional pedagogical public by way of presentations at international science conferences.
- The KA 2 project team has responded flexibly to the current epidemic measures by including an extraordinary stage of the survey, consisting of investigating experience of the implementation of individual support for pupils during distance learning, and to the results of the investigation, when an investigation focusing on the integration of pupils with ASD and other neurological difficulties into a heterogeneous classroom was included in KA 2.
- The KA 2 schedule had to be adjusted in response to epidemic measures and a request has been made for it to be extended until 31.12.2022.
- Webinars continue to be organised within the bounds of KA 3. These are not only run as methodological support for APIV B teachers, but are also open to the general pedagogical public. There is considerable interest in the webinars among the pedagogical public. All 10 specialisation modules were verified and completed on a pilot basis and one long-term training activity, focusing on applied behavioural analysis, has already been completed. Verified specialisation modules and long-term training will be transferred to the core activities of NPI ČR for accreditation by MŠMT and subsequent implementation in the FEPW system at NPI ČR. The project team is trying to raise awareness among the pedagogical public of the prepared specialisation modules and long-term training through what are known as infowebinars. KA 3 has all the prerequisites for successful completion by the originally-set deadline of 30.4.2022, with most of the planned output already having been submitted. From the statements of the target groups and expert panels, it can be stated that KA 3 is meeting its objectives.
- As far as KA 4 is concerned, all three parts of the tool for determining the language skills of foreign pupils have already been completed. The diagnostic test is embedded in the InspIS SET electronic test environment and is currently being piloted. Parts 2 and 3, i.e. Interview with a pupil speaking a different native language and Teacher's assessment of the pupil's language skills in Czech, which can be used independently of the test, were published on the NPI ČR website and offered to pedagogical staff for use in trial mode. The pedagogical implementation of support measures for foreign pupils executed within the bounds of KA 4 was monitored in order to adjust the system of support for the language training provided to foreign pupils. KA 4 is proceeding in accordance with the schedule and output will be submitted by the original deadline, i.e. in April 2022.
- As for KA 5, a framework of reference for the Czech sign language is being created. This is highly complex and unique material that has not been elaborated even at an international

level, until now. The framework of reference will be elaborated in text format, but at the same time must also be processed in the Czech sign language for use by the target groups. This translation will take the form of hundreds of video recordings. Some interim output is already available – the 1<sup>st</sup> and 2<sup>nd</sup> part of RR for ČZJ, parts of the descriptions of levels A1 – B2, the 3<sup>rd</sup> part of RR has been completed, Vocabulary, Glossary, the research library is being supplemented.

- The coronavirus pandemic and related extraordinary measures had a negative impact on KA 5. Epidemic measures, illness rates, and the forced quarantine of team members complicated the implementation of certain sub-activities. According to the available information, a delay has occurred on account of moving meetings and communication in person online, which is more time-consuming and technically-demanding for bilingual communication (Czech sign language and Czech language). For this reason, the APIV A project is discussing the postponement of this activity to 31.12.2022.

#### **Conclusions of APIV B:**

- The use of services by schools began again, mainly as a result of extending the online regime to a large part of EP and services. Mentoring and traineeships are considered less appropriate services from the perspective of online education. The time required for schools to make the full transition to the online environment also played a role. The online environment of the project brought a number of benefits and became a solution to the long-term problem of the accessibility of EP in certain regions. Transition to the online environment was also a turning point for teachers. Most of those who did not switch to online training are now training very seldom, or not at all. Online education was received very positively, although classroom-based education is still rated slightly better.
- One consequence of the pandemic is that the project has been extended to the end of 2022. This postponement will result in the capacities of individual types of support being used up by the schools in the APIV school network. New activities will also be carried out: 1. a platform for sharing experiences between teachers and school management and a platform for sharing experiences between SCS, 2. what are known as information-education programmes. The project team aims to offer trends and topical matters elaborated in a quality manner even outside the APIV school network and at the same time to support the sustainability of the project – action should be feasible even following the end of the project. Around a hundred schools decided not to continue during the project postponement.
- Activity is currently ongoing to ensure that individual services are used up. Transfers of available capacities between participating schools are dealt with in addenda to contracts on the involvement of schools in the project. The full use of services is also supported by the activation of participants in education (save those who are unable to achieve the set volume, perhaps due to a change of employment, taking maternity leave, illness, retirement, etc.) who have not yet used up BP, by the full drawing of services before the end of cooperation with the school through CP, and the school guarantor for APIV. Achieving the threshold for the fulfilment of marginal support is therefore succeeding. Both KA 1 and KA 2 are achieving their objectives.
- Some types of education within the project were transferred online on a permanent basis. Specifically, training in presentation and teaching skills primarily intended for teachers, or education for local government and state administration. Participation in such training has increased considerably since the introduction of the online system.

- In the closing stages of its execution, KA 3 is devoted to publicising created output and spreading awareness of the project and the theme of SV. New media cooperation is also being developed and established. The postponement of the project means that a set number of information seminars can progressively be completed. Information seminars have been converted into online format and are currently provided in classroom-based and online form. Traffic at the interactive Zapojevšechny.cz application is steadily rising, whereby the ambition for the future is to become a sought-after domain for SV topics.
- KA 4 is currently intensely involved in preparing the exit survey to document the impacts of the project among the main CS, teachers, and school management. A report on surveys of LC, SVS, and SVS will be compiled separately. The wider project team for APIV B uses the output of internal evaluation a great deal.
- OPLA recently devoted its time to monitoring SICR. Following on from this, a meeting was held between representatives of the regions and MŠMT, which was assessed as having been beneficial. OPLA's final activity will be feedback on the output of APIV B. The tutoring initiative is currently under implementation as a response to the widening gap between ordinary and socially or otherwise disadvantaged pupils as a result of ongoing distance learning as an epidemic measure. KA 5 APIV B cooperates on activities with PiN. Tutoring was a topic for the 9<sup>th</sup> Expert Panel on Cooperation, which took place in May 2021. The OP before and after that were devoted to the standard of studies and the activities of AP.

## 4.2 Project risks and barriers

***EQ A.1. To what extent are the management and execution of APIV projects carried out in accordance with the project application?***

***A.1.3. Are there any risks that jeopardise the execution of the project and achievement of the objectives?***

***A.1.5. What does the implementation team consider to be the biggest barriers to successful execution during the project?***

***Sources of information:***

- *Structured interviews with KA managers and HPM of APIV projects*
- *Structured interviews with the APIV guarantors of the schools involved*
- *Structured interviews with Support Centre staff*
- *Structured interviews with representatives of MŠMT, representatives of ŘV, the competent guarantor of the call, and the project administrator*

The evaluator, taking into account logical continuity and the minimisation of unnecessary steps, merged the solutions of sub-questions A.1.3 and A.1.5. The common solution to both sub-questions is based on the consideration that the risks of project execution can also be perceived as potential barriers that have not yet materialised. Barriers are then situations that have already occurred.

The risks of the APIV A and B projects have already been defined in the Project Charter. A Risk Management Strategy was set up and risk catalogues/registers were prepared for both projects at the initial phase of the projects. In light of the fact that work with these documents is systematic within the bounds of project management, the evaluator primarily focused on identifying potential additional risks and barriers having arisen in fieldwork.

### 4.2.1 Project risks

Project risks are evaluated in tabular form.

The probability of the occurrence/frequency of a risk is shown on a scale of 1 – almost no chance – to 5 – almost certain.

A risk with a higher probability/frequency rating indicates the frequent occurrence of that risk, a permanent or probable threat of the occurrence of that risk, and one with a lower probability/frequency rating an unlikely risk, but with possible occurrence when the threat is exceptional.

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

A risk with high severity is such that it may cause a threat to or disrupt the development of the project; however, choosing the right measure and quality management make it possible to achieve the required parameters within the planned deadlines. A risk with low severity will cause only minor disruption of the project; operative management is able to restore the planned development.

Risk prevention/elimination measures were proposed for each of the risks.

**Table 2 Risk analysis and management**

| Risk   | Probability | Severity of risk | Description of risk prevention / elimination   |
|--|-------------|------------------|--|
| <b>Internal risks</b>  |             |                  |  |
| <p><b>The time required to prepare a framework of reference for the Czech sign language – KA 5 APIV A</b></p> <p><b>The coronavirus pandemic and the epidemic measures associated with this had a negative impact on the execution of KA 5 and therefore created a barrier to the successful execution of KA 5. For this reason, KA 5 had to be extended until the end of 2022. The updated schedule seems to be realistic; however, KA 5 continues to work with a limited time capacity for creating FR for CSL. As for other unforeseeable restrictions stemming from the pandemic, the threat still</b></p> | 5           | 4                | <p>The current situation stemming from epidemic measures continues to affect the schedule, delaying the execution of certain sub-activities.</p> <p>The unpredictable development of the coronavirus pandemic means that the extended deadline for the completion of KA 5, or indeed the entire project, remains at risk.</p> <p>Considering the development of the coronavirus pandemic so far, it still stands that the risk probability has been increased to 5. The KA 5 project team has already taken measures to prevent this risk, but there are still certain factors that the team cannot influence from its position (the</p> |

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

| Risk  | Probability | Severity of risk | Description of risk prevention / elimination  |
|---|-------------|------------------|---|
| <p><b>exists that certain sub-activities might be delayed once again.</b></p>   |             |                  | <p>unpredictability of epidemic measures, illness in the team).</p>   |
| <p><b>Ensuring a sufficient sample in the survey of the classroom climate – KA 2 APIV A</b><br/> <b>The risk of obtaining a sufficient sample at individual stages of monitoring/researching co-education has already been identified within the bounds of the Project Charter.</b><br/> <b>The risk is only specified in Stage IV of the research, surveying the classroom climate.</b></p>  |             |                  | <p>The classroom climate survey needs to be conducted in schools during classroom-based teaching and assumes that classes are stable, to a certain extent at least. Given the current situation, owing to epidemic measures, the conditions in schools make it impossible to carry out the survey. The identified risk occurred and became a barrier to the execution of the survey. The issue is therefore described in detail in the Barriers section.</p>  |
| <p><b>Ensuring a sufficient sample for repeat investigation of pedagogical processes at ES – KA 2 APIV A</b><br/> <b>The risk of obtaining a sufficient sample at individual stages of monitoring/researching co-education has already been identified within the bounds of the Project Charter.</b><br/> <b>The risk is only specified for the 5th stage of research, which consists of a repeat cross-sectional investigation of pedagogical processes at ES.</b></p> | 4           | 3                | <p>In light of the coronavirus pandemic and the epidemic measures associated with it, schools would appear to be even more reluctant to participate in the investigation than was envisaged in the Project Charter. The risk still does exist of entry to schools being restricted once more, while schools are burdened with considerable workloads and are experiencing a certain level of frustration.</p> <p>The current situation carries the risk of not being able to collect sufficient data, and indeed such data that are comparable. Should difficulties arise in securing a sufficient sample for the investigation, the investigation will need to be limited according to the conditions.</p>   |
| <p><b>The staffing with lecturers of specialisation modules created and piloted in KA 3 APIV A</b></p>  | 2           | 4                | <p>Verified specialisation modules and long-term training will be transferred to the core activities of NPI ČR for accreditation by MŠMT and subsequent implementation in the FEPW system at NPI ČR. Trained teachers should cooperate with individual NPI ČR Regional Support Centres and provide teaching staff for execution for school and school facility PP. Education modules will only have the expected effect if they are taken up by core activities and offered to the field.</p> <p>The APIV A project team has taken repeated steps in this matter towards reaching an agreement on onward execution, but so far there has been no significant shift in this matter in terms of core activity. At present, therefore, there is uncertainty as to whether the modules will be taken into NPI ČR core activities and offered in the field. This uncertainty and the lack of a provisional offer</p> |

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

| Risk  | Probability | Severity of risk | Description of risk prevention / elimination  |
|---|-------------|------------------|---|
|   |             |                  | of cooperation to trained lecturers by NPI ČR core activity reduces the likelihood of continued interest among lecturers in cooperating with NPI ČR in terms of staffing pilot-tested modules.  |
| <p><b>Risk of non-fulfilment of minor support for EW and SEW at some schools – KA 1 and KA 2 APIV B</b><br/> <b>The risk identified in the previous evaluation period, meaning non-fulfilment of marginal support for EW and SEW, particularly from schools coming on board at a later stage or from schools drawing at a lower intensity, is no longer topical.</b></p>  |             |                  | <p>The risk was eliminated by redistributing support towards the schools with selected support that had not yet been able to draw on the individualised services provided by the project. Support (FEPW) was also redistributed from schools that no longer show any interest in receiving support to schools that are interested. Persons involved in the project who have not yet fully drawn BP are motivated to draw it (save those who are unable to reach the given volume, perhaps due to a change of employment, taking maternity leave, illness, retirement, etc.). They are particularly motivated to participate in, for example, open webinars or use individualised services.</p>  |
| <p><b>Risk of not arising on uniform information on co-education matters to the field – KA 2 APIV B</b><br/> <b>Modifications were made to the teaching and methodological materials created as the output of the APIV A project within the bounds of KA 2 APIV B "Education". The current common practice of APIV B, which consists of different degrees of modification of EW, should undergo a standardised process which will contribute to the continuation of a uniform presentation of the themes of co-education in the field. There is not at present any defined standardised process as to whether the modifications made to teaching and methodological materials are really only partial or fundamental in nature, and at the same time it is not entirely clear whether the fundamental modifications are "only" subject to the approval of SC or also the evaluation of the KA 3 project team in the APIV A project.</b></p> | 1           | 1                | <p>The following recommendations were made to eliminate the risk:</p> <p>a) submit all EW with more complex modifications to the APIV A project team for evaluation (if changes had not been approved by APIV A in the past). At the same time, the beneficiary should specify whether modifications are in line with the accreditation of courses as part of the revision of changes made.</p> <p>b) The recommendation also applies by analogy into the future to any further modifications with the need to define an official process for implementing changes to VP (who determines whether this is a fundamental /informal change and what the subsequent procedure is). The official process for evaluating changes needs to be defined with the consent of APIV A.</p> <p>In light of the fact that the recommendation was not taken into account by project teams, the risk is still valid; however, the probability of the risk occurring has been reduced to 1. For more details on the handling of recommendations, see Recommendations</p> |
| <p><b>Risks associated with optimising SC – insufficient staffing capacity, SC</b></p>  | 3           | 2                | <p>Optimisation was carried out based on an estimation of the situation by the team</p>   |

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

| Risk  | Probability | Severity of risk | Description of risk prevention / elimination   |
|---|-------------|------------------|--|
| <p><b>representatives do not know the field assigned by the territory – KA 1 APIV B</b></p> <p><b>The staffing of SC was optimised in connection with the postponement of the project and, at the same time, the original due completion date. Approximately ¼ of the schools left the APIV school network at this point. There was a reduction in the number of project workers at individual SCs and at the same time a redistribution of regions, meaning that certain workers are newly working in a region without knowledge of the field. Although, for example, communication can be more efficient when fewer people are involved and thus, for example, marginal support might be achieved faster by participants in education, it is unclear whether there will sufficient staffing capacity due to the high number of operations to be carried out during the postponement. The redistribution of regions among a reduced number of SC workers might, if they do not know the field and, vice versa, if the field does not know the worker, lead to a reduction in the intensity of SC consultation activities. According to the KA 1 team manager, this might often be based on established personal relationships.</b></p> |             |                  | <p>manager. The team manager may take steps to strengthen the workplace if a significant number of problematic situations are identified in relation to the operation of SC.</p>   |
| <b>External risks</b>   |             |                  |  |
| <p><b>Risks associated with the coronavirus pandemic and epidemic containment measures</b></p> <p><b>The coronavirus pandemic poses risks for both projects consisting of increased illness rates among project team members or the need for ordered quarantine. The epidemic measures implemented by the Government in order to prevent the spread of the coronavirus also have an impact on the execution of certain sub-activities within the bounds of the key activities of both projects.</b></p>   | 5           | 5                | <p>Both projects are flexible in their response to the risks having arisen and are succeeding in finding possible solutions to eliminate those risks. However, the unpredictable development of the pandemic and the anti-epidemic measures associated with this remain a risk. At the same time, the pandemic and anti-epidemic measures have already materialised, meaning that barriers were created to the successful completion of certain KA. This issue is described in detail below.</p> |

**Risks associated with the coronavirus pandemic and epidemic containment measures**



The most significant risk to both projects remains the persisting coronavirus pandemic and related governmental epidemic measures to prevent its spread. Epidemic measures have significantly affected the school environment and therefore have a major impact on the execution of projects that are closely related to the school environment.

In general, the coronavirus pandemic and the related epidemic measures implemented by the state give rise to risks that project teams are unable to influence.

- For example, epidemic measures have led to the closure of schools, making direct contact and cooperation with schools impossible.
- The limitations placed on gathering in person mean that many work activities need to be transferred online (e.g. team briefings, meetings, consultation).
- It has also been necessary to transfer the execution of certain project output online: expert panels, education programmes, etc.).
- There is an increased rate of illness among workers, and relating to this the need to undergo ordered quarantine.
- Finding reviewers or presenters and participants on expert panels is also problematic. The rate of illness has made an impact, and teaching experts are overloaded with new responsibilities associated with providing distance or combined teaching, which is more time-consuming and organisationally challenging for them, meaning that they do not have the necessary capacity to participate in expert panels. From the information available, participation in expert panels is satisfactory, but fluctuates considerably, even while the expert panel is taking place. Online format allows experts to participate in more OP because it cuts out the need to travel; however, just as it is easy to join an OP, it is also easy to leave.
- Another problem that cannot be influenced by project teams is that of the technical facilities of the collaborators and external participants of OP and the speed of their connection. However, this risk is eliminated with the organisational support of cooperation coordinators.

The project teams of both projects identify the most significant risk as being the impossibility of predicting the development of the pandemic and associated epidemic measures.

Epidemic measures thereafter have a direct impact on the implementation of the individual KA of both projects. Some risks have already materialised and constitute a barrier to the successful completion of certain KA. It is within this context that certain KA will have to be extended until the end of 2022. Specifically, internal comment procedure is ongoing at the time of compiling this evaluation report, with an application for change before the Meeting of Management at MŠMT, designed to lead to an postponement of the deadline for the completion of KA 2 and KA 5 of the APIV A project. The postponement of KA 1, KA 2, and KA 3 of the APIV B project has already been approved. For certain KA, the continuation of the pandemic and epidemic measures still poses risks. Barriers that have already materialised in connection with the ongoing coronavirus pandemic and which are also a reason for extending both projects are described below.

## **APIV A**

### **KA 2 Monitoring, planning, evaluation of co- (inclusive) education**

As far as KA 2 of the APIV A project is concerned, there is a risk that it will not be possible to conduct a repeat cross-sectional survey of pedagogical processes at primary schools to the expected extent (Stage V of research) on account of the inability to actually enter schools or the reluctance of schools

to participate in the survey (schools are burdened by having to compensate for their closure during the previous period and it is therefore more difficult to establish cooperation with them). It is necessary to ensure that 140 schools are involved in the repeat survey to make sure of the comparability of the data from the initial and repeat surveys. Ideally those who participated in the first survey. According to a statement by the KA 2 manager, *"The personal involvement of project team members in ensuring the participation of schools in the survey is needed"*. Should a school drop out of the sample, it should be replaced by a school with comparable parameters. Should difficulties arise in securing a sufficient sample for the survey, the survey will need to be limited according to the conditions.

#### **KA 5 Creating a framework of reference for the Czech sign language**

In the case of KA 5 APIV A, there is a risk of further delay of sub-activities due to illness or ordered quarantine among team members. This risk cannot be excluded even in the forthcoming period. Delays may also occur due to the need to move meetings and communication in person online, which is more time-consuming and technically-demanding for bilingual communication (Czech sign language and Czech language). According to an expert peer reviewer, *"there is a risk of misunderstanding within the team when hearing and non-hearing colleagues meet (some communicate in spoken Czech, others in Czech sign language) and are forced to communicate remotely, often using written Czech. And this is not ideal for the situation at hand. The risk of misunderstanding is relatively high here when compared with face-to-face communication in real space and time. Unfortunately, there is nothing more that can be done about this other than the implementation team trying to prevent problems. What is more, everything is very significantly supported by the huge motivation of all team members. It is only as a result of this that the slightest signs of problems or difficulties are addressed immediately."*

#### **KA 3 Preparation of FEPW programmes and KA 4 Teaching Czech as a Second Language to Foreign Pupils**

Although KA 3 and 4 of APIV did note problems in connection with the pandemic and epidemic measures, they have already dealt with these problems and the continuation of the pandemic does not pose a risk to their completion, which is planned for the original deadline, i.e. 30.4.2022.

#### **APIV B**

The continuation of the pandemic and epidemic measures do not pose a more fundamental risk to KA 1, KA 2, and KA 3 of the APIV B project because the project has taken such measures to ensure that the project will be able to carry out the planned activities within the specified (extended) time even if the coronavirus crisis does continue. Rather than jeopardising the achievement of the objectives of the project, existing potential risks mean not being able to take advantage of the opportunity to present interesting services for schools so that they can sufficiently "touch and feel" any services that might be used in the future.

#### **KA 1 Methodological and coordination networks**

If the established trend of drawing available capacity is maintained, it can be assumed that the total allocation of services will be drawn in full and that indicators will be fulfilled. The project team is ready to respond flexibly to stagnation in the drawing of services by establishing communication with schools and possibly further redistributing available capacities. Part of the allocation for coaching and expert services was used within the bounds of project postponement for services newly introduced during the project postponement. Successfully using up these new capacities is particularly a matter of

concern in the event of further school closures in the coming period. Although schools make extensive use of online education, were their selected representatives to complete everything that is planned online – FEPW, traineeships, and platforms – there is a risk that the field would become clogged up and it would be difficult for the participants in education to consume such a large amount of online support. New services without sufficient experience among the participants could remain untapped due to a lack of interest. Therefore, the change does not result in taking services from participating schools, as the reserve is bigger than whatever the schools are able to use. This reserve is used for new services.

The ability to carry out the planned number of traineeships is still linked to a scenario in which there is no significant closure of schools or introduction of across-the-board distance learning during the 2021/2022 academic year. As a preliminary move, the project team collected information from IPs IKV about the possibility of online traineeships. However, project representatives believe that if this type of online service were to be introduced, the interest in traineeships would not be the same as in attendance in person.

#### **KA 2 Education**

In KA 2, the potential risks associated with the coronavirus pandemic and anti-epidemic containment measures are again linked to the demands on educating the target groups online. Overloading the field with online learning opportunities and the capacities of lecturers, mentors, coaches, and other experts have also been mentioned within this context. The needs of schools are only covered in the current situation when the capacity of instructors is used to the maximum. Should certain key personnel drop out of the education process, a problem might arise in meeting the needs of schools.

The personnel risk identified in the past as the inability to replace the online education methodologist was eliminated by training staff at SC.

#### **KA 3 The public**

Achievement of the objectives of KA 3 was jeopardised by the pandemic and by epidemic measures. The postponement of the project together with KA to 31.12.2022 and enabling the organisation of online informative seminars helped eliminate these problems.

Other KA relating to ensuring the management and evaluation of projects and the organisation of expert panels will also be extended. Neither the pandemic nor the epidemic measures taken pose a risk to these activities.

### **4.2.2 Barriers to the project**

#### ***Barriers linked to the coronavirus pandemic and epidemic containment measures***

Risks relating to the coronavirus pandemic and epidemic containment measures were identified for both projects in the previous IR. At the same time, some KA managers advised that, although at the time of compiling the 3<sup>rd</sup> IR the pandemic and epidemic measures did not yet constitute a barrier to the successful implementation of these KA, further continuation of the pandemic would have a major impact on the implementation of KA. It is now possible to evaluate the materialisation of risks and to describe the barriers to have occurred.

**The barriers described below resulted in the need to extend both APIV A and APIV B projects to 31.12.2022. The APIV A project has now submitted an application for change in this regard. The postponement of the APIV B project was approved on 1.12.2021.**

According to a statement by SPM of the APIV A project, *"Extending the project execution time for specific activities will create time for the realistic completion thereof and ensure the execution of project output in the appropriate quality, which will minimise the impacts of the coronavirus pandemic and in doing so meet the defined project objective, while complying with the set criteria"*.

## **APIV A**

### **KA 2 Monitoring, planning, evaluation of co- (inclusive) education**

The survey plan had to be reviewed in light of the barriers to have materialised. Investigating the classroom climate turned out to be unfeasible as a result of the situation in schools, in that distance learning was ongoing for most of the last school year and entry to schools was restricted. This survey was replaced with a survey that focused on the integration of pupils with ASD and similar neurological difficulties in heterogeneous classrooms at mainstream schools. The subject-matter of the survey approximates that of the original classroom climate survey, as problems in the classroom climate might relate to the composition of the classroom (in terms of the inclusion of pupils with ASD and similar neurological difficulties). This adjustment has no negative impact on achievement of the objectives of the survey.

There was a delay recorded in the repeat survey of pedagogical processes at ES. With the ongoing pandemic, the project team encountered a reluctance among many schools to participate in research surveys due to their heavy workload. The survey therefore needs to be spread more over time and must wait for the situation at schools to stabilise. An application was therefore submitted to extend this KA to the end of 2022.

The documents for the relevant AfCh (internal document, version 3, dated 6.9.2021) state that, at this time, *"It is not possible to carry out a comparison and evaluation of progress since the initiation of the survey. For the final stage of monitoring, it is necessary to have favourable conditions in place that are comparable to the situation before the pandemic. The closest possible start date for this survey comes in the new 2021/2022 academic year (in the case of favourable development), in that the data will then have to be processed and evaluated. Failure to do so would render the collected data irrelevant and prevent compilation of the final report."*

### **KA 3 Preparation of FEPW programmes**

KA 3 was primarily affected by epidemic measures from the perspective of carrying out pilots. Pilots were transferred online. New forms of online education emerged, bringing new experiences. For certain pilots, the conclusion was that they are not best suited to certain types of training, or that this is an emergency solution, but that educational modules in this format can still be implemented under certain conditions. This is particularly true in the case of teaching the Czech sign language. On the contrary, as far as other educational modules are concerned, their online execution represents an opportunity given that it can improve professional skills among a wider target group. KA 3 now has all the prerequisites in place for successful completion by the original deadline, i.e. 30.4.2022.

### **KA 4 Teaching Czech as a second language to foreign pupils**

Persisting epidemic measures mean that it is not possible to carry out quantitative piloting of the diagnostic tool, which must be done directly in schools and should involve several hundred children. The piloting methodology was therefore modified and piloting to verify the diagnostic tool is now planned as qualitative. Qualitative piloting does not place such high demands on the number of foreign pupils involved and at the same time makes it possible to obtain relevant feedback on the settings and functionality of the diagnostic tool. Problems arising from the coronavirus pandemic also appeared during the implementation of the first phase of qualitative piloting; however, due to the selected form of piloting, when there will be no need to work with a larger number of children, further epidemic measures in schools should not have an impact on the execution of the activity. KA 4 now has all the prerequisites in place for successful completion by the original deadline, i.e. 30.4.2022.

#### **KA 5 Creating a framework of reference for the Czech sign language**

The execution of KA 5 was affected by the illness of team members and by ordered quarantine. Moving meetings and communication in person online, which is more time-consuming and technically demanding for bilingual communication (Czech sign language and Czech language), also had an impact. Certain sub-activities experienced a delay as a result of this. The fact that individual sub-activities closely follow on from each other means that a delay in one sub-activity is also manifested in the overall deadline for the completion of the final product. In order to successfully complete its output, KA 5 now requires postponement to 31.12.2022.

The documents for the relevant AfCh state that, *"Due to the fact that the work of individual teams is closely connected and this logical sequence cannot be changed (writing the text, text editing, translation, validation – i.e. pilot verification of output according to the feedback methodology via mechanisms A and B, second editing of the text, second editing of the translation, final check in both languages, coding and placement on the web), and at the same time these are texts which require the absolute correctness of each word in both languages (descriptors, scales) and we cannot afford any leeway when it comes to possible shortcomings as this would affect the elementary use of the material as a whole, any delay in the chaining of works is manifested in delays at other teams."*

#### **KA 7 Cooperation**

Expert panels were required to move online within the bounds of KA Cooperation. There was no decrease in the number of participants after moving online (on the contrary, the possibility of simpler connection without the need to travel is seen by some participants as being an advantage); however, the online format acts as a certain barrier to more fruitful discussion among participants. Difficulties are also occasionally caused by the technical equipment of panel participants and their speed of connection to the Internet. However, the barriers having arisen do not affect the successful execution of this KA.

As part of the planned postponement of the project to 31.12.2022, however, there are also plans to extend this activity on account of the fact that we will need to organise expert panels for the extended KA 2 and KA 5.

### **APIV B**

#### **KA 1 Methodology and coordination network**

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

In the 2020/2021 academic year, schools faced delays in using various types of support due to the Covid-19 pandemic and anti-epidemic measures taken to stop the spread of the disease. A further increase in delays was prevented by the quick response of the project team and the transfer of most services online. From the second half of the year, negotiations started to extend the project until the end of 2022, and approval was granted on 25.11.2021. The postponement provided more time and a complete change in approach. Based on the experience with the transfer of EP online, new programmes and products are designated as online support (furthermore, the event can also be attended online) from the beginning. However, the steps taken did not help utilise the planned package of internships. Should schools be closed down again, internships will be impossible to complete. Moreover, schools might not be closed down, they just might not be willing to accept other people than the regular staff and children under the circumstances.

### **KA 2 Education**

The team manager of the key activity believes that the Covid-19 pandemic and protective measures do not pose a risk to fulfilment of the project obligations but to its smooth progress. Schools are able to attend the remaining training and other support online, however, some accept the situation only because they know there is no other option. Analogically: an EP can be attended online any time but the specific topic might not always be that suitable for the online environment. The same applies to lecturers, mentors, coaches and other supervisors who can work online, many of whom however would prefer training in person.

### **KA 3 Public**

KA 3 public events were affected by the Covid-19 pandemic and protective measures. People could not attend any events or gather. Public events were an important part of the activities organised under this KA.

### **KA 4 Evaluation**

In the previous evaluated period, qualitative research as an area of internal evaluation was affected by the Covid-19 pandemic and protective measures. Qualitative research was carried out instead at 14 schools and according to the obtained feedback, the research brought valuable information.

### **KA 5 Cooperation**

Under KA Cooperation, expert panels had to go online. There was no reduction in participants, however, the online form can hinder fruitful discussion.

At the same time, some positives were identified for the project during the Covid-19 pandemic, respectively the protective measures:

- Project teams have improved their IT skills and experience with many applications to be able to attend online meetings, consultation sessions or expert panels. The online form represents savings in time for team members or members of expert panels (no time is wasted on travel).
- The new forms of communication or implementation of some activities were verified and made ready for use.
- New forms of webinars have emerged. Their outreach is much bigger than training events in person and their impact on the target group is bigger.
- Generally, teams have learned to work more flexibly and respond to the circumstances and associated risks.

### **Common barriers of APIV A and APIV B projects**

#### **Administrative requirements of the projects**

Administrative requirements of the project appear to be excessively burdensome for the project team and remain a common barrier for both projects.

Representatives of the APIV B project mention administrative requirements in the context of the transfer to Helios - a new internal system of NPI ČR. *“We have always done our best to manage administration for external members (experts) we work with. However, it is crazy now with the new system. Peers, lecturers, schools and others often turn to me. We try to help them but the burden falls on us. It cannot be helped I think,”* the KA 1 team manager explains the situation. It has been noted that if schools are offered to participate in the project, their condition is to have a minimum of administrative work. The responsibility is taken over by project teams which become excessively overloaded. The APIV B SPM anticipates the impact such circumstances will have on project teams since more staff will be required to deal with administration than currently. The current hybrid system of electronic and paper reporting does not simplify the system either.

The clash of deadlines due to several external factors which cannot be satisfactorily predicted (requirements following from a project audit carried out by the MA, dealing with comments provided by evaluations or comments concerning the ImpR) was recognised by the APIV A project as a burden for the project team placing excessive requirements on their work capacity. The project team becomes overloaded when such requirements arise unexpectedly and simultaneously.

### **APIV A project barriers**

#### **Broad scope of the project**

The general scope of the APIV A project is rather broad. Each expert KA deals with a completely unique topic of inclusive education and each KA deals with very complex deliverables consisting of many individual activities. Nevertheless, the project call made the key activities in the project obligatory.

### **APIV B project barriers**

#### **Offered EP**

The logic of the barrier identified earlier has changed during the current evaluated period. EP topics and topics of open webinars become obsolete over time, popular subjects are repeated over and over. This is reflected in a moderate decline in interest in the training support. Creation of new up-to-date topics mentioned in the previous evaluated period as a solution to the problem can become a reality in the extended period of the project. In response to such circumstances, the project team came up with the idea of so-called information and training workshops which will be organised in the following six months and will be quick to use. Their subjects are selected to satisfy the most up-to-date needs of target groups. Workshops are a great source of practical ideas and examples of good practice. The barrier was eliminated thanks to the postponement of the project as early as when it arose.

#### **Presentation of inclusive education**

Despite many new activities under KA 3 focused on increasing the reach of IE outside traditional beneficiaries, i.e., professional public or parents of children and pupils with SEN, it is not easy to establish cooperation with big private media or public service media like Czech Television or Czech Radio in the area of PR and media relations to raise the awareness of the general public of IE. The KA manager explains that these media work primarily on a commercial basis and it is extremely difficult to start cooperation without the necessary budget, negotiations usually last a long time and the result is often unclear. What has worked well so far have been personal relationships with newsroom staff. The objective for the coming period is to work with media with a wider reach such as news servers and lifestyle magazines. Considering the comment by the KA manager and the fact that the documentation or budget do not anticipate any campaigns in big commercial media, the fulfilment of this objective is seen as a certain extra benefit by the external evaluator.

#### **Time availability of IPs representatives**

The barrier was eliminated at the end of 2021 when a number of IPs were completed (PPUČ, P-KAP, SRP). Before their completion, KA representatives had to attend as many as 3 expert panels in one week in some periods such as November or the spring months – April, May, including preparing their own EP.

The previous programming period with their IPs brought experience for the future setting. MŠMT representatives advise on the new organisation of IPs. A maximum of 3 IPs should be organised in regional education, complemented by IPo (other individual projects). This should help eliminate the barrier.

#### **Complicated administration related to reporting of project indicators for TGs**

The project team and Contracting authority had intensively discussed the fulfilment of individual indicators already during the previous evaluated period. Sources of doubts were eliminated and the project team was motivated to work with the APIV school network to achieve the planned objectives. Currently, the allocated support is being successfully used, which is also thanks to a number of steps taken by the project team, i.e. new members are not accepted for training activities covered by the minor support. Those interested in educational support outside minor support are listed under the 5 10 16 Events in Inclusion indicator. If an EP is attended by individuals whose minor support has been completely utilised, together with those who were not granted minor support, they are also listed under the 5 10 16 indicator. The indicator also covers participation in new types of support such as platforms or new ITPs (individual training plans). The SPM acknowledges that the current modified reporting of project indicators is already having a positive impact: *“The above-stated steps and stabilised situation have helped schools at least spare obligatory administrative work.”*

#### **Conclusions**

The following internal risks were identified:

- Time consuming preparation of the Framework of reference for Czech sign language (KA 5 APIV A) - the Covid-19 pandemic and related protective measures adversely affected the implementation of KA 5 and represented a barrier to the successful implementation of KA 5. Accordingly, KA 5 had to be extended until the end of 2022. The updated time schedule looks realistic, however, KA 5 works with a limited time capacity for the creation of FR for CSJ. The



time schedule is influenced by the current situation associated with epidemiological measures which delay the implementation of some individual activities. The KA 5 project team has introduced measures to prevent the risk, however, there are factors the team cannot influence (unforeseen epidemiological measures, sickness rate of the team).

- Schools are unwilling to take part in the repeated research (more than anticipated by the Project Charter) to provide an adequate sample of learning processes at ESs (KA 2 APIV A) due to the Covid-19 pandemic and epidemiological measures. Limited access to schools is still a threat, schools are overburdened and frustrated in certain ways.
- Lecturers teaching specialised modules generated in the pilot study and verified under KA 3 APIV A - education modules, should be replaced by core team members of NPI ČR and offered to schools. The APIV A project team carried out repeated steps to agree further implementation, however, the core team members have not made any significant steps yet. The core team members of NPI have not offered cooperation to trained lecturers which reduces the likelihood that lecturers will be interested in working with NPI to lecture modules verified in the pilot study.
- A risk of failure to provide schools with precise information on inclusive education – there is no formalised process for the assessment of modifications to teaching and methodological materials of the EP or indication of whether the modifications are crucial or marginal.
- SC optimisation brings new risks. They comprise the personnel aspect and knowledge of schools on the part of SC workers. Considering the number of planned events, it is not that clear whether the current number of personnel will be sufficient. The fact that some SC workers were assigned to regions which they do not know in detail can result in a smaller impact. Attempts to effectively utilise services and finalise the project can come at the cost of consulting activities in this case, they can be built on established interpersonal relationships or recommendations for appropriate topics of IE for schools tailored to their needs.

An external risk was identified as well:

- The Covid-19 pandemic poses a risk for both projects consisting in the increased sickness rate of the project team members or their absence due to imposed quarantine. Epidemiological measures introduced by the government to stop the spread of coronavirus also affect the implementation of some individual activities under key activities of both projects. Both projects are flexibly responding to the emerged risks and successfully finding possible solutions to eliminate them. The unforeseen development of the pandemic and the connected epidemiological measures continue to pose a risk.

The following existing barriers were identified:

- The broad scope of the project (APIV A) where the implementation of each key activity consists of many individual deliverables. Implementation of key activities is rather time-consuming and demanding on staff. Each key activity involves a unique and very complex deliverable, each of which could be an independent project.
- The APIV A project faced barriers to the implementation of some individual activities due to the Covid-19 pandemic and related protective measures. The classroom atmosphere survey under KA 2 turned out to be impossible, repeated research into educational processes at ESs was delayed. The research should be distributed over a longer time period and await

stabilisation of the situation at schools. Accordingly, an application was filed to extend the KA until the end of 2022. Methodology for the pilot study for the diagnostic tool to establish the language competencies of foreign pupils under KA 4 has been modified. Some KA 4 individual activities were delayed. Individual activities are closely interlinked so delays in individual activities affect the deadline for completion of a final product as well. KA 5 will be extended until 31.12.2022.

- New EPs (APIV B) are offered because topics of EP and open webinars become obsolete, which reduces the circuit of popular trained events repeated over and over as well as the interest in these services.
- Presentation of inclusive education (APIV B) - Information workshops were resumed a very short time ago, so no information about who the participants are is available yet. This barrier is listed among individual barriers in connection with PR and media relations. Despite successfully established cooperation with the media, cooperation with big private media or public service media such as Czech Television and Czech Radio to raise the awareness of the general public about IE is difficult to establish.

The projects managed to overcome the following barriers:

- Administrative requirements for reporting project indicators of target groups (APIV B).

## 4.3 Evaluation in projects

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

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

*Sources of information:*

- *ImpR 14, 15, 16 and 17 of APIV A and APIV B projects*
- *Structured interviews with APIV A and APIV B KA managers*
- *Structured interviews with internal evaluators*

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

Some APIV A outputs are evaluated in the form of a pilot study as well. This applies to KA 3 FEPW programme preparation and K 4 Teaching Czech as a foreign language for foreign pupils, for example. Pilot studies help identify weak points. Pilot studies of education modules show that some things should be added, adjusted or structured in a different way to be beneficial for participants.

Accordingly, they contribute to the applicability of project outputs to target groups and generally to fulfilment of the project objectives.

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

The internal evaluation of the APIV B project is carried out on the basis of the Evaluation Plans, as a general rule for a period of one year. The evaluation of the majority of KA is backed by an internal evaluator, in cooperation with managers of individual KA. Internal evaluation also involves further evaluation activities alongside evaluation of the outputs of individual KA. This includes, for example, data collection through what are known as professional EW portfolios, or initial and final field surveys at participating schools, etc.

Feedback on individual trainings is regularly sent to tutors, who can flexibly respond and modify the style of their presentation. Ratings are part of the so-called Lecturer's index, which is used by the project team when a lecturer is required for open webinars. Support centre representatives also use the evaluation of lecturers to recommend individual lecturers to meet the needs of individual schools under the APIV school network. Information provided by the APIV B internal evaluation is very important for evaluation of the level of individual training activities and lecturers.

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

#### **Conclusions:**

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

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

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

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

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

*Sources of information:*

- *Structured interviews with school guarantors of APIV, SEW and teachers*
- *Structured interviews with SC staff members*

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

- *Structured interviews with lecturers from the National team of good lecturers*
- *Outputs from internal evaluation of the APIV B project: Evaluation report for the 2020/2021 academic year*

Questions B.1.6 and B.1.8. were linked by the evaluator due to their logical links to minimise redundant steps. This was based on the consideration that the activity of Support centres for inclusive education under the APIV B project is mostly connected with organising different types of individual support for participating schools and training programmes. Hence, both areas are closely linked. The evaluation of both questions is based on the used outputs from internal evaluation and research carried out at participating schools.

### **Evaluation based on internal evaluation**

#### ***Individual form of support (mentoring and coaching)***

The feedback provided by participating schools on individual forms of support is obtained from the so-called professional portfolios of EW. Data collection from professional portfolios started in June 2019. They are collected from an electronic questionnaire (an open individual link is available for each EW and senior education worker (SEW)) which enables information to be gathered from EW and SEW about the benefits of the attended EP or individual forms of support (mentoring, coaching, expert services and consultation sessions) and use of the gained knowledge/skills in teaching. The analysis of EW professional portfolios shows that most of the teachers supported by mentoring or coaching used some of the obtained knowledge or skills in practice (mentoring – 87 %, coaching – 90 %). They very often shared the knowledge and skills with peers and school management. More than half of persons supported by mentoring and nearly two-thirds supported by coaching searched for more information about the topic. 69 % of participants used some of the knowledge or skills gained from provided expert services in practice. 84% of participants state they enjoy great or medium benefits in their work. Despite the pandemic, the number of provided expert services has increased compared to the previous academic year thanks to the continuous activation of schools and provision of this service to schools with utilised support as well.

Some individual and personalised forms of support were transferred online and consultation sessions postponed due to the Covid-19 pandemic and protective measures. As to expert services, there was a 50 % decline in the number of consultation sessions compared to the previous quarter from mid-March to mid-May 2020. They were offered to participating schools with partial support as well since the capacity was available.

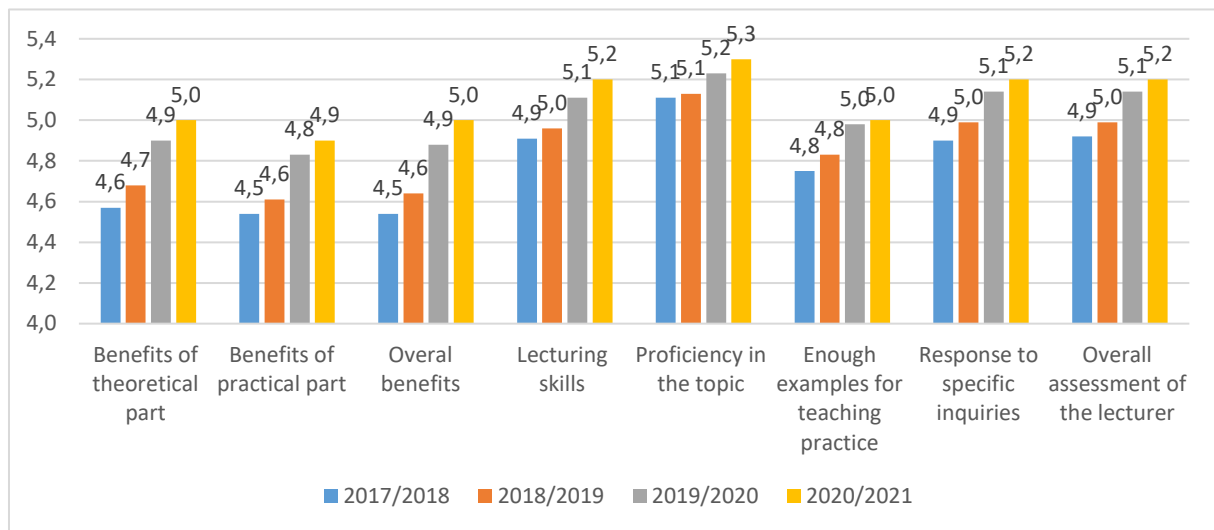
#### ***EP at involved schools for EW and SEW***

337 courses of FEPW for EWs were held at participating schools in the 2020/2021 academic year (644 courses in 2019/2020) and 75 EP for SEW (124 courses in 2019/2020). FEPW for EW reached half of the value compared to previous academic year.

FEPW affected by the Covid-19 pandemic and related anti-epidemic measures had to be held remotely (232 webinars against 96 in the 2019/2020 academic year). They proceeded smoothly thanks to previous experience with online training, however, the project did not manage to make up for the drop in use. The analysis of teachers' portfolios shows that more than half of participants had already used their knowledge and skills gained from webinars in practice. 90 % of participants share their knowledge with peers at school. 80% of participants state they enjoy considerable or moderate benefits in their work.

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

**Chart 1 Year-on-year evaluation of FEPW – teachers<sup>9</sup>**

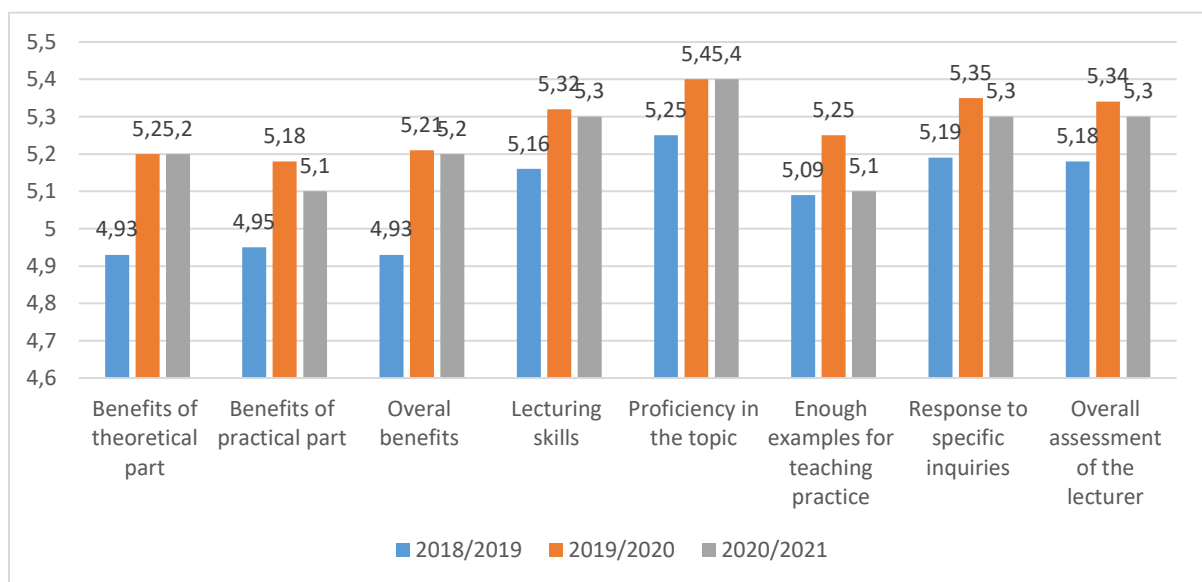


N=553 (2017/2018), 6767 (2018/2019), 7717 (2019/2020), 4247 (2020/2021)

Source: Internal evaluation report for the 2020/2021 academic year. Electronic evaluation questionnaires sent to the participants in training by e-mail immediately after the end of EP in academic years 2017/2018, 2018/2019, 2019/2020. A total of 377 FEPW courses were organised for EW in the 2020/2021 academic year (644 in the 2019/2020 academic year). 3,075 individuals took part in training, with 5,494 cases of participation in total. The questionnaire response rate was 78 %.

FEPW courses were rated positively in general, events for school management were rated slightly more positively by participants compared to courses for teachers. Proficiency of lecturers in the trained topic was best rated in courses for teachers and school management.

**Chart 2 Year-on-year evaluation of FEPW – school management<sup>10</sup>**



N=1108 (2018/2019), 1191 (2019/2020), 694 (2020/2021)

<sup>9</sup> 0-6 rating scale. 0 - maximum dissatisfaction, 6 - maximum satisfaction. The values correspond to the overall averages in the specific year.

<sup>10</sup> 0-6 rating scale. 0 - maximum dissatisfaction, 6 - maximum satisfaction. The values correspond to the overall averages in the specific year.

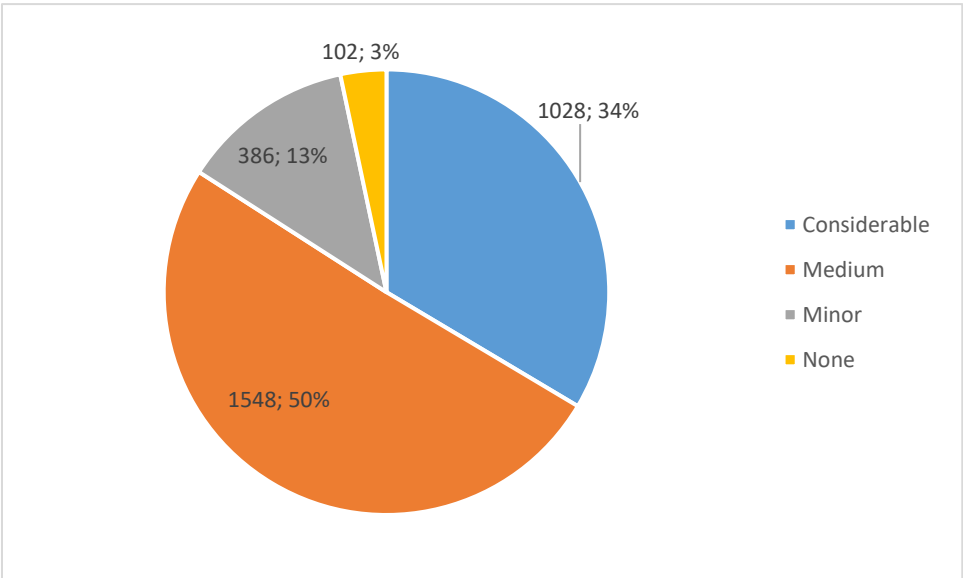
Evaluation of individual system projects supported by PA 3 OP RDE-II Part II: Evaluation area A – Evaluation of APIV projects

N=1108 (2018/2019), 1191 (2019/2020), 694 (2020/2021)

Source: Internal evaluation report for the 2020/2021 academic year. Electronic evaluation questionnaires sent to the participants in training by e-mail immediately after the end of EP in academic years 2018/2019, 2019/2020 and 2020/2021. A total of 75 FEPW courses for SEW were organised in the 2020/2021 academic year (124 in the 2019/2020 academic year). 3,075 individuals took part in training, with 5,494 cases of participation in total. The questionnaire response rate was 78 %.

The analysis of EW portfolios shows that most supported teachers had already used their knowledge and skills gained from the programme in practice (63 % for EP for EW and 77 % for EP for SEW). 89 % of participants in EP for EW and 82 % participants of EP for SEW share their knowledge with peers at school. Sharing with the school management is quite significant – by 64 % participants of EP for SEW and 28 % of participants of EP for EW. Most participants rated EP as beneficial for their work, while participants of EP for school management rated EP slightly better – 34 % as having major benefit and 50 % as having medium benefit.

**Chart 3 Pedagogical portfolio – benefits of the training programme (school management)**



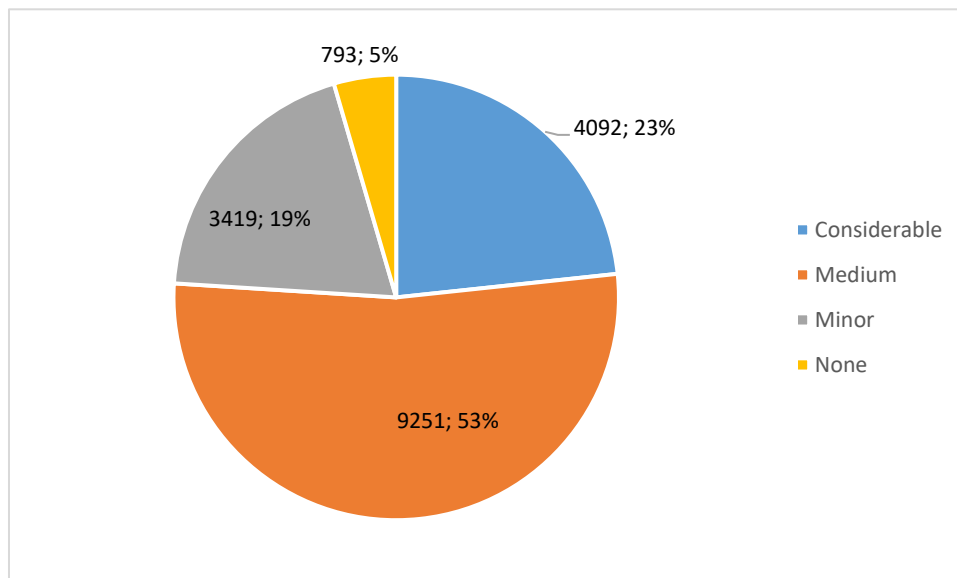
N=3064

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

Source: Internal evaluation report for the 2019/2020 academic year. Pedagogical portfolios - 2020/2021 academic year.

23 % of training participants in EP for EW rate the benefit as considerable and 53 % as moderate.

**Chart 4 Pedagogical portfolio – benefits of the training programme (teachers)**



N=17555

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

Source: Internal evaluation report for the 2019/2020 academic year. Pedagogical portfolios - 2020/2021 academic year.

### ***Internships***

Only 4 internships were carried out in the 2020/2021 academic year. They were evaluated positively in the internal evaluation carried out based on the filled-in pedagogical portfolios. 90% of participants said the internship was of considerable or medium benefit to them. Participants shared the experience gained with teachers at the school where they teach.

### ***Webinars for public administration***

2 courses for local government and 1 education event for state administration were held in the 2020/2021 academic year. Training events have been held online since the spring 2020. A total of 164 persons attended events for local government workers, 95 persons attended workshops for state administration workers in this academic year.

### ***Webinars for lecturing and presentation skills***

Since October 2020, events have been held once a month in the form of 90-minute webinars, a different topic is trained at each event. They can be attended by lecturers as well as coaches and mentors or SC workers. 11 courses were held in the academic year, with 160 attending participants from the target group. The vast majority of attendees evaluated the webinars as beneficial, or quite beneficial. The proficiency of lecturers is evaluated at a similar level.

### **Evaluation based on the field research carried out on a sample of participating schools**

83 respondents from 33 schools were interviewed. 29 representatives of the SEW group took part in the interviews (generally the school head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers. Most schools have already

utilised all the support or they are finishing the last allocated sessions. Accordingly, school representatives can provide a comprehensive overview of being involved in the project, its benefits and drawbacks. The interviewed schools used the complex support.

The introductory part of the questionnaire looks into the applicability of the provided support. Questions focused on specific cases of pupils with special educational needs – with a brief description of difficulties of individual pupils with SEN, selected issues were confronted with the applicability of the allocated support from the project and finally, the evaluator included a question looking into the general applicability of the knowledge and skills gained.

5 stories of pupils with SEN were chosen from the obtained results, which reflect the differing approaches of schools, the role of being involved in the project and the final impact.

- a) The current situation significantly influenced teaching in the whole class. There was a significant shift in resolving the issue after completion of a seminar for EW. SEW participating in the project said that being part of the project DEFINITELY HELPED them to resolve the currently faced situation.

*We have a boy in the 9<sup>th</sup> year who has a more severe autism spectrum disorder, he is often very restless, which affects the classroom atmosphere. The boy is rather noisy and disturbs other pupils. We attended a 9-hour seminar dealing with the topic under APIV. Thanks to the seminar, we applied the knowledge gained, managed to resolve the situation and saw an overall improvement.*

- b) A case where supporting measures at school are correctly set but external circumstances (the child's parents in this case) undermine the efforts of the school. One respondent believes that being part of the project DEFINITELY HELPED to resolve the situation, disregarding the parents.

*"We have a pupil from a different social and cultural environment. He is really difficult - I think about him a lot. I care about him. He is from the Roma ethnic group – but he is very nice. The boy was sent back to the nursery school in the first year to socialise and he repeated the 1<sup>st</sup> year. He somehow got through. Finally, he has a pedagogical assistant. When he goes to school, he makes progress, he is happy at school. We tried different procedures, which we look for on our own. The seminars offered us the solution "on a gold platter". When the boy attends school for 14 days, he makes huge progress. After 2 months of summer holidays, he is back at his previous level. He has come to school only a few times since the beginning of the academic year. His parents do not send him to school, they have a different opinion on education. The boy went to school even during Covid and quarantines. Online teaching was pointless for him."*

- c) Key involvement of a special pedagogue. Although the staff did not manage to keep the boy at school, the school guarantor believes that participation in the project DEFINITELY HELPED resolve the situation they faced. The case shows that an individual approach is necessary.

*"A boy with Asperger's syndrome – was unable to cope with learning. We had to use the services of a pedagogical assistant who was helping us. Unfortunately, the boy is in the last year of ES and he left for a special school. We did our best to integrate him, but the special pedagogue helped us sort it out – he took off our "rose-tinted glasses". The boy could not stay in the classroom, it was pointless to push him. Personally, I am a big fan of inclusive education. But of course, it is not always possible. I would love to help, but there are certain limits. At the beginning of inclusive education, I was definitely in*



*favour of IE and thought that special schools should be shut down. But the more practical experience I gained, the more I saw that such cases need an individual approach.”*

- d) A case where a school managed to resolve the situation by correctly set conditions. As the school guarantor noted, participation in the project DEFINITELY DID NOT HELP, the school does not think they would have tackled the issue otherwise without the project.

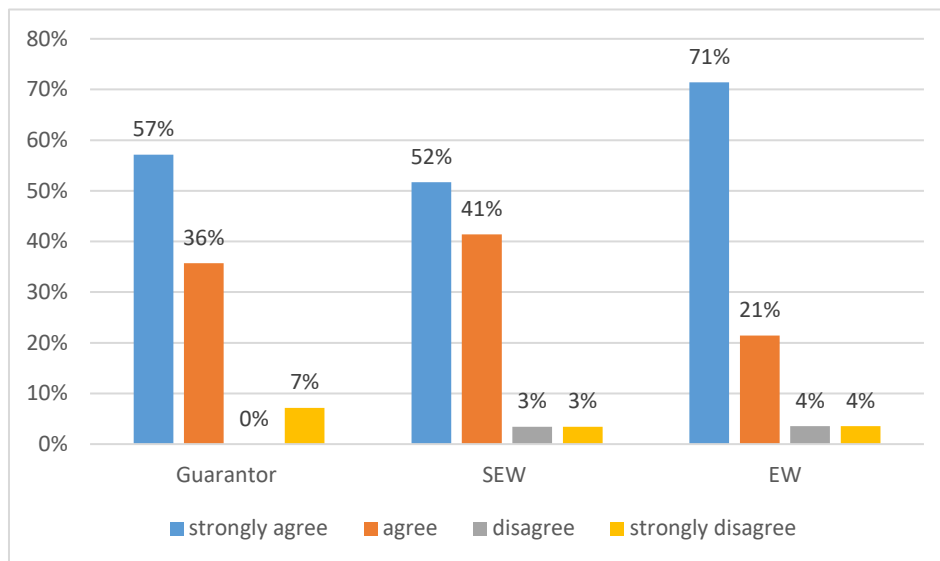
*“There is a family we have been working quite intensively with. They have three children, the police were called to intervene, the children were traumatised, court proceedings were held, they spent some time in hospital. Finally, we started working with them very intensively, the children started coming to school every day, their absence had been quite high before that and their parents had tolerated their truancy. We managed to rectify the situation, the family adheres to the set rules now. We will see how long it lasts. It is a common situation legislation deals with. I am sure that involvement in the project would make a great difference for us in this specific case. I think that we devote too much time to included children at the expense of normal ones.”*

- e) A specific case of a visually handicapped child. The SEW stated that participation in the project RATHER DID NOT HELP. No support was involved in the project to help resolve the situation.

*“We have had a new pupil with a severe visual impairment since September, he is in the 1<sup>st</sup> year. He needs a special approach, special aids but at the same time, his father is great, he really spends a lot of time with him, they work together, the boy is very well prepared. We discussed where to seat the boy with a specialist from the Centre for the visually impaired, how to sort out common situations at school. It is a very specific situation, so APIV probably did not help.”*

Generally, support is perceived positively by senior managers, guarantors for APIV as well as teachers. More than 90 % of respondents stated that the provided support (i.e., training programmes, coaching, mentoring and expert services) had a comprehensive or at least some influence on the situations with pupils where the school had to look for a special approach: *“the topics we were discussing, were well tailored and we were lucky to have excellent lecturers, participation in the project was very beneficial for us.”* Expert services, coaching and mentoring as well as EP focused on the role of pedagogical assistant, burnout syndrome, etc., were quite often positively rated. Only two schools out of the total sample stated that the support had a little or no influence on the situation the school faced, here is a statement by one EW: *“I could not apply the knowledge in practice immediately due to Covid-19 and the knowledge gained was impossible to apply online.”*

**Chart 5 Influence of provided support (i.e., EP, coaching, mentoring, expert services) on pupils with SEN**



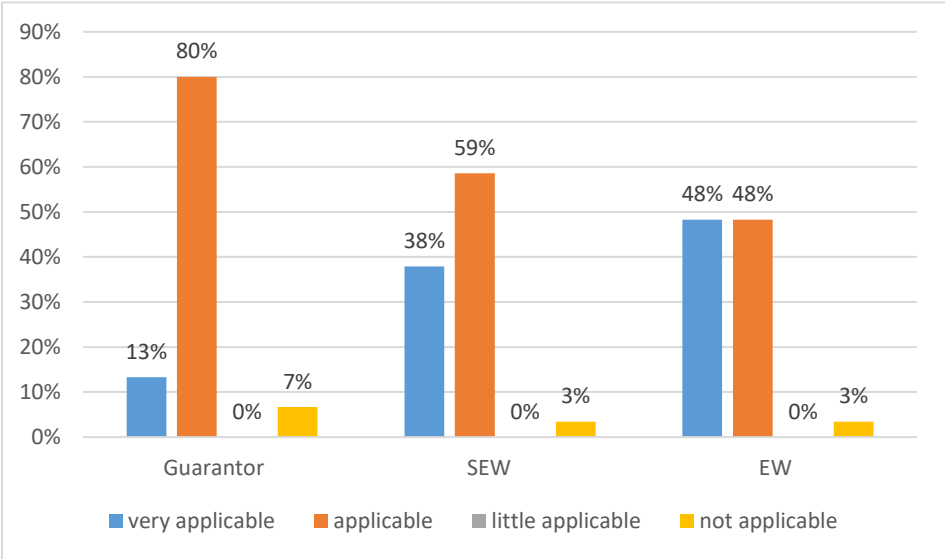
N = 71

Source: Field survey at 34 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 29 representatives of the SEW group took part in the interviews (generally the school head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers.

Some reservations were more often mentioned regarding applicability, respondents think it is not always explicit. One EW: *"Many workshops, courses, training courses were general, it is important for teachers to think deeply about their work and how to apply the knowledge gained in practice."*

The interviews show that the overall school atmosphere is very often crucial. If a school head or a greater part of the faculty of teachers are in favour of the project and inclusive education, the support provided by the project is positively perceived: *"No one (they mean an EW, author's note) was forced to attend the course, they were interested in it, so they took part. They applied the knowledge in teaching as well. Moreover, they quite often shared the knowledge with peers. Most of our teachers care about their self-development. We enjoy an atmosphere of partnership and helpfulness. We share the information gained at workshops, seminars, etc. It has become routine practice for us."* On the other hand, if the atmosphere at school is resentful or teachers feel burdened, they reject the project as well.

**Chart 6 Knowledge applicability**



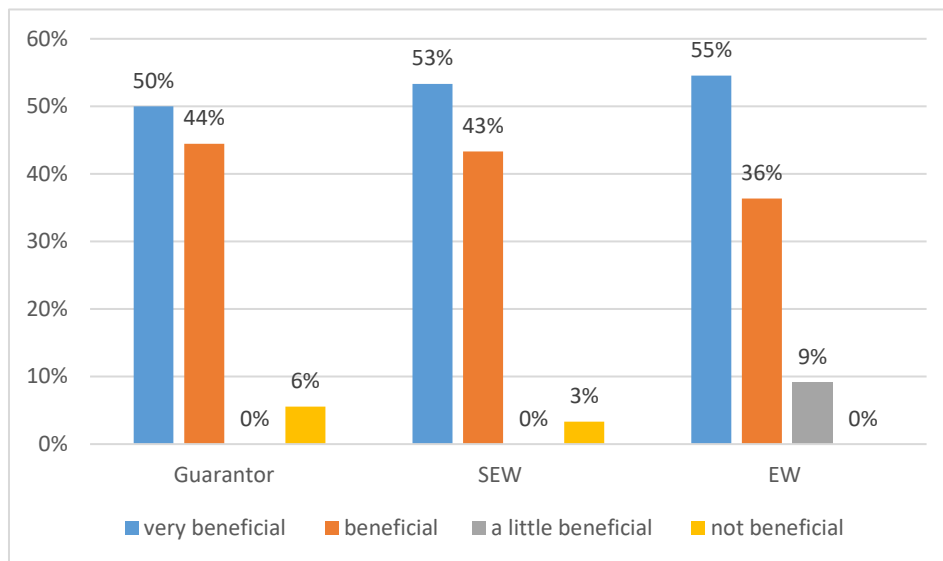
N = 73

Source: Source: Field survey at 34 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 29 representatives of the SEW group took part in the interviews (generally the school head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers.

A total of 32 out of 33 schools stated that knowledge gained from the project is very well applicable or quite applicable. Only one of all the interviewed schools stated that the knowledge is not applicable at all. The negative opinion presumably reflects the overall frustration with work with special education needs, observed in all respondents from this specific school. Other reservations are of an individual nature such as bad experience with a lecturer, the involved school has special requirements, etc.

Similarly as in the previous part, more than 90 % of SEW, guarantors and EW positively evaluated the general benefit of being part of the project in terms of new information obtained, e.g., *"I rate participation in the project very positively. We spoke about it a lot, we still draw on the gained knowledge. These issues have become part of our routine work. We already have new individual education programmes, support plans..."*, or they contribute to strengthening relationships between peers, e.g.: *"It is about meeting my peers not only in the garden. Training and strengthening relationships help to prevent burn out, which is very important for me. There were also my female colleagues who are not so interested in it, so it was new for them. For example, a training course in portfolios, all the information was new to us, we started compiling them in practice immediately after the event. We are going to implement a lot of information gained from the training, we are waiting for it to be accepted in the curriculum of a healthy school..."* And they share knowledge with other schools: *"We have a lot of pupils with SEN at our school, about 30 pupils more than PO2, and about 20 more than PO1. We are happy about the knowledge gained, contacts to lecturers, sharing information with other schools. Generally, I rate the event very positively."* Schools often appreciated a new unbiased view from the outside, e.g., *"When it comes to the support from experts, someone comes along to look objectively, unbiased about our problems, they advise us..."* Some interviewed had slight reservations about individual things such as bad experience with some lecturers or time requirements.

**Chart 7 The usefulness of support**



N = 70

Source: Source: Field survey at 34 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 29 representatives of the SEW group took part in the interviews (generally the school head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers.

Most respondents agreed that participation in the project significantly influenced:

- a) the running of the school as a whole

*"I think it was beneficial for the whole school. Some teachers were not acquainted with the problems. Other teachers enrolled in courses to learn new things. The awareness of the issue has risen and we share more knowledge now. Cooperation with pedagogical assistants has improved. Now it more or less works all the time."*

- b) work of teachers

*"Generally, all teachers came together – it was very good, we shared the experience. They managed to analyse individual problems, the team has united. Cooperation. Social perception."*

*"I think they are more independent in some respects. They do not come up with every single problem."*

*"The work of teachers has improved. Teachers are happy to have an opportunity to move on, try new things and incorporate them into teaching. Teachers perceive training as an opportunity to grow personally."*

*"Enrichment of teachers, they have learned new things in administration, about communication with institutions, parents..."*

*"Teachers better accept pupils with special educational needs because they know that such pupils are at other schools as well, they just cannot send them away from school but have to learn how to work with them."*

Respondents confirmed specific benefits as for the quality of teaching to a lesser extent:

*"Pupils' performance has relatively improved."*

*"A considerable impact on pupils' performance. Teaching has become much more individualised and differentiated. Each child can enjoy his/her own achievements. We used feedback a lot in remote learning to evaluate the progress of a specific child."*

*"Education was addressed to pedagogical assistants, there are up to 30 currently. They use the knowledge gained from workshops and coaching to deal with specific cases. They learned to think about the context of a pupil, what he/she is struggling with, etc."*

*"We are successful in integrating new methods into teaching. For example, elements of critical thinking, they think more about formative evaluation."*

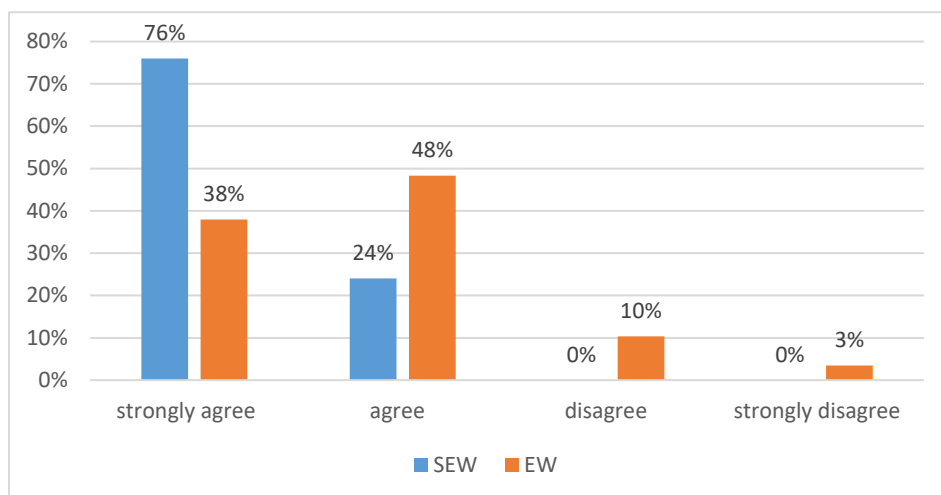
Or improvement of social relationships in the class:

*"Relationships in the class have definitely improved. Previously, we had several classrooms where teachers did not enjoy teaching. It has improved after the application."*

*"A great move, there are two classes at school – one improved immediately, we could see the change instantly, before that, there were indications of reckless behaviour, we are more confident now about what style of communication to choose, how to deal with situations and with parents, etc."*

Generally, respondents positively view conditions for the successful implementation of teaching in conformity with the objectives of inclusive education. There is a moderate difference in opinions between the group of SEW and EW – 100 % of SEW believe that their school is able to plan and teach in conformity with the objectives of inclusive education, while some members of the faculty of teachers are a little sceptical about it (13 % of those interviewed).

**Chart 8 Teaching in conformity with the objective of IE**

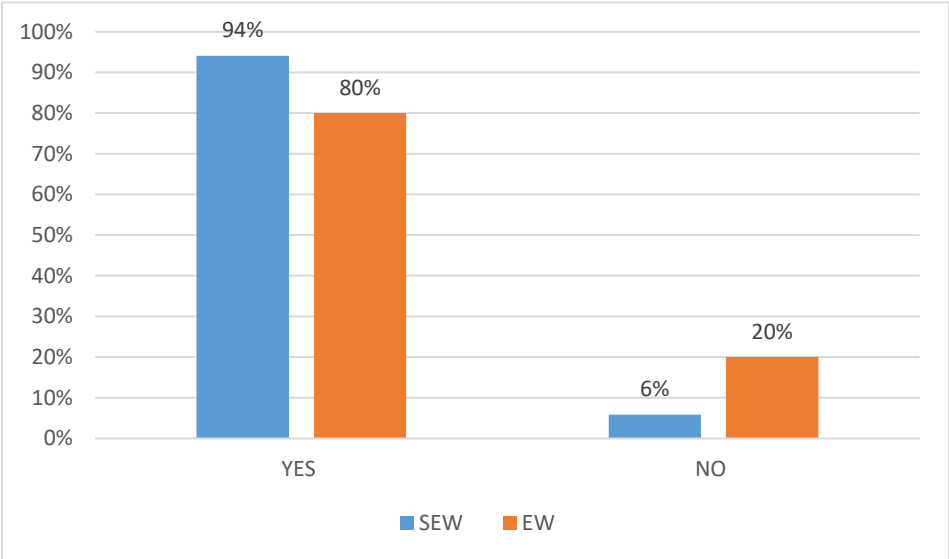


N = 54

Source: Fieldwork at 33 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 29 representatives of the group SEW took part in the interviews (generally the head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers.

Most of the interviewed note improvements after completion of some of the offered support. A fifth of the teacher respondents (20 %) cannot see any improvements after attending the training.

Chart 9 Improvement related to the school integration in the project

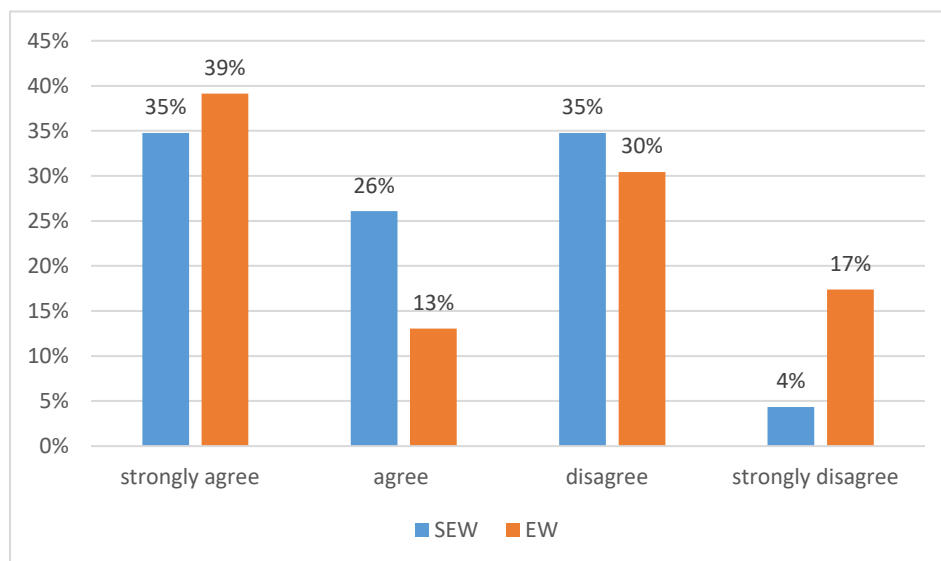


N = 54

Source: Field survey at 34 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 29 representatives of the SEW group took part in the interviews (generally the school head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers.

More than 60 % of SEW and more than 50 % of EW feel overloaded by inclusive education procedures. Apparently, the degree of overloading depends on the overall attitude to inclusion. Where respondents state that they do not feel overloaded by new procedures, they are often very motivated EW or SEW who accepted the situation and adapted to it, or they teach at schools where the situation is not so critical, i.e., they do not have so many pupils with SEN. One SEW: *"I do not think so. Maybe at the beginning before you get accustomed to the system (reporting, writing messages, ...). Yes, it was painful at the beginning. But we have got used to it. We have managed everything. It is about priorities – priorities of teachers as well. It depends what their goals are."* Very few respondents were able to objectively assess how big the influence of the support provided under the project was on the overall overloading caused by work with SEN pupils.

**Chart 10 Degree of overloading**



N = 54

Source: Fieldwork at 33 schools incorporated in the regional APIV B network within the bounds of external evaluation of IPs APIV A, APIV B. A total of 29 representatives of the SEW group took part in the interviews (generally the school head) who in 7 cases also held the position of school guarantor for APIV, 22 representatives of school guarantors for APIV in a stand-alone capacity in relation to the project and 32 representatives of the target group of education workers.

**Conclusions:**

- According to regularly filled-in professional portfolios of education workers, the knowledge and skills gained from attended mentoring, coaching and expert services are used in practice and shared with peers in the 2020/2021 academic year. Participants of training events supported by coaching and mentoring look for more information about IE. Support provided in the form of expert services is applicable in practice and most participants find it beneficial.
- FEPW training, mostly organised in the form of online webinars, recorded a significant decline in use. Webinar attendees share their newly obtained experience with peers. More than half of training participants confirmed that they use the knowledge gained from FEPW webinars. The vast majority (80 %) of teachers find online FEPW beneficial.
- The general evaluation of EP designed for EW has improved in all monitored aspects since the previous academic year. The generally even more favourable evaluation of EP by SEW has slightly declined in some aspects since the previous academic year. Both groups evaluate most positively the proficiency of lecturers in terms of the trained topic.
- The field survey confirmed that the provided support affects solutions to specific situations experienced with pupils with special educational needs which schools have to tackle. The interviewed school representatives stated that the applicability is influenced by the approach to the topic (the more practical, the better) or the general atmosphere at school, frequently set by the school management.
- The school management confirm that they currently have conditions in schools that allow them to teach in line with the IE objectives. Interviewed teachers are slightly more sceptical in this respect. Most of those interviewed feel improvements after the completion of some support offered. However, the research results show that it has no clear influence on reducing

the feeling of being overloaded, mentioned by school representatives from the moment the current system IE and PO were introduced.

## 4.5 Sharing examples of good practice within regional networks of cooperating schools

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

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

*Sources of information:*

- *Structured interviews with KA managers*
- *Structured interviews with SC staff members*
- *Field survey at 30 schools participating in the APIV school network*

Sharing examples of good practice in the field of inclusive education is one of the expected results of the existence of the regional network of schools. It is primarily built on 4 pillars:

1. Internships – despite the very positive feedback, there were unfavourable conditions to carry out internships in the evaluated period. Only 4 were completed. Examples of good practice could not be shared in this way. The planned internships are supposed to be carried out in the extended period of the project. Their implementation will depend on the possibility to accept interns at schools in the latest epidemiological conditions.
2. Cooperation of school guarantors for APIV – more than half of the respondents stated in the field survey that networking proceeds in cooperation with school guarantors. However, in most cases this activity was also affected by the Covid-19 situation and meetings transferred online. This form of networking is primarily positively evaluated by schools which meet other schools of similar focus. On the other hand, NS and SS are not represented in the APIV school network in such a high number and consequently, cannot share the same problems, and have reservations about these activities.
3. FEPW for SEW – training events for SEW provide an environment where school managements naturally meet. A survey carried out within the internal evaluation as well as the field survey confirm that they perceive this form of training as an opportunity for networking and most of those interviewed positively evaluate this activity.
4. Open webinars for schools/individuals (asynchronous webinars for the public) – current conditions for the development of these activities are favourable. The field survey showed prevailing positive feedback. Respondents often positively rate this form as time efficient and providing a comfortable option for training. Some respondents heard about webinars but they did not actively use them, they felt they were being over-informed.

Sharing of examples of good practice also takes place in information workshops, in the work of the Expert platform for inclusive education (monitoring carried out by the regional inclusive education concept) as well as services provided by advisers, lecturers, mentors and coaches.



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

New project activities should encourage networking in the extended period – the platform for sharing among teachers and school management and the platform for sharing among school counselling centres. They were approved as part of the extended project primarily upon the identified need recognised by schools.

A SC representative thinks that networking does not work well: *"Schools are involved in more projects at any one time, even five. They are overwhelmed. There is no space for other events. It is difficult to make schools do anything beyond the scope of the project obligations."*

Cooperation is only a marginal indicator within internal evaluation currently, the main purpose of supporting schools under the project is different and evaluation focuses on different things. Hence, the rate of accomplished cooperation is complicated to evaluate. The project takes specific steps to fulfil this objective.

#### **Conclusions:**

- Examples of good practice are shared in the current circumstances by way of open webinars or the interactive database Zapojmevšechny.cz.
- EP designed for SEW contribute to networking and meetings of guarantors. New project activities should help in the future, they will be carried out in the extended period.

## **4.6 The contribution of APIV A and APIV B projects to the implementation of inclusive education in schools**

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

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

In the final part, the case study<sup>11</sup> focuses on specific cases of selected pupils with special educational needs. Special pedagogues at participating schools cooperating in the case study were asked to choose cases which reflected the most significant problems schools are currently dealing with. The field survey stated in section 4.4 Fulfilment of the objectives of the project APIV B under KA 1 Methodology and coordination networks and KA 2 Education contained a question in its introductory part. School guarantors for APIV, school heads and teachers were asked to give an example of the most typical cases of pupils with SEN. The answers showed that schools did not have many pupils with SEN. Respondents from a specific school selected pupils with special educational needs independently of each other in most cases. Hence, the selected cases described by them show that most members of the faculty of teachers are informed about the cases.

---

<sup>11</sup> Part of the case study also contains a repeated survey of school founders in this academic year. Representatives of the education authority were asked similarly as in IR 2 in 2019 about the level of awareness of the IE they need to do their job. All 11 schools participating in the case study were interviewed regardless of whether the specific school participates in the case study or not. The evaluator provided maximum information about this area to compensate for a certain level of unwillingness of schools to cooperate within the case study reflected in the smaller number of schools which provided information about specific cases of students with SEN.

The selected case of a pupil with SEN was discussed with a special pedagogue, class teacher and parents. Answers from representatives of different professions and views of the issues are used to describe the problem in practice, achievements of the pupil before they came to the school, and performance during remote learning. Questions were also asked about the pupil’s family background, class team, recommendations given by the counselling centre and application of the PO, how the school counselling centre worked with the pupil with SEN, and the final effects on the pupil’s achievements (the texts are shown in Technical Appendix I.4).

Of a total of 5 participating schools, 4 schools took part in the survey within the case study in this academic year. The case study describes the case of a female pupil with a mild mental disability (MMD), a boy with developmental dysphasia, with FNL in combination with another type of limitation and dyslexia. The addressed school representatives agreed on pupils in the 1<sup>st</sup> stage of ES.

The selected types of disabilities were consulted with representatives of non-participating schools cooperating in the case study (2 non-participating schools in the project which had cooperated in the case study so far decided to leave the case study due to the Covid-19 pandemic). The addressed representatives could give opinions on any issues.

**Table 3 Description of selected issues of pupils with SEN at involved schools, including reflections provided by participating schools**

|                        | <b>Case study 11</b>  | <b>Case study 8</b>  | <b>Case study 6</b>  | <b>Case study 7</b>   |
|------------------------|---|--|--|---|
| <b>Diagnosis</b>       | <b>MMD</b>  | <b>Developmental dysphasia</b>   | <b>Combination of FNL +? *</b>   | <b>Dyslexia</b>   |
|                        | <i>Girl, 4<sup>th</sup> year of ES</i>  | <i>Boy, 2<sup>nd</sup> year of ES</i>  | <i>Boy, 2<sup>nd</sup> year of NS</i>  | <i>Boy, 5<sup>th</sup> year of ES</i>   |
| <b>Description</b>     | <ul style="list-style-type: none"> <li>- Loss of vision after an accident (poisoning by gas boiler), tunnel vision, the whole scale of MMD transitioning to medium mental retardation, the girl is at the level of a 4-5-year child (diagnostics known for 1 week).</li> <li>- difficulties with balance due to the limited vision (tunnel vision)</li> </ul> | <ul style="list-style-type: none"> <li>- Probable diagnoses: dysphasia, MMD, ADHD.</li> <li>- Great lack of attention, lack of concentration, difficulties in understanding assignments, emotionally unstable, unstable learning results, aggressiveness, dangerous to the other people around him (he threw heavy objects).</li> </ul>                                    | <ul style="list-style-type: none"> <li>- Vietnamese origin – he speaks only Vietnamese</li> <li>- Behavioural disorder: lack of attention, lack of concentration, lack of interest.</li> <li>- Problems with pronunciation in Vietnamese as well.</li> </ul> | <ul style="list-style-type: none"> <li>- Milder form of dyslexia – weakened comprehension of the assignment, phrasing, clumsy graphomototics, impaired hearing. The disorder is hampering the pupil in subjects like Czech as well as mathematics and sciences.</li> </ul>  |
| <b>History</b>         | <ul style="list-style-type: none"> <li>- She came to the ES in the 3<sup>rd</sup> year from a small village class (older sister at the ES). She is happy at the ES, mostly also thanks to the PA whose work is excellent.</li> <li>- She had a friend at her previous school, but has none here.</li> </ul>   | <ul style="list-style-type: none"> <li>- Non-standard development of the boy observed since early childhood. He attended a special NS with the support of PA under the SPC.</li> <li>- At the NS, his retarded language development was identified with the influence of a multi-language home environment.</li> <li>- Preparation classroom at the current ES.</li> </ul> | <ul style="list-style-type: none"> <li>- Very small steps forward in the first year at the NS</li> </ul>   | <ul style="list-style-type: none"> <li>- The current special pedagogue started working with the pupil in the 3<sup>rd</sup> year at school. No diagnostics was available at that time. During the 3<sup>rd</sup> year, home training took place in cooperation with the boy’s mother. He came to the PPP in the 4<sup>th</sup> year.</li> </ul> |
| <b>Remote learning</b> | <ul style="list-style-type: none"> <li>- Remote learning started immediately after she came to the school.</li> </ul>   | <ul style="list-style-type: none"> <li>- Remote learning was introduced in part of the 1<sup>st</sup> year.</li> </ul>   | <ul style="list-style-type: none"> <li>- Generally a big problem for foreign children.</li> </ul>  | <ul style="list-style-type: none"> <li>- Special class at the beginning of online learning, at the</li> </ul>   |

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

|   |  |   |   |   |
|---|--|---|---|---|
|   | <p>Online form did not work. A special timetable was prepared for her. It did not have the expected effects. RL was rather a form of maintaining social contacts. Then, she went to school 3-4 times a week upon the decision of the school management, 1 to 1 tuition with a PA. Spec. ped. care was completely eliminated due to logistics and personnel resources. The PA worked with the girl applying elements of special pedagogy (relaxation), but in a smaller scope. Teaching proceeded primarily in the form of games.</p> | <p>- The requirements of RL were very difficult for the boy. Work on PC was too difficult for him, he needed too much help from the parents.</p> <p><i>"In the preparation class, he had a PA during the lockdown, they worked on Skype, in the 1<sup>st</sup> year, he had an intervention class, remote, one-to-one form."</i> (parent)</p>                             |   | <p>beginning of remote learning. Use of the "Včelka" ("Bee") programme. He went to school 1x a week with other selected children in a small group. This support was not aimed at corrections, they were left out, pupils were practising instead. This method worked well for him, in RL, his performance got worse (so did the other pupils').</p> |
| <b>Background</b>   | <p>- Very supportive background, apparent great care, efficient communication between the family and school. The parents are very helpful. In some respects, they rather overload their daughter by trying to practise sufficiently with her.</p>  | <p>- Trilingual environment – FNL.<br/>- 2 older siblings – they and their language level play a role.<br/>- Supportive and cooperating family. Too much help required at home with the assignments – the extent was reduced upon consultation with the parents.<br/>- the boy receives less attention than he needs – he needs to practise more at home</p>              | <p>- Close cooperation was established under the PO (priority axis). Communication with the family is a problem – no interpreter. The NS found out that the family has a relative who speaks Czech – they tried to connect the child with the relative to set an example.</p>   | <p>Communication with the family at irregular intervals. They agreed to practise reading and follow up the learning – presumably not observed. Support in the form of a PC programme ("Včelka"), probably not adequately used at home.</p>  |
| <b>Classroom</b>  | <p>- Learning: She compensates missing logics for memory in part. It does not work 100% in practice.<br/>- Socialisation does not work well. She was set aside from the class.</p>   | <p>- The class mix is challenging – there are more pupils who can adversely interfere with teaching. The PA cooperating with the selected pupils is always very busy.<br/>- Socialisation: An area where compensation using the priority axis has not been successful yet. The boy is separated from the class also because of his sometimes inappropriate behaviour.</p> | <p>- 4 Vietnamese children in the classroom – easier start.<br/>- The Vietnamese children formed a separate group at the beginning. Except for the selected boy, the children gradually got used to the rules and they have integrated. The selected child is now playing separately, even from the original Vietnamese group.<br/>- The boy engages in activities according to his mood, his initial shyness has been eliminated, certain progress apparent.</p> | <p>The class teacher is also a special pedagogue for the boy.</p> <p>A group of weaker pupils consisting of pupils with learning disability or pupils with NIDV, only the boy was examined by the counselling centre. An individual preparation plan has been compiled for all children in the group.</p>   |
| <b>Recommendations from the counselling centre and PO</b> | <p>- 4<sup>th</sup> degree of PO<br/>- Worsening observed at the end of the previous acad. year which continues this year. Confirmed by the report from the SPC as well.</p>   | <p>- 4<sup>th</sup> degree of PO<br/>- Emphasis should be put on strengthening social aspects, building social relationships.<br/>- To apply and assess the PO continuously, improve</p>  | <p>- 3<sup>rd</sup> degree PO - a PA recommended<br/>- Report from the PPP - the boy was examined on the initiative of the NS as early as in the 1<sup>st</sup> year – screening carried out by the NS</p>  | <p>- 2<sup>nd</sup> degree of PO<br/>- No IVP agreed with a psychologist – compensation provided by teacher's support during classes, IVP will</p>  |

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

|                |   |   |  |   |
|----------------|---|---|--|---|
|                | <ul style="list-style-type: none"> <li>- Transfer to the special school upon a report from the counselling centre, the new school will work with the centre. It is scheduled for the end of January, upon a proposal by the school and approval by parents.</li> <li>- The girl is not confident without a PA, she is moody, but she can be more independent without a PA (self-help). She really needs a PA to learn subjects (mathematics, Czech). Narrow borderline where a PA can help and where it is counter-productive.</li> <li>- Teaching materials corresponding to the FEP of the special school. The school lent her textbooks, communication initiated with her mother about the transfer to a special school.</li> <li>- Intervention: 2 hours a week – very successful reception. It contains all types of corrections.</li> <li>- Individualisation: maximum relief as to the scope and content. Individual plan.</li> <li>- No tutoring.</li> <li>- Set limit for the worst grades (3). The upper limit has not been identified yet, i.e., the material she cannot cope with.</li> <li>- Full scale of aids provided.</li> </ul> | <ul style="list-style-type: none"> <li>and extend setting on an ongoing basis.</li> <li>- The recommendations have become obsolete, he will be examined again in the spring.</li> <li>- PA: she repeats the assignments with the boy, helps prepare teaching materials, directs his lack of attention, supervises, helps with the 1<sup>st</sup> step in dealing with tasks, repetitions, returning. Intervention: 1 hour individually with the teacher, a total of 2 classes – he works very well within the pedagogical intervention, better than in the collective of peers. The intervention consists in his preparation for class.</li> <li>- Individualisation: to repeat the assignment, simplify the assignment, initiate activities, put no strict emphasis on completion of tasks, reduce the extent of the assignment, he is left in the group if a group assignment is given, but he is encouraged to work independently on the assignment. No individual plan.</li> <li>- The PA informs his parents in a journal where she describes all important things.</li> <li>- Integration meetings organised by the ŠPP – attended by a representative of the ŠPP, the parent and the pupil.</li> <li>- Assessment: Limited outputs.</li> </ul> | <ul style="list-style-type: none"> <li>- PA - motivates the child to continue doing activities. The PA is very helpful – she has set the rules – it significantly helped the child to make his daily schedule clear and organised.</li> <li>- Class training programme – usually for 14 days.</li> <li>- They work on connecting the word designation and its meaning (the PA has pictures ready for the topic – the parents continue work at home).</li> <li>- Cooperation with a speech therapist.</li> <li>- Postponed school attendance.</li> <li>- Recommendations must be followed, reports on progress are properly recorded</li> <li>Intervention</li> <li>- The NS works with all 4 children, a teacher is assigned to work with them according to the TVP, the work is organised in short time periods in the morning or after lunch. The boy also has a PA just for him, he works with the PA alone – support of concentration.</li> <li>- Individual plan.</li> <li>- All grades or assessments are entered in the IVP by the PA – procedures, assessment, progress, PA's evaluation of the boy's work and performance.</li> </ul> | <ul style="list-style-type: none"> <li>probably be necessary in 6<sup>th</sup> - 9<sup>th</sup> class.</li> <li>- Differentiation: The boy is not asked to read aloud before the classroom, he reads abbreviated texts, reduced texts rather than increasing the time period, alternative assignment to focus attention, check if he understands the assignment, oral examination rather than written.</li> <li>- Intervention: 1 hour a week with other pupils from other classrooms (small groups at the same level) to practise comprehension, graphomotorics, to eliminate learned mistakes, etc.</li> <li>- Practising takes place in the classroom.</li> </ul> <p>The PO should be balanced and modified sensitively, he should focus on one thing and slowly put the gained skills and knowledge together.</p> <p>The teachers take into consideration the set individual goals in his assessment, grading is less strict for him. Once every 2 weeks - self-assessment - to consult where he has made progress and what he should focus on.</p> |
| <b>ŠPP</b>     | <ul style="list-style-type: none"> <li>- Cooperation with a school psychologist and mostly with a special pedagogue. The special pedagogue invites him to sessions (or auditions) with a psychologist.</li> </ul>   | <ul style="list-style-type: none"> <li>- Special pedagogue and school counsellor at the same time – auditions and consequent consultation of PO with EW and PA followed by adjustments, development, etc.</li> </ul>  | <i>Not available at the NS.</i>  | <ul style="list-style-type: none"> <li>- The documentation about pupils is evaluated every 6 months together with the school psychologist or counselling centre, further work is planned afterwards.</li> </ul>   |
| <b>Results</b> | <ul style="list-style-type: none"> <li>- Inclusion is not successful despite all efforts. I cannot imagine having a child like this in each classroom, we would not be able to manage it. The PA in this specific case is rather a personal assistant. She</li> </ul>   | <ul style="list-style-type: none"> <li>- Progress for the better is apparent – all tested PO have a positive influence on the boy. PA has definitely the best positive influence. Illustrations and demonstrations work very well. Upbringing within teaching takes a lot of</li> </ul>   | <ul style="list-style-type: none"> <li>- Inclusion is successful mostly thanks to the PA. The process would be disrupted without the PA. Teachers have to try very hard and work intensively to overcome communication</li> </ul>  | <ul style="list-style-type: none"> <li>- The boy is below his potential since there are no links to practising skills.</li> <li>- He wants to make progress, it is worth motivating him to see how useful the gained skills are.</li> </ul>   |

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

|   |  |   |  |  |
|---|--|---|--|--|
|   | <p>cannot leave the child for a moment. PA is required in many situations – transfers, toilet. A teacher alone could not cope.</p> <p>- Parents play an important role here. ES is a mark of being normal. But she must think about what it means in reality. A psychological counselling centre for the parents might work well.</p> <p><i>"Her mother told me that she had heard about the actual condition of her daughter in a meeting at the ŠPP for the first time a week ago. So nobody was open with her even in the SPC."</i> (special pedagogue)</p>   | <p>time – the boy should be brought up, and then teaching can be applied successfully.</p> <p>- Socialisation – he got used to the environment and rules, but there are incidents from time to time (he shouts out dirty words all of a sudden).</p> <p>- Emotional stabilisation.</p> <p>- In main subjects (mathematics, Czech) he is able to keep pace with the other children in the classroom to a great extent, there are still fluctuations – sometimes a simple assignment (anticipated) surprises him.</p>   | <p>barriers. An external interpreter would be helpful also to get closer to the Vietnamese mentality.</p> <p>- When a foreign child comes to the NS without necessary support from the outside, the NS plays for time if the child and the family respond and required steps are taken.</p>  | <p>- He can cope with his peers if the assignment is adjusted for him so that he can concentrate on only one thing. The processes will be automated gradually.</p> <p>- His integration is successful thanks to PO, if he had no PO, his achievements would be very bad. He is no longer ostracised, even by peers. The work and approach of the teacher is crucial.</p> |
| <b>APIV support</b>   | <p>- The interviewed school representatives find the training programmes beneficial because they are compiled with the emphasis on practice, they note that not all EP are at such a level.</p> <p>- Knowledge obtained under APIV training support cannot be applied to the selected subjects, the girl has a MMD.</p>  | <p><i>"I go back to the APIV project in this case - the EP was about communication with parents. The topic does not apply to the boy's family but the importance of communication in general. Sharing of topics related to children with SEN is beneficial and worth doing."</i> (class teacher)</p>  | <p>- According to school representatives, there is no EP under APIV devoted to this issue.</p>   | <p>- The project had no influence on the particular selected issue.</p> <p>- According to school representatives, greater information benefits were seen in other offered EP.</p> <p>- The impact of the project at school is perceived generally by school representatives, not separately for different topics.</p>  |
| <b>Reflections on the topic by the non-participating school</b> | <b>School subject to Case study 5</b>  |   |  |  |
|   | <p>- The basis are minimum outputs from the SEP in compliance with FEP, reflection on the completed education after the 3<sup>rd</sup> year. There are relatively few pupils with MMD. The school works closely with the SPC. Previously, MMD pupils always left school upon agreement and went to a special school. SPC tends to send the children identified as having MMD to a special school as early as at the NS. If the parents disagree, the SPC cannot do anything. The school sometimes asks the social services department to cooperate in such cases.</p> <p>- Individualisation, differentiation and PA</p> | <p>- Such pupils are very challenging for teachers. However, the situation has gradually improved thanks to understanding the diagnosis. Teachers have learned how to work with such children. They use different ways of communication – presentations, visual supporting materials, records are given to pupils in advance.</p> <p>- The issue is connected with pupils' mental problems, aggressiveness, affective behaviour, etc., which is why a PA is assigned to them or they are on medication – children are inhibited thanks to psychiatric care, they are not in affect (this option is used rather by families which cannot</p> | <p>- The school has experience in working with foreign children. Such children represent about 11%. When a foreign pupil who does not speak Czech has a disability, it is quite complicated as far as diagnostics. The child has to learn to write, read, vocabulary. A learning disability can be diagnosed after these skills have been gained. If the child fails, he/she is recommended for an examination in the counselling centre. A PA is assigned to more complicated cases or they are granted up to 3 hours/week 1-to-1 to learn Czech as a second language. The school</p> | <p>- It is a common learning disability. A high degree of motivation is a precondition for pupils who must compensate for their handicap with huge efforts and intensive practising.</p>   |

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

|                                       |   |  |   |  |
|---------------------------------------|---|--|---|--|
|                                       | <p>are integrated as much as possible. Alternative assignments exclude dictations, work with abstracts. Focus on links between a word and its meaning. In this specific case, previous experience of the teacher with this diagnosis is more crucial than with other children with SEN. At the same time, PA support is necessary. The same applies for the PA, previous experience is valuable. The PA spends all the time with the girl with MMD. Pupils with MMD usually do not continue to the second stage of ES. Otherwise the whole faculty of teachers would have to be the 2<sup>nd</sup> stage of ES. Working with MMD children is completely different, worksheets, records, tests, verification of information, portfolios.</p> <p>- Funds are provided by the school head. New teachers from faculties of education bring wider knowledge of special pedagogy than in previous years. Other training events are organised. But practice is irreplaceable in this case. Every activity takes twice as long. Attention paid to the boy and the other children in the class should be carefully balanced. PA helps to a maximum possible extent. Teaching materials are prepared by the teacher. They must cope with pressure from parents.</p> | <p>work with their children and are not willing to properly work with them). Children with a good family background are provided with paid psychotherapy. They practice skills in how to manage situations. Speech therapists, social pedagogues are used. Thanks to such care, a number of these children complete ES and have the potential to take final exams.</p> | <p>has teaching aids and materials. The school had a teacher available thanks to the project focused on children with FNL, other teachers were trained later during the project to be able to deal with the issue.</p> <p>- The school usually deals with pupils with FNL in combination with attention deficit disorder or inclination to dysgraphia. If doubts occur, teachers inform a special pedagogue who can send the child to the CC if necessary.</p> <p>- According to the special pedagogue, the care provided by the school to such children and those with SEN is very good. The circumstances could be improved, but unfortunately, they cannot be influenced – e.g. high number of children in classrooms.</p> <p>- It takes a lot of time to deal with the problem, working with the child takes a lot of time. Nevertheless, teachers have accepted it as the reality. It is also important whether the child comes to the 1<sup>st</sup> or 2<sup>nd</sup> stage of ES.</p> <p>- Teachers have long-term practical experience, the identification process repeats all the time. Each child is different. Trainings help with basic understanding.</p> |  |
| <b>School subject to Case study 4</b> |   |  |   |  |
|                                       | <p><i>The topic was not reflected</i></p>   | <p>- Similar situation, limitations in children often connected with additional disorders. Grammar school faces increasing number of such pupils. School representatives think this is because pupils from the first wave of inclusion at ES have grown.</p> <p>- There just some individual pupils representing this group at</p>                                     | <p>- The school has a foreign pupil with FNL and disability. She is Ukrainian and did not speak English before she came to the school, where great emphasis is put on English. She was provided with tutoring (quite beyond the standard, she has a PA for learning Czech, and a teacher for learning English).</p>   | <p>The disorder usually occurs in combination with other limitations. Pupils are very often restless, less responsible, etc. They are prone to anxiety, depression, which is connected with remote learning currently. The school uses external help in such cases rather than deal with the</p> |

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

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <p>the grammar school. The symptoms are also related with puberty, frequently in the 1<sup>st</sup> and 2<sup>nd</sup> year of an 8-year grammar school, usually boys. Teachers are trained to be able to deal with the situation and understand pupils' behaviour. They have 1-to-1 interviews after classes and try to keep the pupil busy, let him/her have his/her say, distract, admonish – they respond intuitively. Rather than punishing the child, he/she is repeatedly reminded of the rules. Problems are also dealt with in cooperation with the family. It is important to share information about the pupils with the faculty of teachers.</p> <p>- The system needs to link the SS to the ES educational counsellor and share necessary information. This does not work yet. The situation is confusing, at least at the beginning.</p> | <p>Tutoring proceeds online, at weekends as well. The PA was assigned to her after a pupil who was assigned a PA within PO but did not use this opportunity. Despite the provided support, it is unclear whether she can take the school leaving exam. There is an option of granting a scholarship to her. This is an example of a pupil with FNL, who does not speak Czech and is traumatised after the change in environment. Her mobility (wheelchair-bound) has been successfully dealt with to allow the greatest possible comfort.</p> <p>- As to other pupils with FNL, family often plays an adverse role due to the different cultural environment and lack of effective communication with school. It is often the case in Vietnamese pupils.</p> <p>- Communication with professional institutions is also a problem, notes the school. Many pupils have started psychiatric therapy. The psychiatric institutions have provided no information about how to work with the pupils in the future (when they return after 6 months of suspended study).</p> | <p>problems directly related to the discussed limitation on their own. The great majority of children examined in the counselling centre have the 2<sup>nd</sup> degree of PO. School works with pupils according to the so-called differentiation plan – the pupils do not go to all classes because they quickly get tired, lose attention, etc. Unified documentation is kept on the pupils with special requirements, teachers use it. - At the grammar school, the special approach by the teacher is quite "invisible" (compromises) so children do not notice there are differences between them.</p> <p>At the grammar school, pupils are usually not examined in a counselling centre (due to their age), so recommendations are not renewed. The school uses the material available. Some pupils tend to re-open the topic before the final exams to be granted relief. They are allowed to write on a PC, they are examined orally in all subjects. The class teacher notifies the school head of possible difficulties and the school makes a recommendation to send the pupil to the counselling centre. The school notes gaps in cooperation with counselling centres. There is a psychologist, but she deals with individual cases at an individual level. Misconduct is usually not punished, without the use of force, the school tries to provide conditions</p> |
|--|--|--|---|--|

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

|                                       |   |   |   |   |
|---------------------------------------|---|---|---|---|
|                                       |   |   |   | <p>to allow pupils to do assignments and complete tasks. Pupils are offered consultation sessions and more time. SS are not as strict as ES – tolerance of writing in capital letters, making a photocopy of a record, keeping the teaching materials in the school classroom. Digitalisation options are largely used. This is a selective grammar school where pupils are expected to have a high standard generally, no regular meetings dealing with these specific pupils have been introduced. Inclusion of these pupils is successful. They successfully pass final exams. After adolescence, such people use the language and phrasing which suits them, hence, the problem is of lesser importance for them.</p> |
| <b>School subject to Case study 1</b> |   |   |   |   |
|                                       | <p><i>The topic was not reflected</i></p> | <p>The NS has a 4-year old boy who is aggressive, he is from a low socio-cultural environment. The boy has affective behaviour, he hides, breaks down. He does not work well in a bigger team, small groups of children are better, teachers often have to calm him down. He was allocated a separate corner in the bedroom, he works on tasks separately from all the other children. Situations like eating are rather complicated. He does not try to establish any contacts with peers. Communication with him is difficult, with no mutual understanding. This is where most problems occur. The PA is a great help in this case (she works with 2 children). The PA uses relaxation techniques and clinical speech therapy.</p> | <p><i>The topic was not reflected</i></p> | <p><i>The topic was not reflected</i></p>   |



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

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p>- It would help to have a smaller number of children in the classroom. Teachers gradually get used to and cope with the situation. They believe they will manage the situation. Inclusion is proceeding, however, with the current number of children aged 2 to 7 years, the pace is delayed due to the boy and the teacher's conditions are more complicated.</p> <p>- The school offers FEPW for interested teachers, they consider introducing regular meetings to share knowledge from FEPW and encourage interaction among teachers.</p> |  |  |
|--|--|--|--|--|

Note. \* The column devoted to the FNL +? focuses on pupils (or children) who are diagnosed with other difficulties except being part of the group with FNL . They form a self-standing category of pupils with SEN.

The following table summarises the results of inclusion of individual cases at participating schools and general achievements of the inclusion of selected types of disorders at non-participating schools.

**Table 4 Graphic results of inclusion of selected cases of pupils with SEN at participating schools and selected disorders generally at non-participating schools**

|   | Case study 11                         | Case study 8                       | Case study 6                       | Case study 7 |
|---|---------------------------------------|------------------------------------|------------------------------------|--------------|
| <b>Diagnosis</b>  | MMD                                   | Developmental dysphasia            | Combination of FNL +? *            | Dyslexia     |
| <b>Graphic results of participating schools</b>                                   |                                       |                                    |                                    |              |
| <b>Reflections on the topic by the non-participating school - graphic results</b> | <i>School subject to Case study 5</i> |                                    |                                    |              |
|   |                                       |                                    |                                    |              |
|   | <i>School subject to Case study 4</i> |                                    |                                    |              |
|   | <i>The topic was not reflected</i>    |                                    |                                    |              |
|   | <i>School subject to Case study 1</i> |                                    |                                    |              |
| <i>The topic was not reflected</i>  |                                       | <i>The topic was not reflected</i> | <i>The topic was not reflected</i> |              |

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

Note. The table contains a colour scale of evaluation symbols. Green refers to successfully implemented inclusion; yellow refers to inclusion with some negative impacts on the classroom as a whole despite PO carried out; red refers to the areas where inclusion is not fully achieved over a long time period despite recommended support measures.

Note. \* The column devoted to the FNL +? focuses on pupils (or children) who are diagnosed with other difficulties except being part of the group with FNL. They form a self-standing category of pupils with SEN.

### **Conclusions:**

- The results show similar experiences at participating schools with particular cases of pupils with SEN and general experience with the specific limitations at non-participating schools related to pupils with MMD. Schools report failure in including such pupils despite the recommended PO. Inclusion works well for children with FNL plus other disorders and dyslexia. Schools are not united in their opinion about developmental dysphasia. Inclusion of these pupils is successful at most schools, one school admits that inclusion of such a pupil adversely affects the classroom despite providing the recommended PO.
- Most schools participating in the case study and this year's survey state that they could not apply the project support in dealing with the selected pupils with SEN. Schools mentioned useful EP with different topics, with a practical focus, they perceive the impacts of the project on the selected issues in general, not selectively. One school finds one EP practical and useful, it was devoted to communication with parents concerning the specific problems of a pupil with SEN. Soft skill training within the project proves to be useful.
- Representatives of non-participating schools would welcome the opportunity to take part in FEPW if there are interested teachers, to obtain support in specific IE topics, they would also like to be part of other projects or share information with the faculty of teachers.

## 4.7 Cooperation between relevant projects

**EQ A.3: How is the cooperation with other relevant projects proceeding and what joint results have been achieved?**

### **Sources of information:**

- Structured interviews with KA managers
- Structured interviews with KA managers
- Structured interviews with MŠMT representatives, MA, project call guarantor and project administrator
- Questionnaire research among participants of expert panels (via internal evaluation)

It still stands that cooperation between projects is more about the flow of information between system projects. On principle, each project deals with a unique topic and projects should be set in such a way as not to overlap each other (see the section in the Project Charter – Links to other projects and outputs). It ensues from this that there is not much room for intensive cooperation between projects or the creation of joint outputs. Projects cooperate in the areas where they link to each other and where mutual communication is purposeful for the projects. With most projects currently in their final stage, the intensity of cooperation between system projects is decreasing.

MŠMT representatives note that cooperation has met its purpose. Information is being exchanged between projects. Cooperation should also create certain shared visions about problems in school practice and it has contributed to it in some areas.

The SPM of the APIV A project notes: *"Synergy in projects primarily occurs in relation to target groups where information, knowledge and skills are shared between projects and target groups are provided with comprehensive support."*

The APIV A project closely cooperates with the professional public and the academic sphere in all key activities. Accordingly, the nature of key activities primarily leads to cooperation at the institutional level rather than the systematic project level, although this does take place in isolated cases. For example, the KA 2 project team cooperates with the P-KAP project in the inclusion methodological group Edusíť k inkluzi v SŠ (self-efficacy references). An example of institutional cooperation is, for example, cooperation between the APIV A KA 4 project team and ČŠI representatives. The project team uses their electronic testing environment InspIS SET to assign test tasks of the diagnostic tool to pupils with DNL (different native language).

A good example is cooperation between the projects APIV A, APIV B, PPUČ, SYPO, SRP and KSH on the Support Package focused on formative assessment and pedagogical diagnostics as a support aid especially for teachers at schools and educational institutions. The Czech School Inspectorate (ČŠI) initiated the activity (in the context of the KSH project) and addressed IPs project teams dealing with formative assessment and pedagogical diagnostics. The package consists of activities delivered by the projects - some of them compile publications on the subject, other training programmes, some provide training to schools or carry out methodological webinars. The idea is to interlink the activities, create a joint output and more systematic support for teachers as a target group.

APIV B cooperates with a number of organisations such as People in Need, ČOSIV, META, Učitel naživo, faculties of education and other university faculties, the Spolu association, etc. Cooperation is also currently proceeding with SYPO and IKV projects under IPs APIV B.

The highest level of cooperation naturally works between the APIV A and APIV B projects in follow-on key activities KA 3 APIV A and KA 2 APIV B. However, there are also other areas of cooperation where findings from APIV A key activities can be directly applicable to increase the quality of further training for teachers and lecturers of FEPW, provided by the APIV B project implementer as well as core activities at the NPI ČR.

#### Conclusions:

- Cooperation between projects is more a matter of the mutual flow of information between system projects, the exchange of experience, mutual data provision, etc.
- Mutual support is provided between individual projects, to a greater or lesser extent, based on communication.
- The highest level of cooperation naturally takes place between the APIV A and APIV B projects in the follow-on key activities of KA 3 APIV A and KA 2 APIV B.

## 4.8 Unintended impacts of APIV projects

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

*Sources of information:*

- *Structured interviews with KA managers*
- *Structured interviews with school guarantors for the APIV project, senior education workers and education workers*
- *Structured interviews with representatives of cooperating entities<sup>12</sup>*

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

#### **APIV A project (KA managers)**

- Promotion of the image of the NPI ČR as a professional institution in the professional pedagogical and academic community in the Czech Republic and abroad.
- Cooperation with organisations and institutions focusing on the specific issue (working groups of MŠMT, faculties of education, etc.), establishing new contacts and opportunities to further develop them.
- Direct cooperation with schools focused on their specific problems via action research, where complex cases of pupils with difficulties are dealt with directly at schools as part of the research (pupils with ASD and other neurological disabilities or disorders). Assisted solution and controlled reflection of procedures are carried out at 11 schools.
- Monitoring of methodological webinars by other interested groups - ČŠI workers and academic staff.
- Association of the fragmented community of people with hearing impairment.

---

<sup>12</sup> They are representatives of the Agency for Social Inclusion, People in Need, Roma Education Committee and the non-profit organisations Nová škola a Učitel naživo.

### **APIV B project (KA managers)**

- Establishing contacts and cooperation with educational entities. Cooperation between state agencies and the non-profit sector. The opportunity to share experience in the areas they deal with on a daily basis. The ability to enforce changes based on a better insight into school education provided by non-profit organisations (People in Need, Nová škola, Meta). Non-government organisations work very actively in the field they understand and do not hesitate to establish partnerships beneficial for them as well.
- Mutual cooperation among lecturers, exchange of experience and ideas on how to train in regular seminars focused on the development of lecturing skills and at expert panels in the future.

### **APIV B project (schools)**

- Sharing examples of good practice outside project activities as well. This applies to senior school managers immediately after the end of activities as well as in reflection with other members of the faculty of teachers in meetings or other events. Newly gained knowledge is passed on to teachers who did not attend the training event. There are also opportunities to deal with specific cases. Not only are such activities important for their profession, but they also develop personal informal relationships within a group of peers.
- Establishing new contacts and comparing experience with other schools similar in size or location or schools which are different. In practice, this primarily involves sharing experience and ideas about methods of how to teach pupils with special educational needs during the Covid-19 pandemic.
- Establishing closer cooperation with representatives of pedagogical and psychological counselling centres.
- Obtaining new information and ideas about new opportunities in employment management. Personal and professional development. Introducing innovations to schools thanks to the project.  
*"We are more open (approachable) with my colleagues and discuss different things more. Many of them do not perceive criticism as a personal attack but rather information they can work with." "New opportunities and enthusiasm, a new perspective."*
- Developing and normalising discussed topics at schools.  
*"Inclusion is becoming a quite common part of our life, it is no longer perceived as a burden or something extra."*
- Developing new topics important for schools and related to pupils' lives.  
*"One of the unintended impacts of the project was that many activities related to the mental health of children and pupils were developed. It is also a topic which falls under inclusive education. Children have developed mental disorders, pupils show an increase in the incidence of mental disorders. The project was important for us because it provided solutions to such issues. They have created a complete website and a variety of training programmes where the ideas could be discussed with teachers."*

### **APIV A, B projects (representatives of cooperating entities)**

- The most and best rated were links to project activities. Representatives of individual entities and organisations used contacts obtained in the project and had the opportunity to create other follow-on activities with other stakeholders participating in the project.  
*"The cooperation and contacts we got helped us create the "Fakulty doučují" project (Tutoring by Faculties). Its purpose was to anchor cooperation between faculties. Many faculties and other organisations joined the project (e.g. Učitel naživo). Our role was to provide methodological support and share information. The project was successful and it continues. We were awarded the Eduin 2020 prize."* (a representative of People in Need, APIV B project, KA 5 - Cooperation)
- A very positive rating was given to the increased scope of project activities in which individuals or organisations took part.  
*"We had the opportunity to work on the Standard of Pedagogical Assistant in the project. Presumably, it was not the intention of the project at the beginning but MŠMT used the APIV A project and NPI activities. My colleagues and I were not expecting it but I think it is very important and useful in practice."* (a representative of Nová škola, APIV B project, KA 5 - Cooperation)  
*"I originally expected I would organise and lecture a course but the scope of my activities has increased. My work in the Roma Committee (an advisory body of the Czech government, Roma Education Committee) was connected with the strategy of Roma integration where we discussed and developed ideas and activities and generally developed and transformed our cooperation. This was not the intention at the beginning. Further cooperation on many projects, sharing contacts."* (a representative of the Roma Education Committee, APIV B project, KA 5 - Cooperation)
- Extending the areas and services offered and provided by non-profit organisations.  
*"We included schools from excluded areas in our excursions thanks to the project. There had been no or very few schools from such localities before and now we think it is important to show pupils the reality of education in excluded areas."* (a representative of Učitel naživo, APIV B project, KA 5 - Cooperation)
- Respondents positively rated the cooperation with a variety of organisations as beneficial – formal educational institutions with the non-profit sector and national/regional organisations.  
*"The knowledge gained in the area of school inclusive concepts at the regional level and establishing contacts with regional representatives was really beneficial. We learned about what regions think of inclusive education."* (a representative of People in Need, APIV B project, KA 5 - Cooperation)

## 5 Conclusions and recommendations

### 5.1 Conclusions

At this time the prolongation of both projects has a fundamental impact on the course of implementation of the projects and the achievement of the commitments set. It has already been approved for the APIV B project. The approval procedure for the postponement of the APIV A project has not been finished yet.

#### **APIV A project**

- The preconditions for achieving the objectives have been met in all key activities.
- All KA had to respond to the epidemiological measures by shifting or postponing some activities and moving online.
- The most critical barriers related to the Covid-19 pandemic and epidemiological measures mostly affected KA 2 and KA 5. Presently, an application has been filed to extend the time period for the implementation of these two activities and those related to project management, evaluation and cooperation until the end of 2022. KA 3 and KA 4 activities will be completed by the original deadline.
- In the bounds of KA 2, MŠMT regularly receives outputs from the research. MŠMT representatives and the MA believe that the KA 2 outputs satisfy the expectations. Research findings are used to propose modifications to measures that have already been implemented (i.e., amendments to Decree 27/2016 Sb., on the education of pupils with special educational needs and gifted pupils) and proposals for modifications leading to improved education (e.g., proposals for the FEP revision). Results of research are a significant source which is reflected in the setting of training programmes for education workers, both in undergraduate education and FEPW. The key activity also produces other outputs used by the academic public. Research results and selected findings are being intensively disseminated by the project team to the general pedagogical public via presentations at international academic conferences.
- The KA 2 project team flexibly responds to the current epidemiological measures by introducing an extraordinary stage of research focused on experience in the implementation of individual support of pupils during remote learning and the results of research. KA 2 was extended with research into the inclusion of pupils with ASD and other neurological disorders into a heterogeneous class.
- The KA 2 time schedule had to be adjusted in response to the epidemiological measures and an application for postponement to 31.12.2022 was filed.
- Webinars are being implemented in the bounds of KA 3. They are primarily provided as methodological support for APIV B lecturers but are open to the general pedagogical community as well. Teachers show great interest in webinars. All 10 specialised modules have been verified and finalised, a long-term training course focused on applied behavioural analysis has been completed. The verified specialised modules and long-term trainings will be handed over to the core activities of NPI ČR to be accredited by MŠMT and implemented in the FEPW system at NPI ČR afterwards. The project team strives to raise the awareness of the pedagogical public of developed specialised modules and long-term training courses by way of

so-called infowebinars. There are preconditions for KA 3 to finalise the laid out objectives by the originally set deadline of 30.4.2022. Most of the planned outputs have already been submitted. The feedback provided by target groups and expert panels confirms that KA 3 meets its goals.

- All three parts of the tool to establish the language competencies of foreign pupils have already been finished under KA 4. The diagnostic test is part of the electronic testing environment InspIS SET, its pilot is currently in progress. Parts 2 and 3, i.e., an interview with a pupil with a different native language and evaluation of the pupil's language competencies in Czech by the teacher, can be used independently of the test. They were published on the NPI ČR website and offered to teachers for use in the test mode. Monitoring of implemented support measures for foreign pupils carried out under KA 4 was used to modify the system of support for language training of foreign pupils. Key activity 4 proceeds according to the time schedule and the outputs will be submitted by the originally set deadline - April 2022.
- The Framework of reference for Czech sign language is being created under KA 5. The framework is very complex and unique material which has not even been developed in other countries yet. The Framework of reference will be developed as a text as well as in Czech sign language for the target groups. The translation will have hundreds of video recordings. Some intermediate outputs are already available – part 1 and 2 of the FR for CSL, part of level A1 – B2 descriptions, work on part 3 of the FR, Vocabulary and Glossary is in progress, the library catalogue is being complemented.
- KA 5 was adversely affected by the Covid-19 pandemic and related protective measures. The epidemiological measures, sickness rate and forced quarantining of the team members complicated the implementation of some individual activities. The available information shows that the delays are caused by transfers of in-person meetings and communication to the online environment, which is more demanding in terms of time and technology for bilingual communication (CSL and Czech language). Hence, the APIV A project is negotiating an postponement for this activity to 31.12.2022.

### **APIV B project**

- Use of services by schools was primarily resumed thanks to the transfer of a majority of EPs and services to the online environment. Mentoring and internship are less suitable services for online training. The time required for full transferring schools online also played a role. The online environment brought a number of advantages for the project and resolved the long-term problem with availability of EPs in some regions. Transfer to the online environment was also a turning point for lecturers. Currently, most lecturers who did not provide online training events lecture very rarely or not at all. Online training was accepted very positively although events held in person are still rated a little better.
- The project was extended to the end of 2022 due to the pandemic. During the extended period, schools should utilise the capacity for individual types of support in the APIV school network. Above all, new activities will be implemented: 1. a platform for sharing experience among teachers and school management and a platform for sharing experience among SCC, 2. so-called information training programmes. The intention of the project team is to offer trends, up-to-date and well developed topics even outside the APIV school network and support the sustainability of the project – the events should be applicable even after the



termination of the project. Approximately 100 schools decided not to continue in the extended period of time.

- Presently, schools are being encouraged to utilise the individual services. Free capacities between participating schools are transferred upon the amendments to the Project Participation Agreement. Utilisation of services is also being encouraged by activating participants of training (apart from those who are not able to use the full extent of hours, e.g., due to a change of employment, taking maternity leave, sickness, retirement, etc.), who have not used BP, using services prior to the termination of cooperation with the school via the SC and the school guarantor for APIV. Accordingly, the minor support is successfully met. KA 1 and KA 2 meet their objectives.
- Some types of training within the project have been transferred online and will be permanently carried out online. They involve training in presentation and lecturing skills primarily designed for lecturers or training for local government and state administration. Participation in such events has significantly increased since they went online.
- KA 3 currently promotes generated outputs and raises awareness of the project and IE. Cooperation with the new media is being developed or established. The specified number of information seminars is being utilised thanks to the postponement of the project. Information seminars were transferred online, currently, they can be carried out both in person and online. The visit rate of the interactive application Zapojmevšichni.cz is growing steadily, the ambition for the domain is for it to become the sought after domain for IE topics.
- Currently, KA 4 is intensively working on the preparation of the final research looking into the project impacts on the main TG, teachers and school management. A report on the interviews of LC, PSA and TTS will be compiled separately. The outputs from internal evaluation are intensively used by the wider APIV B project team.
- The OPLA expert platform focused on monitoring of the School Inclusive Concept of the region in the previous period. As a follow-up, a meeting of regional and MŠMT representatives was carried out, the participants rated the meeting as beneficial. The last activity of OPLA will be the feedback on the APIV B outputs.

Presently, tutoring is being carried out as a response to the growing gap between normal and socially or otherwise disadvantaged pupils in consequence of the proceeding remote learning caused by protective measures. KA 5 APIV B cooperates with PiN. Tutoring was a topic discussed at the 9<sup>th</sup> expert panel Cooperation held in May 2021. The previous and subsequent EPs were focused on the standard of study and activities of pedagogical assistants.

### ***Risk and barriers in the project***

- Time consuming preparation of the Framework of reference for Czech sign language (KA 5 APIV A), the Covid-19 pandemic and related protective measures adversely affected the implementation of KA 5 and represented a barrier to the successful implementation of KA 5. Accordingly, KA 5 had to be extended until the end of 2022. The updated time schedule looks realistic, however, KA 5 works with a limited time capacity for the creation of FR for CSJ. The time schedule is influenced by the current situation associated with the epidemiological measures, which are delaying the implementation of some individual activities. The KA 5 project team has introduced measures to prevent the risk, however, there are factors the team cannot influence (unforeseen epidemiological measures, sickness rate in the team).
- Schools are unwilling to take part in the repeated research even more than the Project Charter anticipated to provide an adequate sample of learning processes at ESs (KA 2 APIV A) due to

the Covid-19 pandemic and epidemiological measures. Limited access to schools is still a threat, schools are overburdened and frustrated in certain ways.

- Lecturers teaching specialised modules generated in the pilot and verified under KA 3 APIV A - education modules, should be replaced by the core team members of NPI ČR and offered to schools. The APIV A project team carried out repeated steps to agree further implementation, however, the core activities have not made any significant steps yet. The core activities of NPI have not offered cooperation to trained lecturers, which reduces the likelihood that lecturers will be interested in working with the NPI to lecture modules verified in the pilot study.
- A risk of failure to provide schools with precise information on inclusive education – there is no formalised process for the assessment of modifications to teaching and methodological materials of the EP or indication of whether the modifications are fundamental or marginal.
- SC optimisation brings new risks. They comprise the personnel aspect and knowledge of schools on the part of SC workers. Considering the number of planned events, it is not that clear whether the current number of personnel will be sufficient. The fact that some SC workers were assigned to regions they do not know in detail can represent a smaller impact. Attempts to effectively utilise services and finalise the project could come at the cost of consulting activities in this case, they can be built on established interpersonal relationships or recommendations for appropriate topics of IE for schools tailored to their needs.
- An external risk was identified as well: the Covid-19 pandemic poses a risk for both projects consisting in the increased sickness rate of the project team members or their absence due to the imposed quarantine. The epidemiological measures introduced by the government to stop the spread of Covid also affect the implementation of some individual activities under key activities of both projects. Both projects flexibly respond to the emerged risks and successfully find possible solutions to eliminate them. The unforeseen development of the pandemic and the related epidemiological measures continue to pose a risk.
- The broad scope of the project (APIV A) where the implementation of each key activity consists of many individual deliverables. Implementation of key activities is rather time-consuming and demanding as for staff. Each key activity involves a unique and very complex deliverable, each of them could be an independent project.
- The APIV A project faced barriers to the implementing of some individual activities due to the Covid-19 pandemic and related protective measures. The survey of the classroom atmosphere within KA 2 turned out to be impossible, repeated research into educational processes at ES was delayed. The research should be distributed over a longer time period and await stabilisation of the situation at schools. Accordingly, an application was filed to extend the KA until the end of 2022. The methodology for the pilot study for the diagnostic tool to establish the language competencies of foreign pupils under KA 4 has been modified. Some KA 5 individual activities were delayed. Individual activities are closely interlinked so delays in individual activities affect the deadline for completion of the final product as well. KA 5 will be extended to 31.12. 2022.
- The present barrier "Offered EP" (APIV B) - new EPs are offered because topics of EP and open webinars become obsolete, which reduces the circuit of popular trained events repeated over and over as well as the interest in these services.
- The last barrier identified earlier is the presentation of inclusive education (APIV B). Information workshops were resumed a very short time ago, so no information about who the

participants are is available yet. The barrier remains part of the individual barriers in connection with PR and relationships with the media. The project has not been successful in establishing cooperation with the mainstream media.

- The APIV B project managed to overcome the barrier of challenging administration associated with reporting project indicators for the target groups.

### ***Support for target groups***

- According to regularly filled-in professional portfolios of education workers, knowledge and skills gained from attended mentoring, coaching and expert services were used in practice and shared with peers in the 2020/2021 academic year. Participants of training events supported by coaching and mentoring look for more information about IE. Support provided in the form of expert services is applicable in practice and most participants find it beneficial.
- FEPW training, mostly organised in the form of online webinars, recorded a significant decline in use. Webinar attendees share their newly obtained experience with peers. More than half of training participants confirmed that they use the knowledge gained from FEPW webinars. The vast majority (80 %) of teachers find online FEPW beneficial.
- The general evaluation of EP designed for EW has improved since the previous academic year in all monitored aspects. The generally even more favourable evaluation of EP by SEW has slightly declined in some aspects since the previous academic year. Both groups evaluate most positively the proficiency of lecturers in terms of the trained topic.
- The field survey confirmed that the provided support affects solutions to specific situations experienced with pupils with special educational needs (SVP) which schools have to tackle. The interviewed school representatives stated that the applicability is influenced by the approach to the topic (the more practical, the better) or the general atmosphere at school, frequently set by the school management.
- The school management confirm that they currently enjoy conditions in schools that allow them to teach in line with the IE objectives. The interviewed teachers are slightly more sceptical in this respect. Most of those interviewed see improvements after the completion of some support offered. However, the research results show that it has no clear influence on reducing the feeling of being overloaded, mentioned by school representatives from the moment the current system IE and PO were introduced.

## 5.1 Evaluation of incorporated recommendations from the previous report

The table below contains an evaluation of incorporated recommendations from the previous evaluation report.

**Table 5 Evaluation of incorporated recommendations from the previous report**

| Number | Recommendation   | Description   | Incorporation of recommendations   |
|--------|--|---|--|
| 1)     | Reduced number of organised expert panels within the APIV A project  | Since expert panels are one of the essential channels through which the project outputs are disseminated to the professional public, the evaluator recommends that the number of expert panels be reduced to prevent degradation of the channel due to the excessively growing number of events.  | The number of expert panels is specified in the Project Charter. Expert panels and their topics have already been planned within APIV A and any failure of any EPs might cause problems within KA. EP are also one of the evaluation mechanisms where the usefulness and applicability of the individual KA outputs are verified. Accordingly, the implementation of expert panels is important. Moreover, with the project being extended, the planned EP can be distributed over a longer time period, they will not be cumulated. Hence, the number of planned EP has not been reduced within APIV A, nonetheless, the recommendation was taken into consideration in the bounds of KA 7 Cooperation where the number of organised EP was not increased in the extended period until the end of 2022 (it would be extended in any case).  |
| 2)     | Assessment of modifications to teaching and methodological materials of EP carried out by APIV B lecturers | The common practice within APIV B consisting of modifications to EP should be standardised in order to present the topics of inclusive education to schools in a uniform way. No standardised process has been defined yet, it is not clear whether the modifications carried out in teaching and methodological materials are only partial or fundamental, or whether fundamental modifications should "only" be subject to approval by the SC or to assessment by the APIV A KA 3 project team as well. | <p>The recommendations of external evaluation from the previous evaluated period have not been taken into consideration by the APIV B project. The MA OP RDE notes that the Beneficiary was invited to substantiate in the next ImpR how the recommendations had been taken into account after the publication of the previous Evaluation Report ( 15.10. 2021). The report contained the recommendations. The Beneficiary stated when dealing with the comments on the 19<sup>th</sup> ImpR that it has started negotiations with the beneficiary of IPs APIV A.</p> <p>However, the APIV B project team stated that they do not think it is important to deal with the topic in greater detail during the preparation of evaluation report 4 (before the 19<sup>th</sup> ImpR). Their arguments stem from the following:</p> <ol style="list-style-type: none"> <li>1. Their current position on the situation derives from the results of the previously organised so-called methodological visits paid by tutoring lecturers to staffrooms: <i>"The comments and suggestions only dealt with a formalistic failure to stick to the content. We have received only two summary reports since these visits. We believe that</i></li> </ol> |

| Number | Recommendation | Description   | Incorporation of recommendations   |
|--------|----------------|---|--|
|        |                | <p>We recommend the following</p> <p>a) to submit all EPs with more complex modifications to the APIV A project team for assessment (unless they had already been approved by APIV A previously). The Beneficiary should specify while reviewing the modifications carried out whether they are in conformity with the accreditation of the courses.</p> <p>b) The recommendations analogically cover any modifications carried out in the future as well, it will be necessary to define the official process for the implementation of changes to EPs (who specifies it, whether the change is fundamental /informal and what actions should be taken afterwards). The official process to assess changes needs to be defined with the consent of APIV A.</p> | <p><i>the reports, which focus on the "problematic" items of presentations carried out, do not provide any options for creating a meaningful design of similar analysis being currently recommended.</i>" (the manager of APIV B KA 2 Education)</p> <p>2. The APIV B project, which is in a close contact with its target groups, school representatives, notes that schools more positively rate presentations tailored to their preferences (less theory, more practical examples, modifications tailored to the specific situation of a specific school where a lecturer should present, etc.): <i>"Thanks to the above-mentioned effective mechanisms of internal evaluation in the project which flexibly influence the work of lecturers, we have an adequate overview of the effectiveness of different presentation formats. It is used to appraise successful lecturers, their lecturing skills (e.g., response to a specific situation, improvisation, individualised interpretation), and we work with them more closely."</i> (the manager of APIV B KA 2 Education)</p> <p>The required formalism is counteracted by natural processes of presentation. The standpoint is also confirmed by one lecturer: <i>"It is good when a lecturer prepares the presentation himself/herself because it becomes more personal and I can then present much better, some things are part of the system, other things should be complemented."</i></p> <p><i>"The available information shows that APIV B lecturers modify teaching and methodological materials for modules verified in the pilot to tailor them to their needs. It is anticipated that each lecturer is an expert and professional capable of making relevant modifications which cannot be avoided in the context of natural changes over time (amended legislation, innovated topics, schools' need for updates, etc.),"</i> notes the team manager of KA 3 Education. (Lecturers are continuously provided with methodological support from APIV A, which contributes to consistency of the presented IE topics.</p> <p>One lecturer answered the question of whether accreditation can be maintained for an EP: <i>"I firmly believe that I can comply with the accreditation specifications. Accreditation specifies the goals, i.e. getting a school or parents acquainted with appropriate communication methods. I meet the goals specified by the accreditation in my training courses."</i> The evaluator further notes that the majority of training events has already been completed. They are presented by the same lecturers who tend to use routines that work well for them in presentations, which is reflected in their consistency.</p> |

| Number | Recommendation | Description | Incorporation of recommendations  |
|--------|----------------|-------------|---|
|        |                |             | The probability level of the risk has been reduced to 1. However, changes to presentations are not systematically assessed in terms of their scope. |

## 5.2 Recommendations

The evaluator states upon the assessment of the development of identified barriers that the APIV A and APIV B project teams search for ways to eliminate the barriers and apply constructive solutions to problems which have arisen. There is a positive shift in nearly all the identified barriers. Taking into account the above-stated, the evaluator did not identify any recommendations for the final stage of implementation of the APIV A and APIV B projects.

Some recommendations related to setting the conditions for implementation of the system projects funded from OP JAK in the new programme period, which is an up-to-date topic. The recommendations reach beyond the scope of the external evaluation of APIV projects and are more general.

**Table 6 Recommendations**

| Number | Description   | Context of the recommendation (link to findings and conclusions)  |
|--------|---|---|
| 1)     | Not too many diverse activities should be cumulated, where each KA represents a very complex deliverable in one IPs | <p>The scope of the APIV A project was planned as very broad. Each expert APIV A KA deals with a completely unique topic of inclusive education and each KA deals with very complex deliverables consisting of many individual activities. If many different and challenging activities cumulate in one project, they are very difficult to coordinate. This is why we recommend not cumulating too many diverse activities in one project where each KA represents a very complex deliverable.</p> <p>The APIV A project is an example which comprises monitoring of the process of inclusive education being introduced (built on the principles of research), creation of the diagnostic tool for foreign pupils as well as creation of the Framework of reference for CSL. These are all very challenging and complex activities.</p> |

| Number | Description  | Context of the recommendation (link to findings and conclusions)  |
|--------|--|---|
| 2)     | Where projects should be linked to each other, project continuity, the follow-up activities must be properly planned in terms of time and content. | <p>APIV A and APIV B were planned as projects linked to each other in some activities. It specifically involved the activities KA 3 APIV A Creation of FEPW and KA 2 APIV B Education. The linkup proved to be problematic during the implementation of the projects. It consisted in the activities of both projects which did not link to each other in terms of time or content. The setting of KA 3 of the APIV A project does not correspond to the needs of APIV B.</p> <p>The progress of the implementation of both projects suggests that a solution can be found but it brings some complications (if projects are implemented by two different organisations, each project is differently managed, project teams have differing internal setting, etc.). The interconnection between the activities can be more easily coordinated if they are under one project. Should continuity/linkup of projects be provided, emphasis must be placed on every detail as early as in the project planning stage.</p> |
| 3)     | More systematic use of outputs on the part of the core activities of NPI ČR and MŠMT   | <p>A precondition for meeting the objectives of APIV A key activities is the use of their outputs or replication of outputs by MŠMT or core activities of NPI ČR. The project team continually takes steps to make it possible for NPI ČR or MŠMT to fully use the project outputs, nonetheless, KA managers frequently lack adequate feedback.</p> <p>The expected effects of key activities should be supported by more systematic use of the outputs on the part of the core activities of NPI and MŠMT, more systematic involvement of MŠMT in project activities, expert panels, etc.</p>  |

## 6 List of sources and literature

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

Project Charters

Key activity schedules

Overviews of key outputs to meet indicators

Project implementation reports and their Annexes (ImpR 14 to 17), part of ImpR 18 (KA 3) and 19 (Evaluation Report for the 2020/2021 academic year)

Applications for change

Output from internal evaluation of the project

Call in OP RDE Individual system projects II

Rules for applicants and beneficiaries – specific part of the Call - Individual system projects II, version 3

Interim Evaluation Report 1, 2 and 3 within the "Evaluation of individual system projects supported from PA 3 OP RDE – II, part II: Evaluation area A – Evaluation of APIV projects"

## LIST OF ABBREVIATIONS

|            |            |  |
|------------|------------|--|
| APIV A     | APIV A     | project "Inclusive education and support for schools step by-step"<br>Implementation of Inclusive Education Action Plan – methodological support |
| APIV B     | APIV B     | Project "Support for inclusive education in educational practice"<br>Board Certified   |
| CATI       | CATI       | Computer Assisted Telephone Interviewing   |
| CAWI       | CAWI       | Computer Assisted Web Interviewing   |
| CEFR       | CEFR       | The Common European Framework of Reference for Languages   |
| CP         | SC         | Support Centre   |
| CS         | TG         | Target groups  |
| ČJ         | CL         | Czech language   |
| ČOSIV      |            | Czech Society for Inclusive Education  |
| ČR         | CR         | Czech Republic   |
| ČŠI        | CSI        | Czech School Inspectorate  |
| ČVT        | PiN        | People in Need   |
| ČZJ        | CSL        | Czech sign language  |
| DPP        | CfW        | Contract for Work  |
| DVPP       | FEPW       | Further education of pedagogical workers   |
| ECER       | ECER       | European Conference of Educational Research  |
| EO         | EQ         | Evaluation question  |
| HPM        | SPM        | Senior Project Manager   |
| InspIS SET | InspIS SET | Inspection system for electronic testing   |
| IPs        |            | Individual system projects   |
| IPo        |            | Other Individual projects  |
| IPV        | IEP        | Information educational programme  |
| IT         | IT         | Information technologies   |
| IVP        | IEP        | Individual educational plan  |
| KA         | KA         | Key activity   |
| KAP        | RAP        | Regional action planning   |
| KIPR       | QICD       | Quality-Inclusion-Counselling-Development  |
| KSH        | CES        | Complex evaluation system  |
| LMP        | MR         | Mental retardation   |
| MAP        | LAP        | Local action plan  |
| META       | META       | Association for opportunities of Young Migrants  |
| MŠ         | NS         | Nursery school   |
| MŠMT       | MSMT       | Ministry of Education, Youth and Sport   |
| MV         | MC         | Monitoring Committee   |
| NIDV       | NIDV       | National Institute for Further Education   |
| NÚV        | NÚV        | National Institute for Education   |
| NPI ČR     | NPI ČR     | National Institute for Education of the Czech Republic   |
| OMJ        | FNL        | Foreign mother tongue  |
| OP         | EP         | Expert panel   |
| OPLA       | OPLA       | Expert platform  |
| OP VVV     | OP RDE     | Operational Programme Research, Development, Education   |
| PAS        | ASD        | Autism spectrum disorder   |
| P-KAP      | P-KAP      | Support of Regional Action Planning  |



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

|        |            |   |
|--------|------------|---|
| PO     | PA         | Priority axis   |
| PP     | EW         | Educational worker  |
| PPP    | PPCS       | Pedagogical and psychological counselling centre                        |
| PPUČ   | PPUČ       | Teacher preparation   |
| PpŽP   | PpŽP       | Rules for beneficiaries and applicants                                  |
| PR     | PR         | Public relations  |
| PZ     | IR         | Interim report  |
| RR     | FR         | Framework of reference  |
| RR ČZJ | FR for CSL | Framework of reference for the Czech sign language                      |
| ŘO     | MA         | Managing Authority  |
| ŘV     | SC         | Steering committee  |
| SERRJ  | CEFRL      | Common European Framework of Reference for Languages                    |
| SPC    | SPC        | Special pedagogical centre  |
| SRP    | SMPSA      | Strategic management and planning at schools and areas                  |
| SŠ     | SS         | Secondary school  |
| SV     | IE         | Inclusive education   |
| SVČ    | LC         | Leisure centre  |
| SYPO   | SYPO       | Support system for professional development of teachers and headmasters |
| ŠIKK   | ŠIKK       | Regional inclusive education concept                                    |
| ŠIK    | ŠIK        | Inclusive education concept   |
| ŠPP    | SCC        | School counselling centre   |
| TEIP   | TEIP       | The Teacher Efficacy for inclusive Practices                            |
| TV     | TV         | television  |
| TVP    | CEP        | Class education programme   |
| UK     | UK         | Charles University  |
| VP     | EP         | Education programme/module  |
| VOŠ    | SVS        | Secondary vocational school   |
| VPP    | SEW        | Senior educational worker   |
| VŘ     | TP         | Tender procedure  |
| VŠ     | UN         | University  |
| VZ     | PC         | Public contract   |
| ZŠ     | ES         | Elementary school   |
| ZUŠ    | EAS        | Elementary art school   |
| ž-c    | FP         | foreign pupil   |
| ŽoZ    | AfCh       | Application for change  |

## LIST OF APPENDICES

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

APPENDIX I.1 TECHNICAL REPORT: IMPLEMENTATION OF INDIVIDUAL KEY ACTIVITIES<sup>13</sup>

APPENDIX I.2 TECHNICAL REPORT: OVERVIEW OF INDICATORS AND STATUS OF THEIR FULFILMENT

APPENDIX I.3 TECHNICAL REPORT: MATRIX OF COOPERATION WITH IPS

APPENDIX I.4 TECHNICAL REPORT: CASE STUDIES

APPENDIX I.5 TECHNICAL REPORT: UPDATED THEORY OF CHANGE

APPENDIX II.1 REPORTS ON STRUCTURED INTERVIEWS WITH KA MANAGERS

APPENDIX II.2 FIELD SURVEY AT SCHOOLS (RESEARCH PLAN, SCENARIOS, RECORDS, EVALUATION)

APPENDIX II.3 FIELD SURVEY AT SUPPORT CENTRES

APPENDIX \_II.4 REPORTS ON STRUCTURED INTERVIEWS \_OTHERS

APPENDIX III DASHBOARD

<sup>11</sup> As to the APIV A project, the document is based on the foreseen changes to the time schedule in the as yet not approved AfCh for postponement of the period of project implementation.

---

<sup>13</sup> As to the APIV A project, the document is based on the foreseen changes to the time schedule in the as yet not approved ŽoZ for postponement of the period of project implementation.