

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

Final report

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NAVIGA
ADVISORY & EVALUATION

Processor:

Naviga Advisory and Evaluation s.r.o., Křižíkova 70b, 612 00 Brno, UTR: 25342282

Naviga 4, s.r.o. Voctářova 2497/18, 180 00 Prague 8, UTR: 26756102

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List of abbreviations

| | |
|--------|--|
| ASI | Agency for Social Inclusion |
| CASEL | Coordinated approach to socially excluded localities |
| CAWI | Metode of data collection – querying on a web form (Computer Assisted Web Interviewing) |
| CIE | Consultant of Inclusive Education |
| EM | Evaluation Manual |
| EQ | Evaluation question |
| HCY | House of Children and Youthe |
| IA | Input Analysis |
| IDI | In-depth interviews |
| IP | Individual project |
| IPc | Individual conceptually oriented project |
| IPO | Individual project other |
| Ips | Individual project system |
| IHQE | Project "Inclusive and Quality Education in Territories with Socially Excluded Localities" |
| LK | Local consultant |
| LAP | Local Action Plan |
| LPI | Local Plan of Inclusion |
| MA | Managing Authority |
| MEYS | Minister of Education, Youth and Sports |
| MLSA | Ministry of Labour and Social Affairs |
| NGO | Non-governmental non-profit organization |
| OP RDE | Operation Programme Research, Development and Education |
| OPE | Operation Programme Employment |
| OSLPC | Organ social and legal protection of children |
| PPP | Pedagogic-psychological counselling centre |
| SAS | Social activation service for families with children |
| SEL | Socially excluded localities |
| SISA | Project "Systemic Assurance of Social Inclusion" |
| SISP | Strategical plan for social inclusion |
| WA | Working group |

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1 Executive Summary

The assessment of the Evaluation Area C, that is, of the individual systemic project “Inclusive and High-Quality Education in Territories with Socially Excluded Localities” (IHQE), forms part of the systemic and conceptual project evaluation in the PA 3 calls of the OP RDE. This evaluation was initiated in spring 2017. The submitted Final Report of this evaluation is based on research conducted by the evaluator in 2022 and on previous interim reports since 2017.

The Final Report summarizes the **continuously perceived benefit** of the project by actors in the supported municipalities. A total of 18 set parameters were evaluated, which reflected the fulfillment of partial objectives and the main objective of the project. The evaluation took place over a period of 5 years, 30 municipalities were visited, each of them three years in a row, and interviews were carried out with three representatives of the municipality. The evaluation is therefore based on a total of 270 in-depth interviews across time.

There was no significant deviation from expectations in any of the parameters, the monitored activities of the Agency for Social Inclusion (hereinafter referred to as ASI or the Agency) were carried out. The parameter values are stable over time (they differ by a maximum of a few tenths of a point). Respondents evaluate the creation of documents (including the Local Inclusion Plan, Initial Analyses and the Strategic Plan for Social Inclusion) very well. These parameters are the most directly influenced by the activity of ASI. The evaluation is less positive in the case of "soft" parameters (e.g. monitoring the change in attitudes of actors to inclusive education), where the influence of ASI is indirect and other external influences enter into it.

Strategic and analytical documents (Local Inclusion Plan, Initial Analysis, Strategic Plan for Social Inclusion, Local Action Plan for Education) are mostly approved. Representatives of municipalities who approved the document or were directly involved in it are informed about them more. School representatives generally have more reserved attitudes towards the creation of LPI. The majority of participants stated that the creation of the documents was not accompanied by any significant problems. The situation is the opposite in the case of evaluation reports that were created in the last year of the project – the vast majority of respondents did not know about the documents. A distinctive feature throughout the five-year survey is the merging of individual documents, the situation is confusing for respondents.

In all years, a positive evaluation of ASI's activities prevails, with a decrease in satisfaction in 2020 (the reason is lower intensity of cooperation, the transfer of ASI's activities to other areas and the coronavirus pandemic). The reasons for dissatisfaction with the ASI are personal changes in the position of a local consultant, an increase in administration or failure in submitting some projects.

Participants appreciate the methodological assistance of ASI in the preparation of projects. The most frequent implementers of projects are municipalities, followed by NGOs and very few projects are implemented in schools within the framework of CASEL calls. Respondents from the ranks of city representatives, who implement projects most often, often praise the cooperation, they are satisfied with the methodological support of ASI in submitting projects; In the case of schools and other organisations, satisfaction is lower. Representatives of municipalities are also the most informed about cooperation with ASI.

Most respondents expressed satisfaction with the involvement of actors in cooperation on the transformation of education. Cooperation at the local level mostly works, thanks to the project it has been possible to bring together actors from different areas, network and establish cooperation. The working groups are organized in accordance with the set plan (less frequency – and lower satisfaction with the functioning of the WG – was in the survey at the end of 2020, when meetings were significantly reduced). The ongoing discussion at the WG is evaluated positively by the majority of respondents – as stimulating, which contributed to clarifying needs. However, respondents stated that problems in education and inclusion would need to be addressed systemically, not by project.

Respondents agree that steps are being taken to steer schools towards inclusive education, although a certain mistrust of inclusive measures persists, especially among school actors. According to most actors, SEL children receive the necessary support, but this does not always help to fully participate. However, the majority of respondents see cooperation with ASI as beneficial in this respect. Changing the attitudes of actors to inclusion is very slow – ASI has very little influence on the majority population; Certain shifts are perceived among key actors in the locality.

The report also evaluated the awareness of the **project implementers about the complementary activities of other IPs and IPc**. The members of the implementation team are most closely linked to those projects that are key to the implementation of IHQE, including the SISA project, which forms a single unit with the IHQE. The connection to other projects is not so significant, but the basic interconnection, sharing or communication occurs.

Over time, respondents encounter fewer barriers and more positively evaluate the benefits of implementing complementary projects. The evaluation of coordination meetings also made a positive shift.

The **usefulness of the Methodology for internal evaluation of projects for the implementation team** was also evaluated. The process of self-evaluation is better evaluated by respondents at the end of the project than at the beginning (when there was low awareness among respondents and there were concerns, for example the possibility of including negative information in the report about delays or problems of the project due to submission to the MA). Over the years, self-evaluation has gained the trust of the members of the implementation team, there is more awareness in the team and more members are involved in the self-evaluation.

Knowledge of the Methodology for Internal Project Evaluation has also improved over time, with an increasing proportion of respondents stating that they know its content. Respondents' opinion on the usefulness of this methodology is also improving, the excessive scope is criticized – the template could be more concise and user-friendly.

The impacts achieved by the project are best characterized by the updated theory of change, which is shown in the following figure. This theory of change primarily shows the interconnection between the individual activities carried out by the IHQE project. At the same time, it defines the impacts achieved, even those that can be described as unintended (boxes bounded by a dashed line). It turned out that the success of project activities in individual localities is based on a number of factors, the most important of which can be considered e.g.:

- the way in which objectives are set at the beginning of cooperation between inclusive education coordinators (hereinafter referred to as CIE) and local actors,

- the way in which a local leader who is intensively involved in coordinating the IHQE issues will be successfully identified,
- professional and methodological equipment with which CIE enters the locality and continuity of cooperation.

In localities where cooperation over IHQE has been successfully developed, it was first necessary to create mutual trust and also to ensure agreement on what CIE will do in the given locality. On the other hand, localities where cooperation has not been successfully developed can be characterized as those where:

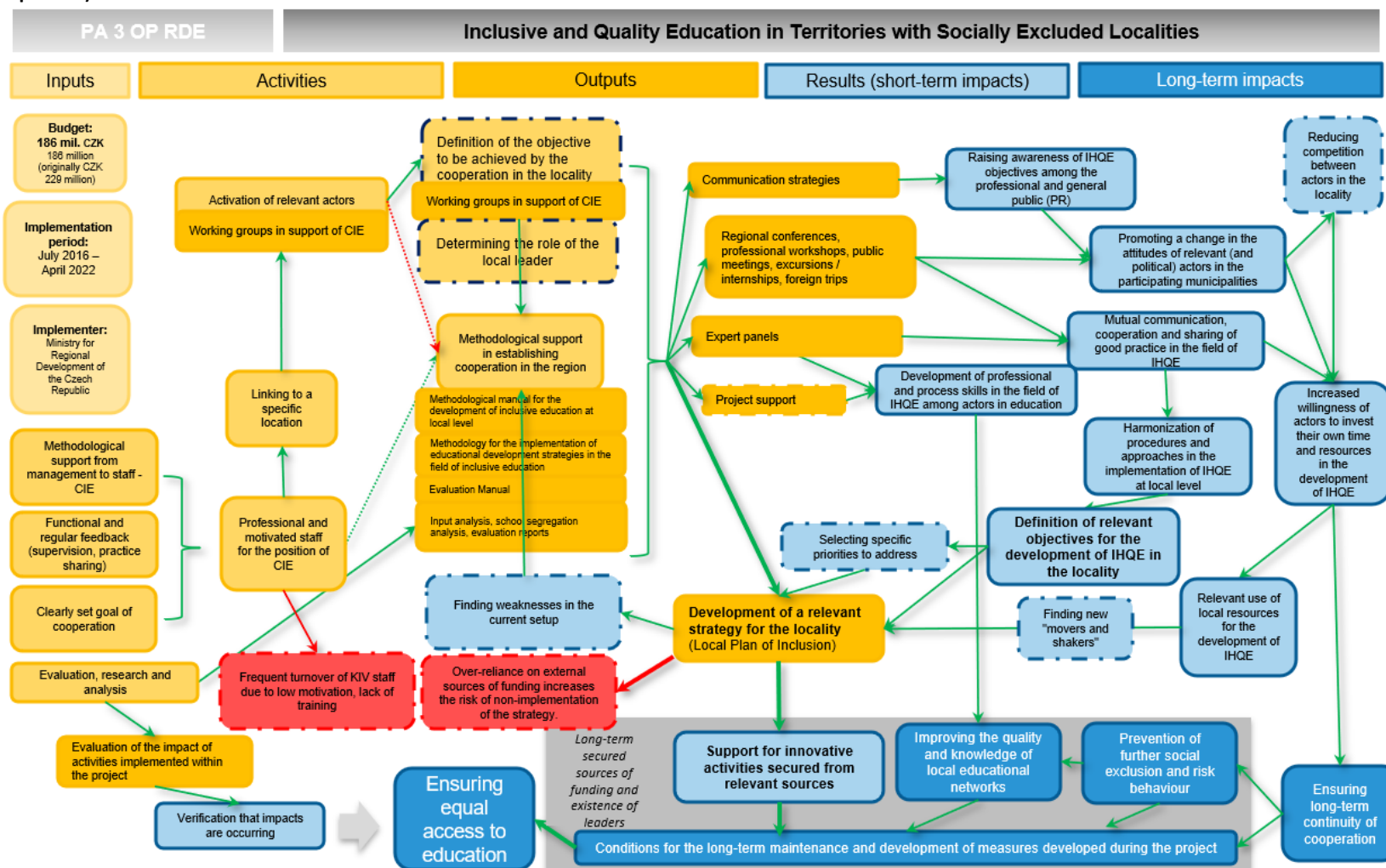
- relatively frequent fluctuation of employees in the position of CIE, did not gain confidence,
- was too closely linked to the fulfilment of the Local Inclusion Plan with external sources of support and when these resources could not be obtained (either due to non-submission of an application for support or due to exhaustion of funds for the call), there was no way to further develop the cooperation,
- the environment in the given locality is not in favour of solving the IHQE issue in the long term.

A more detailed explanation of the individual areas mentioned in the theory of change is provided in Chapter 3.4.

The evaluation showed that for the implementation of similar activities it is necessary to focus mainly on the following issues:

- In the future implementation of similar strategies as the current LPI, place increased emphasis on the use of local resources.
- At the level of CIE, determine a specific list of activities to be engaged in in supported localities.
- To place emphasis on the timely setting of the goal of cooperation between the CIEs and local actors.
- Take care of the role of a local leader who will coordinate the development of IHQE in the region.
- Strengthen the expertise of inclusive education coordinators in selected roles, such as communication with the public or with political representatives of the locality.
- At the level of the Ministry of Education, Youth and Sports to strengthen communication towards municipalities on how systemic support for inclusive education will be further implemented.
- Missing links and sharing within the set support structure.
- Ensure that the funds in the follow-up calls of the Ministry of Education, Youth and Sports are available for all localities that will be involved in KPSV+ in the field of education.

Figure 1: Updated change theory showing what expected and unexpected impacts the project has achieved (dashed margins = unexpected output/result, red = negative impacts). For more details, see Chapter 4.3)



Source: evaluation survey

2 Introduction, background and context

2.1 Introduction

Project implementation status

The individual system project "Inclusive and Quality Education in Territories with Socially Excluded Localities" (IHQE) completed its implementation and its activities in supported localities at the end of April 2022. The total budget of the project was reduced from the original CZK 229 million to CZK 186,301,435.98 by request for amendment No. 65.

At the end of the project, ¹all 49 Local Inclusion Plans, 53 Initial Analyses of Local Education Networks (and 12 IA as the basis for the IHQE Support Plan – outside CASEL), 49 Evaluation Reports from individual localities, 49 Evaluation Reports of the course of cooperation, 57 Support/Counselling Plans and 49 Communication Strategies in Localities were reported.

The approval process also includes the following documents: Summary Evaluation Report on the Impact of the Project (2 parts), Summary Evaluation Report on Project Implementation, Methodology for the Development of Inclusive and Quality Education in Municipalities, Methodological Manual for the Development of IHQE at Local Level and 3 thematic researches. Other documents reported within the project are the Analysis of School Segregation from the Point of View of Social Exclusion and the Evaluation Manual, which have already been approved in the 12th and 14th centuries, respectively. ZoR.

All 53 groups were implemented in localities cooperating according to CASEL (and 12P S to support IHQE in localities cooperating with ASI outside CASEL, within the so-called remote partial support), 13 regional conferences in the regions of the Czech Republic, 10 domestic internships, 15 videoconferences to share good practices and 210 and KCI to support IHQE.

These are the final states and fulfillment of the set indicators.

¹ Information from Most up-to-date i.e. Final Implementation reports (for the 23rd monitoring period) – the report is currently administered and is not at the time of processing this Evaluation messages Approved).

3 Description of the methodology used and of the investigations carried out

The following chapter contains a brief summary of the surveys carried out within the evaluation of the IHQE project for the period 2021/2022. A more detailed description of individual investigations is contained in Annex I – Technical Reports.

For 2021 and 2022 (within the Final Report), the following evaluation questions were evaluated:

- EQ C.2 What is the continuously perceived benefit of the project by the actors in the supported municipalities?
- EQ C.3 What is the awareness of the project implementers about complementary activities created in other IPs and IPC?
- EQ C.4 What are the unintended and other impacts of the evaluated projects?
- EQ C.5 How did the implementation teams of the project benefit from the Methodology for Internal Evaluation of Projects?

Table 1: Implementation procedure – field surveys carried out

| Part | Type of investigation | Respondents (type, number) | Term of investigation | EO |
|------|--------------------------------|---|--------------------------|-------|
| C | IDI | 12 actors from 4 municipalities cooperating with ASI | December 2021–March 2022 | No.2. |
| C | CAWI | Members of the implementation team (43 members of the implementation team were addressed, 29 responses received) | February 2022 | No.3. |
| C | Case studies in municipalities | 7 actors in each of the five selected localities (CIE, LK, representatives of municipalities, schools, the non-profit sector, etc.) | March–June 2022 | No.4. |
| C | Interviews | ASI (head of regional center, project manager, member of the project team) | June–July 2022 | No.4. |
| C | CAWI | Members of the implementation team (43 members of the implementation team were addressed, 29 responses received) | February 2022 | No.5. |

4 Findings and answers to evaluation questions

In the following chapters we provide a comprehensive answer to each evaluation question.

4.1 EQ C.1 Is the methodological setting of the evaluation and the scope of input data collection sufficient to evaluate the impacts of this and complementary projects intervening in the target municipalities of SEL?

Main conclusions from the solution of the evaluation question from 2018:

The extent of ASI input data collection in localities to assess impacts in localities is sufficient², but the further use of these input data remains unclear.

Within the project, there are changes in the overall concept of impact evaluation. The project management has currently given in to the repeated collection of originally planned data in their full extent, as the evaluation in individual localities will be prepared more individually with regard to local specifics and according to the LPI set – instead of the originally planned blanket evaluation of all characteristics.

Furthermore, it is not possible to evaluate the time aspect of repeated data collection and its extent, as information on the planned course of data collection is not available.

For other (and complementary) projects and for the unification of evaluation practice across the board, it is possible to use the Evaluator's Hand, which provides guidelines for the creation of evaluation.

Methodic setting of the evaluation is not quite clear from the available documents, mainly due to the inconsistency (non-linking) of the individual documents. According to information from the project implementer, work is currently underway on some of the documents (Evaluator's Handbook, "Impact Bank", "Evaluation Design" for individual locations) and a revision of the Evaluation Manual is expected. Since the beginning of the project, the implementer has withdrawn from the originally planned blanket evaluation of all characteristics of social exclusion (set checklists in the EM) and

² The scope of data collection is determined by the set checklists (Part 2 of the Evaluation Manual) and the data are directly stated in the Input analyses of individual localities.

focused the impact evaluation in each locality more specifically, with regard to the set Local Inclusion Plan and impact assessment where the project actually operated.

At the time of processing the evaluation question, it is necessary to state that the methodological setting of the evaluation can lead to high-quality impact evaluation, but there are substantial risks that need to be worked on and eliminated. Below is a summary of the main risks and shortcomings:

- There is no fixed evaluation design for impact evaluation, the evaluation design is still being set, in the process (although in some localities cooperation is already being terminated)
- It is not entirely clear how the partial evaluations of sites should be linked and whether and how they will alternate with a comprehensive evaluation (among other things, references to the impact bank that is supposed to fulfil this unifying role are missing).
- The emerging methodological materials are not in all cases embedded in the project documentation as a relevant part of the project.
- Most of the documents are not in their final form, they do not have unified terminology, they are not interconnected (their continuity is not clear).
- It is not possible for the evaluators (and therefore also for the project implementation team) to evaluate the time aspect of data collection, as information about the planned course of data collection is not available.
- The evaluation manual theoretically describes a large number of partial analyses and evaluation methods, which, however, are not further elaborated in the evaluator's Handbook (their processing is not planned), it is currently not explicitly known when and what data will be repeatedly collected, nor how the data will be further evaluated.
- The evaluator's handle is not based on the theoretical Evaluation manual (EM eg. works with the Logical Framework Matrix, while RE works with Intervention Logic and Change Theory; EM elaborates an analysis of the value of networks or an analysis of stakeholders that are not taken into account in RE at all).
- The considered use of the impact bank is not mentioned in the Evaluator's Handbook (or in EM).
- ASI probably counts on the distribution of EM and RE together with additional commentary, part of the implementation is also training. But despite this, both materials should be complete (self-supporting), without the need for additional oral information for their use. These include, for example, introductory information – within which project it is created (or used), to whom it is intended, how it should be used, etc. There is also a lack of essential information on the stage at which the steps are to be applied.
- Creating evaluation designs and working with the impact bank will be in charge of evaluators in individual locations – and so far the system of their control and management has not been described anywhere.
- Information on the planned factual evaluation of the project is not anchored in any of the methodological evaluation documents.
- The investigations to evaluate the partnership and to evaluate the project consultancy have been delayed and are still in preparation. The preparation of the assessment of the change in attitudes towards inclusive education has been suspended for the time being.

Partial recommendations for the methodological setting of evaluation

Finalize (or update) the methodological documents as soon as possible (by the end of 2019 at the latest).

Complete the documents in terms of text (at least EM, RE, impact bank, or others)

- Add a list of shortcuts, unify formatting, remove change mode, etc.
- Prepare the Evaluation Manual, the Evaluator's Handbook and other underlying evaluation documents, or prepare a summary document.
- Describe the evaluation system in localities more specifically, including the schedule of data collection and other evaluation activities, sequence of activities, roles of individual actors, responsibilities, etc.
- Similarly, add more specific information about the course of the overall impact evaluation of the project (including the schedule of data collection and other evaluation activities, sequence of activities, roles of individual actors, responsibilities, etc.).
- Supplement the methodological documents with introductory and practical information on their use.
- Create a system of management and control of evaluators operating in localities (evaluators will create evaluation designs, work with the impact bank, etc.).

To carry out activities for the factual evaluation of the project (i.e. the evaluation of the partnership and the evaluation of project consultancy, or the evaluation of attitudes to inclusive education)

- Transmission of good practice.
- Input to the overall evaluation of the project.

Implement workshops/ follow-up with evaluators to share practice from the preparation and implementation of evaluation in localities

Incorporation of recommendations (see Chapter 5 for details) – incorporation in the Final Report

The evaluation manual replaced the group of documents, and the entire evaluation methodology is embedded in it. The evaluation manual was the basis for the elaboration of evaluations within the project. Partial objective 6 (To ensure the evaluation of the impact of the activities implemented within the project) was fulfilled – the evaluation of the impact of the activities was ensured by the beneficiary/implementer of the IHQE project. The recommendation was fulfilled.

Partial evaluations of sites (Evaluation reports on the impact of the project in the localities) were prepared and approved. On their basis, a Summary Evaluation Report on the Impact of the Project was prepared. However, it cannot be confirmed on the basis of the investigation carried out whether the recommendation set out under recital 2 was set out in the framework of recital 2. Interim reports completely filled.

Evaluation reports were created aimed at evaluating the actual course of cooperation between the site and ASI. The reports were created for all 49 localities where cooperation within CASEL took place. The recommendation was fulfilled.

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

The aim of this evaluation question is to continuously and independently evaluate the fulfillment of partial objectives and the fulfillment of the main objective of the project – i.e. to achieve the application of the principles of inclusive and quality education on a participatory basis and to create conditions for the long-term maintenance and development of measures arising during the project at the local level. The evaluation question focuses on all 6 partial objectives of the project set out in the Project Charter:

1. **Build capacities** at the national level for high-quality professional and methodological support in the field of IHQE in areas with SEL.
2. To support a change in the attitudes of relevant actors in the involved municipalities to the issue of IHQE.
3. To support **mutual communication, cooperation and sharing of experience and good practice** in the field of IHQE among relevant actors within **and** between the municipalities involved.
4. To provide high-quality professional and methodological support in the participating municipalities in the formulation of needs in the IKF area, in the formulation of strategic objectives and measures and in the comprehensive integration of these objectives and measures into the Strategic Plans for Social Inclusion in accordance with The methodology of the Coordinated Approach to Socially Excluded Localities and further to the LAP and the so-called Support Plans in municipalities with SEL that are not involved in the Coordinated Approach.
5. To support the implementation of measures in the field of IHQE by providing professional and methodological support in the creation of project plans and their implementation. Among other things, to support the effective use of a special call for municipalities and partners involved in CASEL (call approved by the Ministry of the Interior OP RDE 25. 2. 2016)
6. Ensure evaluation of the impact of activities carried out within the project.

The evaluation question is solved by a series of repeated individual interviews, while in total, according to the tender documentation, interviews are to be carried out in 30 municipalities, in each of them repeatedly three times, in a periodicity of 12 months. Municipalities entered the survey gradually, depending on how the cooperation of the localities with ASI was concluded. The survey to evaluate this evaluation question was launched in 2017, 19 localities entered the survey and this survey served to determine the baseline values to which the following surveys will relate. Investigations were also carried out in autumn 2018, 2019 and 2020. The fifth data collection at the turn of 2021 and 2022 focused on the last 4 municipalities that have not yet been visited three times.

The evaluation took place in the form of a field survey directly in municipalities, semi-structured interviews were carried out in 4 municipalities, while 3 respondents were addressed in each of the municipalities, with whom a total of 12 interviews were subsequently conducted. In order to compare the responses of the individual actors further in the text, they were divided into the following groups:

- **Education: heads of schools and school establishments**, staff of schools and school establishments.
- **City/municipality**: mayors and local government officials.
- **Organizations working with children and youth: representatives of** organizations active in education, counselling facilities, centers of educational care, bodies of social and legal protection of children, representatives of parents' associations.

The field survey was focused on the evaluation of individual areas of ASI cooperation with municipalities, i.e. on the evaluation of the first five partial objectives of the project and further on the procedural sub-objective 6 (to ensure the evaluation of the impact of activities implemented within the project). 18 parameters have been defined that follow the above objectives. Each parameter has defined 4-5 categories (i.e. possible answers) to allow a quantified comparison of values over time. However, these parameters are supplemented by other sub-questions (with the possibility of open answers) so that it is possible to better understand why respondents chose the category for individual parameters and thus supplement the parameters with verbal comments.

Figure 1: Continuity of partial objectives with established survey parameters

| Partial objectives of the project | Parameter names | | | | | | | | |
|--|-------------------------------------|---|---|--|--|--|---|--------------------------|---|
| 1 Build capacities for support in the area of inclusive education in territories with SEL | (2) LPI | (6) Functioning of the negotiations | (7) Quality of negotiations | (8) The course of the discussion about the incl. education | (9) Sharing needs | | | | |
| 2 Support a change in the attitudes of actors in municipalities to inclusive education | (6) Functioning of the negotiations | (7) Quality of negotiations | (8) The course of the discussion about the incl. education | (9) Sharing needs | (5) Involvement of relevant institutions | (12) Financial funds in the municipality for incl. education | (13) Direction of schools towards inclusive education | (14) Change of attitudes | (15) Involving children from SEL in schools |
| 3 To support communication, cooperation and sharing of good practice in inclusive education within municipalities | (6) Functioning of the negotiations | (7) Quality of negotiations | (8) The course of the discussion about the incl. education | (9) Sharing needs | (5) Involvement of relevant institutions | | | | |
| 4 Provide support in the municipalities involved in the formulation of needs and objectives in the field of inclusive education | (2) LPI | (1) SISP | (3) LAP Education | (4) Methodological support of ASI | | | | | |
| 5 Support in the creation of project plans and their implementation | (4) Methodological support of ASI | (10) Implementation of LPI according to plan | (11) Implementation of LPI to a sufficient extent | | | | | | |
| 6 Ensuring the evaluation of the impact of project activities | (16) Initial site analysis | (17) Evaluation of the impact of the IHQE project | (18) Evaluation report on the impact of the project on the site | | | | | | |

4.2.1 Results of the survey in 2022

Data were collected for the Final Report at the turn of 2021 and 2022. This was already the fifth year of the field survey – addressing actors directly in localities. In most localities, three cycles of interviewing have already taken place and only 4 municipalities remained for this year's survey – two in Remote partial support, one locality with ³a later date of commencement of cooperation with ASI and one locality from the 4th wave of cooperation with the project. Therefore, the survey carried out for this final report (i.e. 2021/2022) did not have the ambition to bring results representing all the municipalities involved, but was only a supplement to the information and the overall picture of the long-term survey.

A summary evaluation of evaluation question C.2 is given in Chapter 3.2.2 below, together with previous surveys.

The most striking feature of the inquiry carried out for this final report was the ignorance of the actors and the impossibility of answering certain questions. The proportion of "Don't know/can't judge" responses was 29 % of all responses. A large proportion of uncertain answers were in questions about the status of document approval – where it was often said that the documents were wrong with the respondents or that a longer time had passed since their processing and therefore they did not have an overview of their status. The general reason for not knowing the answer is the longer time since the start of cooperation in one locality and also the involvement of two municipalities (out of a total of 4 respondents) in remote partial support, which takes place only for a shorter time and to a more limited extent. Questions focused on other documents (e.g. implementation of LPI or the preparation phase of the Evaluation Report) were also influenced by the above. The evaluation was further influenced by the fact that in one locality the submitted application for support was rejected by the MA (the application for support was discarded/not recommended and for funding).

Most of the parameters were evaluated similarly as in previous years. The actors in the localities were satisfied with the activities of ASI, the establishment of LPI, methodological assistance of ASI in submitting projects, the functioning of working groups, the direction towards inclusion, etc. The survey did not reveal any major problems or deficiencies.

4.2.2 Development and overall summary

The following chapter summarizes the findings on the defined 18 parameters – for all 5 years of the survey, for all 30 municipalities and 270 interviews carried out.

³ Category C according to the tender documentation.

Strategic Plan for Social Inclusion (SISP)

During the implementation of the field survey, SISP documents were processed in individual localities and the reactions of respondents corresponded to this. In each year of the survey, over 60 % of respondents identified the document as approved. Other respondents identified the document at various stages of completion, although not always according to reality. Higher awareness of this issue was shown by representatives of municipalities, who often approved the document or were directly involved in it.

In some years, there was also a significant proportion of respondents who were not sure about their answer (up to a third of the answer "I don't know / I can't judge"). This less awareness was more common among school staff – these actors are often indirectly affected by the document and therefore do not show such a significant interest in it.

Another distinctive feature throughout the five-year survey is the merging of individual documents. It was often said that *"there are so many documents, I don't even know which plan is which"*. The situation is confusing for some of the indirectly involved actors and they say they are not familiar with the number of plans.

Initial site analysis (VA)

The parameter following the creation of the Initial Analyses of Localities did not show any problems – during the survey, the majority of respondents always marked the document as approved, the proportion of respondents who could not answer the question decreased.

In most cases, respondents stated that they participated in the collection of data for the initial analysis (in the form of questionnaires, interviews, discussion with actors, working groups, providing the necessary documents or contacts, etc.). The majority of respondents commented on data collection and the emergence of the IA as trouble-free. Respondents gave positive feedback to ASI and specific researchers (*"We still draw on the analysis, we used it for housing projects"; "Our local consultant has improved the quality of the analyses"*), only in a few cases comments were mentioned, e.g. that the analysis was created too hastily. However, the majority of respondents said that they do not use the outputs from the IA and do not know whether the document is currently being worked on elsewhere.

Over the years, this parameter has been kept at a very low number, which indicates the successful completion of the set goal – i.e. the preparation of the Initial Analysis of the Site. As respondents were often involved in the preparation of this document (as participants in working groups, respondents, in the delivery of data), their awareness of this document is also high.

Local Inclusion Plan (LPI)

A similar pattern as in the case of SISP can be found in the case of answers to the question about the LPI preparation phase. In each year of the survey, over 50 % of respondents identified the document as approved. In some municipalities, a revision of the document was being prepared or had already

been carried out. Across the years and locations, however, some respondents are still at a loss and cannot distinguish LPI from other documents, such as LAP and SISP.⁴

School representatives pay more attention to LPI than to other parts of the SPSA because LPI directly affects their work, but even here there is a difference in awareness between representatives of municipalities and school representatives – they generally have more reserved attitudes to the creation of LPI and since they are often not the bearers of projects or measures from LPI, they do not have to work with documents so much.

In most cases, the creation of the document itself was undertaken either by ASI or by representatives of the city. Representatives of education (heads of schools and school establishments, staff of schools and school establishments) and NGOs participated mainly in checking and commenting on the document. Respondents stated that they were involved in the preparation – they were part of working groups, prepared documents, sent comments or checked the final form of the document. Respondents agree that the LPI was developed with contributions from all or almost all relevant actors, or at least they were offered participation.

Most of the actors stated that the production of documents was not accompanied by any significant problems. Partial problems were mentioned only in response units – most often it was the reluctance of some actors to address the topic of inclusion; disagreements between actors; The mentioned problem was also too frequent and sudden personnel changes among the ASI consultants who led the preparation of LPI.

This parameter shows an improvement over the five-year survey, from 2.2 in 2017 to a low of -1 in 2021. A low number indicates the successful completion of the set goal – i.e. the creation of a Local Inclusion Plan in most municipalities.

Local Action Plan (LAP)

Even this parameter is kept at a very low number, LAPS are widely used in municipalities. In each of the surveys, 70-80 % of respondents stated that their municipality is involved in the existing LAP, and a number of municipalities are already preparing or implementing LAP II (or are preparing LAP III). The preparation of LAP is not part of the IHQE project, but the project outputs (e.g. LPI) should be linked to the LAP, which is confirmed by most respondents.

Awareness of the LAP document is the highest of all surveyed – only around 10 % of respondents chose the answer "I don't know".

Many actors consider LAP to be a more usable tool than LPI – as the main advantage of LAP, some respondents stated that it is not limited to measures for pupils from socially disadvantaged backgrounds but is for all pupils. However, the preparation of LAP and LPI in municipalities was often interconnected.

⁴ Although according to the KPSVL Methodology (par. 123 and 124 of the Methodology, version 5.1), the area of education is either directly part of the SPSA or is its annex in the form of MPI – the MPI and SPSZ documents are perceived separately in the localities, because they go through a separate process of preparation and approval, other people in a different period participate in their preparation, etc.

It was often the case that respondents confused the activities carried out within the implementation of measures from the LPI with those from the LAP, or even the documents themselves.

The vast majority of respondents consider the functioning of LAP to be trouble-free, LAPS are used very actively, not only schools but also a wide range of other institutions are involved in them. The only complaints were about the situation with the coronavirus pandemic, where some meetings have stopped or are taking place with limited frequency online.

Activities ASI

Satisfaction with the methodological support of ASI in the preparation of project plans / projects was evaluated by respondents on the scale Yes – Rather yes – Rather no – No, with positive evaluation prevailing in all years. Positive ratings were significant in some years - 71 % (rather) satisfied and only 9 % (rather) dissatisfied in 2017. The proportion of (rather) dissatisfied respondents has never been higher than 21 %.

There was a partial decrease in satisfaction in the survey at the end of 2020. At that time, communication was hampered by the coronavirus pandemic, ASI could not organize classic conferences or workshops for respondents, and the attention of respondents from education shifted to solving more topical tasks, such as managing distance learning, etc. Furthermore, at a later stage of cooperation, the activity of ASI in some municipalities is not so intensive (due to the fact that what should have been created and started has already been created). The failure of some projects and the feeling of respondents that this situation could have been prevented or at least better solved by ASI also had an impact on the deterioration of the parameter. However, the evaluation of ASI activities during the last monitoring (turn of 2021 and 2022) is again very positive.

Over the years, the proportion of respondents who **could not answer the question** has also grown, but in 2020, for example, it was exclusively respondents from education or organizations working with children and youth – these come into contact with ASI less in the more advanced phase of cooperation. The intensity of cooperation with ASI – in terms of quantity, number of actors involved – decreases in localities over time. In the initial phase of cooperation, a wide range of key actors are involved in the analysis and search for possible solutions, they are questioned within the Initial Analysis, they participate in the search for solutions in working groups, they are involved in the preparation of strategic documents. However, it is quite understandable that in the next – implementation – phase, cooperation will be narrowed mainly to those actors who implement projects who participate in solving defined problems. This is one of the reasons why some actors are unable to assess the current activities of ASI.

The difference in satisfaction with methodological support can be observed depending on the institution the respondents represent. While the greatest satisfaction is found by representatives from municipalities, in the case of schools and other organizations the satisfaction is lower. Local consultants in the investigation also confirmed that communication in the later stages of cooperation takes place mainly with representatives of municipalities.

Most actors evaluate the impact of ASI positively. ASI works as a key actor in municipalities – *"I am absolutely excited about ASI. They are amazing and I wouldn't change anything. Without this local*

partnership, these people would not have met, in the social area there is a tradition of community planning, but nothing would be done in education." Respondents praised the possibility of consultation or counselling as well as the education provided. The local consultants also praised the cooperation with local actors in most cases.

Most respondents agreed that ASI acted as an actor in the localities that networks local actors (*"Never before have NGOs and schools seen each other together."* *"The agency forced the actors to sit down at one table, and at the beginning, the first year, I felt the directors' reluctance to meet. The exchange of information and the good experience with the project and the Agency changed that."*). However, it is also possible to encounter the opinion that the Agency does not contribute to networking, especially in municipalities where the actors have known each other for a long time, or the role of the local "networker" is taken over by the LAG or the city.

Only in individual cases does the evaluation of the impact of ASI appear to be problematic, among all respondents negative attitudes are in the minority. As a frequent reason for dissatisfaction with the Agency, respondents cited personnel changes in the position of a local consultant, which fundamentally disrupted the fluency of the functioning of the working groups for education and work at LPI (*"We started with each new consultant all over again."*). In some municipalities, personnel changes have even led to the suspension of cooperation with the Agency for a relatively long period, according to respondents.

Several respondents had the impression that ASI workers were not sufficiently familiar with the needs of the localities because, unlike the actors there, they could not be familiar with local specifics (*"People come here from afar and do not know the local environment."*). On the part of schools, too much administration is a frequent complaint about the activities of ASI, mainly in connection with evaluations/questionnaires, and the impression that "meetings for meetings" are organized and "projects for projects" are written.

Really critical voices are voiced towards the preparation of projects (which, according to the ideas of some respondents, should have been the main content of ASI's activities) – and when the project fails, the dissatisfaction is reflected in the evaluation of ASI's activities. Relevant are the criticisms of several units of respondents that ASI did not communicate with them after the failure of the support application, did not try to explain or correct errors, provide feedback, etc.

Projects

Actors appreciate the methodological assistance of ASI in the preparation of projects, when project proposals were commented on and modified so that they could be successfully approved. They stated that without ASI's contribution, some of the projects in the field of inclusive education would not have been conceived at all or would not have been approved. As the main benefits of methodological support of ASI in submitting projects, respondents mentioned assistance in coordination, formulation and clarification of ideas, for example by comparing with functioning projects in other municipalities, providing feedback, and especially access to information and know-how. By doing so, ASI helps to fulfill LPI and improve the state of education in the municipality. The most frequent implementers of projects are municipalities, followed by NGOs and very few projects in schools are created with the methodological support of ASI, through CASEL. This division often corresponds to the tone of

respondents' answers and the awareness and satisfaction with the methodological support of ASI in submitting projects.

Respondents from the ranks of **city representatives** often praise the cooperation, they are satisfied with the function and activities of the local consultant, with the methodological support of ASI in submitting projects, it helped them to implement other partial plans, it saves administration and, in their opinion, the coordination of individual projects occurs. Representatives of cities agree that cooperation has an advantage, for example, thanks to the possibility of consultation. Criticism from cities is heard less often; for example, some do not see great benefits in the principle of submitting projects within the framework of CASEL.

In the case of **organizations working with children** and youth, the answer is more often that they do not know whether a project has been implemented and whether methodological assistance has been provided. However, respondents who were able to assess the situation expressed themselves rather positively. They considered the methodological support of ASI to be beneficial and well-functioning, they positively evaluated the principle of CASEL (*"The allocation of funds for CASEL was a huge help and almost a certainty that the projects could be approved"*). and the fact that ASI coordinates individual projects with each other. According to individuals, the advantage of ASI is that it sees the problem comprehensively – it deals with the topics of housing, employment, financial literacy, health and education, and that it covers and interconnects these areas, which is very desirable according to respondents. If respondents from organizations working with children and youth were dissatisfied, then it was mostly based on the failure of the submitted project (one of the respondents stated that *"... The reasons for rejecting our application were quite incomprehensible"*.), another respondent reported an increase in administration because it was necessary to submit an assent opinion of ASI to the application for support, or a unit of respondents was dissatisfied with the partial conditions of the calls. However, no major complaints were made about ASI.

Respondents from the field of education often had the most reserved approach, and often refrained from commenting altogether, as they do not submit any project within CASEL (with the methodological support of ASI). Schools most often submit their own projects, mainly through OP RDE templates (because they are administratively simpler), or implement investments from IROP. Nevertheless, as with the previous groups, there are positive voices (*"We are satisfied, the Agency supported us so that we do not have to submit the project ourselves and cover the whole thing"*); as well as negative (*"Our school would need something a little different from the initial setup and approach to us"*). Units of actors criticize CASEL because they focused primarily on children/pupils from socio-economically disadvantaged and at the same time culturally different backgrounds (mandatory target group of these projects).⁵

Only rarely was ASI's performance in the field of project consulting evaluated unfavorably. Individuals complained about the lack of expertise of ASI staff in the preparation of aid applications or the inability

⁵ Although, of course, other children/pupils could also be supported from the challenges.

to influence the approval of the application and support⁶. ASI was also perceived negatively as "another supervisory body", as projects must pass its approval. In some cases, when the submitted applications for support under the CASEL were rejected, this failure was interpreted by respondents as a problem of ASI's work.

Functioning of cooperation

When evaluating the functioning of the cooperation, respondents were asked whether all relevant institutions were involved in the cooperation on the transformation of local educational practice. The trend in responses has remained the same over the years – always over 80 % of respondents said that all or partially all relevant institutions are involved in cooperation.

A large majority of respondents expressed satisfaction with the involvement of actors in cooperation on the transformation of education. According to them, the spectrum of actors who participated is sufficient. Representatives of municipalities, schools and NGOs are primarily involved, in several cases also representatives of PPP, OSLPC or churches. The involvement of most relevant actors is also evaluated positively by the addressed local consultants.

Only a minority of respondents stated that any of the important actors did not participate in the discussions, but opinions differed as to who should still be invited – the political representation of the city, OSLPC, interest groups, representatives of non-formal education such as elementary art schools and HCY, parents of children, kindergartens and secondary schools (although it is said from other localities that the participation of secondary schools was unnecessary) – in all cases, however, these are only mentions of individuals and it is not a general problem. In several cases, especially in larger cities, respondents reported that there was a lack of active participation of a larger number of elementary school principals. Some directors initially attended the meetings, but after some time they stopped attending. This situation was repeated in other locations – when all relevant institutions were approached but refused to participate in the cooperation or their involvement was only formal.

The values of the parameter remain at a similar level for a long time, so the involvement of relevant institutions is perceived similarly positively.

Functioning of the working groups

The evaluation of the functioning of the working groups was divided into four parameters. We asked respondents:

- (1) In your opinion, do meetings (e.g. training / workshops/expert groups) work as expected?
- (2) Are the meetings of good quality and stimulating for the support and development of inclusive education in the municipality?

⁶ Respondents perceived negatively that ASZ does not have the competence (possibility to influence) the approval of the application for support. Their expectations were too high (this competence of ASZ does not belong), so no conclusion is drawn from this in the evaluation towards ASZ.

- (3) Does it take place at regular meetings with school representatives on the setting up of inclusive education (information on mutual activities, exchange of experience, sharing problems and their solutions, etc.)?
- (4) Did you manage to share or clarify your needs in the field of inclusive education at the working group?

How meetings work

All parameters have remained at a good level over the years and in most of them there has even been an improvement in scores. Only in the matter of the functioning of meetings (1) there was a slight deterioration in the parameter, which accelerated in 2020 – given the situation when schools were closed and meetings of residents were limited for many months, the increase in the value of the parameter, which asks about the frequency of meetings, is actually understandable. The online form of meetings occurred only in exceptional cases. In the last survey, the trend reversed again and the functioning of the working groups and their technical support are evaluated positively.

Quality of meetings

The evaluation of the quality of meetings (2) is more or less stable, with over 70 % of respondents stating in each year that meetings are (rather) of good quality and stimulating. A more significant change occurred in the 2020 survey, when the number of respondents who could not assess the question increased – again due to restrictions on meetings due to the coronavirus epidemic. The answer "I don't know" was chosen by almost a third of respondents. The level of satisfaction was similar for different types of respondents (slightly worse only for school representatives). Respondents agree that the meetings are mostly high-quality and stimulating, it brings them greater awareness in the area of inclusion, they have new information about inclusive education, and the meetings work effectively overall. Most respondents do not perceive any significant problems in the functioning of the working groups. According to some respondents, the working groups are too theoretical and the implications for practice are limited. Criticism of the Chamber of Deputies as insufficiently factual was most often voiced by headmasters of elementary schools, who in some cases stated that they had stopped participating for this reason. Other school representatives also said that the PS did not bring them much new information.

Discussion about education settings

When asked whether there is a discussion on setting up inclusive education (3), the majority of respondents again expressed themselves positively over the years. Most respondents are satisfied with the discussion within the WG, their opinions and comments are taken into account in the WG. The discussion is evaluated by the majority of respondents as factual and the addressed topics as relevant. Most often, it cites as a benefit a lot of new information about inclusive education, sharing experience, raising awareness of events, opening a dialogue and getting to know actors from other spheres. On the other hand, only the units of respondents are not satisfied with the efficiency of the discussion ("It was still planned, but nothing came of it."). The parameter was most positively evaluated by the representatives of the city, the question was worse evaluated by the representatives of the schools.

Sharing needs

Even the last of the parameters – sharing needs (4) follows a similar trend as described above – most respondents state that they have at least partially managed to share or clarify needs in the area of inclusive education in the working group – *"For us, meeting means naming needs in this area, we meet regularly and discuss. Our opinions are taken into account."* Again, in 2020 there was an increase in 'Don't know/can't judge' responses, as working groups often did not even take place.

One of the local consultants evaluates the solution of needs in the field of inclusive education very positively, when the main topic was identified in the municipality and a number of activities were implemented – working groups, round tables, experts on issues from various areas were invited. In this particular case, according to the consultant, the issue was well grasped, described and solved.

However, a smaller number of participants state that they would learn new, hitherto unknown information from the field of inclusive education at the meeting. However, they consider it beneficial that they were presented with the possibilities of submitting projects in the field of inclusive education and that project proposals within the groups are still being worked on.

Some respondents indicated that education and inclusion challenges would need to be addressed systemically rather than project-wise, and therefore working group meetings could not be as useful as they could be.

Implementation of LPI

Another set of parameters focused on the implementation of LPI – it was examined whether, in the opinion/opinion of respondents, the activities and measures defined in the LPI are implemented according to plan and to a sufficient extent.⁷

A large proportion of respondents stated that they do not know whether activities and measures are being implemented, they do not have sufficient information about the implementation – over the years it was 30-40 % of respondents. Naturally, this answer was chosen more by actors from those municipalities where LPI has not yet been completed (i.e. mainly by municipalities from newer waves) and generally also more often by school representatives who have less awareness of LPI.

Of the respondents who evaluated the implementation of LPI, most expressed themselves positively, the activities are at least partially implemented according to the settings in the plan. Activities are often linked to projects submitted through CASEL and therefore failure in submitting projects may cause suspension of LPI implementation.

Responses that the implementation of LPI is not going according to plan or to a sufficient extent were recorded only in case units. Municipalities often say that the plans would have been implemented without the epidemiological situation, closed schools and limited meetings. In the opinion of respondents, a certain obstacle to implementation is represented by a lack of financial resources and problems of a legislative nature. Among other problems in the implementation of planned activities, the lack of interest of the target group of projects, the fear of local actors from the implementation of

⁷ The question was posed as follows: in general - whether the measures are implemented to a sufficient extent. These were the subjective opinions of respondents.

projects, the time gap between the proposal of activities and their implementation or the uncertainty of the sustainability of the activities even after the end of the implementation – positions (e.g. school assistants or psychologists) or project activities (tutoring, clubs). *"It's ill-conceived, the project ends, the person ends. The state is lagging behind in this respect."*). Several respondents also mentioned that the obligation to deal with education and other topics of social inclusion separately in projects is problematic.

Funding for inclusive education

The proportion of respondents who cannot assess whether the funds are sufficient has been consistently high over the years, often exceeding 40 % of all responses, and over 50 % in the last year. These respondents did not want to comment on the question because they do not have a sufficient overview of these matters.

The responses of respondents who evaluated the sufficiency of funds vary widely. The proportion of respondents who consider financial resources to be sufficient or insufficient tends to be similar.

Even respondents who state that funds for inclusion are currently rather sufficient note that this is a current situation that may change very quickly in the future – money is often tied to certain projects or programs that do not ensure continuity for schools. In open comments, there were also claims that there is a relative abundance of total funds for inclusion (Templates, IROP, funding from regions, municipalities ...), but the problem is mainly in their focus and fragmentation.

Critical are representatives from schools who are aware of the problem with the uncertainty of funding, for example, workers paid from the projects of the CASEL / SEL calls or the Templates for Schools. A frequently mentioned problem was also the insufficient remuneration of school assistants.

The participants emphasize that although the funds are often sufficient, they are not always properly targeted (*"There are few teachers, too much money is spent on aids"*) and state that municipalities ensure the technical functioning of schools, but that the financing of inclusive education should be a matter for the state or regions.

Inclusive education in schools

The evaluation of inclusive education in schools was divided into four parameters. Respondents were asked the following questions:

- (1) Are schools in your municipality successful in moving towards inclusive education?
- (2) Has the project managed to change the attitudes of relevant actors in your municipality to the issue of inclusive and quality education?
- (3) Are the schools in your municipality successful in involving children from SEL?

Direction of municipalities towards inclusive education

For most of the years of the survey, about 30 % of respondents were of the opinion that great progress can be observed in the direction of municipalities towards inclusive education (1). Only in 2019 was

there a decrease to just 11 %. Another significant part of respondents always stated that the first successes were already evident – so the overall evaluation was positive. Only a small percentage of respondents (maximum 6 %) stated that schools have not yet been able to move towards inclusion.

Respondents mostly perceive inclusion as successful in terms of the formal aspect of the matter – i.e. that children from SEL or pupils with other disabilities are placed in standard schools among children from the majority population. Often, however, according to respondents, this happens only so that schools comply with the obligations imposed on them by law. Most actors in the field of education have negative attitudes towards the current form of inclusive education (*"Headmasters have taken note of inclusion, but they are not enthusiastic about it."*). The process of child integration is considered by some education representatives to be unprepared and inefficient – at high cost. According to respondents, the success rate of inclusive measures is very low. Mentioned were the well-known problems used by opponents of inclusion – a decrease in the quality of teaching in schools, disruption of teaching by the presence of children with educational problems, little attention paid to gifted children/pupils, an increase in bureaucracy.

Towards the end of the five-year survey, however, negative reactions from school representatives were recorded less frequently. Respondents at schools say that the trend towards inclusion is visible and that they often notice improvements in pupils' performance. However, although respondents often express personal disagreement with some practices (*"I don't think inclusion is always appropriate, sometimes it's completely unnecessary."*), they acknowledge that some progress can be observed. In recent years, respondents have also mentioned problems dealing with the impacts of covid (aggression, escalating educational problems of pupils, disintegration of collectives).

Success in the area of inclusion varies between regions, but also within individual municipalities (*"Each school gives these children a different level of needed support"*). However, most respondents see cooperation with ASI as beneficial.

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

Somewhat more negative is the evaluation of whether the project succeeds in changing the attitudes of relevant actors to the issue of inclusive education in the municipality (2). Across surveys, less than 10 % of respondents are convinced that the attitudes of actors are definitely changing. Approximately one fifth of respondents perceive the first successes in changing the attitudes of actors. However, the largest part of respondents think that the successes are only partial, that the municipality is heading towards strengthening inclusion and there are only partial changes (25-30 % of respondents stated).

At the same time, there is a relatively large proportion of respondents who do not perceive any change in the attitudes of the actors – around 15 % of respondents usually expressed themselves this way. Respondents state that this is an issue on which the work of ASI or the IHQE project has very little influence (*"People's attitudes are rather influenced by the media – in a negative direction"*). Some of the answers suggest that the attitude towards inclusive education is shifting from a priori rejective to a slightly more conciliatory one. However, it is necessary to distinguish between changes in the public and in the actors involved in the local partnership – there certain shifts are perceived by respondents (*"inclusion is no longer such a taboo"*).

Involving children from SEL in schools in the municipality

The next question deals with the success of schools in involving children from SEL (3). The results of the first survey in 2017 were very positive, almost half of the respondents said that schools are certainly successful in involving children and great progress can be observed. In the following years, positive responses decreased and only around 20 % of respondents chose this answer. However, only a very small percentage stated that schools have so far failed to involve children at all (around 5 % of respondents).

In the course of the survey, it became clear that inclusive education is often perceived quite differently by actors – the same results may be perceived differently by actors representing different institutions. For example, the mayor of a municipality may consider the increasing number of disadvantaged pupils in mainstream schools to be positive, while a school head who is skeptical about inclusion may consider this same fact to be liquidating. Other respondents stated that the success of inclusion is also highly individual and varies between schools within the same municipality. Similarly, the success rate of integration varies depending on the type of disability or disadvantage in question.

According to most of the participants, children from SEL receive the necessary support, but it does not always help to fully participate (children do not participate in the activities offered; parents are passive and do not pay enough attention to their children's education; lack of interest of children from the 2nd grade of primary school in teaching, etc.). Some actors then evaluate the care for children from SEL as excessively large and unnecessary, which costs too much effort, and the results are questionable.

As mentioned above, a large part of the interviewed teachers were negative about inclusive education and especially about its current legal settings. According to some of them, inclusion has caused the neglect of gifted pupils and is also harmful to children with insufficient intellect, because in special schools or special classes they could experience a sense of success that they cannot feel among ordinary children. Other critical respondents often mentioned that inclusive education as such is not bad, but its current implementation, both methodological and administrative, is not correct.

On the contrary, individuals among respondents welcome inclusion, as they see it as a chance to improve the situation of children from SEL. The main advantage of the Inclusion Decree is considered by individual respondents to be the increase in funding for this education. However, practically all actors from education agreed that the decree on joint education has brought a disproportionate increase in bureaucracy associated with the registration of pupils enrolled and the reporting of support measures. Educators criticize the fact that they should focus on pupils first and then on bureaucracy, but now it is often the opposite.

Evaluation report on the impact of the project on sites

Partial objective 6 of the project is represented by parameters focused on the overall evaluation of the impact of the entire IHQE project and on the Evaluation reports on the impact of the project on the site.

Preparation of a comprehensive evaluation report on the impact of the project

When asked whether respondents know about the preparation of a comprehensive evaluation of the impact of the IHQE project, around 70 % of respondents always replied that they do not know about

the implementation of the evaluation or that they cannot answer the question. Approximately 30 % are therefore aware of evaluation, but the vast majority have only general information. The high proportion of respondents who are not aware of evaluation corresponds to the type of evaluation.

The respondents' answers can therefore be explained by the reality of the project rather than their ignorance. The overall evaluation of the project was prepared by an external company, the tender documentation of this evaluation was prepared in 2021. The creation of the report therefore took place only in a narrow circle of workers (mainly evaluators) from ASI. Some key actors therefore have a general awareness that the evaluation will take place, some were even involved in the research of the evaluation processor, but the actors were not systematically informed or involved across the board.

Preparation of the Project Impact Assessment Report for the Site

The question about the stage of preparation of the Evaluation Report for the Locality was the least answered across all surveys – up to 91 % of respondents stated that they did not know what stage of preparation was in or that they could not assess it. In the first years of the survey, these findings were understandable – the evaluation reports began to be created in larger numbers only from 2021, work on the preparation of the evaluation had not really started in the interviewed localities yet, so the knowledge of the respondents was rather superficial. But the results of the latest survey are striking – two localities were involved in the survey where the evaluation report had already been prepared (finalised at the beginning of 2021) or in preparation (the survey took place in October 2021 – February 2022) and yet four out of six respondents from these localities at the end of 2021 stated that they had no information about the report or had mistakenly stated the preparation stage. Apparently in this case, the actors addressed by us were not selected for field research within the Evaluation Report and the evaluation information did not reach them in any other way.⁸

Awareness of the Evaluation Report of a given locality has long been the worst evaluated parameter, which is influenced by the postponement of the processing of evaluations in individual localities, but also by the low awareness of respondents, respectively by the situation when respondents no longer "reflect" these evaluation activities within the project.

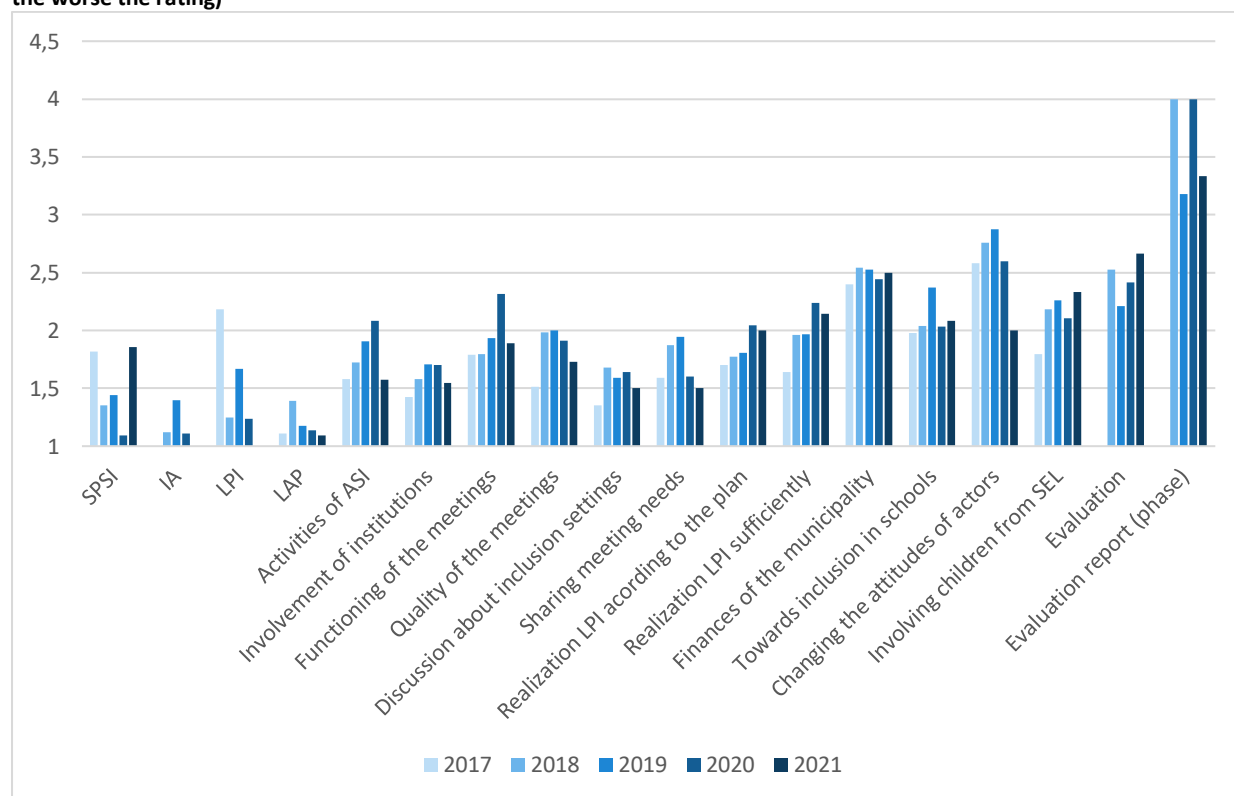
⁸ According to the information in the evaluation report itself.

4.2.3 Parameter development

Part of this Interim Report can also be an evaluation of the development of the set parameters. In 2017, 15 parameters were defined in the survey, in 2018 three new parameters were added to evaluate sub-objective 6, making a total of 18 parameters. As mentioned at the beginning of this chapter, the parameters had defined 4-5 categories (i.e. possible answers), and these categories were used to quantify the answers. Categories were assigned numbers 1–4, where category 1 indicated the ideal state (approval of the document, answer "yes", "certainly sufficient", etc.) and the average of the obtained values was determined.⁹

In general, if there has been a decrease in the value of the parameter since 2017, it is a positive trend and an improvement in the situation, in the case of parameter growth, respondents evaluate the situation more negatively.

Graph 11: Parameter values in 2017, 2018, 2019, 2020 and 2021 (category 1 indicates an ideal state, the higher the number, the worse the rating)



Source: Self-survey (N in 2017 = 54; N in 2018 = 81, N in 2019 = 90, N in 2020 = 33, N in 2021 = 12)

Note: Parameters that have a five-point range of categories are marked with an asterisk.

The change in the value of the parameters is in most cases minimal, the detected values are stable, usually differing by a maximum of a few tenths. Only the "Evaluation report phase" parameter showed fluctuating values, where respondents' ignorance or questioning in the cooperation phase, when respondents were not yet acquainted with the evaluation report (most of the reports were created after 2020, i.e. after the survey carried out in that year).

⁹ Resp. 1–5 in the case of a five-point scale

The biggest positive shift was recorded in LPI – at the beginning of the survey, cooperation in municipalities was just starting and plans were still being developed. With the progress of cooperation in the newly recruited localities, they are created and approved, and in the following years LPIs were increasingly referred to as "approved documents" (i.e. a value of 1). Similar positive values were also achieved by the parameter "Input analysis" and SISP. These are the parameters on which ASI has the most significant and direct influence within the project.

The parameters that showed a more significant improvement this year compared to 2020 were "Change of attitudes of actors", "ASI activities" and "Functioning of negotiations". The resulting values of these parameters are very satisfactory, given the demanding environment in which the project operates.

Open comments of actors in individual years are similar, they do not show major deviations (similar problems, complaints, barriers and opinions are mentioned). There was no across-the-board drastic change in the situation that could explain any fluctuations in parameter values.

4.3 EQ C.3 What is the awareness of the project implementers about complementary activities created in other IPs and IPc?

The evaluation question focuses on verifying whether the project implementers have sufficient awareness of the activities created in other projects and whether individual projects can be fully interconnected and it is possible to work together to achieve a set of systemic changes, as envisaged by the methodological interpretation to Call No. 02_15_001. The evaluation question deals, among other things, with the benefits of mutual cooperation for the implementation teams of individual projects and the barriers that the implementers encounter in practice so that mutual cooperation can be ensured as effectively as possible.

The question is specifically divided into areas dealing with the level of awareness of respondents about the existence of complementary projects, the degree of cooperation with individual complementary projects and the benefits and barriers in the implementation of the IHQE project, which directly result from the complementarity of the projects.

The solution of the evaluation question is based on an electronic questionnaire survey in which the implementation team of the IHQE project was approached, and we obtained 29 completed questionnaires.¹⁰

Knowledge of complementary projects

In the questionnaire survey, respondents were first asked an open question asking about their spontaneous knowledge of other system projects.¹¹ **APIV – B was the most frequently mentioned project** (11 respondents out of a total of 15 who commented on the question. Some respondents referred to only "APIV"). **This was followed by the SRP and APIV-A projects** (both 9 respondents), the SYPO project (8) and the KIPR project (6). Spontaneous knowledge of these projects by individual team members corresponds to the importance of these projects for the implementation of the IHQE project – according to the Project Charter, the closest cooperation with the SRP, KIPR, P-KAP and KSH projects is expected during the implementation of the IHQE project. The APIV-A and APIV-B projects were launched only in 2017, the SYPO project only in 2018, so they are not listed in the Project Charter, but their interconnection with the IHQE project is, according to the respondents' answers, strong.

¹⁰ We contacted 43 members of the implementation team.

¹¹ Text of the question: The IHQE project is implemented in a complex with other system projects of the Ministry of Education, Youth and Sports and other ministries (e.g. the Ministry of Labour and Social Affairs). Do you know any from these system projects? Please list the names or abbreviations of the projects you know:

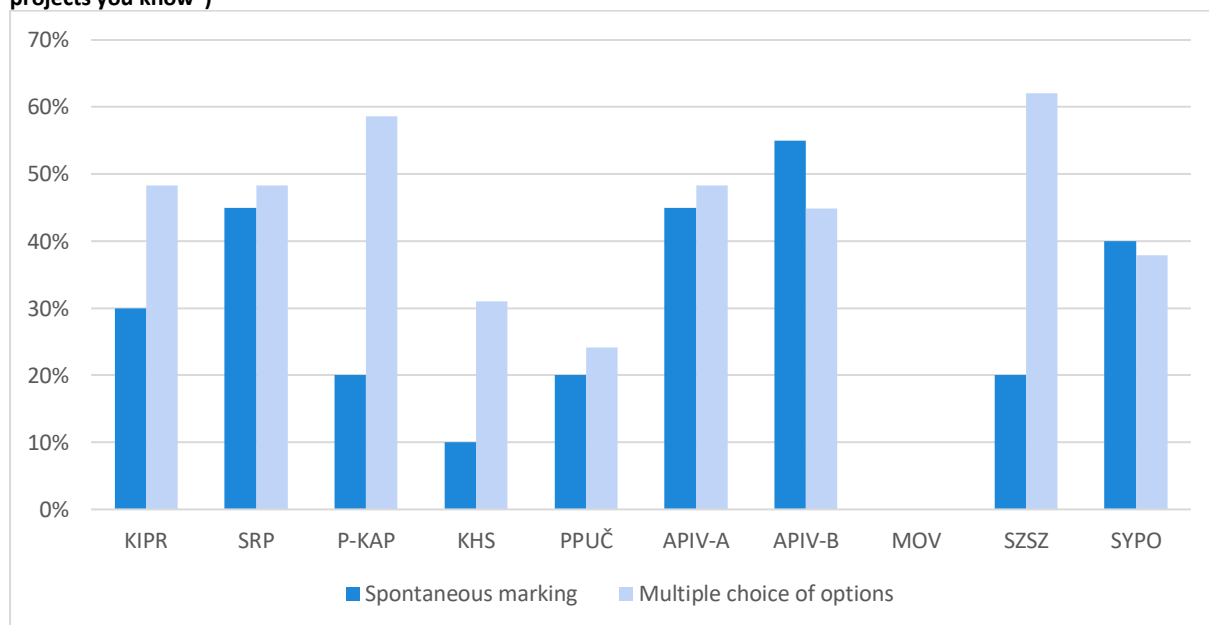
Systemic projects of the Ministry of Education, Youth and Sports are intended to jointly help improve the quality of education in the Czech Republic (e.g. within the so-called CLIMATE action) and to support the processes of social inclusion, creating equal conditions and opportunities for disadvantaged inhabitants of socially excluded localities.

The SISA project was spontaneously mentioned in only 4 respondents – however, here it can be assumed that it is rather an omission, as the next question proved that the knowledge of this project is significant across the implementation team. Spontaneously, in addition to the above-mentioned projects, the I-KAP project was mentioned by individuals (3 respondents).

The comparison of the question on spontaneous knowledge of projects and the question on marking known projects in the defined list is shown in the following graph. The most significant difference between the designation of known projects and the spontaneous launch of the project is evident in the SISA project and in the P-KAP project, which was also marked by respondents more within the list.

The graph also confirms that the IHQE project is most strongly connected to the P-KAP, APIV-A and APIV-B, KIPR and CFP projects through the members of the implementation team; plus, of course, the aforementioned SZSA project, with which the IHQE project is complementary.

Graph 2: Identification of the knowledge of respondents to individual projects (Choice of options for the question "mark which projects you know" and spontaneous knowledge for the question "write down the names or abbreviations of projects you know")



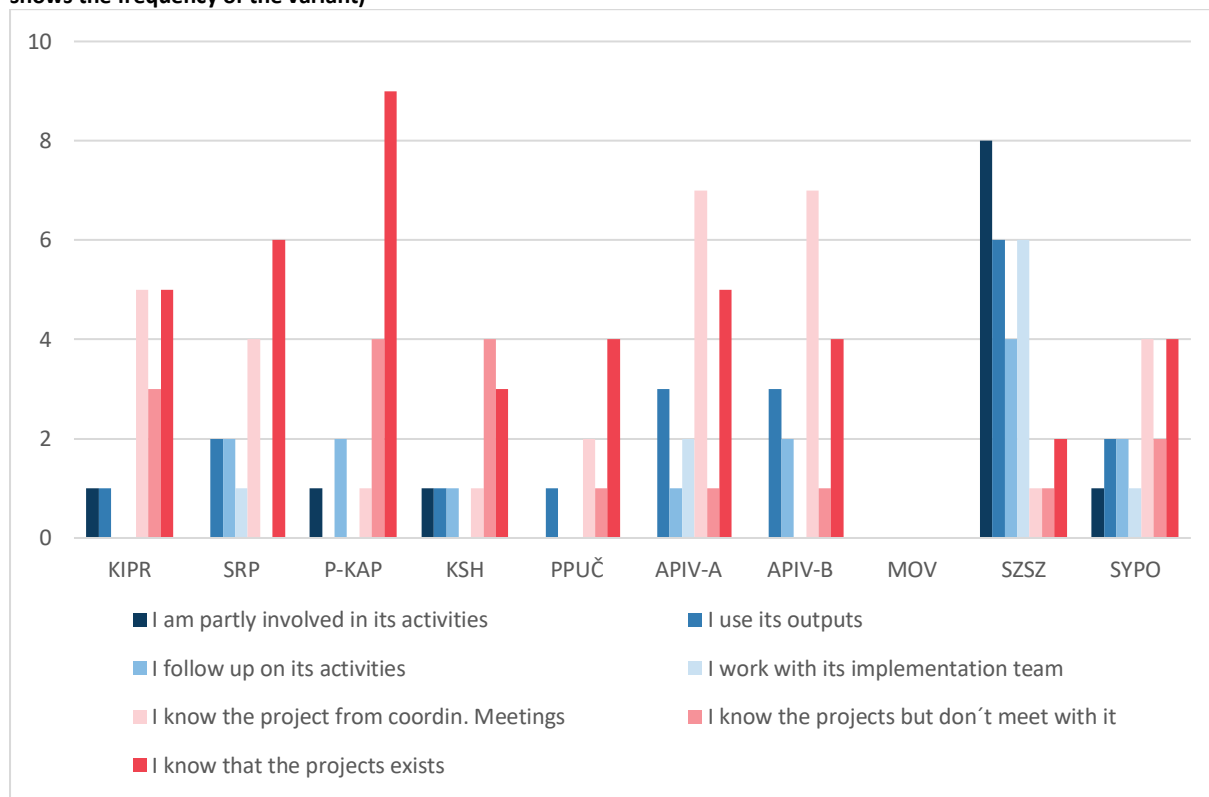
Source: Own questionnaire survey (N = 21)

In the questionnaire survey, we also asked the members of the implementation team how they know the following projects, see the graph below.¹² Respondents were asked whether they are partially involved in the activities of the second project / follow up on its activities / use the project outputs / work with its implementers, etc. (see below). The members of the implementation team are most actively connected to the SZSA project, which is logical from the nature of this complex of two projects. On the other hand, the least active connection is with the IOC project (none of the respondents chose the option "I know the project") and with the KSH project (mostly only awareness of the existence of

¹² Respondents saw only those projects that they had marked in the previous question „OMark which projects you know", see the previous graph. Respondents had mTick off all variants that correspond to reality – following The graph therefore shows the frequency of the variant.

the project). Also, in the PPUČ project, knowledge prevails only from coordination meetings, respondents did not follow up on the project activities or the work of the implementation team.

Figure 3: How do you know the following project(s)? (Option to tick all variants that correspond to reality – the graph shows the frequency of the variant)



Source: Own questionnaire survey (N = 20)

In particular, for the SISA project, respondents stated that they were *involved in its activities*, which again corresponds to the complementarity of these projects. In the comments, they mentioned specific positions in which they are involved in the project (e.g. professional guarantor of the project). Other projects were mentioned to a much lesser extent (only in the case of the P-KAP project, one of the respondents stated that he was involved in the PS KAP and another respondent cooperated with the SYPO project during the implementation of the conference).

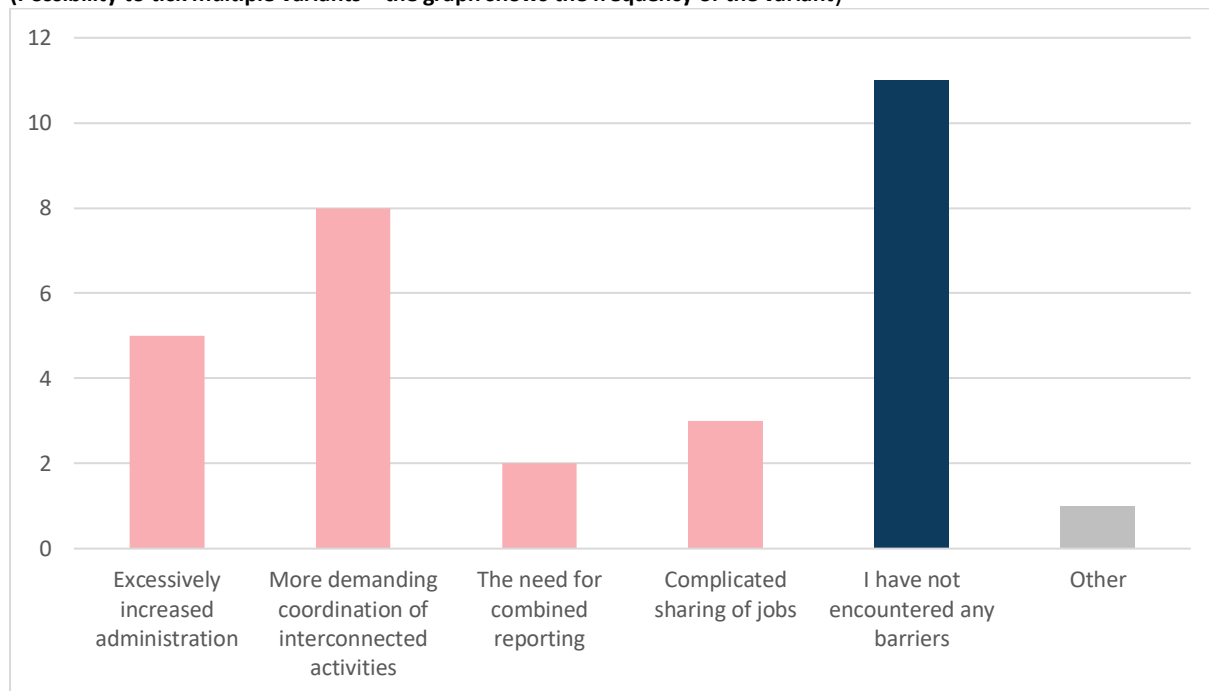
Also in the use of outputs of the given projects, the SZSA project is most strongly represented, where the use of outputs is natural, the outputs are often complementary according to respondents. The use of outputs in other projects was reported to a lesser extent – e.g. education methodologies and other outputs are used from the KIPR project. The use of tools and materials is also reported by respondents at APIV A, one respondent stated: "*I have been involved in some activities of the project (PS), I refer to a new method of assessing language abilities, I use the web outputs of the project.*" The outputs from other projects served as materials for working groups, members of the IHQE implementation team use the resulting educational videos, courses, seminars, etc. Cooperation of implementation teams occurs, for example, when nominating experts for the implementation of expert panels or conferences, when sharing experience. In most other cases, however, respondents gave only general answers such as 'use of tools and materials'.

Barriers due to the implementation of complementary projects

In the perception of barriers, 52 % of respondents stated that *they did not encounter any barriers caused by the implementation of complementary projects*. This is an improvement in the perception of barriers (only 42 % of respondents encountered no barriers in 2019).

The most *demanding coordination of complementary activities* was considered a barrier, cited by 38 % of respondents. Activities were supposed to be complementary, but at the same time the audits "repeated the *increased risk of duplication of funding*". Respondents responded to situations where, instead of complementarity of activities, they competed with each other - "e.g. in fulfilling the project outputs, especially the implementation of education and workshops". Increased administration is associated with frequent remarks on the need to document individual activities "after each hour", complicated accounting of all expenses, the inability to share jobs, etc. Respondents often mentioned increased administration for the SISA project (with which IHQE cooperates the most) - again, the well-known but important problem of joint and ideally interconnected activities of the IHQE and SISA projects is heard, which, however, must be reported separately.

Figure 4: Have you encountered any of the following barriers as a result of the implementation of complementary projects? (Possibility to tick multiple variants – the graph shows the frequency of the variant)



Source: Own questionnaire survey (N = 21)

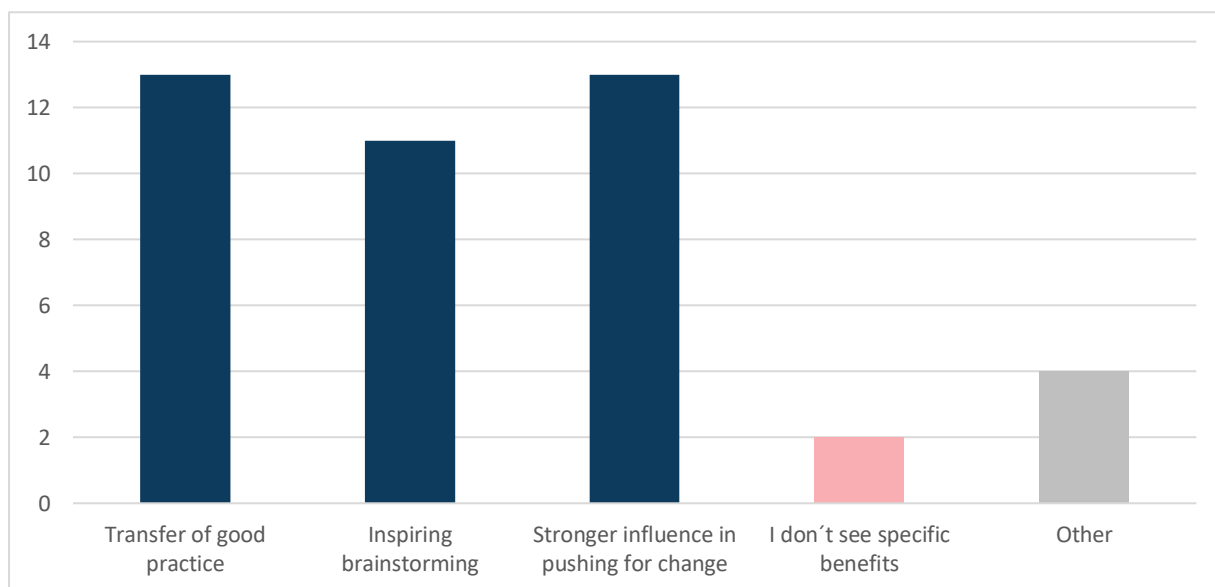
Benefits due to the implementation of complementary projects

When evaluating the benefits of complementary systemic projects, a positive perception of respondents prevails. Almost two-thirds of them see the benefit both in *the transfer of good practice*

from other projects and in a stronger influence in promoting positive changes¹³. Respondents believe in "pooling capacities to bring about desirable changes in education." Stimulating *brainstorming during meetings of implementation teams* is also widely mentioned (marked by 52 % of respondents). One respondent said he did not know if these benefits were actually occurring – "... Probably at a higher level, it didn't come to the localities much."

Only 10 % of respondents *do not see specific benefits resulting from the complementarity of systemic projects*, which is a slight positive shift compared to the previous survey, when almost a fifth of respondents reacted in this way.

Graph 5: What specific benefit do you see in the complementarity of system projects for the implementation of the IHQE project? (Possibility to tick multiple variants – the graph shows the frequency of the variant)



Source: Own questionnaire survey (N = 21)

Evaluation of coordination meetings

Questions about coordination meetings with the implementation teams of other individual projects (IPs, IPo) were asked only to respondents who replied that they had ever participated in these meetings. Thus, the following evaluation is based on the answers of only 8 respondents.

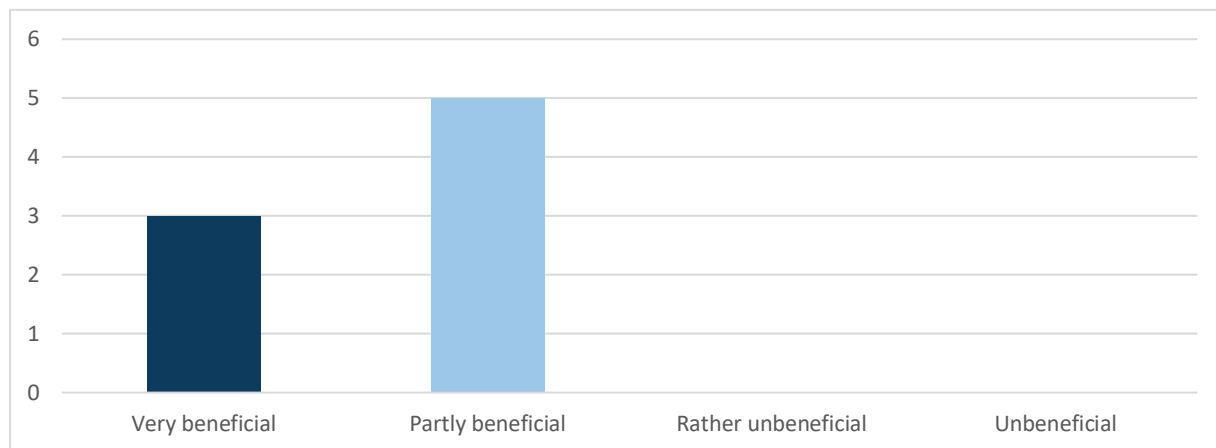
All these respondents perceive the coordination meetings with the implementation teams of other IPs as beneficial in terms of the contribution to the IHQE project (three evaluate them as very beneficial, five as rather beneficial). None of the respondents said that the meetings were (even partially) unbeneficial.

Respondents positively evaluated the interconnection of project activities, mutual sharing of progress and achieved results, the possibility of coordinating activities in individual locations, the possibility of

¹³ Within the question, it was possible to mark several variants of answers.

professional discussion on the necessary topic and sharing experience and inspiration. They also hope for greater impact on changes towards quality education.

Graph 6: How do you evaluate the coordination meetings with the implementation teams of other IPs in terms of benefits for your project?



Source: Own questionnaire survey (N = 8)

The distribution of responses is very similar for the evaluation of whether coordination meetings contribute to better networking of projects. They were rated as (rather) beneficial by 4 respondents; three others even described the coordination meeting as very beneficial. Only one said it was rather unbeneficial.

The evaluation of the benefits of the meeting for achieving the objectives of the KLIMA action is positive compared to the previous survey, again all respondents evaluate the coordination meetings (rather or very) beneficial for achieving the objectives of the CLIMATE action.

4.3.1 Development and overall summary

Through the members of the implementation team, the IHQE project is most significantly connected to those projects that are key to its implementation, i.e. P-KAP, APIV-A and APIV-B, KIPR and CFP – including the SISA project, which is conceived as complementary to the IHQE and the respondents are very involved in its activities and use the project outputs.

Compared to the same survey in 2019, there was a decrease in respondents' awareness of projects. In 2019, respondents were more likely to respond to the question "mark which projects you know" – for example, the SISA project was mentioned by 86 % of respondents in the previous survey, only 62 % in the survey conducted in 2021 /2022; for APIV projects, the decrease was from 70 % to less than 50 %, etc. Only the P-KAP and SYPO projects maintained a similar level of awareness (in both surveys referred to as "projects I know" by approximately 60 % and 40 % respectively).

At the same time, there is a decrease in the level of knowledge of projects. Increasingly, respondents say only: "I know that the project exists" (in 2019 about a fifth of all responses, in 2022 only a third). Similarly, on the other hand, the proportion of responses "I am involved in project activities" decreases

and, apart from the SISA project, only units of members of the implementation team are involved in the activities across projects. This development was very probably influenced by the final phase of the project (questionnaire survey carried out 2 months before the end of the project) – when there are no new activities, the activity is gradually reduced and more space is devoted to the finalization of tasks.

There has been a slight improvement in the perception of barriers, with 52 % of respondents not encountering barriers as a result of the implementation of complementary projects, compared to 42 % in 2019. Respondents were also more optimistic when evaluating the benefits of the project compared to the previous survey, this year only 9 % of respondents do not see specific benefits resulting from the complementarity of systemic projects, compared to 19 % in 2019.

There has also been a significant positive shift in the perception of the benefits of coordination meetings. None of the respondents said that the meetings were (even partially) unbeneficial, which is a significant positive shift compared to the 2019 survey (when a third of respondents rated negatively). Respondents positively evaluated the interconnection of project activities, mutual sharing of progress and achieved results, the possibility of coordinating activities in individual locations, the possibility of professional discussion on the necessary topic and sharing experience and inspiration.

4.4 EQ C.4 What are the unintended and other impacts of the evaluated projects?

The solution of the question is focused on the identification of positive and negative externalities – i.e. unintended impacts in the evaluated projects, while the principle of evaluation is to map the entire intervention (using intervention logic) and to identify causal links with a subsequent description of those causal chains that led to planned and unplanned impacts.

The solution of the evaluation question was based on the desk research method. The so-called process-tracing method was used. The key component of the solution is field surveys (case studies) in a selected sample of participating municipalities, where their representatives were asked about the intended and unintended impacts of the supported project. Additional information was obtained from interviews with representatives of the project implementer and representatives of the OPRDE Authority.

The aim of the above-described analyses was to reveal the unintended impacts of the project and identify their causal chains, i.e. to describe the sequence of activities and events and find the most likely explanation of the causes of the phenomenon.

4.4.1.1 Identification of impacts of implemented interventions

Based on the available information about the course of the project, the input theory of change was specified, which is shown in the following figure. This theory of change thus presents a picture of the project that is known to the evaluation processor before the case studies are carried out in individual localities.

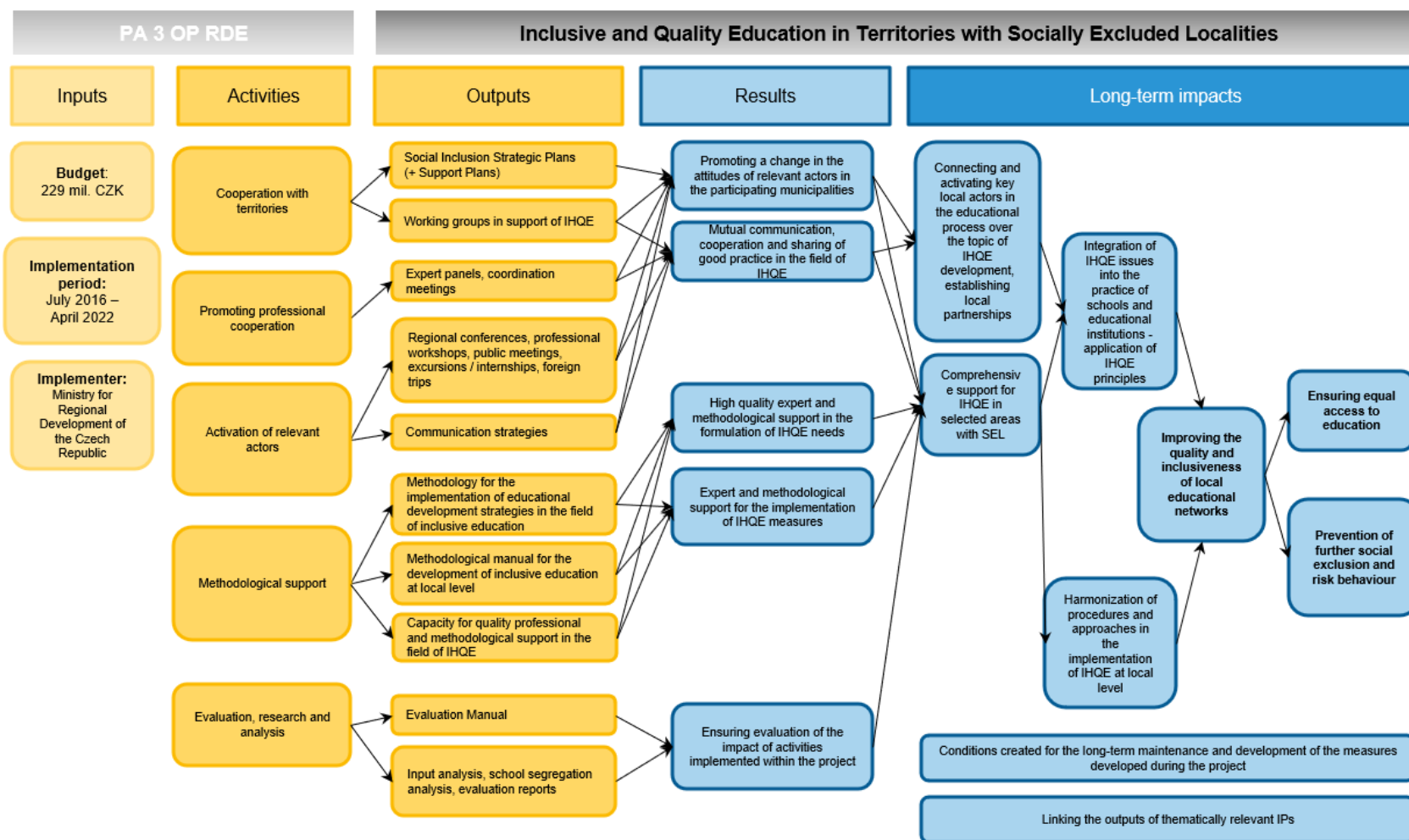
The theory of change emphasizes the most significant planned impacts of methodological support from inclusive education consultants (CIE) at the level of a specific locality. In particular, the following results shall be concerned:

- The creation of strategic plans focused on social inclusion in the field of education (Local Inclusion Plans) and the implementation of other activities (such as leading working groups, expert panels, participation in regional conferences or creating a communication strategy) mainly leads to a change in the **attitudes of relevant actors in the participating municipalities** to the topic of inclusion.
- Mutual communication between these actors leads to the establishment of a long-term **local partnership**, which is characterized by long-term sharing of good practice and joint solutions to specific problems associated with the social exclusion of children/pupils in the locality.
- thanks to **the active methodological support** from the CIE, and the use of specific methodologies that are constantly available to these interconnected local actors during the project, it has been possible **to integrate the issue of ICV into the practice of schools**, school facilities, and it has become an important and non-taboo topic for all relevant institutions (including city and municipal authorities).

- Methodological **support is continuously evaluated** and, based on feedback, refined so that it follows up on issues that are relevant for the given locality.
- Schools and school facilities **thus become inclusive and ensure equal access** to education for all children/pupils
- Thanks to the functioning network, it is also possible to implement **preventive activities** that reduce the risk of newly socially excluded localities
- In addition, a successful functioning location can ensure the continuity of this process even after the end of the project, or use the activities of other projects.

This ideal form of the process, which was induced by the IHQE project, is updated in the next part with practical experience in specific locations.

Figure 2: Updated theory of change before case studies.



Source: own investigation

4.4.2 Identification of impacts of implemented interventions

For the five selected case studies, the results are presented separately in the following section. Summary evaluation (synthesis) is given in the following subchapter. The selection of sites was based on experience from previous field surveys and its aim was to select representatives of geographically and size-diverse localities, but what was important was the degree of satisfaction of the addressed actors previously expressed on the project. Among the five localities, there are two where the project is evaluated positively (Brno, Velké Hamry), two with negative evaluation (Aš, Štětí) and one locality with a relatively balanced evaluation (neither satisfied nor dissatisfied – Roudnice nad Labem).

Location Aš

The following documents related to the given locality were used in the initial analysis:

- Evaluation report on the impact of the project in the Aš locality (January 2022)
- Quality assessment of cooperation in the Aš locality (January 2022)
- Summary evaluation report on the impact of the project for all localities for the project Inclusive and Quality Education in Territories with Socially Excluded Localities (July 2022)

How was the support from the project implemented in the locality?

| |
|---|
| What was the main goal of IHQE in the locality? |
| Develop strategic planning in the field of inclusion with the involvement of the municipality + provide methodological support for schools and school facilities in the locality. |
| How does CIE evaluate the success of the project in the locality? |
| The resulting strategic document Local Inclusion Plan did not lead to any fundamental shifts in the area of IHQE in Aš, as the document itself came into existence with a significant delay due to various factors, and therefore no projects were submitted to the OP RDE calls. Due to the lack of funds, no activities were carried out beyond what was already taking place in the locality. The failure associated with LPI also led to the fact that the actors were not interested in further cooperation even in terms of other networking and support activities on the part of CIE, which developed very little. |
| What was the reason for this evaluation? |
| Frequent rotation in the position of CIE, reluctance of some actors to address the topic, failure in obtaining funds to support the implementation of LPI. |
| How will the situation develop after the end of the project? |
| No follow-up to existing activities is expected. According to CIE, the measures in LPI are appropriately targeted, it would be possible to use it in the future, but due to the low motivation of the actors in the locality, this is not expected. |
| How satisfied are the actors in the locality with the progress of the project? |
| Satisfaction with cooperation on the part of local actors is significantly lower than in comparison with other localities. For most of the actors, the cooperation did not meet expectations, ASI failed to gain trust and motivate the actors to implement activities. However, it is equally true that the willingness of local actors to cooperate has been low for a long time. |
| With which actors did the communication take place successfully in the locality? |
| With selected directors and representatives of the city office. |
| Which actors were problematic to involve in the cooperation? |
| A number of school principals did not participate in the activities from the beginning, and there was also a lack of support from the political representation of the city. |

What are the key findings for the site:

-> cooperation between the CIEs and the actors in the locality was primarily based on the creation of LPI, the fulfillment of which, however, was again predominantly based on funding from the OP RDE
-> when securing the financing of these activities from the OP RDE did not work out, there was practically nothing left to work with in the locality
-> CIE provided course offers, informed and, if necessary, methodically consulted specific matters in schools, but the intensity of cooperation was marginal, schools in case of ambiguity on some issues to a greater extent turned to partners through LAP
-> two professional workshops with sufficient participation in 2021 can be considered successfully organized
-> after the end of support through the IHQE continues in the locality of cooperation only in the social sphere, where it is generally possible to perceive a more active involvement of actors than in the case of education, where the offer of the IHQE could not be used

Location: Brno

The following documents related to the given locality were used in the initial analysis:

- Evaluation report on the impact of the project in Brno (February 2022)
- Quality assessment of cooperation in Brno (February 2022)
- Summary evaluation report on the impact of the project for all localities for the project Inclusive and Quality Education in Territories with Socially Excluded Localities (July 2022)

How was the support from the project implemented in the locality?

What was the main goal of IHQE in the locality?

In Brno, cooperation through IHQE followed a relatively long series of activities implemented in the locality since 2008. Since 2014, projects from OP RDE calls have been implemented in Brno, through which the activities of the established LPI are fulfilled. The aim of the IHQE was to support further cooperation between actors and to successfully fulfil the objectives defined by LPI.

How does CIE evaluate the success of the project in the locality?

The vast majority of LPI's goals have been met, and activities focused on schools across the city are also maintained. This is achieved mainly thanks to long-term support through OP RDE projects implemented by cities. He has extensive experience in this area and thanks to this he manages to maintain his activities even in moments when no support from OP RDE was available.

What was the reason for this evaluation?

Long-term active role of the city as an implementer of support projects from OP RDE, interest in solving the issue on the part of other actors and schools. The City Hall also strengthens its position towards schools with high-quality methodological support and an emphasis on coordination and networking of local actors. This is also supported by the activities of the local action plan, which the municipality is in charge of – the individual activities are suitably interconnected and there is no duplication.

How will the situation develop after the end of the project?

After the end of the project, there is a high probability that cooperation in the field of inclusive education will continue.

How satisfied are the actors in the locality with the progress of the project?

Thanks to long-term cooperation in the field of inclusion, which dates back to 2008 and since 2016 the city itself implemented the first project from the OP RDE call without the support of ASI, it has been possible to maintain a relatively high level of satisfaction on the part of the actors involved. In addition to the City Hall, it includes individual schools, non-profit organizations and other actors involved in LAP.

With which actors did the communication take place successfully in the locality?

The city itself (City Hall) is a very active partner, successfully fulfilling the role of the main coordinator while maintaining a high degree of independence. This was also reflected in the implementation of working groups and the creation of LPI. Communication was also successfully based on LAP.

Which actors were problematic to involve in the cooperation?

No actor with whom cooperation would be problematic in any sense has been defined. To some extent, this may also be due to the fact that the CIE was forced to choose priorities due to the size of the locality and thus focus only on certain types of actors. Nevertheless, a number of diverse actors are familiar with the work of CIE.

What are the key findings for the listed location:

-> in Brno also thanks to the long history of cooperation worked and the actors praise it
-> cooperation works relatively well, especially with the City Hall, which is a long-term leader in the coordination of schools in the region
-> due to the large and diverse location, ASI had to focus on selected priorities, which it managed to do -> development of cooperation between schools and non-profit organizations, support for schools with the largest proportion of pupils from SEL (in the center)
-> since the municipality is also in charge of LAP, it does not happen what else – activities implemented through LAP are not in competition with ASI and activities are not duplicated
-> these actors collaborated with LC or CIE, on specific topics, strengthening the specific areas targeted by IHQE support through various initiatives and projects
Actors now reflect the improved situation in the area of school cooperation and the non-profit sector
-> ASI proves to be crucial in four areas: 1) it tries to promote activities through the political level, 2) it does PR to the public 3) it reduces competition between actors 4) it innovates – in other respects the city is able to cope on its own, in these particular ones not so much
> in the future, however, the City Hall is concerned because it is not clear what will happen after the end of 2022, support from the city is not guaranteed due to local elections, there is an information vacuum with subsidies from the Ministry of Education, Youth and Sports

Location Roudnice nad Labem

The following documents related to the given locality were used in the initial analysis:

- Evaluation report on the impact of the project in the locality Roudnice n. Labem (December 2021)
- Evaluation of the quality of cooperation in the locality Roudnice n. Labem (December 2021)
- Summary evaluation report on the impact of the project for all localities for the project Inclusive and Quality Education in Territories with Socially Excluded Localities (July 2022)

How was the support from the project implemented in the locality?

What was the main goal of IHQE in the locality?

The aim of the project was to improve the quality of education for all children in the locality. This should have been achieved primarily through the implementation of the activities set up in the Local Inclusion Plan and through the implementation of follow-up projects from the OP RDE.

How does CIE evaluate the success of the project in the locality?

According to CIE, a number of LPI activities have been fulfilled, so it is possible to draw experience from several examples of good practice in the locality. LPI managed to appropriately target direct work with the target group. Cooperation has been successfully started, especially at the level of the non-profit sector, thanks to which the most successful activities are considered to be those related to special-interest and non-formal education. The tutoring activity and the activities of the key staff within the Support Centre also work well. Pre-primary education is considered to be the most problematic, but there has also been a positive shift thanks to the support.

What was the reason for this evaluation?

A factor leading to success was the active involvement of the non-profit sector, especially the D8 Centre, through which a key individual project supported by the CASEL II call was implemented.

How will the situation develop after the end of the project?

In the future, it is necessary to focus primarily on the insufficient capacity of nursery schools, because despite the establishment of the Preschool Centre in the locality, the demand from the target group is still not covered, which leads to the exclusion of children of foreigners and children from SEL in pre-primary education. In the future, it is important to maintain the results of projects that it is still possible to obtain support for the implementation of similar activities.

How satisfied are the actors in the locality with the progress of the project?

Actors in the locality evaluate the positive impact of ASI, especially in the area of problem identification, bringing examples of good practice and support in the creation of two individual projects from CASEL II.

With which actors did the communication take place successfully in the locality?

The most active actors in the region are the non-profit sector, organizations such as Centrum D8, Charita Roudnice nad Labem and the NADĚJE association. Podřipská Private School is also considered an important actor, through which one of the projects was directly implemented.

Which actors were problematic to involve in the cooperation?

The city itself was involved in the support, but other actors expected greater activity in the administration of grant matters or monitoring of projects for schools. Less support from the city probably had an impact on the fact that part of the city's elementary schools did not participate in the project.

What are the key findings for the site:

-> in the case of Roudnice nad Labem, it can be said that there are several significant actors in the locality who have successfully developed the development of inclusive education through their

own projects – above all, the D8 Centre, through which we managed to create a counselling centre and a pre-school club
-> the role of ASI is perceived by the actors as supportive, especially in terms of project preparation and related administration
-> ASI helped rather individually, systemically its influence is not perceived by the actors
-> the locality is successful in developing a wide range of activities, but it is not so much based on the activity of ASI as on the "workhorses" in the locality
-> however, it is not possible to follow up the projects with any more systemic funding (e.g. from the city), so it is very likely that activities such as a counselling or pre-school centre will also end after the end of the project

Location Štětí

The following documents related to the given locality were used in the initial analysis:

- Evaluation report on the impact of the project in the Štětí site (February 2022)
- Quality assessment of cooperation in the Štětí locality (January 2022)
- Summary evaluation report on the impact of the project for all localities for the project Inclusive and Quality Education in Territories with Socially Excluded Localities (July 2022)

How was the support from the project implemented in the locality?

What was the main goal of IHQE in the locality?

The main intervention of ASI is considered to be strategic planning together with the municipality. This is reflected in the creation and implementation of the Local Inclusion Plan.

How does CIE evaluate the success of the project in the locality?

LPI and the activities set up in it did not lead to major shifts in the field of education. According to CIE, LPI was not appropriately targeted, as it failed to insert new activities specifically focused only on inclusion.

What was the reason for this evaluation?

The advantage of this location is its small size, thanks to which the actors know each other relatively well. On the other hand, the size of the city is limited in how much it can support and administer activities. For this reason, it was necessary to rely on other organizations, which, however, decided not to implement the originally announced plans. The fulfillment of the LPI was thus limited to activities from the Templates, OPE or city funds (such as the Open Youth Club), i.e. activities that took place in the locality even without LPI. Thus, the actors did not perceive LPI or the role of ASI as an asset. The situation was not helped by the frequent rotation of people in the position of CIE.

How will the situation develop after the end of the project?

Given that the IHQE project itself has not had a significant impact on the implementation of the existing activities, it can be assumed that the situation in the locality will continue to develop similarly: the city as an active driver and implementer of financially undemanding activities.

How satisfied are the actors in the locality with the progress of the project?

The initially promising potential of cooperation was not fulfilled by the fact that projects were not submitted to the CASEL calls through which it would be possible to implement activities in LPI. CIEs thus had nothing to offer the locality and it was therefore difficult to motivate the actors for further cooperation.

With which actors did the communication take place successfully in the locality?

The local municipal authority, which is the driving force behind the work in the locality, is considered to be active, but at the same time it has only limited resources that could support the development of inclusive education in the locality. Schools can also be considered motivated to cooperate.

Which actors were problematic to involve in the cooperation?

The city lacks a stronger non-profit organization that would be a partner for the city and at the same time it would be possible to organize a number of activities through it. Organizations that originally considered submitting projects to the CASEL call are targeting their activities to other locations.

What are the key findings for the site:

-> similarly to the Aš site, relatively high expectations were set at the beginning of the cooperation
> key problem, however, was the reliance on the planned projects of two non-profit organizations, which eventually both decided not to go to the project, due to concerns about managing such a demanding project (meaning mainly in terms of the risk of not meeting the indicators and the need to handle the accompanying administration)
-> similarly as in Aš, ASI had nothing else to offer from the perspective of the actors in the locality due to the lack of experience with the thinness of the implementation project from the perspective of the actors in the locality and, with the exception of a few individual activities, it did not bring anything else to the locality
> the city itself is proving to be relatively active in the area of inclusion, it has established, for example, the Open Youth Club, but it is dependent on other actors for the implementation of more important activities
> schools are judged to be willing to cooperate and most of them are also active in the sense that they have implemented template projects; but they do not feel like leading any more systemic changes at the city level

Location Velké Hamry

The following documents related to the given locality were used in the initial analysis:

- Evaluation report on the impact of the project in the Velké Hamry site (January 2022)
- Quality assessment of cooperation in Velké Hamry (January 2022)
- Evaluation of the Strategic Plan for Social Inclusion 2016–2018 Velké Hamry (December 2019)
- Initial analysis of Velké Hamry for IHQE (2017)
- Summary evaluation report on the impact of the project for all localities for the project Inclusive and Quality Education in Territories with Socially Excluded Localities (July 2022)

How was the support from the project implemented in the locality?

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|---|
| What was the main goal of IHQE in the locality? |
| The aim was to build on the existing cooperation between ASI and actors in the municipality and to focus on the issue of removing barriers preventing children from SEL from entering mainstream education. The aim was to set up functional cooperation between institutions in the locality. |
| How does CIE evaluate the success of the project in the locality? |
| According to CIE, Velké Hamry is a locality where the vast majority of the goals set within the IHQE project and defined in LPI have been met. The most significant result is the end of the practice when children from SEL are sent to a special school in the neighboring village, on the contrary, they are placed in local kindergartens and elementary schools. |
| What was the reason for this evaluation? |
| The key factor is the existence of proactive institutions in the locality and especially the existence of leaders through whom it was possible to involve other actors in the cooperation – especially the director of the local elementary school, but also the mayor of the municipality, who is in favor of this strategy. |
| How will the situation develop after the end of the project? |
| To a certain extent, further progress in the locality depends on the outcome of the local elections. Despite the fact that one of the key leaders, the school headmistress, is retiring, it is not expected to interrupt the established practice, among other things, because other actors (and school staff) are still inclined to the established cooperation. |
| How satisfied are the actors in the locality with the progress of the project? |
| On the part of the involved actors, there is satisfaction with the activities of ASI and with the overall results of individual projects. |
| With which actors did the communication take place successfully in the locality? |
| Cooperation with the municipality, primary and nursery school in the locality, as well as with field workers can be considered crucial. |
| Which actors were problematic to involve in the cooperation? |
| Due to the small size of the locality, there are not too many non-profit organizations, although cooperation has been set up at a certain level with those operating in the vicinity or nearby larger cities. |

What are the key findings for the site:

-> it is a locality with a long history focused on the development of inclusion and the results in its case are already very concrete – children are included in the mainstream of education kindergartens and elementary schools
-> it is an exemplary cooperation between the city and the school – parents and the issue of IHQE is interconnected with other activities within the Strategic Inclusion
> the development of activities was based on strong leaders in the form of the director of elementary schools and kindergartens and the mayor, but currently it is a strategic direction that the whole locality adheres to and even after the departure of the leaders, it is not expected that this direction would be changed

-> in the future, there is a problem with securing funding for other activities that are at risk of interruption and to some extent confirm long-term dependence on European subsidies

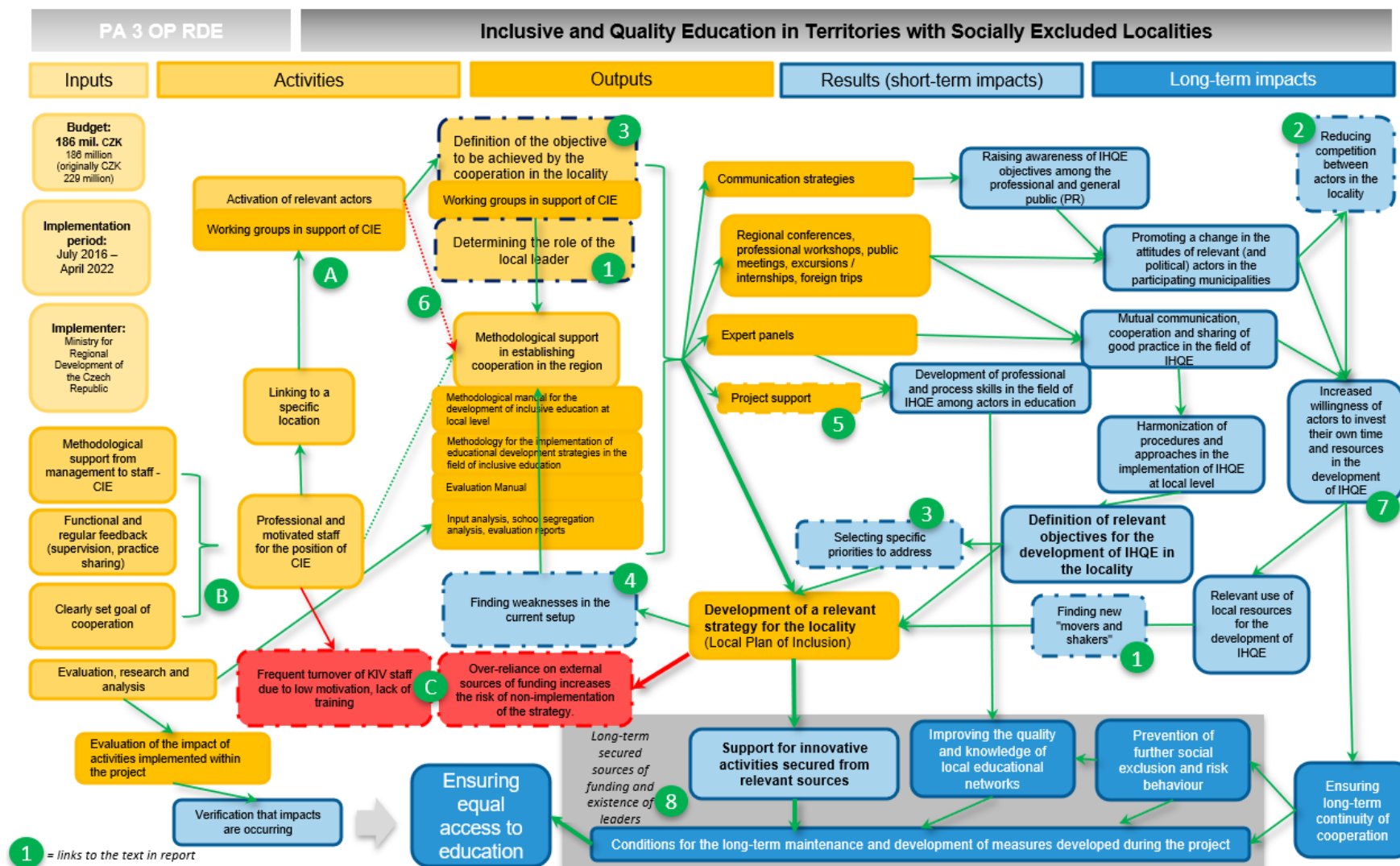
4.4.3 Final update of the theory of change

Based on the findings mentioned in the previous subchapter, the theory of change was updated, which reflects reality as it is spoken of by the addressed actors with whom the evaluation worked. The updated theory of change has thus undergone relatively significant changes. The causal chain in the form of inputs->activities->**outputs->results->impacts** has been refined in particular in the following sense:

- A. Even at the level of activities and outputs, **their mutual continuity** was marked: individual activities are not implemented at once or independently of each other but depend on how the cooperation develops in the locality. The same applies to outputs – some of them will be created earlier and others later, in connection with previous activities, outputs and their results,
- B. The theory of change was extended by **initial conditions, at the level of methodological and professional provision of the CIEs themselves** – the investigation showed that even this phase is important for the whole causal chain to function well,
- C. **Two key negative results** were inserted, which were the most common cause of support failure in some locations – either it was a problem with ensuring the motivation or expertise of CIEs themselves, or it was an excessive dependence of the strategy on uncertain external sources,
- D. **The causal chain has been expanded to include unintended impacts** (indicated by a dashed line box). We consider the most important ones (see the number in the green circle):
 1. Creation of the role of leader or "workhorse" in the given locality – this result occurred either at the beginning of the cooperation (Brno, Velké Hamry) or only during its course after some activities began to be implemented (Roudnice nad Labem). For this reason, two such places are marked in the theory of change.
 2. Discovering the role of ASI as a moderator, which reduces mutual competition between them through connecting actors (Brno). This competition arises, for example, from the struggle for the same means, but mutual cooperation and cooperation succeeds in finding ways not to fight for the same means.
 3. While in Velké Hamry it played an important role that at the beginning of the project the goal was defined (achieving that all children from SEL will be included in the regular teaching stream), in Brno the success of the project was helped by the fact that in such a large locality of CIE, they focused on selected specific goals (e.g. strengthening the interconnection of actors between the social and school spheres). What both cases have in common, however, is that they had a vision before the strategy itself (LPI) was created.
 4. LPI then proved to be important in the sense that it could be used to redefine the forms of cooperation between the locality and ASI, and thus to select new forms of support that need to be implemented.

5. In localities where strategic development according to LPI was not entirely successful, the role of ASI was often narrowed down to an actor providing consultancy in the management and preparation of projects.
- E. The theory of change has been refined in several other places:
 6. Introducing problematic developments, skipping the step where the goal of the collaboration and the local leaders who will lead the change are defined.
 7. By emphasizing that all support activities have one key objective, namely to increase the willingness of actors to invest their time and resources in the development of IHQE in the locality.
 8. Clarification that long-term impacts can only work under certain conditions, and that is the long-term existence of resources and "drivers" (leaders). Without these conditions, a situation may arise that the project is relatively successfully implemented, all activities are fulfilled, but in the long term the impacts will not be felt.

Figure 3 Updated theory of change based on survey results at sites Source: own processing



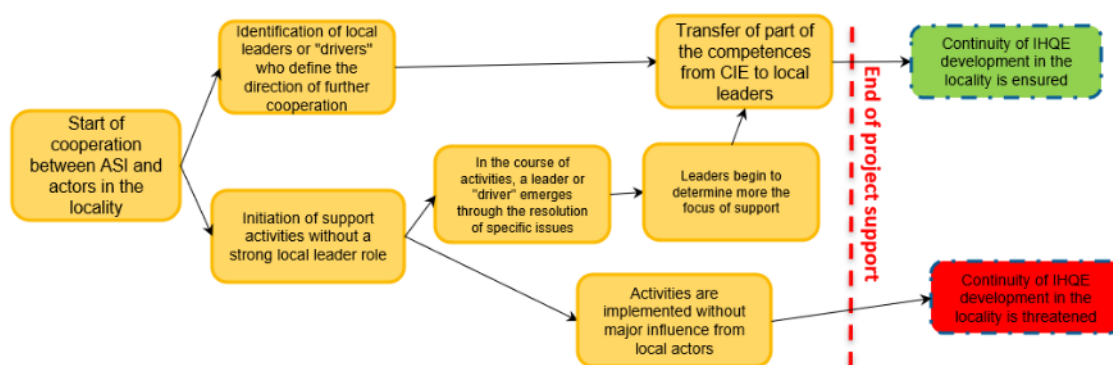
4.4.4 Description of causal inferences for detected unintended impacts – maps of causal chains

For each unintended impact (including negative impact) discovered by the evaluation, we create a separate causal chain map to specify under what conditions it occurs and what it brings.

Unintended Impact 1: Identifying leaders

The causal chain below emphasizes the importance of all project support, especially in the fact that it will be possible to find local leaders who are increasingly taking over the coordination and determination of the direction of cooperation with ASI. It is important to realize that finding leaders does not necessarily happen at the beginning of the process. Although such a situation is ideal, the workhorses can only appear when support from ASI has been going on for a long time – sometimes leaders appear only when a specific problem is being solved.

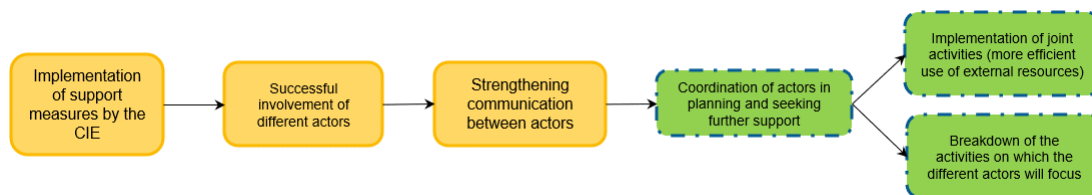
Figure 4: Causal chain of unintended impact 1



Unintended impact 2: Reduced competition between actors in the locality

In the case of this unintended impact, it is important that active CIEs have enabled the networking of actors working on the same issues, but so far there has been no coordination. In our case, it was the issue of the entry of social services into the school environment (Brno). Without previous cooperation, the actors often fought for the same funds – for example, municipal or regional subsidies, which are limited. Cooperation has led to players no longer seeing themselves as competitors; For example, by jointly implementing an activity that they originally planned to implement separately (conference, professional seminar). Or so that each defines a slightly different goal, which results in the search for different sources of finance.

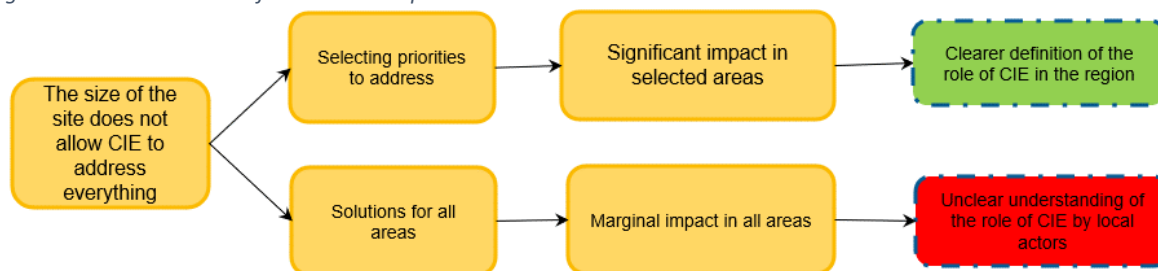
Figure 5: The causal chain of unintended impact 2



Unintended Impact 3: Focusing on specific priorities in the IHQE solution

The example of Brno once again showed how important it is if the CIE focuses on solving selected problems rather than on trying to solve everything related to IHQE issues in the locality. Thanks to the fact that the CIE in Brno focused mainly on strengthening the link between social services and the school sector, it was also clear from the side of the addressed actors that they can determine what the role of CIEs is in the locality. In localities where CIE has not identified a specific area within IHQE on which it focuses, other actors have more often said that they do not understand the role of CIE, and in some cases its role is duplicative with other initiatives (e.g. LAP).

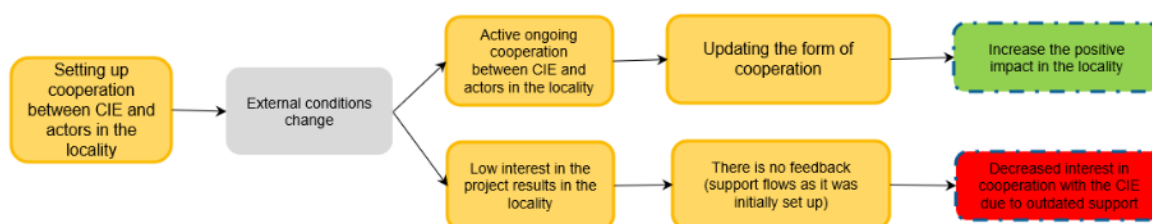
Figure 6: The causal chain of unintended impact 3



Unintended Impact 4: Feedback on current support settings

An important element that we discovered when communicating with actors in the locality was the need to constantly update the cooperation settings between CIE (ASI) and local actors, because priorities change due to external factors and what was considered important in 2016 may no longer be relevant in 2020 or 2022. If the actors in the locality only passively accepted what CIEs offered them, there was no feedback and communication on how to better set up the cooperation further – this became even more irrelevant for the actors.

Figure 7: Causal chain of unintended impact 4



Unintended Impact 5: The Role of ASI in Project Consulting

Failure to develop cooperation between CIE and actors in the locality has various impacts (see negative impacts on the following pages). In some such locations, the role of CIEs was narrowed down to methodological support in project consultancy (e.g. in the preparation of Templates). This is definitely not the desired goal that the IHQE project should have achieved, on the other hand, even in these unsuccessful locations, some form of cooperation has been set up, which is perceived positively by the actors.

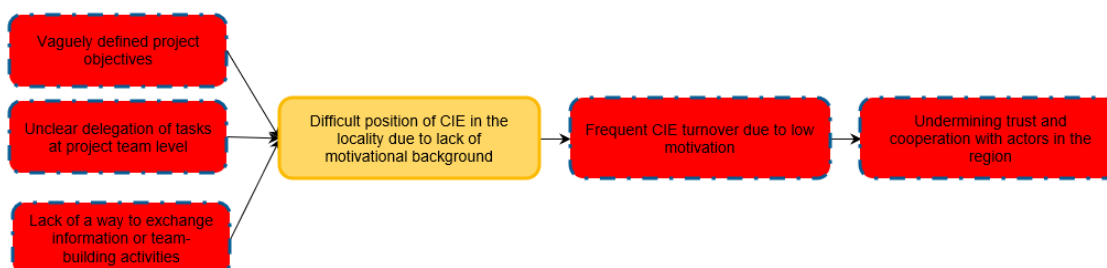
Figure 8: Causal chain of unintended impact 5



Negative impact C1: Insufficient support for CIEs in localities

A significant negative impact of the project can be considered the setting of CIE's support by the project team, respectively by the support positions. According to the participants, the support was not clearly defined. It is not so much about professional training – documents existed for it – but rather about missing team building. CIEs in localities often had the opportunity to consult their approach with only a few other colleagues from the same regional center, interconnection at a wider level occurred sporadically and, for example, supervision began to be implemented only later – i.e. from April 2020. Similarly, there was a lack of a clear definition of what CIEs should achieve in the locality, and this was determined rather on the basis of key activities (i.e. we know that we have to implement these specific activities in the locality, but we do not know why). The fluctuation of workers caused by low motivation to continue with the project was one of the two main reasons why the support of CIEs was unsuccessful in some localities.

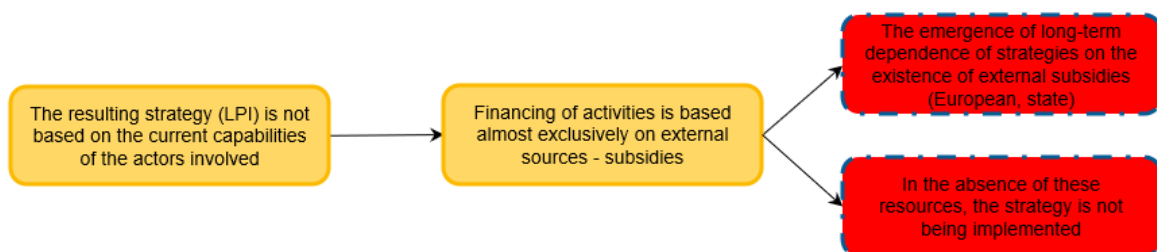
Figure 9: Negative unintended impact causal chain C1



Negative impact of C2: Creating dependency on external sources of funding

Of course, it is understandable that for a certain part of the activities there is no other option than to rely on the existence of external (state, European) sources of finance. The problem arises when almost all the key activities set up in the strategy are based on these external sources. This creates an unhealthy dependence, which also leads local actors to the feeling that "nothing more can be done about it". This was reflected in the localities that set up cooperation in this way, and at the moment when it was not possible to support any activities from European subsidies (the reasons could be both on the system side and on the side of the locality), there was practically no relevant support for IHQE in the locality.

Figure 10: Causal chain of negative unintended impact of C2



Several recommendations have emerged from this investigation, which are presented in more detail in the relevant chapter.

4.5 EQ C.5 How did the implementation teams of the project benefit from the Methodology for Internal Evaluation of Projects?

The purpose of this evaluation question is to find out to what extent the beneficiaries used the self-assessment tool to improve the implementation of their project, i.e. how they benefited from the methodology. The aim of the contracting authority was also to find out how the creation of Continuous Self-Evaluation Reports takes place within the implementation teams, and therefore almost all members of the implementation team were addressed by a questionnaire survey.

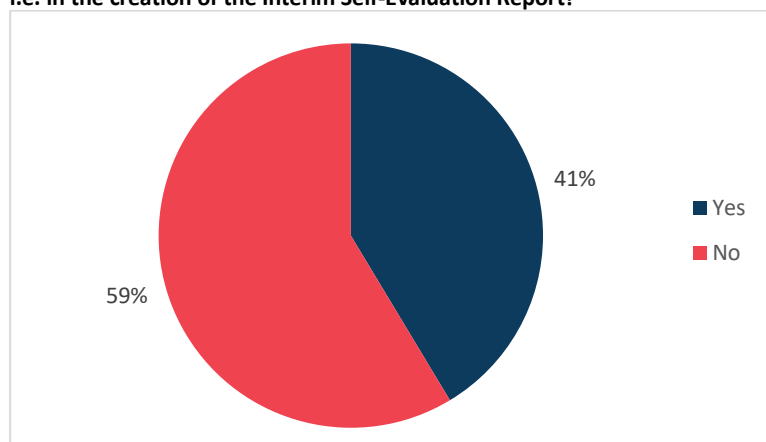
The questionnaire survey primarily examined whether respondents were involved in the implementation of self-assessment, then dealt with the opinions of groups involved and not involved in the evaluation. 43 members of the implementation team were addressed.

Project self-evaluation

The questionnaire survey found that less than half of the members of the implementation team (41 % of respondents who responded in the questionnaire survey) were involved in the implementation of the self-evaluation of the IHQE, i.e. in the creation of the Interim Self-Evaluation Report.

Of those who did not participate in the self-evaluation (shown in red in the graph), 40 % did not know about its existence and half knew that the self-evaluation had been carried out, but did not know its outputs. Only one respondent (out of 17 who answered this question) stated that they had encountered a created report but did not work with it. Outside of Interim Reports coLPIIers, awareness of self-assessment across the team is very low.

Graph 7: Were you involved (albeit partially or marginally) in the implementation of the self-evaluation of the project, i.e. in the creation of the Interim Self-Evaluation Report?

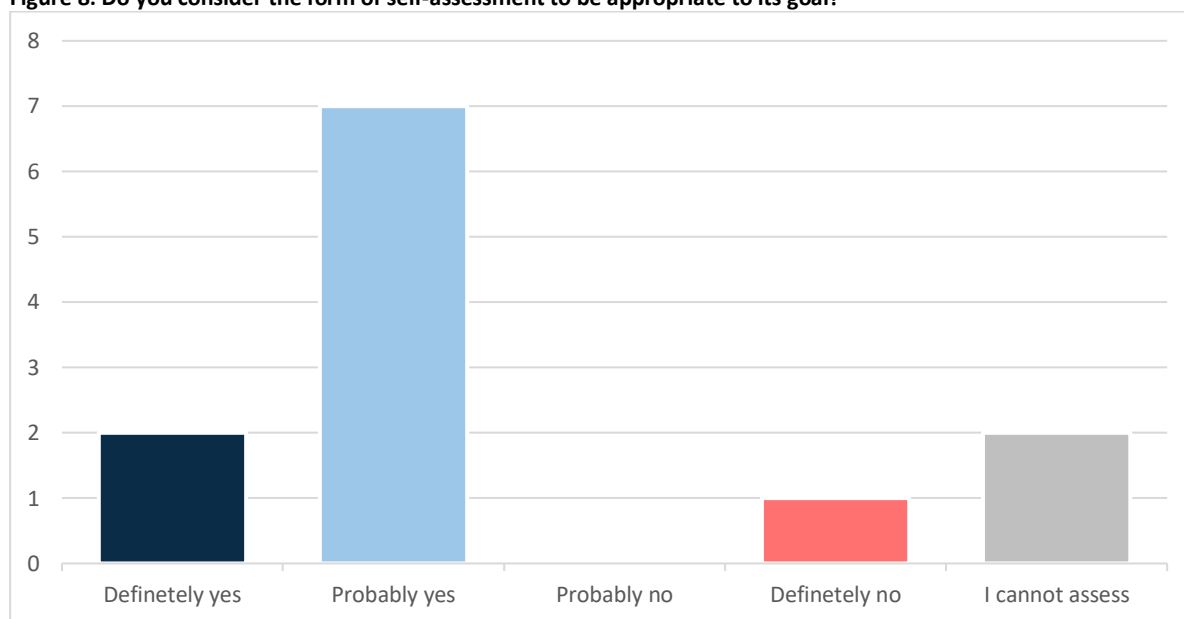


Source: Own questionnaire survey (N = 29)

Of those respondents who confirmed their involvement in the self-assessment, half participated in the preparation of part B of the report (project activities – factual focus) and another significant part in the preparation of the evaluation of a specific key activity.

The following analysis applies only to the team members involved in the self-assessment (12 respondents), so it should be interpreted with the understanding that the data is based on a small sample of respondents.

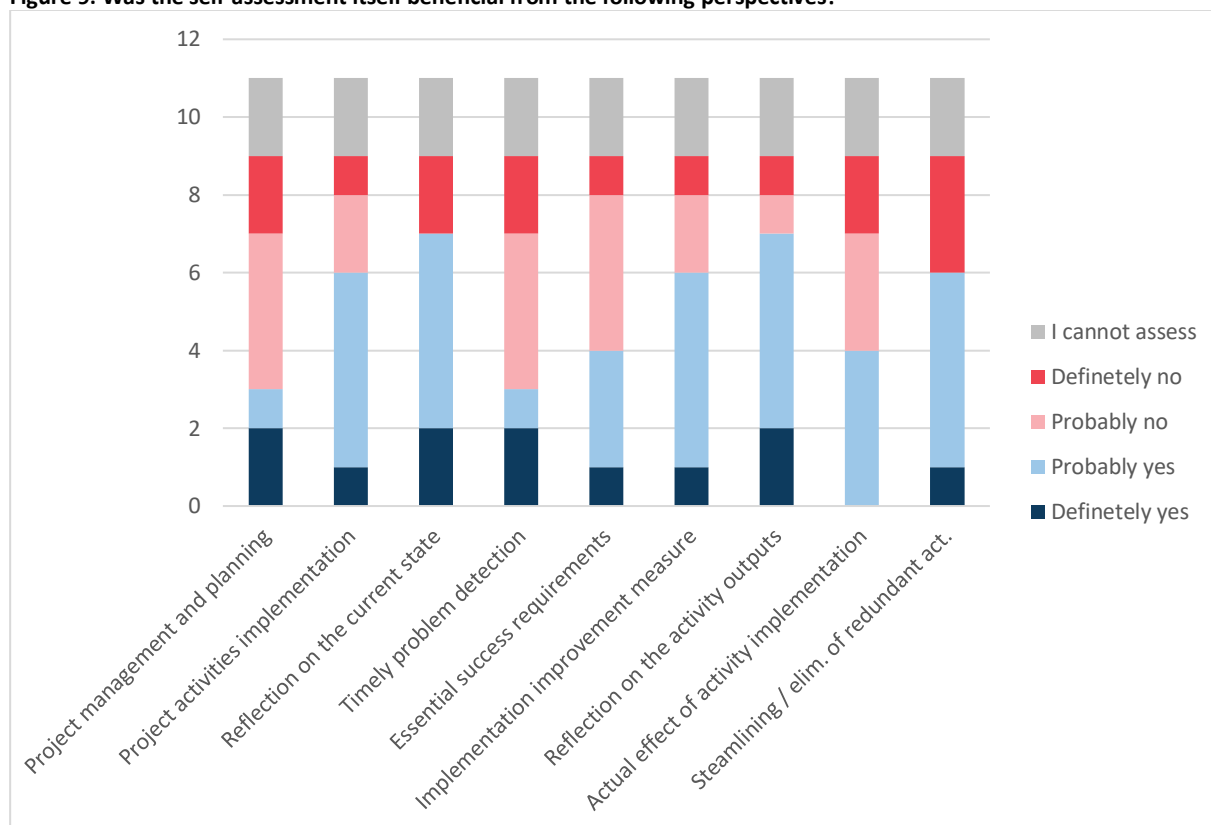
Figure 8: Do you consider the form of self-assessment to be appropriate to its goal?



Source: Own questionnaire survey (N = 12)

The form of self-evaluation determined by the Methodology for Internal Evaluation of Projects for Fire and Loss 3 is considered appropriate by the members of the implementation team (three quarters are definitely or rather appropriate). When asked what changes in the form of self-assessment would better correspond to its purpose, one of the respondents said that the report could be given due attention – *"As it is 1/100 of all reports and evaluations, it sounds like additional (and therefore unnecessary) work and is not enough focus."*

Figure 9: Was the self-assessment itself beneficial from the following perspectives?



Source: Own questionnaire survey (N = 11)

The author examined the benefits of self-evaluation for the implementation team, in most aspects positive evaluation prevails, although none of them is evaluated significantly positively or negatively. More positive than negative evaluation have aspects "Reflection of the current state of the solution" and "Reflection of outputs / results / benefits", which are aspects related to specific activities of individual members of the implementation team. Respondents' comments also say that self-evaluation was beneficial thanks to reflection, the opportunity to stop, to realize possible risks, etc.

Respondents also report that the self-assessment report gave them the opportunity to provide feedback. One of the members of the implementation team mentioned a specific benefit: "Better awareness of goals and *where to go*", another states the importance of stopping in the course of project implementation: "*Thinking about what works and what can be improved.*"

Only 2 respondents out of 11 were significantly dissatisfied (with most of the above-mentioned criteria), with one of them commenting on his evaluation in the final commentary: "*Although it may not look like it from my evaluation, I appreciate that the possibility of self-evaluation is being developed – it is a pleasant contrast to the otherwise directive-acting controls and the entire supervisory system of European projects.*"

At the same time, respondents also commented on the possibilities of changes in the self-evaluation process. According to respondents, brevity, transparency, a clear goal setting – but

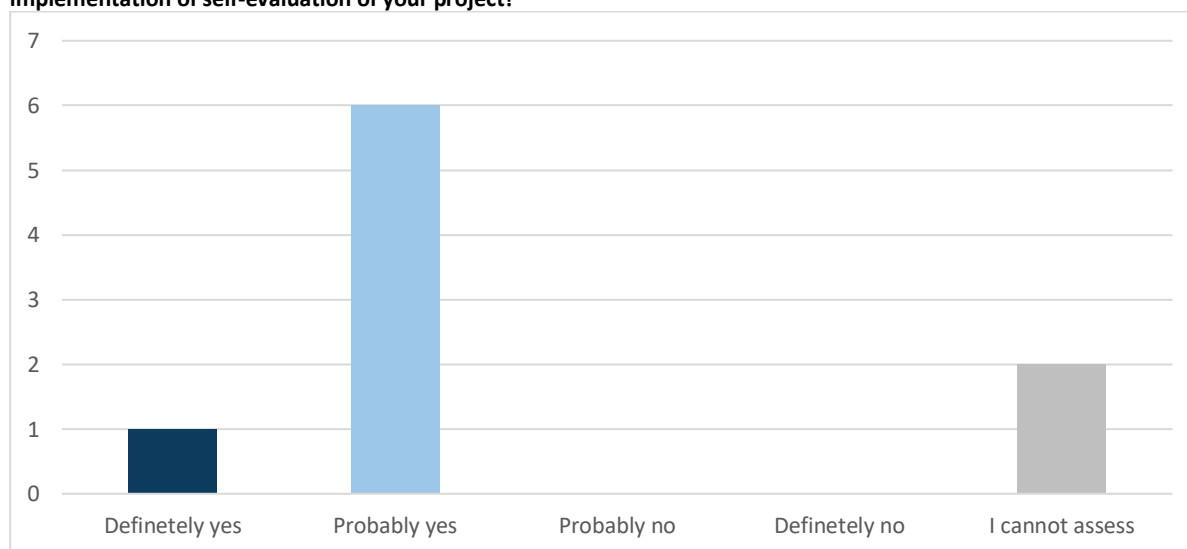
above all the ability to work on change based on the outputs of self-evaluation – would contribute to increasing the benefits of self-assessment. Specifically, one respondent stated, *"If management listened to employee comments and applied them."* Another respondent points out that it is not clear to the members of the implementation team how the report and the information contained in it are further handled: *"I would see the benefit of self-evaluation if the project management then worked with it in a targeted manner, or if it was specifically linked to some other steps intervening in the running of the project. I have not received information as to whether this was the case."*

Methodology and Template of self-assessment reports

All 12 respondents who participated in the preparation of the Interim Self-Evaluation Report were asked about their knowledge of the Methodology for Internal Evaluation of Projects PO 3 of OP RDE (while answers were obtained from 11 respondents). Knowledge of the Methodology is at a good level, a third of respondents know the content of the Methodology and almost half know it partially (they knew it existed), only two have never heard of the Methodology.

Respondents perceive the Methodology positively. To the question "Do you consider the Methodology for Internal Evaluation of Projects PO 3 OP RDE to be beneficial for the implementation of self-evaluation of your project?" all respondents answered positively (one definitely yes, six rather yes; the other two respondents could not answer). As in the previous year, one of the respondents commented that the template could be more concise and user-friendly.

Graph 10: Do you consider the Methodology for Internal Evaluation of Projects PO 3 of OP RDE to be beneficial for the implementation of self-evaluation of your project?



Source: Own questionnaire survey (N = 9)

4.5.1 Development and overall summary

As part of the evaluation, the questionnaire survey was repeated three times and it is therefore possible to compare changes in the perception of self-evaluation. Overall, it can be said that the self-evaluation has gained better evaluation from the members of the implementation team over time.

As in 2019, more than 40 % of the members of the implementation team are involved in the self-evaluation, which is much more than in the first survey in 2017 (only 15 % of respondents reported involvement at that time). Similarly, compared to the first survey, the proportion of members of the implementation team who know about the implementation of self-evaluation has increased.

The form of self-evaluation is considered (rather) appropriate by the largest share of respondents compared to previous years. Overall, self-evaluation is positive – there are no comments about an unnecessary report and only in rare cases do respondents complain about the increased administrative burden.

In the first year of the survey, there were still concerns about how open the respondents could be in their statements in the report (due to submitting the report to the MA) and respondents recommended leaving the Interim Self-Assessment Report only as an internal document (which will not be sent out of the organization). In the last survey, this concern was not mentioned, the self-assessment gained confidence and the members of the implementation team focused more on constructive criticism – e.g. how the project management should handle the report.

Knowledge of the Methodology for Internal Project Evaluation has also improved over time, with an increasing proportion of respondents stating that they know its content. Respondents' opinion on the usefulness of this methodology is also improving, and the excessive scope is criticized – the template could be more concise and user-friendly.

5 Evaluation of work with recommendations during the implementation of the subject of the contract

Below is evaluated work with recommendations that were defined in previous interim evaluation reports.

1. Interim report

The 2017 report contained three recommendations to the Agency for Social Inclusion. Below is their text, including the incorporation of recommendations.

| Recommendation name | Text of the recommendation | Incorporation of recommendations (2. Interim Report) | Incorporation of recommendations (Final Report) |
|--|---|--|---|
| ASI: Increase the credit of new local consultants | Try to avoid turnover of local consultants and other team members in locations. In the case of exchange of workers, ensure their training, transfer information about the locality to new employees and familiarize them with events in the municipality. | The effort to prevent fluctuation has been intensively addressed for a long time. The HR manager's workload has been increased, field positions are designed as flexibly as possible and selection procedures have the highest possible priority to avoid interruptions in cooperation in locations. Information is also shared within teams for possible substitution. The problem of fluctuation and difficult recruitment of employees has long been presented by ASI towards MA, while it is thoroughly described in both interim self-assessment reports. | During the investigation during the Final Report, there were no numerous or fundamental reservations regarding the turnover of local consultants. However, it is not possible to say explicitly what caused this change and thus confirm whether the recommendation set out under the 1st EDF was a positive one. Interim reports completely filled. |

| Recommendation name | Text of the recommendation | Incorporation of recommendations (2. Interim Report) | Incorporation of recommendations (Final Report) |
|--|--|---|---|
| ASI and implementers of other IPs: Pass on and share information about the operation of projects | Within the entire implementation team and between individual IPs, to strengthen the sharing of information about the materials created and the impact of individual projects (in locations, at specific actors, etc.). Key activity 2: Support for professional cooperation and already established coordination meetings between IPs can be used to share information between projects. | For this purpose, the ASI project has developed so-called mind maps of relevant projects, which indicate mutual intersections in activities that mean the possibility of inter-project cooperation, but also pose a risk of duplication. These maps are shared with partner IPs. Project representatives also participate in a number of inter-project meetings, where they actively discuss and present their activities in the localities. Furthermore, these events are used to network the implementation teams. In specific locations, the locally competent staff continuously analyze the activities of representatives of other IPs. In the opinion of the project implementer, it is also necessary to mention that there have been problems within the inter-project cooperation, but the IHQE project is trying to effectively share information with other IPs in the ways described above. | The investigation during the Final Report did not identify numerous or fundamental concerns regarding the sharing of information. On the contrary, respondents more positively perceived the benefits of complementary projects and saw fewer barriers to their implementation. However, it is not possible to say explicitly what caused this change and thus confirm whether the recommendation set out under the 1st EDF was a positive one. Interim reports completely filled. |
| ASI: Consider sharing Continuous Self-Assessment Reports among other members of the implementation team | The project implementer could consider sending the prepared Interim Self-Assessment Report to other members of the implementation team to inform them about the progress of the project implementation. | In the preparation of the second interim self-evaluation report, the managers and key staff for each thematic area of the project were approached (as before) for cooperation. They were invited to involve as many of their collaborators as possible directly in the activities. Their output was the aggregate attitude of the whole team. The form of involvement was left to the discretion of the manager/key employee. In some teams, each employee prepared a separate written statement, in others it was the topic of a team meeting, or the manager/key employee carried out personal consultations. The final self-evaluation report was then sent by the project manager to the entire project team as recommended. | Self-evaluation reports were shared with the entire project team. The recommendation was fulfilled. |

2. Interim report

The 2018 report contained three recommendations to the Agency for Social Inclusion. Below is their text, including the incorporation of recommendations.

| Recommendation name | Text of the recommendation | Incorporation of recommendations (3. Interim Report) | Incorporation of recommendations (Final Report) |
|---|--|--|---|
| Complete the system of evaluation tools and their supporting documents | <p>When editing documents, ensure that:</p> <ul style="list-style-type: none"> - the data already collected from the checklists were used to the maximum extent (but at the same time the situation in the locality and in the LPI was taken into account) - evaluation tools include all pillars - the individual instruments are interconnected - e.g. by unification of terminology and mutual references (what they build on or what they are based on) - provide all documents with | <p>The recommendation has been incorporated as required.</p> <p>Associated risks identified in recital 2. The interim report has been eliminated.</p> <p>The evaluation methodology is newly anchored only in the Evaluation Manual, which is the only document on which the evaluation is based and has replaced the previous group of documents. The document has undergone significant changes, it is more clearly targeted at its readers, terminologically aligned, provides methodological support to evaluators in localities and specific instructions for the implementation of evaluation.</p> <p>EM has been redesigned and is now primarily practical, it now contains key evaluation tools (including sets of questions for the questionnaire, etc.) so that the course of evaluation is comparable in all locations. It also contains the basic principles of the entry of evaluators into individual locations when evaluating the results of cooperation (according to the state of fulfilment of LPI objectives).</p> <p>The evaluation schedule is set – EM contains, among other things, an evaluation plan that sets out what and when is evaluated, what tools are used for this purpose and who is responsible for it. The evaluation survey procedure is divided into individual steps, thus providing evaluators with instructions for work.</p> <p>The evaluation manual is the starting point for interconnecting the tools in all localities. It contains a detailed structure of evaluation tools for evaluating the course of cooperation, which are expected to be less modified according to local specifics.</p> <p>The evaluation manual also describes the tools for evaluating the results of cooperation – i.e. the procedure for preparing a report on the results of cooperation, the content of which will be</p> | <p>The evaluation manual replaced the group of documents and the entire evaluation methodology is embedded in it. The evaluation manual was the basis for the elaboration of evaluations within the project. Partial objective 6 (To ensure the evaluation of the impact of the activities implemented within the project) was fulfilled – the evaluation of the impact of the activities was ensured by the beneficiary/implementer of the IHQE project. The recommendation was fulfilled.</p> |

| Recommendation name | Text of the recommendation | Incorporation of recommendations (3. Interim Report) | Incorporation of recommendations (Final Report) |
|--|--|--|---|
| | clear identification (who they serve, what they evaluate, when and how they should be used) | based on the LPI in individual locations. The manual specifies the procedure for monitoring planned and (fully or partially) achieved LPI objectives. The summary evaluation report will be created, among other things, using partial evaluations of localities. This report will be prepared externally, in the form of a public contract. | |
| Systematically train and lead all employees who will carry out impact evaluations in localities, including mutual sharing of experience in preparation and implementation | To create a system of management and control of evaluators operating in localities so that the methodological documents are correctly understood, the evaluation designs are of high quality and the evaluation designs have been set up comparably. | The recommendation has been incorporated as required. Associated risks identified in recital 2. The interim report has been eliminated. According to information from the implementer, there are regular meetings of evaluators who participated in the preparation of the manual or are trained in it. New evaluators (moving from the position of Researcher, after completion of Initial analyses) will be gradually involved in the meetings. Meetings take place about once every two weeks, meetings participate in methodologies for evaluation, which covers their quality from the professional point of view. As soon as the evaluation reports begin to be created, the meetings will be increasingly focused on the transfer of good practice, discussion, problems, space will be devoted to commenting on proposals for evaluation designs, inclusion of LPI measures into types and other issues that will lead to the maximum possible standardization of evaluation between localities. In addition, thanks to the new EM, it is ensured that part of the data is collected equally in all locations. | Partial evaluations of sites (Evaluation reports on the impact of the project in the localities) were prepared and approved. On their basis, a Summary Evaluation Report on the Impact of the Project was prepared. However, it cannot be confirmed on the basis of the investigation carried out whether the recommendation set out under recital 2 was set out in the framework of recital 2. Interim reports completely filled. |
| Implement activities for the factual evaluation of the project (evaluation of partnership and | According to the original plan, to carry out activities for the factual evaluation of the project (evaluation | The recommendation has been incorporated as required. Associated risks identified in recital 2. The interim report has been eliminated. Data collection among stakeholders who used project consultancy (i.e. "project consultancy evaluation") was initiated. | Evaluation reports were created aimed at evaluating the actual course of cooperation between the site and ASI. The reports were |

| Recommendation name | Text of the recommendation | Incorporation of recommendations (3. Interim Report) | Incorporation of recommendations (Final Report) |
|---|--|---|--|
| evaluation of project counseling, or evaluation of attitudes to inclusive education) | of partnership and evaluation of project consultancy, or evaluation of attitudes to inclusive education) among local actors in the localities and the results of the investigation subsequently reflected in the practice of the project activities. | <p>The evaluation of the partnership will take place in each location separately. After the evaluator's interview with the coordinator of inclusive education in the locality, evaluation interviews or questionnaires will be collected with representatives of all cooperating actors (the form of collection will be determined with regard to the size of the sample).</p> <p>A pilot data collection was carried out in selected locations in order to verify the availability of actors, their knowledge of the situation and the type of documents/answers that can be obtained to evaluate the course and results of cooperation. Pilot evaluation reports on the course and results of cooperation in two localities were created.</p> <p>From February 2020, the evaluation will take place in a newly occupied evaluation team with the contribution of part of the researchers' capacities.</p> | <p>created for all 49 localities where cooperation within CASEL took place.</p> <p>The recommendation was fulfilled.</p> |

3. Interim report

No recommendations have been defined in this report.

4. Interim report

The 2020 report contained one recommendation to the Agency for Social Inclusion, divided into the following sub-points:

Strengthen staffing capacities and improve the management of the preparation of Assessment Reports in localities in order to meet the set schedule

- Strengthening personnel capacities for the implementation of evaluations in order to be able to comply with the set schedule for the preparation of Evaluation Reports in localities.

- To ensure a functioning management of this activity – to support evaluators in the field, to coordinate activities, to respond operatively to the difficulties that arise, to ensure compliance with the established evaluation methodology, to supervise the quality of emerging Evaluation Reports in localities, etc.
- Plan the creation of Evaluation Reports in localities so that it is possible to prepare a Summary Evaluation Report on the impact of the project within the parameters specified in the project documentation.

Below is the evaluation of the incorporation of all partial points of the recommendation by the evaluator (supplier of the Final Report) and by the project implementer (ASI).

| Recommendations | Incorporation of recommendations – evaluator's reaction | Incorporation of recommendations – reaction of the project implementer (Final Report) |
|---|--|--|
| Strengthening personnel capacities for the implementation of evaluations in order to be able to comply with the set schedule for the preparation of Evaluation Reports in localities. | The updated schedule for the preparation of the Assessment Reports in the localities was adhered to. Evaluation reports in the localities were created and submitted at the end of the project. A large part of the reports was then included in the Summary Evaluation Report (prepared by an external company). The recommendation was fulfilled. | It should be emphasized that the risk has been correctly identified. ASI was aware of it and the personnel capacities were indeed strengthened by several evaluators (at the end of 2020 and during 2021). We managed to complete all planned evaluations within the required deadlines while adhering to the evaluation quality standards (a total of 100 evaluation reports for the sites, 1 external impact evaluation and an internal summary process evaluation report). The management of evaluation work was in charge of the newly appointed guarantor of evaluations, evaluation capacities were then significantly increased by evaluators in various forms of cooperation and different locations. Selected evaluation outputs at the end of the project were then processed in coordination by several evaluators at once in so-called micro-teams, i.e. mass collection of the last sample of evaluation reports, this risk remained |
| To ensure a functioning management of this activity – to support evaluators in the field, to coordinate activities, to respond operatively to the difficulties that arise, to ensure compliance with the established evaluation methodology, to supervise the quality of emerging Evaluation Reports in localities, etc. | The Evaluator did not detect any deficiencies in the quality of the Evaluation Reports in the field or in desk research. The recommendation was fulfilled. | See above, the management of this activity has worked very well since at least autumn 2020, it has been possible to support evaluators in the field, the evaluation team has met regularly (albeit mostly online during the covid pandemic). The evaluation team responded flexibly to the difficulties with the contribution of inclusive education consultants from other ASI departments, who in this respect helped mainly in recruiting survey respondents, but also helped with data collection. |

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| <p>Plan the creation of Evaluation Reports in localities so that it is possible to prepare a Summary Evaluation Report on the impact of the project within the parameters specified in the project documentation.</p> | <p>A summary evaluation report on the impact of the project was prepared and submitted together with the finalization of the project. The recommendation was fulfilled.</p> | <p>Unfortunately, the C-19 pandemic caused delays in the delivery of assessment reports, and with it the closure of schools, as well as their subsequent overload. However, the vast majority of evaluation reports for individual localities, also thanks to the application of the above-mentioned recommendations, entered as a basis for the preparation of the Summary Evaluation Report, only a smaller part was then completed simultaneously – even in these cases, the evaluation team of this external contract had at least preliminary results available (it should be noted that they did not differ significantly from the results of other localities).</p> |
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6 Evaluation of cooperation with the Customer and stakeholders

Cooperation with Orderelem

Cooperation with the Client took place on the basis of a predetermined procedure. All necessary cooperation of the Client was provided to a sufficient extent, both feedback on the methodology and procedure of the evaluation solution, as well as the required documents. If necessary, anchoring the set methodology was created from an agreement between the contracting authority and the supplier. The Client was regularly informed about the evaluation process through monthly reports, thanks to which it was possible to point out possible risks expected in the evaluation.

Cooperation with the implementation team of the IHQE project

The processor evaluates the cooperation with the representatives of the implementation team as trouble-free without recorded complications. The implementation team of the project provided the Processor with all the required documents for the elaboration of the evaluation. The concurrence of multiple evaluation surveys can be considered an obstacle as an impediment, when respondents in localities were addressed not only by an external evaluator (the author of this report), but also by an internal evaluator (the contract is also dealt with by a public contract); for this reason, some respondents did not understand why they were approached more than once with similar questions. When carrying out so many field investigations associated with a project, it is common for such a situation to occur on a case-by-case basis. This is despite the fact that the investigations by the Contracting Authority and the Processor have been coordinated for a long time. An external evaluator encountered this reaction, for example, in the Štětí locality. However, the matter was sensitively addressed with a view to ensuring that respondents were not overloaded, but at the same time in such a way that the evaluation could be ensured: the survey was postponed by two months. However, the documents and necessary cooperation were handed over to the necessary extent and the fulfilment of the evaluation objectives was not jeopardized.

7 Conclusions and recommendations on the entire process of implementation of the subject of the Contract

The evaluation processor sees the potential to achieve greater synergies and at the same time reduce duplicate investigations in possible adjustments to the settings of the concurrently implemented internal project and external evaluation of the project. Based on the findings and practice from other systemic projects where internal and external evaluation coincide, we recommend considering possible changes that would limit the implementation of duplicate investigations.

For the implementation of similar orders in the future, the Evaluation Processor also recommends considering a revision of the requirements concerning printed versions of reports. Due to the relatively large number of accompanying documents (Technical Report, Dashboard, but also the English translation of the entire report), we recommend that you consider whether to require a printed version of the entire report for archiving purposes only in one copy and for other purposes to work with a digital version of the documents, or to print only the main report (i.e. without attachments). We consider such a step to be beneficial and in line with the advancing digitization of processes in the private and public spheres and the fact that the vast majority of documents are currently being worked on in electronic versions.

8 Conclusions and recommendations concerning the project evaluated

Main conclusions to meet the objectives of the project

The evaluation of the fulfilment of the individual objectives of the project is carried out in the form of this summary table. For each main and partial objective of the project, an answer based on the evaluation results is given.

| Wording of the objective | |
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| Main objective: The main objective of the project is to achieve the application of the IHQE principles on a participatory basis in the participating municipalities and to create conditions for the long-term maintenance and development of measures arising during the project at the local level. | |
| Based on experience with impact assessment at the level of specific localities, it can be stated that the main objective of the project has been achieved especially in those localities where a participating structure of actors on the issue of IHQE has been created and where there is also a strong coordinating role on the part of one of the local actors (see, for example, the Velké Hamry locality or the Brno locality). To put it simply, these are localities where, even after the end of the project, the coordination of actors continues to take place on a similar basis as before and where the actors have long been trying to conceptually approach the solution of the IHQE issue (i.e. it is not just ad hoc activities, but they form a more or less specific strategy for a longer-term approach). The project made it possible to develop this principle in a large part of the supported localities. | The objective was met with recommendations for future similar interventions. |
| Partial objective 1: To build capacities at the national level for high-quality professional and methodological support in the field of IHQE in areas with SEL. | |
| The project made it possible to create a relatively complex institutional support structure both at the ASI level as a whole and in the form of so-called rural centers. In this respect, all outputs that were set for this goal have been achieved. At the same time, the results of the evaluation do not indicate that it would be a functional structure in the long term. The relative complexity of the project team structure, the unclearly defined responsibility between ASI and the Ministry of Education, Youth and Sports for managing the entire project and implementing specific decisions (i.e. it was not clearly determined who has the last word in the existence of different opinions on the further direction), and the low degree of coordination and sharing of practice among the staff of individual regional centers (to which the centers were not even very motivated) led to that workers in CIE's positions did not receive adequate methodological support, especially in how to recruit actors in the locality for cooperation or how to work with some types of actors more professionally (e.g. political leadership). This was also one of the reasons for the low motivation of workers at the level of CIEs and their frequent fluctuation. | The goal was met, recommendations were formulated to increase the potential impacts. |
| Partial objective 2: To support a change in the attitudes of relevant actors in the involved municipalities to the issue of IHQE. | |
| The change in attitudes of some actors was usually implemented in those localities where the solution of the IHQE issue did not start with this project and where a | The goal was met, recommendations |

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| <p>certain functioning structure of actors has already been set up. The ASI employee was able to help with the networking of those actors who had so far stood outside the mainstream of IHQE solutions – e.g. social services focused on the school environment in Brno. Where it has not yet been possible to move the issue of IHQE among the priority areas for solution, the ASI employee himself had relatively few options to change the attitudes of the relevant actors (see, for example, the experience from Aš or Štětí). Nevertheless, it can be said that a significant shift in the area of changing attitudes has been achieved at the project level. In each locality, systemic intervention managed to influence an average of 3-4 different actors (institutions).</p> | <p>were formulated to increase potential impacts in individual locations.</p> |
| <p>Partial objective 3: To support mutual communication, cooperation and sharing of experience and good practice in the field of IHQE among relevant actors within and between the participating municipalities.</p> | |
| <p>Even in the case of this objective, it is necessary to distinguish between municipalities where cooperation between ASI and local actors has been successfully developed and where cooperation has not had real results; The degree of experience sharing varied accordingly. In all localities, ASI employees tried to support mutual communication, but it must be said that the strict setting of the rules of project activities, which was focused exclusively on actors from the field of education, was often quite restrictive in this sense. Although a number of ASI employees managed to overcome this limitation and develop communication with other actors, on the contrary, this limitation often brought complications and did not motivate them to develop cooperation beyond the framework of pre-defined target groups. Moreover, in the case of sharing experience, it can be perceived that in some localities the existing LAP competed for the project, which had wider possibilities to support the sharing of experience between actors. Overall, however, it can be said that where there were no major complications in the cooperation, experience sharing between the actors in the involved municipalities took place successfully, not only in the form of joint preparation of key documents, but also, for example, in the form of seminars, workshops or excursions. These were implemented to a sufficient extent in accordance with the objectives of the project</p> | <p>The goal was fulfilled (for a smaller number of municipalities, the target was fulfilled with limits)</p> |
| <p>Partial objective 4: To provide high-quality professional and methodological support in the participating municipalities in the formulation of needs in the area of IHQE, in the formulation of strategic goals and measures and in the comprehensive integration of these objectives and measures into the Strategic Plans for Social Inclusion in accordance with the Methodology of the Coordinated Approach to Socially Excluded Localities (hereinafter referred to as the "Coordinated Approach" or "CASEL") and further into the LAP and the so-called Support Plans in Municipalities with SEL, that are not involved in the Coordinated Approach.</p> | |
| <p>Based on the surveys carried out, the key role of ASI employees turned out to be in the formulation of needs. In leading the working groups and preparing the Local Inclusion Plan, this role was most needed. ASI workers were also appreciated for this support, but it must be said that especially when the CIE for the locality was exchanged, the trust between ASI and the locality was disrupted, and often the local actors were significantly less satisfied with the new ASI employee than before. This can be combined with the previously mentioned and problematic transfer of knowledge from central teams to individual workers in locations. They often did not have sufficient knowledge to provide methodological support effectively. In general, however, the role of ASI as a provider of professional and methodological support was used quite often, even in localities where there was no deeper development of IHQE – where ASI staff at least provided methodological support in the preparation</p> | <p>The goal was met, recommendations were formulated to increase potential impacts in individual locations.</p> |

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| and implementation of project plans of individual schools. In all localities, the required outputs in the form of the creation of strategic or analytical documents were achieved, and within its capabilities, the project contributed to a better formulation of the needs of IHQE in each locality. | |
| Partial objective 5: To support the implementation of measures in the field of IHQE by providing professional and methodological support in the creation of project plans and their implementation. Among other things, to support the effective use of a special call for municipalities and partners involved in CASEL. | |
| As mentioned in the previous objective, professional and methodological support for the preparation and implementation of project plans of ASI employees was often used by local actors even where a deeper development of the IHQE solution did not occur, so this goal can be considered successful. Staff helped to use funds from relevant calls effectively. However, it must be said that where no intention was implemented on the basis of the LPI (i.e. either an actor was not found to implement the activities or funds were no longer available in the calls of the Ministry of Education, Youth and Sports due to time constraints), there was often a loss of motivation for further cooperation , which then took place between ASI and the actors in a very limited way. Another thing that needs to be said here is that a number of localities can be overly dependent on external (European and state) subsidies in order to be able to implement activities within the IHQE at all. | The goal was achieved. |
| Partial objective 6: To ensure the evaluation of the impact of the activities carried out within the project. | |
| The goal can be considered fulfilled because the evaluation of the impact of the activities was ensured by the implementer of the IHQE project. However, the objective does not define what exactly the evaluation was supposed to find out (it is enough for it to take place), which reduces the relevance of the objective defined in this way. | The goal was achieved. |

Main conclusions on long-term monitoring of the project's benefits

- The monitored parameters, which cover the project activities in municipalities, reach the expected values.
- Strategic documents (SISP including LPI) are mostly approved by municipal authorities. Representatives of municipalities, who often approved the document or were directly involved in it, are more informed about them. School representatives generally have more reserved attitudes towards the creation of LPI. A distinctive feature throughout the five-year survey is the merging of individual documents, the situation is confusing for respondents.
- Respondents have a high awareness of the analytical document (Initial Analysis of Locality), as they were often involved in the preparation of this document, it is the highest awareness of all examined documents. However, the majority of respondents said that they do not use the outputs from the IA and do not know whether the document is currently being worked on elsewhere.

- Local action plans for the development of education are widely used in municipalities and the LAP is considered by many actors to be even a more usable tool than LPI.
- In all years, a positive evaluation of the activities of ASI prevails. Positive ratings were significant in some years – e.g. 71 % (rather) satisfied and only 9 % (rather) dissatisfied in 2017. There was a decrease in satisfaction in 2020 (the reason is less intensity of cooperation – with a narrower group of active and who, for example, in the preparation of projects, the transfer of ASI activities to other areas or the coronavirus pandemic, which burdened teaching staff with other tasks). In the latest survey, however, satisfaction has risen again to the original level of 2017. However, the proportion of (rather) dissatisfied respondents has never been higher than 21 % – the reasons for dissatisfaction with the Agency are personnel changes in the position of a local consultant, an increase in administration or failure in submitting some projects.
- Participants appreciate the methodological assistance of ASI in the preparation of projects. The most frequent project implementers are municipalities, followed by NGOs and very few projects are implemented in schools within CASEL. This division often corresponds to the tone of respondents' answers and the awareness and satisfaction with the methodological support of ASI in submitting projects. Respondents from the ranks of city representatives, who implement the projects most often, often praise the cooperation, in the case of schools and other organizations, satisfaction is lower.
- Cooperation at local level mostly works. Working groups are organized in accordance with a set plan, over 70 % of respondents stated that meetings are (rather) high-quality and stimulating. Lower frequency (and lower satisfaction with the functioning of the WG) was in the survey at the end of 2020 (when meetings were significantly reduced).
- The ongoing discussion at the Chamber of Deputies is evaluated positively by the majority of respondents – more representatives of the city, worse was evaluated by school representatives.
- Responses that the implementation of LPI is not running according to plan or to a sufficient extent were recorded only in units of cases, approximately half of the respondents evaluate the implementation of LPI as (at least partially) successful. However, a third of respondents have no information about the plan. The most negative feedback on the implementation of LPI is heard from school representatives, representatives of municipalities often state that the plans would have been implemented according to plan if it were not for the epidemiological situation, closed schools and limited meetings.
- In the opinion of respondents, a certain obstacle to the implementation of LPI is the lack of financial resources and problems of a legislative nature. Several respondents also mentioned the problematic issue of having to deal separately with education and other topics of social inclusion in projects.
- The evaluation of the sufficiency of funds is stable over time, the proportion of positive and negative answers is more or less balanced. Some actors stress that although funds are often sufficient, they are not always properly targeted and stable over time, and even if finances are currently rather sufficient, this is an up-to-date situation that may change very quickly in the future. The under-evaluation of school assistants was repeatedly mentioned.

- Respondents agree that steps are being taken to move schools towards inclusive education, although the same results may be perceived in the opposite way by actors representing other institutions. Especially among school actors, there remains a certain mistrust of inclusive measures (e.g. the negative impact on the education of other pupils), but they often acknowledge that some progress can be observed. Not all negative comments condemn inclusion as such – respondents often criticize its current implementation, both methodological and administrative.
- Changing the attitudes of actors to inclusion is only very slow – ASI has very little influence on the majority population; Certain shifts are perceived among key actors in the locality.
- Respondents have very little awareness of the preparation of evaluation reports – in the Summary Evaluation Report, around 70 % of respondents stated that they did not know about the implementation of the evaluation or that they could not answer the question. Approximately 30 % are therefore aware of evaluation, but the vast majority have only general information. The ignorance of respondents can be explained by the type of evaluation (carried out from above – prepared by the Agency – and carried out by an external company).
- Awareness of the Evaluation Report of a given locality has long been the worst rated parameter (the vast majority (up to 91 % of respondents) could not answer the question). This is due to the postponement of the processing of evaluations in individual localities, but also to the low awareness of respondents, respectively the situation when respondents no longer "reflect" these evaluation activities within the project.

Main conclusions on awareness of complementary projects

- Members of the implementation team confirmed their knowledge of projects that are key for the implementation of IHQE, i.e. P-KAP, APIV-A and APIV-B, KIPR and CFP – including the SISA project.
- The link to the SISA project is important, its outputs are often used and members of the IHQE team are involved in its activities.
- The connection to other projects is not so significant, but the basic interconnection, sharing or communication occurs. Compared to the previous survey, there was a slight decrease in respondents' awareness of projects, which was probably influenced by the final phase of the project, when more space is devoted to completing tasks.
- There was a slight improvement in the perception of barriers – 52 % of respondents did not encounter barriers as a result of the implementation of complementary projects, compared to 42 % in 2019. The most problematic ones were the more demanding coordination of activities, disproportionately increased administration and demanding separate reporting of joint activities of the IHQE and SZSA projects.
- Respondents were also more optimistic when evaluating the benefits of the project compared to the previous survey, with only 9 % of respondents not seeing specific benefits resulting from the complementarity of systemic projects in the survey conducted in 2022, compared to 19 % in 2019. The transfer of good practice or a stronger influence in promoting changes are cited as benefits.

- There was also a significant positive shift in the perception of the benefits of coordination meetings – the benefit was the interconnection or coordination of project activities in localities, sharing the procedure and achieved results, the possibility of professional discussion and sharing experience and inspiration.

Main conclusions on self-assessment

- As in 2019, more than 40 % of the members of the implementation team are involved in the self-evaluation, which is much more than in the first survey in 2017 (only 15 % of respondents reported involvement at that time). Similarly, compared to the first survey, the proportion of members of the implementation team who know about the implementation of self-evaluation has increased.
- The form of self-evaluation is considered (rather) appropriate by the largest share of respondents compared to previous years. Overall, self-evaluation is positively evaluated – there are no comments about an unnecessary report and only in rare cases do respondents complain about the increased administrative burden.
- In the first year of the survey, there were still concerns about how open respondents could be in their statements in the report (due to submitting the report to the MA). In the last survey, this concern was not mentioned, self-assessment gained confidence.
- Knowledge of the Methodology for Internal Project Evaluation has also improved over time, with an increasing proportion of respondents stating that they know its content. Respondents' opinion on the usefulness of this methodology is also improving, and the excessive scope is criticized – the template could be more concise and user-friendly.

Project evaluation in terms of 3E/5U principles

- Effectiveness – The project has fulfilled its purpose; as indicated in the table at the beginning of this chapter, all stated goals have been achieved. These goals were achieved by the outputs and the results of the evaluated project.
- Efficiency – No evidence was found that would consider the use of available resources (funds, human resources, time) to be problematic from the point of view of efficiency. However, we recommend increasing investment in the development of the implementation team for such complex projects (see recommendation 7), which should be reflected in lower turnover of members of implementation teams and thus in a reduction in the costs associated with securing compensation.
- Economy – The implementation of the project proceeded according to the approved project application, including changes. During the evaluation (evaluation), no project activity (or its part) was recorded, which could be considered unnecessary in terms of its impact on the achievement of the set outputs (results) of the project.
- Utility – All set project activities were evaluated as useful, but the view of the benefits of these activities varied across locations. On the one hand, according to how successfully the cooperation process has been developed, but also according to how the local actors have

been set up on the issue of inclusive education from the beginning. It is characteristic of the project that a relatively complex structure of the implementation team had to be created, so to increase its utility it is necessary to strengthen the elements aimed at maintaining and developing the implementation team.

- Sustainability – Most of the planned activities (objectives) are based on the need to further finance the activities of specific actors/experts in the locality. Only some managed to ensure the continuity of these activities after the end of the projects.
- Relevance – The need for the project was relevantly defined and described within the approved project plan. No facts were recorded during the project implementation that would significantly affect the relevance of the project in this respect.

Recommendations in relation to the conclusions

| Č. | Recommendation name | Text of the recommendation | Description of risks and impacts in case of non-follow-up to recommendations | Conclusion on which it is based | Link to chap. Conclusion |
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| 1 | When implementing similar strategies as LPI in the future, place increased emphasis on the use of local resources. | When creating a strategy, estimate the financial demands of individual projects in the most accurate way and determine the maximum share from which the strategy can be based on resources outside the region (i.e. on European or state subsidies). | Strategies of similar focus will continue to rely mainly on external resources, which in the long term does not lead to the fulfilment of the principle of sustainability and autonomy in solving the issue. | It is clear from the evaluation that in many localities cooperation over IHQE developed only thanks to the promise of additional funds that will go to the area to the locality. There is nothing problematic about this in itself, but it often led to the fact that strategies were set up practically without the use of local resources, and if external resources could not be secured, the strategy was not fulfilled at all. | Ch. 3.4 |
| 2 | At the ASI level, determine a specific list of activities to be engaged in in supported localities | We recommend ASI – or the institution that will take over the ASI function from the project – to clearly define at the beginning a list of functions that inclusive education coordinators can implement in localities and from which they can choose what is needed for the given locality. In particular, the following four functions emerge from the investigation: <ul style="list-style-type: none"> 1) promoting the IHQE at the political level 2) implementation of PR about IHQE towards the general public 3) networking of actors from areas not yet involved | Employees in the position of inclusive education coordinators will find it difficult to set their position in individual localities and will tend to slip into functions that should be performed by someone else in the locality. | ASI workers in localities often had a difficult position because their function was not clearly defined. On the contrary, where workers have managed to define their role in the region (i.e. distinguish it from other actors), cooperation has generally developed successfully. | Ch. 3.4 |

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| | | 4) bringing innovations and methods that prove to work elsewhere | | | |
| 3 | When implementing similar interventions, place emphasis on setting the goal of cooperation between CIEs and local actors | The recommendation builds on the previous one. At the beginning of cooperation in the locality, set clearly formulated cooperation objectives on which cooperation between actors in the locality and workers in the position of IHQE coordinators will focus, ideally select from predetermined functions those that are considered key by local actors and specify them in relation to the given locality. | Employees in the position of inclusive education coordinators will find it difficult to set their position in individual localities and will tend to slip into functions that should be performed by someone else in the locality. | The evaluation showed that it was appropriate when ASI workers managed to focus on a smaller number of problems in the locality, the solution of which is of interest to local actors, than if there was an effort to approach the solution of the IHQE issue in the widest possible context. | Ch. 3.4 |
| 4 | To take care of the further implementation of similar activities in localities to ensure the role of a local leader who will coordinate the development of IHQE in the region | At the beginning or during the cooperation, emphasize the identification of local leaders who will further coordinate the issue of IHQE and will be understood by other actors. Gradually transfer the competences of IHQE coordinators to these leaders so that activities are not interrupted after the end of cooperation. | In the long term, a worker in the position of CIE's coordinator will be considered a key organizer and there will be no continuity at the end of the support. | It is understandable that local actors initially follow the cooperation with local consultant in the style of "show us what you have to offer". However, it is right if this position changes over time and local actors themselves determine what to do next in the locality within the IHQE. However, this shift has not occurred everywhere, among other things, because there has not been a local leader who would continue to devote himself to the IHQE. | Ch. 3.4 |
| 5 | Further activities of ASI to strengthen the expertise of inclusive education coordinators | To strengthen the knowledge of coordinators in positions that have long proved to be crucial in this position: 1) promoting the IHQE at the political level – i.e. communication and argumentation | Without expertise in these areas, coordinators will not be able to effectively carry out precisely those activities | Long-term practice in localities has shown that coordinators can contribute the most in these four areas, because in the case of other areas there are already | Ch. 3.4 |

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| | in selected roles | <p>with political representatives</p> <p>2) implementation of PR about IHQE towards the general public – a way of addressing the general public</p> <p>3) Networking of actors from areas not yet involved – a way of addressing such actors</p> <p>4) bringing innovations and methods that prove to work elsewhere – increasing expertise in this area and the existence of research evidence in this area</p> | in which their need proves to be the greatest. | platforms that implement them (LAP, LAG, etc.) | |
| 6 | At the level of the Ministry of Education, Youth and Sports to strengthen communication regarding future system support | Ideally, using functioning platforms in the region (ASI, MAS, LAP), to inform in detail about another form of support in the field of IHQE, even if the news is not positive (negative information in the style of "there will be no support" is still better than no information, actors can work with it.) | Without enough information, actors tend to wait until the last moment to deal with the next steps. | It is striking how often the addressed actors in the localities talk about the information vacuum that prevailed for the further development of the IHQE issue in the first half of 2022. | Ch. 3.4 |
| 7 | For future support in locations, ensure effective linking and sharing within the set support structure | For institutions that will have IHQE support available in localities in the future, it is necessary to set up a thorough system of sharing experience not only at the regional level, but also across the Czech Republic and across the hierarchy of the institution. It is therefore necessary to ensure that this area also receives decent financial security and is not considered a marginal (bonus) activity. It is also important that activities such as supervision or sharing experience take place at the beginning of such projects when starting cooperation with localities, because it is this phase that has the greatest impact on how | Lack of communication in the team leads to a lack of experience, reduced commitment and increased turnover in the position of workers in regions/locations. | A significant negative impact of the project can be considered the setting of CIE's support by the project team, respectively by the support positions. According to the participants, the support was not clearly defined. It is not so much about professional training – documents existed for it – but rather about missing team building. CIEs in localities often had the opportunity to consult their approach with only a | Ch. 3.4 |

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| | | successful the cooperation will be in the long term. | | few other colleagues from the same regional center, and interconnections at a wider level occurred sporadically. | |
| 8 | Ensure that the funds in the follow-up calls of the Ministry of Education, Youth and Sports are available for all localities that will be supported through KPSV+. | The managing authority should be able to ensure, as a minimum, that for each site (in the future they can be defined as those supported through CASEL+) a certain amount of funds is reserved within a certain period of time and that no funds are available for plans approved later. | Significant disruption of trust and further cooperation, especially where the intentions of the LPI strategy were predominantly based on external sources. | A very significant disruption of cooperation in the locality were situations where, due to the late approval of the LPI, it was not possible to draw additional funds in the calls of the Ministry of Education, Youth and Sports for the implementation of activities, due to exhaustion of the allocation of the call. | Ch. 3.4 |

9 List of sources and literature

List of sources used

- Project Charter incl. annexes
- Internal project documents (Local plans of inclusion of individual municipalities, Initial analyses of individual municipalities, lists of contacts for members of the implementation team, etc.)
- Parts of monitoring reports including annexes (ZoR) including Interim Self-Evaluation Report No. 4 Inclusive and Quality Education in Territories with Socially Excluded Localities
- Evaluation reports on the impact of the project on sites
- Evaluation of the quality of cooperation in localities
- Treasure materials and information from the Ministry of Education, Youth and Sports, e.g. on the KLIMA event, Methodology for internal evaluation - http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitni_evaluaci_PO3_IPs_v_erze2.pdf, etc.
- ASI website (<http://www.socialni-zaclenovani.cz/>)
- Website of the Ministry of Education, Youth and Sports (<http://www.msmt.cz/>, <http://www.msmt.cz/strukturalni-fondy-1/vyzvy-op-vvv>, http://www.msmt.cz/uploads/OP_VVV/Evaluace/Metodika_pro_vnitni_evaluaci_PO3_IPs_v_erze2.pdf)
- Respondents to individual interviews and questionnaire surveys (see Chapter 2)
- Summary evaluation report on the impact of the project for all localities for the project Inclusive and Quality Education in Territories with Socially Excluded Localities (Deloitte, July 2022)

10 Annex I: Technical report detailing the investigation

External annex – Technical report with a detailed description of the investigation carried out. A technical report is a report with information or documents that supplement the report itself (the content of the reports is not repeated, they are supplemented or more detailed, for example in the case of evaluation methods) in order to gather background information for the preparation of the Final Report.

11 Annex II: Complete supporting documents

External attachment – a file with complete background materials for all investigations and analyses.

12 Annex III: Dashboard

External attachment – a document containing the processing of the main conclusions of the report in a form that can be easily used for presentations.