"Evaluation of Systemic and Conceptual Projects from the PA 3 OP RDE calls"

- Evaluation area A

Final report

Date: 30 September 2022

NAVIGA
ADVISORY & EVALUATION

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

Table of Contents

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

List of abbreviations

The document uses primarily Czech abbreviations. Only where there is a long-established English equivalent, the English abbreviation is used (names of operational programmes and names of ministries).

CAWI	Method of data collection - interviews on the web form (Computer Assisted Web Interviewing)
ČR	Czech Republic
ČSI	Czech School Inspectorate
DVPP	Further education of teaching staff
EQ	Evaluation question
IDI	In-depth Interview
IKV	Inclusive and quality education
IP	Individual project
IPk	Individual project conceptually focused
IPk KAP	The project "Regional action plans for education development"
IPk MAP	The project "Local action plans for the development of education"
IPo	Individual project other
IPs	Individual system project
IPs IKV-ASZ	The project "Inclusive and quality education in areas with socially excluded localities"
IPs KIPR	The project "Support for quality guidance services in schools and school guidance facilities to promote inclusion: Quality-Inclusion-Counseling-Development"
IPs P-KAP	The project "Support for regional action planning" project
IPs SRP	The project "Strategic management and planning in schools and territories"
IPs KSH	The project "Comprehensive evaluation system"
IPs APIV A	The project "Joint education and support of schools step by step"
IPs APIV B	The project "Support of joint education in pedagogical practice"
IPs MOV	The project "Modernization of vocational education"
IPs PPUČ	The project "Supporting the work of teachers"
IROP	Integrated Regional Operational Program
KA	Key activity
KAP	Regional Action Plan
KRŠ	Development coordinator for the school (as part of intensive support to schools)
IPo KAP (IPk KAP)	Individual other projects for Regional Action Plans (or just as "KAP projects")
KLIMA	Learning culture, Leadership, Inclusion, Mentoring - Methodological support of the teacher, Activating forms of learning (acronym representing conceptual solution of projects)
MAP	Local Action Plan (preMAP - simplified LAP; MAP - basic LAP; LAP+ - advanced form of LAP)
MAS	Local Action Group
MEYS	The Ministry of Education, Youth and Sports
MPI	Local plan of Inclusion
MoRD	Ministry for Regional Development of the Czech Republic
MS2014+	Monitoring system programming period 2014-2020
MŠ	Kindergartens
NIDV	National Institute for Further Education (as of January 1, 2020, NÚV and NIDV were merged into one organization, the National Pedagogical Institute of the Czech Republic – NPI of the Czech Republic)
NPI ČR	National Pedagogical Institute of the Czech Republic
NNO	Non-governmental organization

NÚV	National Institute of Education, school counseling facilities and facilities for further education of teachers (as of January 1, 2020, NÚV and NIDV were merged into one organization, the National Pedagogical Institute of the Czech Republic – NPI of the Czech Republic)
OP E	Operational Program Employment
OP PGP	Operational Program Prague – Growth Pole
OP RDE	Operational Program Research, Development and Education
ORP	Municipality with extended powers
PA	Priority axis OR Plan of activities for the development of education at school
PRINCE2	Project management method
PS	Working group
ŘO	Managing Authority
RT	Implementation team
ŘV	Steering Committee
SZSZ	The project "Systemic Assurance of Social Inclusion"
SPIV	The project "System support for inclusive education"
SŠ	Secondary schools
SWOT	Analysis of strengths, weaknesses and threats and opportunities
ŠAP	School Action plan
ŠKR	School development coordinator
ŠVP	School education plan
VIP	The projects „Education - Information – Consulting"
VOŠ	Higher professional schools
VŠ	Universities
ZD	Tender documentation
ZoR	Implementation report
ZZoR	Final implementation report
ZŠ	Elementary schools
ZUŠ	Elementary Art School

List of tables

List of graphs

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

1. Executive summary

The assessment of the evaluation area A - "Action planning and strategic management in the territory and schools" is part of the evaluation of systemic and conceptual projects from the calls of PA 3 OP RDE, which was launched in the spring of 2017. The presented Final Report of this evaluation is based on the investigations carried out for the purposes of this Final Report during the evaluation period (2018 to 2022) and also summarises the findings already formulated in the previous three Interim Reports. The long-term implementation of the evaluation allows comparison of the results of the questionnaire surveys and in-depth interviews from early 2018 to late 2021, and also during the spring of 2022, i.e. three years apart.

The following projects are addressed under evaluation area A, which is the subject of this report:
- Project "Strategic Management and Planning in Schools and Territories" (SRP)
- Project "Support to Regional Action Planning" (P-KAP)
- Projects "Local Action Plans for Education Development (MAP)
- Projects "Regional Action Plans for the Development of Education" (KAP)

In accordance with the tender documentation, the evaluation focused on the following areas and evaluation questions:

EQ A.1 To what extent do the action plans reflect the needs identified in the area? Based on a comparative analysis of the approved KAP strategies and the results of the school needs survey (needs identified in the territory), it was found that the differences between regions in school preferences were minimal and any variations (exceptional and mostly only slight) had no observable impact on the selection of priorities for the KAP. Moreover, in formulating the needs and priorities in the KAP, the school survey was only one of the clues for formulating the KAP strategy. The analysis showed significant differences in approaches across regions and greater alignment of practices was already recommended for KAP II in the 2018 report.

Although the findings of the needs analysis in the area were prioritized, the subsequently defined objectives then basically covered all the areas addressed (albeit in varying degrees of detail in the individual MAPs) and the objectives defined in the MAPs did not meet the criteria of SMART objectives. The contribution of the formulation of objectives was thus rather the process of defining priorities and objectives in the area itself, based on participation and building partnerships and cooperation.

EQ A.2 To what extent do the education activities reflect the action plans for the area?

Both the KAP and the MAP projects met the planned objectives in terms of the implementation of the envisaged activities, i.e. the establishment of partnerships in the territory and the development of the strategic plans themselves (MAPs and KAPs).

There is no data available to link the activities implemented in the territory with the objectives of the MAP and KAP, neither in the Final Reports on the implementation of the MAP/KAP nor in the MS2014+ information system. For the MAP, given the general definition of the MAP objectives themselves, it would not even be possible to assess the degree of their fulfilment.

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

EQ A.3 Do the Regional Action Plans (KAPs) and their design reflect the needs defined through the outputs of the IPk MAP projects?

The timing of the development of the KAP projects preceded the development of the MAP projects, i.e. the MAP could not be taken into account in the development of the KAP strategy. The methodology for transferring data from MAP to KAP was not finalised until November 2017. Although the transmission of MAP data was formally set up, the structure and content of the relevant form did not prove successful and the information transmitted had virtually no relevance for KAP (according to KAP managers). Thus, KAPs did not use this information and it could not be reflected in KAPs. However, the transfer of information between KAP and MAP took place within the framework of working meetings or through the NPI CR representative in the region.

On the contrary, the need for transferring information from KAP to MAP has rather proved to be essential in order to coordinate activities in the territory so that MAP and KAP do not (at least) compete with each other.

EQ A.4 To what extent were key actors satisfied with the methodological support provided by the SRP IPs and P-KAP IPs?

The low level of satisfaction with the methodological support was especially at the beginning during the preparation of MAP I and KAP I, which was due to the delay in the start of the implementation of the SRP and P-KAP project. The level of satisfaction of MAP managers with the methodological support provided by the SRP project has continuously increased and in 2021 85% of MAP managers were satisfied with it. The utility of P-KAP's provision of methodological support was then perceived differently by KAP managers. Approximately a quarter to a third of KAP managers felt that methodological support from P-KAP was unnecessary. Managers dissatisfied with the methodological support pointed to the delayed preparation of documents by P-KAP following the development and changes in methodologies by the MEYS.

Template and PA/SPA project developers were satisfied with the methodological support provided by the SRP and P-KAP projects (satisfaction rate was over 90%).

EQ A.5 To what extent are the partnerships established in the territories still functional after the end of the support?

A total of 90% of the partners involved in MAP can be described as satisfied with the functioning of the partnership and the sharing of information between partners. The partnerships established under the MAP can be described as functional, with an overall negative assessment of partnership functionality recorded in the survey for approximately only 2% of MAPs.

Among KAP partners, the positive assessment of the functionality of the KAP partnership is prevalent (at 86%), and the provision of information and information sharing is rated highest. The level of involvement of partners, i.e. activation of partners in the territory to actively participate in KAP, is rated the lowest by partners.

EQ A.6 To what extent are the target groups aware of the existence and the overall concept of the P-KAP and Ips SRP projects, the Ipk MAP and Ipk KAP projects and the overall KLIMA concept?

In 2022, 67% of principals and 51% of kindergarten and elementary school teachers had an awareness of a "strategic approach aimed at changing the culture of education." During 2018 to 2022, there was a noticeable increase in this awareness of approximately 10 pp.

It is noticeable that for a number of Ips, there has been no increase in the level of awareness of their implementation among the target groups of school leaders and educators during 2018-2022. However, based on the evaluation, it is not possible to say whether this is the reason for reaching the threshold proportion of school representatives that the projects could reach. Or whether the projects have maintained the level of involvement of the target groups at the level of school representatives involved from the beginning during implementation.

On the part of the founders of primary schools and kindergartens, there has long been a very low awareness of projects focused on education implemented under the OP RDE and the KLIMA action. This is a target group that should be given increased emphasis in the period 2021-2027.

EQ A.7 What are the unintended and other impacts of the projects evaluated?

The main unintended impacts identified from the projects include the benefits of individual assistance to schools under the SRP project: the great benefit of individual assistance for aspiring principals, networking with other schools and exchange of experiences, and improved school communication and overall school climate.

Great emphasis was placed on the transfer of information from MAP to KAP. However, the investigations carried out rather pointed out the need to ensure the transfer of information from KAP to MAP so that MAPs have information about the activities implemented by KAP in their territory. The potential competition of activities between MAPs and KAPs also proved problematic.

EQ A.8 To what extent has the individual support provided to schools under the IPs SRP project increased the effectiveness of schools in strategic management and planning and pedagogical leadership?

The intensive support to schools through individual assistance has brought benefits in the areas of strategic planning and leadership and has also helped to improve communication in schools and the overall school climate (strengthening relationships and cooperation within the school).

However, ensuring that the lessons learned are sustained and applied so that schools use the knowledge and practices (including the use of the network of experts established) is essential for effective follow-up and further provision of individual support.

EQ A.9 How has the Methodology for Internal Evaluation of Projects benefited the project implementation teams?

Individual surveys (in 2018, 2019 and 2021) showed that the perceived utility of self-assessment by MAP managers increased significantly over time. In 2021, a significant majority (up to around 80%) of MAP managers perceived the self-assessment as beneficial. Approximately half of KAPs perceived the self-assessment to be beneficial. For the other half of KAPs, the set form of self-assessment was not perceived as beneficial.

The implementation teams of the SRP and P-KAP IPs did not consider the set form of self-assessment to be useful, arguing that it essentially just summarized findings already contained in other reports. In this respect, the MEYS is planning (according to the information available to the evaluator) to change the requirements for internal evaluation of system projects. Based on the findings, the evaluator recommends in particular to link the self-evaluation to specific sub-outputs or activities of the system projects.

However, it is important to stress that the form and setting of the self-evaluation was evaluated, not the principle of self-evaluation (internal evaluation). This was considered beneficial by all actors.

Evaluation of the project in terms of fulfilling the 3E/5U principles

The following is a summary of the assessment of the project in terms of meeting the selected 3E/5U criteria. Specifically, the assessment of the criteria of efficiency, economy, effectiveness, utility, and sustainability.

Efficiency

The use of the available resources (financial, human resources, time) and the implementation of the project activities can be assessed as efficient. The criterion of effectiveness was not the subject of the evaluation questions of this evaluation. The further use of individual assistance was recommended as a suitable tool to support schools, but the question of effectiveness, which was not the subject of this evaluation, should also be considered.

Economy

The project was implemented in accordance with the approved project application, including changes, without any increase in funding. No project activity (or part of it) was recorded during the evaluation that could be considered as redundant in terms of its impact on the achievement of the set project outputs (results).

Effectiveness

The projects have met their primary objectives. Thanks to the MAP, partnerships were created in the territory and thanks to the KAP, the regional planning system was set up.

The purpose of the SRP project was fulfilled with limits for the objective aimed at disseminating the outputs of the OP RDE projects and the principles of the KLIMA action (The reason was also the fact that the KLIMA event exceeded the scope of the activities implemented within the framework of IPs). The set system of intensive support (individual assistance) to schools can be considered fully effective.

The fulfilment of the P-KAP project objectives can be described as limited in the case of methodological support for the preparation of KAP I (due to the delay in the start of the P-KAP project compared to the KAP projects). The P-KAP objectives were met with some limitations in terms of providing methodological support for the implementation of KAP I and KAP II (about a quarter of KAP managers found methodological support unnecessary). The methodological support to schools in the development of KAP/PA can be described as effective.

Utility

All the main activities of the SRP, P-KAP, MAP and KAP projects were evaluated without major reservations as useful for the target groups. The intensive support (SRP project), partnership support (MAP), methodological support for MAP implementers (SRP project), methodological support for template implementers (SRP project) and methodological support for SAP/PA preparers (P-KAP project) can be rated as the most beneficial.

To a lesser extent, the utility of methodological support for KAP was perceived by the target groups (a quarter to a third of KAP managers described methodological support as useless or unnecessary).

Sustainability

The sustainability of methodological support and the maintenance of the network of Regional Support Centres (SRP) and Regional Coordinators as well as the continuation of intensive support is conditional on the decision to continue funding these activities.

The partnerships established under the MAP and the regional planning system established under the KAP can be considered sustainable.

2. Introduction, background and context

The following projects are addressed under evaluation area A, which is the subject of this report:

- **Strategic Management and Planning in Schools and Territories (SMTP)** - The SMTP project was launched in March 2016. In terms of target groups, the main focus was on supporting project teams in the development of the MAP and consultation on templates. In the autumn of 2017, activities on individual support to schools and a training activity for the wider school leadership were started.
  The SRP project provided individual assistance to selected schools in three waves: wave 1 from September 2017 to July 2019 (17 schools), wave 2 from September 2018 to July 2020 (48 schools) and wave 3 to July 2021 (27 schools). A total of 92 schools (kindergartens, primary schools, secondary schools, primary schools) were thus supported under individual assistance.

- **Project "Support to Regional Action Planning" (P-KAP) -** The P-KAP project was launched in March 2016. In the first phase, the project focused mainly on methodological support for KAP development, including the provision of school-based surveys. In 2017, the motivation campaign and subsequent methodological support for the development of School Action Plans (SAPs) and Activity Plans (APs) and other thematic areas.

- **Local Action Plans for the Development of Education (MAP) projects -** MAP projects generally started their implementation during 2016 (the last one in Q1 2017) and most of them finished their implementation at the turn of 2017 and 2018 (the last one in Q3 2018). In total, 222 MAP projects were approved for implementation. In 2018, the call for MAP II took place and a total of 194 MAPs were implemented (of which 18 MAP II were still under implementation in September 2022). Starting in autumn 2020, a call for MAP III followed, which closed in May 2022. 209 MAP IIIs were approved for implementation, of which 115 MAP IIIs were still in implementation in September 2022 (physical implementation of MAP IIIs will run until November 2023).

- **Regional Action Plans for the Development of Education (KAP) -** KAP projects are implemented in all regions, including the capital city. In all regions of the country. The KAP projects were launched between November 2015 and April 2016 and were implemented until the turn of 2021 and 2022. KAP I strategies were approved in the first half of 2017. In the autumn of 2018, the second round of school-based surveys was conducted to inform the preparation of KAP II. KAP III was launched in late 2021 and early 2022.

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

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

3. Methodology and summary of the evaluation process

Three Interim Reports (for 2018, 2019 and 2020) were submitted as part of the evaluation. The final report builds on the findings of these reports and further complements them with additional outputs from the field surveys.

3.1. Overview of the carried-out investigations

The Final Report is based on the findings of the investigations carried out in the Interim Reports, supplemented by further investigations. The table below summarizes the investigations carried out as part of the Final Report (see individual reports for the Interim Reports). These investigations were preceded by a search and analysis of the project documentation and the project outputs to date.

Table 1: Overview of field investigations carried out in the Final Report (investigations already presented in the Interim Reports, not included here)

Part of	Type of investigation	Respondents (type, number)	Response rate	Date of the investigation	EQ
A	CAWI	School management, school staff and school founders A total of **2,510 complete responses** were received (2,115 responses from kindergartens and primary schools, 294 responses from secondary schools and 101 responses from founders).	27 %	November 2019 /January 2020	A.6
A	CAWI	KAP project managers (14 KAP project managers were contacted, 12 managers participated in the survey)	86 %	December 2019	A.9
A	CAWI	MAP project managers (82 MAP II project managers were contacted, 21 managers participated in the survey)	26 %	December 2019	A.9
A	Group interview	Group in-depth semi-structured interview with the project manager and key managers of the SRP project (6 persons)		17. 12. 2019	A.9
A	Group interview	Group in-depth semi-structured interview with key P-KAP project managers responsible for the preparation of the report (2 persons)		30. 1. 2020	A.9

A	CATI	Telephone interviews with MAP managers and partners (66 interviews)		April - May 2020 / November - December 2021 / June - July 2022	A.2, A.5
A	CATI	Telephone interviews with KAP managers and partners (39 interviews)		April - May 2020 / November - December 2021 / June - July 2022	A.2, A.5, A.9
A	CAWI	Two rounds of questionnaire survey focused on the functionality of the MAP partnership as assessed by the actors involved in the MAP	36 % a 31 %	autumn 2019 and autumn 2021	A.5 (A.1, A.2)
A	CAWI	Two rounds of questionnaire survey focused on the functionality of the MAP partnership as assessed by the actors involved in the KAP	40% in 2019, cannot be determined in 2020 (KAP managers themselves have forwarded to other actors).	autumn 2019 and autumn 2021	A.5 (A.1, A.2)
A	CAWI	Two rounds of questionnaire survey for KAP project managers	100 % a 57,1 %	spring 2019 and autumn 2021	A.4
A	CAWI	Two rounds of questionnaire survey for MAP project managers	44,0 % a 45,3 %	spring 2019 and autumn 2021	A.4, A.9
A	CAWI	Two rounds of questionnaire survey on respondents involved in the implementation of the Templates project	30,7 % a 53 %	spring 2019 and autumn 2021	A.4
A	CAWI	Two rounds of questionnaire survey to respondents from schools where either a School Action Plan or Activity Plan has been implemented	46,3 % a 47,8 %	spring 2019 and autumn 2021	A.4
A	CAWI	Questionnaire survey with school representatives, teachers and founders on awareness of IPs projects	21,7 %	May 2022	A.6
A	CAWI	KLIMA school-based questionnaire survey focused on Wave 1 and Wave 2 supported schools - two rounds	45 schools involved	Autumn 2019 and June 2021	A.8
A	CAWI	KLIMA school-based questionnaire survey for the 3rd wave of supported schools - two rounds	24 schools involved	December 2021 and June 2022	A.8

A	CAWI	KLIMA in-school questionnaire survey targeting non-supported schools - three rounds	27 schools that responded to the call	March 2020, March 2021 and June 2022	A.8
A	CAWI	Questionnaire survey at the ŠKR		Autumn 2021	A.8
A	CATI	Telephone interviews with the ŠKR in the supported schools	10	June 2021 and 2022	A.8
A	Focus groups	Use of the outputs of the focus groups conducted as part of the internal evaluation of the SRP project for each wave of supported schools	Total of 15 to 20 participants for each wave	For each wave of individual assistance	A.8
A	Outcomes of the final conference of the SRP project	Using the outcomes of the final conference of the SRP project, where the supported schools shared their experiences	Group interview of 5 school representatives	September 2021	A.8

4. Findings and answers to evaluation questions

This chapter contains a summary of the findings and answers to the evaluation questions supported by the analysis of the project documentation and the outputs of all the investigations carried out during the evaluation. The structure of the chapter is divided into sub-chapters regarding the wording of the individual evaluation questions. Each sub-chapter is then introduced by a summary answer to the evaluation question.

4.1. A.1 To what extent do the action plans reflect the identified needs in the area?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to check to what extent the MAP and KAP preparers (beneficiaries) based their action plans on the surveys carried out to identify the needs.

Assumption to be tested in the evaluation question: in the MAP and KAP areas, questionnaire surveys were carried out as part of the implemented projects to identify needs and action plans should then be based on the results of these surveys.

The following methods were used to evaluate the evaluation questions[1] :

---

[1] *The definition of the methods used was based on the requirements of the tender documentation.*

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

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

- qualitative approach based on content analysis of documents

Answer to the evaluation question

KAP

Differences between regions in school preferences were minimal and any variation in school preferences between regions had no observable impact on the selection of priorities for KAP. KAP priorities/objectives/measures respond to measures and barriers identified on the part of schools, but no direct correlation can be traced, i.e. KAP targets both preferred and less preferred measures/barriers. But it should be stressed that although a measure is only welcomed by a certain (even smaller) proportion of schools, this does not mean that the measure should not be supported. Moreover, when formulating the needs/priorities in the KAP, the school survey was only one of the guides for defining priorities and objectives.

MAP

Although the findings of the analysis were prioritized, the subsequently defined objectives then basically covered all the addressed areas (albeit in varying degrees of detail in the individual MAPs). It was precisely because of the generality and thematic permeability of the objectives that it was not possible to clearly assess the translation of the identified needs into the defined MAP objectives.

Based on the analysis and evaluation, it can be concluded that the objectives as defined in the MAP did not meet the criteria of SMART objectives. In this sense, rather than the formulation of the objectives themselves (which did not meet the SMART criteria), the process of defining priorities and objectives in the area based on participation and building partnerships and cooperation was beneficial.

Main findings

Regional Action Plans (KAP)

The preparer met the needs of the Contracting Authority and prepared EQ A.1 for the Regional Action Plans (KAPs) following the development of the KAPs in the 1st Interim Report[2] . The aim was to provide the MEYS with input and suggestions for use in the preparation of the methodological setting for KAP II.

Addressing the evaluation question involved a very detailed matching of the barriers identified by the school in the questionnaire survey and subsequent prioritization in the KAP. All detailed outputs are available in Box 1. Interim Report. Only selected findings are then summarized below:

- **Differences between regions in school preferences were only minimal**, i.e., schools in each region de facto prefer similar measures and face similar barriers. **Any variations (exceptional and mostly only slight) in school preferences between regions did not have an observable impact on the selection of priorities for the KAP.** Relevant priorities/objectives/measures are

---

emphasized in the KAP in the counties with the highest and lowest preferences from schools on the issue.

- **The KAP priorities/objectives/measures respond to the measures and barriers identified on the school side, but a direct link cannot be traced, i.e., the KAP targets both preferred and less preferred measures/barriers.** It should be stressed here that although a measure is only welcomed by a certain (even smaller) proportion of schools, this does not mean that the measure should not be supported. Moreover, when formulating the needs/priorities in the KAP, the school-based survey was only one of the clues for its definition.

- Some of the measures identified as necessary by a relatively high number of schools were not reflected in the priorities in some KAPs. **Thus, the fact that a measure was identified as necessary by a relatively high number of schools did not necessarily mean that the measure was included in the KAP**. This means that the non-inclusion of some measures in selected KAPs is difficult to justify based on the school-based survey.

- **Different approach of regions to the identification of needs/objectives, both** in terms of emphasis on the outputs of different surveys/inputs (school surveys, socio-economic analysis of the region, regional strategies, stakeholder involvement, national priorities - requirements of the Ministry of Education and Science) and in terms of the structure of documents (method of definition).

- It is de facto not possible to identify from the KAP (nor from its individual parts/phases) exactly which aspects from the analytical parts and to what extent have been taken into account in the identification of needs/objectives.

- Due to the complex nature of the issues addressed, there are **differences in the way some measures are perceived and classified between regions.**

- **Compared between regions, there is fragmentation and different approaches to the proposed measures/activities for each priority area.**

- The identification of needs in the KAP is directly linked to the proposal of priorities, objectives, and measures. **Thus, needs and objectives cannot be distinguished in the KAP.**

Local Action Plan (MAP)

At the MAP level, the evaluation question relates mainly to sub-activity B) Agreement on priorities. The MAP procedures set out a fairly general process for MAP, including:

1) Analysis

2) Creation of the MAP Strategic Framework

3) Investment priorities

The procedure for the analytical part of the MAP was open, with the proviso that the subject of the activity was not to be "the creation of a comprehensive analysis of the territory, but the interpretation of existing known data and finding consensus on key (priority) areas. The analytical part of the MAP did not have a prescribed structure ("free form processing"), but the following sources of data and information on the territory were expected to be used:

− Evaluation of the questionnaire survey for schools needs and plans for activities (using the output of the questionnaire survey conducted by the Ministry of Education).
− Identify school investment needs and level of readiness.
− Meta-analysis of the existing strategic plans and documents in the territory for education.
− Identification of problem areas and key issues.
− Discussion of the analytical part of the MAP.

The binding output of the analysis was the identification of priority areas and a SWOT-3 analysis for each, i.e., identifying a maximum of three strengths, three weaknesses, three opportunities and three threats.

The analytical part of the MAP was based on the questionnaire survey of the Ministry of Education and Science, which was further supplemented by its own survey of primary and secondary schools. The nature and focus of the survey conducted by MAP varied considerably between MAPs.

Based on the questionnaire of the Ministry of Education and Science, the MAPs focused in the analytical part on the prioritization of the main needs of primary and secondary schools in relation to the MAP measures (mandatory, recommended, cross-cutting and optional). The focus of the actual survey differed between MAPs. In some places, the MAPs focused only on the area of investment (material and technical condition of buildings and school equipment). Other MAPs also focused on the priorities and needs of schools in relation to MAP measures. The actual scope of analysis for specific areas also varied between MAPs. For example, in the area of non-formal education, it was limited to the activities of one ('main') entity (e.g., the children's home) without focusing on the activities supported and implemented by schools.

The SWOT-3 analyses differ fundamentally between the MAPs, in particular because the SWOT analysis was linked to the defined priority areas. Their definition in the MAPs differs fundamentally in the level of detail, which is already determined by the number of defined priority areas.

An example of one approach was to identify only 3-4 very broad priority areas such as:

Priority 1 Developing access to and quality of pre-school education

Priority 2 Developing access to and quality of basic education

Priority 3 Development and improvement of non-formal and informal education

With such broadly defined priority areas, the SWOT-3 analysis linked to these priorities could also be very general. When defining the priority area at the level of "Literacy in primary education", one cannot even expect a specific SWOT analysis "tailored" to the respective MAP area. A SWOT analysis for such a broadly defined priority will naturally reflect the "general" characteristics applicable to the whole education system. In the case of MAPs with a more detailed definition of priority measures, the SWOT-3 analysis was also more specific and could capture specific aspects in relevance for the respective MAP area (example of a specific strength in one of the MAPs: "sufficient capacity of kindergartens in the area").

The priority areas were further elaborated into individual objectives in the MAP. The objectives set out in the MAP can be described as general and in effect cover a wide and essentially all-encompassing range of aspects of the areas addressed, such as: support in the areas addressed by the MAP (see

mandatory, recommended and optional areas of the MAP), emphasis on teacher training (DVPP), strengthening cooperation between actors in education (schools with each other but also with other actors such as the family), ensuring the availability and quality of extracurricular education, material and technical conditions. The individual MAPs had differently structured and worded priorities and objectives, but in essence they covered all and the same (addressed) aspects in education. Although the findings of the analysis were prioritized, the objectives subsequently defined retrospectively covered essentially all the areas addressed (albeit in varying degrees of detail in the individual MAPs). From this point of view, it is not possible to retrospectively assess the translation of the identified needs into the defined objectives.

An example of the generality of the definition of the MAP objectives can be the definition of one of the MAPs:

Objective: Improving the quality of basic education
Description of objective: Improving the quality of basic education, especially in the areas of:
- literacy and numeracy
- development of students' entrepreneurship and initiative
- development of pupils' competences in polytechnic education
- development of pupils' digital competences
- development of pupils' competences for active use of a foreign language
- development of pupils' social and civic competences
- development of cultural awareness and expression of pupils
- development of career guidance in primary schools

Or: Objective: General support for basic education
Description of objective: Education of primary school staff. Consultancy and administrative service (legal, economic and grant consultancy, IT, accounting, administrative support,

In another MAP (for example), the definition of objectives included a greater level of detail:

Objective: Develop and support the up skilling of education and childcare workers
Description of objective: Improving the quality of education and upbringing of children and youth depends on increasing the professional competences of teachers and staff working with children.

The above examples also show that the objectives defined in the MAP could not be described as SMART objectives: specific, M - measurable, A - achievable, R - realistic, T - time bound or E - evaluable.

In some MAPs, the objectives were described in relatively greater depth (e.g., ½ -1 A4 pages) than the examples above show. However, even such broadly defined objectives did not fulfil the SMART criteria but were rather a description of a vision of how the area should be understood and grasped.

However, it should be stressed that the above is not intended to diminish the importance and potential benefits of the MAP. Although the objectives of the MAP covered a wide range of areas, it is evident from the MAP (for example, in terms of the formulation and description of the objectives, or the creativity of the drafters) that the **specific ideas of the actors involved were reflected in the elaboration.** In this sense, rather than the formulation of the objective itself (which, for example, did not meet the SMART criteria), it was the process of how they arrived at the definition of priorities and

objectives in the area that was beneficial. **Thus, the building of partnerships and cooperation was crucial (and the aim of the MAP) (see EQ A.5 for more details).**

Individual partners were given the opportunity to express their needs during the preparation of the MAP. This was confirmed by around 90% of the actors involved in the preparation of the MAP.

Chart 1: How do you rate the educational planning partnership in the territory in terms of the opportunity to express your needs? (Distribution of responses by respondent group)
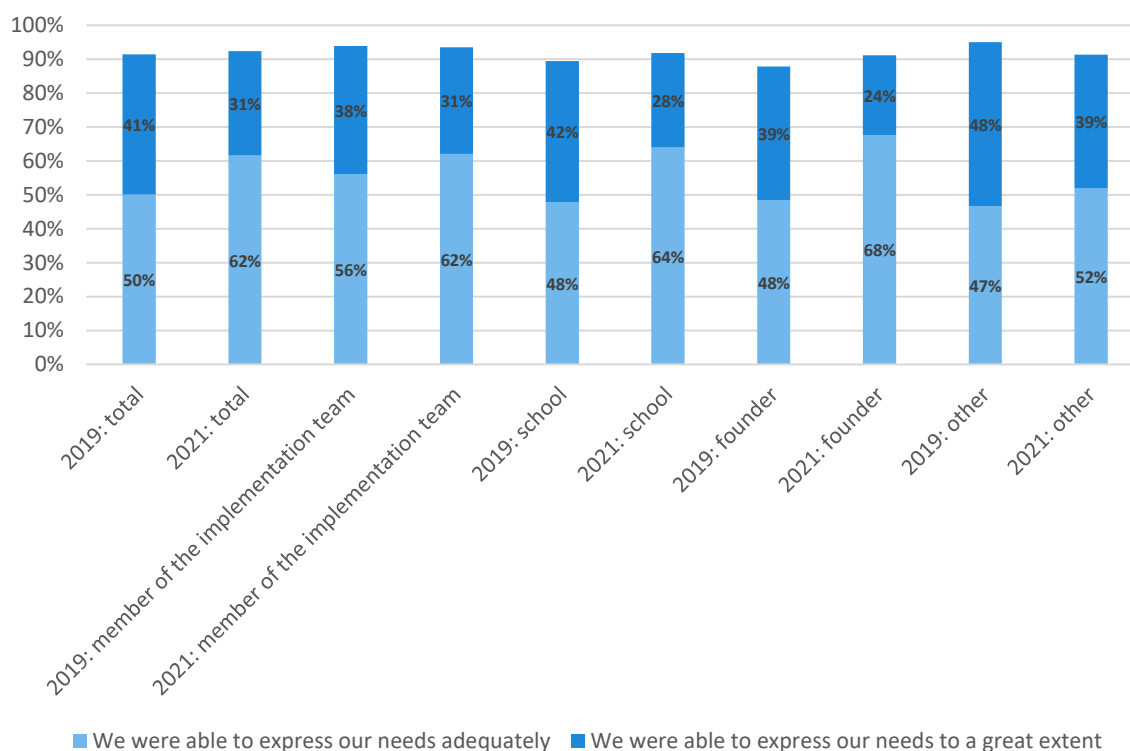
Source: self-reported survey (n2019 = 370 and n2021 = 695) (EQ A.5 survey)

Conclusions and recommendations

Conclusions

In the KAP area

Differences between regions in school preferences were only minimal and any variations (exceptional and mostly only slight) in school preferences between regions had no observable impact on the selection of priorities for KAP. The inconsistent and de facto indeterminate methodology for the approach to formulating the objectives may have led to a lack of respect for the intervention logic within the strategy (each region followed a different approach).

In the MAP area

The priority areas and objectives are so broadly defined in the MAP, or cover basically all the topics addressed, that it is not possible to assess their link to the priorities identified based on the surveys carried out.

The methodology for the MAP set only a basic framework and each MAP approached the analysis and the formulation of priorities and objectives differently. This gave the MAP the freedom and space to adapt the development of the MAP to its own perspective on the issue. This may have contributed to a greater identification of the preparers with the content of the MAP. However, it failed to ensure that a certain level of standard was met.

Recommendations

In the KAP area

Based on the findings:

> The inconsistent and de facto vague methodology for the approach to the formulation of objectives may lead to a lack of respect for the intervention logic within the strategy (each region proceeds differently and seeks its own approach).

was already within the 1. Interim Report the following recommendation was formulated:

> Set a more unified process (and intervention logic) and output structure for KAP II, both for the analytical and design parts. A uniform (more uniform) definition of the structure should be based on the experience gained so far in the development of KAP I and should not lead to unnecessary "stitching together" of regions.

The recommendation was accepted by the MEYS and reflected in the preparation of methodological documents and requirements for the development of KAP II.

In the MAP area

Despite leaving the MAP free in the approach to the implementation of the analyses and the formulation of priorities and objectives in order to achieve identification of the MAP preparers with the whole process of MAP development, it would be advisable to propose some unifying elements and minimum requirements for the outputs (formulation of priorities and objectives). In the case of the definition of mandatory and recommended areas, it would also be appropriate to relate the definition of objectives to these areas.

4.2. A.2 To what extent do the education activities reflect the action plans for the area?

The aim of the evaluation question was to assess the extent to which activities in the field of education reflected the MAP and KAP action plans for the area.

The following methods were used to evaluate the evaluation questions:

- Content analysis of the documents, the following documents were particularly relevant:
    - Final Self-Evaluation Reports of MAP and KAP
    - Final reports on the implementation of the MAP and KAP (including relevant annexes, in particular the fulfilment of the composite indicators)
- Outputs of guided interviews with MAP and KAP representatives (in the framework of EQ A.5)
- Results of questionnaire surveys on MAP and KAP partners (within the framework of EQ A.5)

Answer to the evaluation question

> Both the KAP and the MAP met the planned objectives in terms of the implementation of the envisaged activities, i.e. the establishment of partnerships in the territory and the development of the strategic plans (MAP and KAP) themselves.
>
> There is insufficient data available to assess the link between the activities implemented in the territory and the objectives of the MAP and KAP, neither in the Final Reports on the implementation of the MAP/KAP nor in the MS2014+ information system.
>
> For the MAP, given the general definition of the MAP objectives themselves, an evaluation of the degree of their fulfilment would not even be possible.

Main findings

Regional Action Plans (KAP)

The evaluation of the KAP activities was assumed (taking into account the requirements of the tender documentation) on the basis of the analysis of the KAP documents. In particular, it was assumed to use the outputs of the Final Self-Evaluation Reports, which KAPs were obliged to prepare (two months before the end of the project). Based on the KAP Procedures, each KAP was to regularly evaluate the activities implemented in the area and their contribution to the objectives set in the KAP as part of the internal evaluation of the project. In this regard, KAP implementers were to follow the current version of the evaluation methodology and the methodological sheet issued in the P-KAP project.

In this regard, it is not entirely clear what was meant by "regular evaluation" when the obligation was to prepare the KAP self-assessment as of 06/2019 two months before the end of the project. No further instruction was given to carry out monitoring of interventions in relation to KAP. The self-assessment was then prepared based on the KAP Final Self-Assessment Report Template. In this template, the evaluation of KAP activities was related to the evaluation under item e) Project Activity - Thematic meetings and monitoring of KAP implementation. However, the specific evaluation questions that the KAPs were required to answer in the report did not focus on the evaluation of the KAP implementation in the territory (one of the questions was directed at measures for more effective implementation of this key activity and the other at the KAP Thematic Meetings and Monitoring activity). The defined

requirements are then reflected in the content of the Final Self-Evaluation Reports that the KAPs prepared according to the defined requirements. As a result, the Final Self-Evaluation Reports of the KAPs do not contain information on the activities implemented in the territory with regard to the fulfilment of the KAP objectives, except for exceptions (for example, the Zlín Region submitted an evaluation of the fulfilment of the objectives and activities implemented in the territory to the report).

Only rarely do KAPs comment on this issue at all in the KAP Final Self-Assessment Report. If they do, they (such as the KAP of the South Bohemian Region) point out that they have carried out monitoring of the implemented activities in the area with a link, or rather attempted to do so, but with limited results. In particular, the following were the subject of monitoring:

- data on the use of templates by primary and secondary schools
- information from individual school websites

However, the KAP report summarizes the monitoring of KAP activities in the territory, and therefore the possibility of their evaluation, as follows: '*Systematic monitoring is rather complicated, in tables where thousands of projects are listed, even with the use of filtering, it is difficult to find the corresponding projects, and in many cases it is not possible to obtain adequate information on the content*'.

This can be confirmed by the evaluator. The information system for the supported projects does not contain information on their link to the KAP and it is difficult to identify from the project descriptions the specific focus of the project that could be subsequently linked to the KAP objectives.

An overview of the scope of the KAP activities implemented provides an overview of the extent to which the indicators have been met. For comparisons between regions, the extent of indicator fulfilment was also related to the number of secondary school (SS) teachers.

Table 2: Summary of KAP indicators fulfilment (achieved indicator values)

INDICATOR	Number of supported collaborations	Number of regional systems	Number of platforms for thematic expert meetings	Number of education staff putting newly acquired knowledge and skills into practice	Number of people supported - education workers	Total number of participants
	54 310	54 901	52 602	52 510	54 000	60 000
Prague	1	2	3	96	129	96
South Bohemian	1	2	4	37	119	33
South Moravian	1	2	7	37	301	54
Karlovy Vary Region	1	2	4	29	76	36
Hradec Králové Region	1	2	4	100	363	183
Liberec Region	1	2	5	70	1 500	87
Moravian-Silesian R.	1	2	3	62	172	38
Olomouc Region	1	2	5	80	1 835	80
Pardubice Region	1	2	3	52	216	78
Plzeň Region	1	2	6	60	106	48
Central Moravian R.	1	2	5	150	517	259
Ústí nad Labem R.	1	2	4	30	99	40
Vysočina Region	1	2	4	47	128	47
Zlín Region	1	2	5	50	3 707	110
Total	**14**	**28**	**62**	**900**	**9 268**	**1 189**

Source: information system MS2014+

When comparing the extent of fulfilment of KAP indicators based on the number of teachers in secondary schools, significant differences between regions are evident. For example, in the Central Bohemian, Hradec Králové or Liberec regions, there are between 22 and 25 secondary school teachers (excluding conservatories) per one education worker who puts into practice the newly acquired knowledge and skills thanks to KAP[3]. In the South Moravian and Ústí nad Labem regions, there are more than 100 secondary school teachers for every one supported worker who puts into practice newly acquired knowledge and skills thanks to KAP. From the above we can deduce the extent and availability of training implemented within the KAP in individual regions (see table below).

---

[3] *In practice, these are portfolios of principals who have attended principals' meetings and portfolios of teachers who have attended thematic meetings.*

Table 3: Overview of KAP indicators fulfilment in relation to the number of teachers in the region (achieved indicator values)

Indicator / Country	Number of teachers in the region per supported person			Number of secondary school teachers*
	Number of education staff putting newly acquired knowledge and skills into practice	Number of people supported - education workers	Total number of participants	
South Moravian R.	118,5	14,6	81,2	4 385
Ústí nad Labem R.	100,8	30,6	75,6	3 025
Moravian-Silesian R.	71,3	25,7	116,4	4 424
South Bohemian R.	70,1	21,8	78,6	2 593
Prague	64,0	47,6	64,0	6 142
Zlín Region	47,2	0,6	21,4	2 359
Vysočina Region	42,4	15,6	42,4	1 994
Pardubice Region	41,0	9,9	27,3	2 131
Plzeň Region	33,6	19,0	42,0	2 015
Olomouc Region	33,1	1,4	33,1	2 646
Karlovy Vary R.	32,2	12,3	25,9	933
Central Bohemian R.	25,2	7,3	14,6	3 774
Hradec Králové R.	22,4	6,2	12,3	2 244
Liberec Region.	21,9	1,0	17,6	1 530
Total	**44,7**	**4,3**	**33,8**	**40 193**

Source: the MS2014+ information system. Number of teachers in the school year 2020/2021 (data from CSU, source MEYS)

* Secondary schools without conservatories

All KAPs then fulfilled the indicator Number of regional systems. This was a composite indicator whose fulfilment was conditional on the achievement of the following sub-outputs for KAP I and KAP II:

- Analysis of the state of the territory containing the regional level
- KAP - Prioritisation of Needs document, including a comprehensive Framework for Infrastructure and Investment Support
- Approved Regional Action Plan (KAP)

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

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

Local Action Plan (MAP)

The evaluation of the fulfilment of the MAP objectives was assessed mainly on the basis of the Final Self-Evaluation Reports submitted by the MAP in the Final Implementation Report (FIR) and the fulfilment of the indicators.

MAP activities and outputs were defined in the MAP Procedures and included in particular:

- Setting up a partnership
- Questionnaire survey
- Plan of activities
- Investment priorities (recommended only)
- Establishing an action plan (MAP and MAP+)
- Creation of the final MAP (MAP and MAP+)
- Educational activities
- Implementation of action plan activities (MAP+ only)
- Final evaluation

The MAP could be implemented in three forms (the so-called MAP levels), which differed in the scope of the implemented activities:

	preMAP	MAP	MAP+
Level	Easy	Basic	Advanced
Main goal	Strengthening bonds in local partnership of the actors in the education field	Agreeing upon the priorities in the education field and preparing the action plan of activities	Realization of the planned activities, c continuous development of the action plan
Dominant content	Internships, workshops, presentations	Work groups, meetings	Educational activities
Main output	Strategical framework for MAO and priorities	Action plan	Evaluation on the action plan and actualization of action plan
Max. contribution	0,5 – 1 mil. CZK	1 – 4 mil. CZK	1 – 6 mil. CZK

Source: Operational Programme Research, Development and Education, 2015

All MAPs met the indicator Number of regional systems. This was a composite indicator, the fulfilment of which was conditional on the achievement of the following sub-outputs (the range of outputs was set by the MAPs in the project application):

- Analytical part including SWOT analysis
- MAP Strategic Framework to 2023
- Investment priorities including agreements between founders
- Local Action Plan (MAP and MAP+)

The situation with the implementation of the MAP is then similar to that of the KAP. MAPs do not analyse this in the Final Self-Assessment Reports. They focus exclusively on the description of the

meetings organised. Moreover, no indicators were set for MAP to monitor the people supported (only introduced for MAP II).

Even if it would be possible to identify the activities implemented in the MAP area on the basis of the supported template projects and investment actions of schools within the IROP, it would not be possible to subsequently link them to the set MAP objectives, or to evaluate the fulfilment of these objectives. This is due to the very general definition of the MAP objectives, which include a broad, de facto all-encompassing portfolio of activities in the field of primary education (see EQ A.1 for more details).

In 2021, almost 90% of school representatives said that their needs were largely or sufficiently reflected in the final MAP. The proportion was similarly high for other partners involved in MAP. This finding[4] indicates that the needs of the actors in the area have been reflected in the resulting MAPs and corresponding action plans.

Chart 2: How do you rate the reflection of your needs in the final MAP? Implementation team representative: Select according to your own assessment of the reflection of the needs of the partners involved in the territory. (Representation of responses by respondent group)
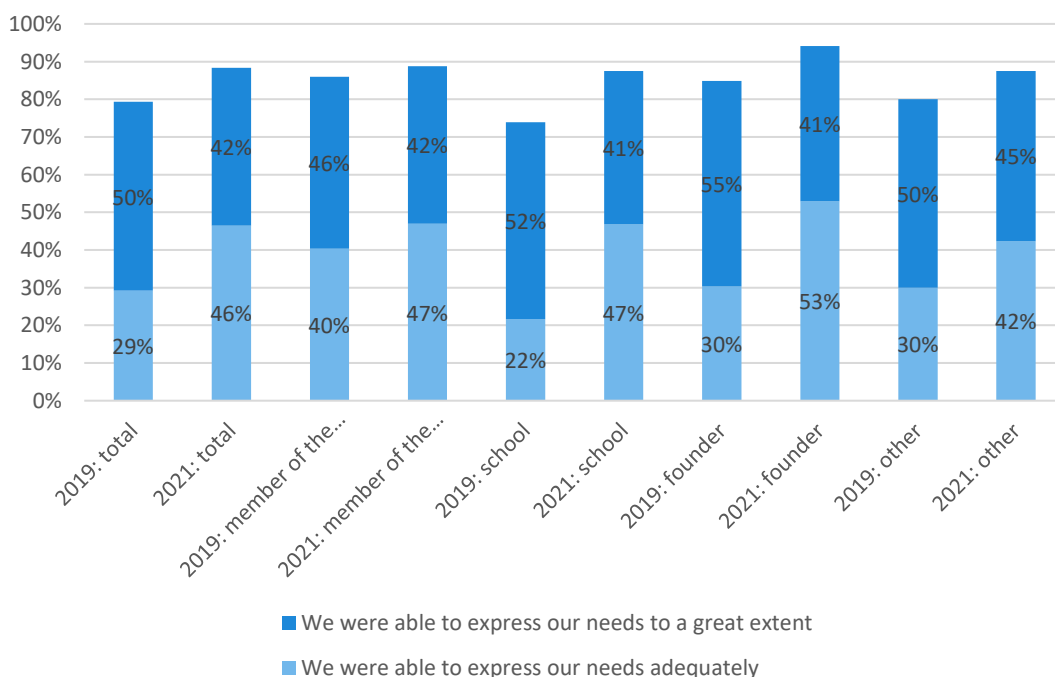
Source: self-reported survey (n2019 = 370 and n2021 = 695) (EQ A.5 survey)

---

[4] *These are the results of the survey primarily for EO A.5*

Conclusions and recommendations

Conclusions

There is no data available to link the activities implemented in the territory with the objectives of the MAP and KAP, neither in the Final Reports on the implementation of the MAP/KAP nor in the MS2014+ information system.

However, both the KAP and the MAP met the planned objectives in terms of the implementation of the envisaged activities, i.e. the establishment of partnerships in the territory and the development of the strategic plans themselves (MAP and KAP).

Recommendations

It is necessary to provide the implementers of action planning in the territory (MAP, KAP) with adequate access to information on the implemented activities/projects financed from the operational programmes, thus enabling them to monitor and evaluate the fulfilment of the objectives set by these plans.

The strategic plans in the territory themselves should then contain criteria and indicators for evaluating the fulfilment of the defined objectives. In other words, the objectives of the strategic plans should meet the criteria of the SMART objectives (see EQ A.1 for more details).

4.3. A.3 Do the Regional Action Plans (KAPs) and their design reflect the needs defined through the outputs of the IPk MAP projects?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess whether the KAPs reflected the needs defined in the MAP in their strategy.

The following methods were used to evaluate the evaluation questions:

- Content analysis of documents (KAP, MAP, requirements for information transfer between MAP and KAP)
- Guided interviews with KAP and MAP project managers

Answer to the evaluation question

The transfer of information between MAP and KAP was set up through a standardized form (report) to be submitted by MAP to KAP once a year. The structure and content of this form did not work and the information transmitted was de facto of no relevance to KAPs - KAPs did not use it and thus it could not be reflected in KAPs. Moreover, the production of the KAP preceded the production of the MAP and the outputs of the MAP could not be reflected in the production of the KAP.

However, the need to transfer information from the KAP to the MAP appears to be rather crucial, in order to coordinate activities in the territory so that the MAP and KAP do not (at least) compete with each other.

Key Findings

This evaluation question was to be evaluated through a comparative analysis of the documents after the approval of the KAP. **In order to ensure the transfer of data between MAP and KAP**, a "Methodology Sheet for the transfer of data from MAP to KAP" was developed with the cooperation of representatives of the SRP, P-KAP and KAP projects. The first version of this document prepared by the NIDV was modified based on comments from the SAI and some KAP implementation teams. The second updated/revised version was issued by the NIDV at the end of November 2017. The data between MAP and KAP was to be transmitted through the form defined in this methodological sheet. The subject of the evaluation question was then to be the evaluation of the projection of the information transmitted into the KAP. As a preparation for the implementation of the detailed analyses, the evaluator, during the guided interviews with MAP and KAP managers, also focused on the question regarding the transfer and sharing of information between MAP and KAP through this mandatory form.

Based on interviews with KAP and MAP managers, the following facts were found to provide an answer to the evaluation question:

- **The timing of the development of the KAP preceded the development of the MAP**, i.e. the MAP could not be taken into account in the development of the KAP strategy. The methodology for transferring data from MAP to KAP was de facto finalised in November 2017.
- According to the methodological sheet, information from the MAP is to be transmitted to the KAP by the end of March each year. In 2017, this did not happen at all, as **MAPs were not at a stage of processing where it** was relevant (or some MAPs submitted it, but with the necessary information not yet available).
- In the following years, MAPs submitted information to KAP through a mandatory form. But the fundamental finding is that KAPs have essentially failed to use and exploit this information. This was confirmed by the KAP managers who were contacted and stated that the **format of the form and the information in it were de facto not usable for them** and this fact was also communicated with the NIVD and the NIA (subsequently the NPI CR) during the KAP implementation. Although the form was partially modified, this did not change the fact (according to the KAP managers) that the information from the MAPs was not usable for the KAPs in this respect.
- KAP managers even pointed out that MAPs often did not know how to fill out the form or what to include. To fulfill their obligation to submit the form, they sometimes submitted it essentially blank.
- Some KAP managers pointed out that it made more sense for them to look directly at a specific MAP rather than using the output from the forms (this was especially true in regions with a small number of MAPs).
- This was confirmed in the guided interviews by MAP managers who stated that they did not understand the form, did not understand its meaning and that they sent it to the region without any feedback. In other words, "*they don't know what it is for*".
  - o This was confirmed by some MAP partners (school principals) who were involved in KAP in addition to MAP. They stated that the transfer of information from MAP to KAP is one-sided.
  - o According to some MAP representatives, they are not getting information from KAP either, claiming that KAP is not passing on anything.
  - o Thus, a number of MAP representatives commented that "*KAP is doing something that affects our area, but we don't know about it*".

The method of cooperation between MAP and KAP varied according to the size of the region or the number of MAPs. In the case of a smaller number of MAPs, the manager tended to be in direct communication with the MAP and the participation of MAP representatives was the main source of information for both parties. In some KAPs (this was pointed out by two KAP managers and by MAP managers in the respective counties), information was passed between MAPs and KAPs with assistance and coordination from the NPI CR. This model, as confirmed by both KAP and MAP managers, appeared to be very functional. KAP, through the NPI CR coordinator in the county, informed MAP and vice versa, when necessary, requested the information needed by KAP through NPI CR.

While addressing the evaluation question, it was also found that the transfer of information from KAP to MAP is more relevant. This is about informing about KAP activities with an impact on the territory of the respective MAP and possible coordination of activities. In this sense, agreement between KAP and MAP on activities is also key so that they do not compete (with regard to both content and target groups).

Conclusions and recommendations

Conclusions

The form for transferring information from MAP to KAP was not used by KAP and the data provided by MAP was not relevant for KAP. Based on the above findings, it can thus be concluded that the detailed analysis of KAP in terms of MAP projection is not relevant.

The need to ensure the coordination of specific activities in the territory so that there is no competition between the MAP and the KAP appears to be more important.

Recommendations

The most common recommendation from MAP managers was to align the planning phases between MAP and KAP. As the two plans were approved in different periods, it was very difficult to find links between them - thus, once a common solution was found, cooperation over a specific area, it was not possible to integrate them into their priorities at the same time, which complicated long-term cooperation.

Respondents from the MAP representatives and partners pointed out that there is often a crowding out of similar target groups and it would be good to have a discussion on how to "split" the target groups appropriately between MAP and KAP.

The role of coordinator between MAP and KAP can be very appropriately played by the regional coordinator of NPI CR.

4.4. A.4 To what extent were key actors satisfied with the methodological support provided by the SRP IPs and P-KAP IPs?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess the following areas and aspects of methodological support to the SRP and P-KAP IPs:

a) Satisfaction with methodological support in the preparation of SAPs (school action plans) and PAs (activity plans)

b) Satisfaction of managers who have sent their staff to training events organised by SRP IPs and P-KAP IPs

c) Satisfaction with the work of the Methodology Support Centres in terms of the quality of support provided and local and time availability

d) Specific forms of methodological support with which the supported persons were satisfied or dissatisfied and the reasons for this satisfaction/dissatisfaction

e) Level of stakeholder conviction in the implementation of action plans, identification with the idea of action plans

f) The perceived utility of a functional tool for managing work and creating the conditions for successful implementation of the curriculum, which schools and educational institutions have acquired through the activities of the IPs P-KAP project.

Individual thematic areas were operationalized with regard to the content and targeting of methodological support for the implementation of questionnaire solutions for individual target groups into the following areas:

- Evaluation of methodological support for KAP implementers (link to the P-KAP project)
- Evaluation of methodological support for MAP implementers (link to the SRP project)
- Evaluation of the methodological support for SAP/PA implementers (link to the P-KAP project)
- Evaluation of methodological support for beneficiaries of template projects (link to the SRP project)

Note: As of 1 January 2020, the name of the implementer of the SRP and P-KAP projects was changed to NPI ČR, which was created by merging the original implementers NÚV (P-KAP project) and NIDV (SRP project).

The evaluation includes a comparison of the results of the questionnaire surveys conducted in 2019 and 2021.

The following methods were used to evaluate the evaluation questions[5] :

- Questionnaire surveys (CAWI) conducted twice during the evaluation (in February 2019 and November 2021)

To evaluate the evaluation question, the above target groups were addressed, i.e.:

- All KAP project managers were contacted (14 respondents in total in 2019 and 8 in 2021)
- All project managers of MAP I, II in 2019 (116 respondents in total) and MAP II in 2021 (76 respondents in total) were contacted.
- Template I and II implementers in 2019 (305 respondents) and Template III beneficiaries in 2021 (321 respondents) [6]
- School Action Plan/Activity Plan (SAP/PA) developers contacted (353 respondents in 2019 and 431 respondents in 2021)[7] .

Answer to the evaluation question

Satisfaction of MAP implementers with the methodological support of the SRP project

With the exception of MAP I preparation, over 70% of MAP managers rated the support provided by the SRP project as beneficial. In 2019, 30% of MAP managers were still dissatisfied with the methodological support. In 2021, the dissatisfaction rate dropped to 16%. In 2021, 10% of MAP managers perceived MAP as unnecessarily complex compared to 30% in 2019.

The low level of satisfaction with the methodological support was particularly low at the beginning during the preparation of MAP I, which was due to the delay in the start of the implementation of the SRP project. The preparation of MAP I thus preceded the provision of methodological support.

Satisfaction of template project beneficiaries with the methodological support of the SRP project

The methodological support provided by the SRP project was perceived positively by the beneficiaries of the template projects (over 90% of the beneficiaries evaluated it positively).

Satisfaction of PA/SAP preparers with the methodological support of the P-KAP project

PA/SAP processors were satisfied with the methodological support provided by P-KAP (overall, about 95% of PA/SAP processors were satisfied).

KAP implementers' satisfaction with the methodological support of the P-KAP project

The utility of P-KAP providing methodological support was then perceived differently by KAP managers. Approximately a quarter to a third of KAP managers felt that methodological support from P-KAP was unnecessary.

Managers dissatisfied with the methodological support pointed to the delayed preparation of documents by P-KAP following the creation and changes to methodologies by the Ministry of Education.

The professional guarantor did not bring the necessary support for the manager (in three regions).

---

[5] *The definition of the methods used was based on the requirements of the tender documentation.*

[6] *Beneficiaries of the templates are kindergartens, primary schools, leisure centres and ZUŠ*

[7] *Of these, approximately 90% were SAC processors and 10% were PAs*

There was a generally low level of satisfaction with methodological support, especially at the beginning during the preparation of KAP I, which was due to the delay in the start of the P-KAP project. As a result of this delay, the preparation of KAP I outpaced the provision of methodological support.

Key Findings [8]

Evaluation of methodological support for MAP implementers by the SRP project

According to the MAP project managers, the overall methodological support from the SRP has gradually improved. Based on the 2019 survey, only 52% of managers rated the support in the development of MAP I positively. Subsequently, however, around 70% of MAP II managers already rated the support for the development of MAP II positively. Reasons for dissatisfaction with MAP I development support were due to the fact that "*MAP I support only started when we implemented a long time ago*", as MAP managers stated in their comments[9] .

However, in 2019, there were still around 30% of MAP II managers who were not satisfied with the overall methodological support provided by the SRP project. The proportion of MAP managers dissatisfied with support fell to 16% in 2021. In contrast, the proportion of MAP managers who rated the support from the SRP project as fully adequate increased from 26% to 41% between 2019 and 2021.

Although the proportion of information used from the SRP project did not change between 2019 and 2021 (see below), the extent of information was rated more positively by MAP managers in 2021 than it was in 2021.

MAP managers in 2021 were also more positive about the overall support from the County Support Center.

---

[8] *The findings presented here reflect the respondents' own attitudes. Thus, the presented outputs present the attitudes and perceptions of the evaluated aspects by MAP project managers. As such, the outputs present a picture of the perspective of the target groups.*

[9] *For more details see the 2nd Interim Report of this evaluation.*

Chart 3 How do you rate the overall support from the SRP Support Centre in the region? , comparing 2019 (February) and 2021 (November). (n2019=116; n2021=76).

Completely satisfied, Completely adequate Managers MAP I a II (2019)

Completely satisfied, Completely adequate Managers MAP II a III (2021)

(Rather) dissatisfied Managers MAP I a II (2019)

(Rather) dissatisfied Managers MAP II a III (2021)
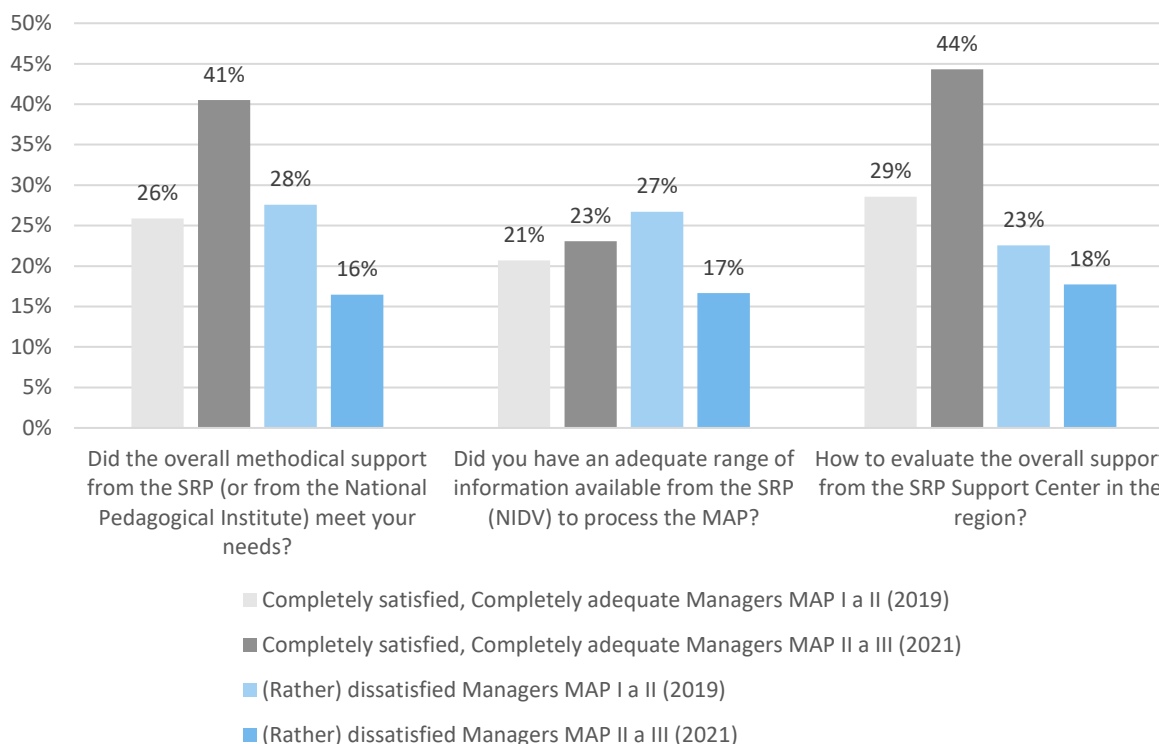
Source

The proportion of the amount of information that the managers used for the preparation of the MAP from the SRP (NPI CR) compared to the amount of information they obtained and used directly from the MEYS was similarly at a level of slightly over 40% in both years (2019 and 2021). In other words, the MAP managers subjectively estimated (i.e., it reflects their perception) that they drew on average less than 60% of the information from the MEYS and over 40% from the SRP project during the preparation and implementation of the MAP. However, the survey shows that there were differences among MAP managers in this respect, with some clearly drawing more directly on MEYS materials (about ¼ of MAP managers using 29% or less of SRP information) and conversely some more likely to use SRP support (about ¼ of MAP managers using more than 60% of SRP information).

The positive perception of the methodological support of the SPR by MAP managers can be illustrated by examples from the comments:

- *"In the first instance, we turn to the NIDV to solve problems or clarify information, and they are always able to advise us."*
- *"In case of questions, quick response, transfer of information and materials from other parties."*
- *"Helpful approach, information and contact information, sample documents..."*

The average **rating for each region** can only be taken as an indication due to the limited number of respondents in each region. In 2019, in 3 counties, the ratings on a scale of 1 to 4 exceeded the average rating of 2.5, i.e. the average rating was outweighed by the negative rating of the overall support from the SRP Support Centre in the county. These were the Karlovy Vary, South Moravia and Central

Bohemian regions. In 2021, only the Support Centre in the Central Bohemian Region was rated negatively on average by MAP managers. (See the Technical Report on EQ A.4 for more details on the specific resulting assessment).

On average, the evaluation of **specific forms of support provided** by SRP was rated positively by MAP managers (positive ratings predominated), with a noticeable shift towards a positive rating in 2021. In terms of ranking, there is a noticeable shift in the evaluation of specific forms of support provided in favour of webinars in 2021, also in relation to the Covid-19 pandemic and the overall shift to an online environment. The highest ranked form of support in both years was IPo MAP beneficiary meetings. In contrast, the lowest rated benefits in both years were the SRP newsletters and website (NIVD and NPI respectively).

Top rated forms of support as assessed by MAP managers *(in order of most beneficial form)*

2019	2021
Meeting of IPo MAP beneficiaries	Meeting of IPo MAP beneficiaries
Inspiromats MAP	MAP webinars
Individual consultation	SRP infomails and acoustics
Frequently Asked Questions about MAP	Local SRP conferences / Individual consultations

Worst rated forms of support according to MAP managers' evaluation *(in order from least beneficial form)*

2019	2021
SRP Newsletters*	SRP Newsletters*
SRP website (NIDV)	SRP website (NPI)

* These are supplementary and informative materials, which in terms of their purpose cannot be described as methodological support in principle.

In 2021, 81% and 71% of MAP managers perceived MAP as a suitable tool for improving education in the territory and strengthening strategic planning, respectively (compared to 66% and 61% in 2019). However, still about a quarter of MAP managers perceive the development of MAP as an obligation for the drawdown of operational programmes. On a positive note, 10% of MAP managers perceived MAP as unnecessarily complex in 2021 compared to 30% in 2019.

Chart 4 MAP managers consider the creation of MAP to be: (n2019=116, n2021=79)

	2019	2021
A suitable tool for improving the quality of education in the territory	66%	81%
A suitable tool for developing partnerships	83%	80%
A suitable tool to strengthen strategic planning	61%	71%
Basis for efficient resource spending	38%	42%
Obligation to draw from operational programmes	22%	24%
Unnecessarily complicated (could be done easier)	30%	10%
Other (please specify)	9%	11%
Duplicite activity for further scheduling	4%	4%
Unnecessary exercise, with low effect	4%	4%

Source.

Evaluation of the methodological support for template beneficiaries by the SRP project

Methodological support from the SRP project was used by 65% of beneficiaries of Templates I and II (February 2019 survey), with 71% of beneficiaries of Template III (2021 survey). There was then a more significant difference in the use of support from the SRP Support Centre in the region. This was used by 57% of Template I and II beneficiaries and 79% of Template III beneficiaries.

Of those beneficiaries who did not make use of the methodological support from the SRP project, approximately 40% did not consider it necessary or were satisfied with the information and methodologies from the Ministry of Education, and 20% did not know about the possibility of such support.

It is worth noting that 79% of the beneficiaries of Template III declared the use of the SRP Support Centre in the region, but only 65% declared the use of methodological support from the SRP project in total. It is thus evident that some beneficiaries did not associate the SRP Support Centres in the region with the SRP project.

Beneficiaries of the templates who benefited from the SRP project were overwhelmingly (over 90%) satisfied with the support. Less than 40% of the beneficiaries of Templates I and II were completely satisfied with the support by February 2019 and more than 40% of the beneficiaries of Template III in 2021.

Chart 5 Overall, did the support from SRP (NPI CR) meet the needs of the school? answer: completely satisfied - comparison between 2019 and 2021 (template beneficiaries; n2019=305, n2021=321)
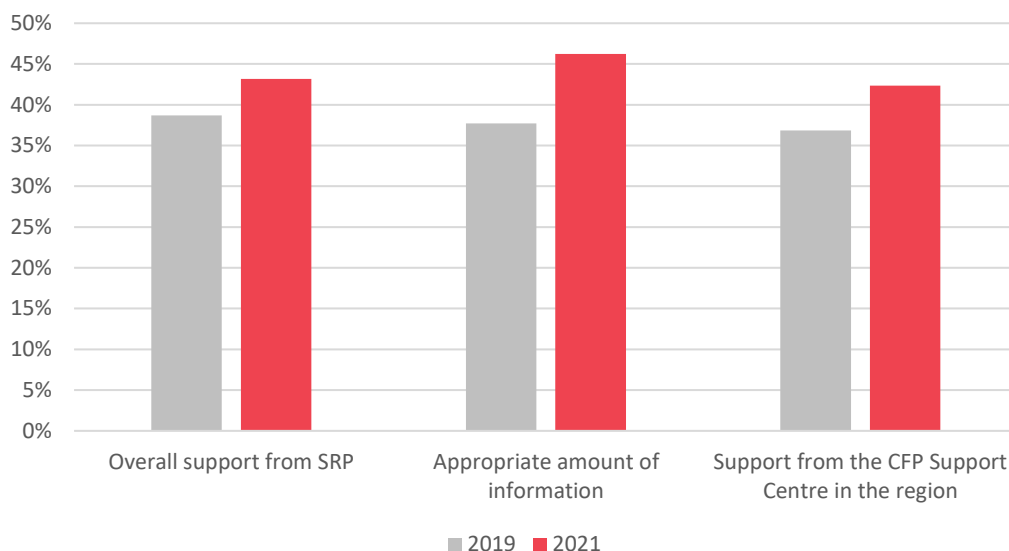
Source.
Note: The graph presents only the answer "completely satisfied" from the scale: completely satisfied-satisfied-satisfied-somewhat dissatisfied-unsatisfied.
As of 1 January 2020, the name of the project implementer was changed to NPI CR (originally NIDV; NPI CR was created by merging NIDV and NÚV).

In terms of forms of support, the beneficiaries of Templates I and II perceived the template documents, seminars for applicants and methodological documents as the most useful. Beneficiaries of Template III rated individual consultations, support from the Regional SRP Support Centre and webinars as the most beneficial. This shift is further illustrated by the increase in use by the Support Centres.

Between 2019 and 2021, there has been a significant shift in the use of the different forms of support provided under the SRP project by the beneficiaries of the template projects. The proportion of beneficiaries of Templates I and II (2019 survey) who did not use the forms of support offered was around 50%. In 2021, this share then dropped to 20-30% for Template III beneficiaries, depending on the form of support. Based on the comments made in the interviews with SRP project representatives, we can conclude that this shift was also achieved thanks to the targeted approach and changes made by the SRP project managers in response to the findings of this evaluation following the survey in February 2019. In this respect, the outputs of the evaluation were one of the impulses for adjusting the settings of the support instruments provided.

Chart 6: Percentage of template beneficiaries who have not used the relevant form of support from the SRP project (template beneficiaries; n2019=305, n2021=321)
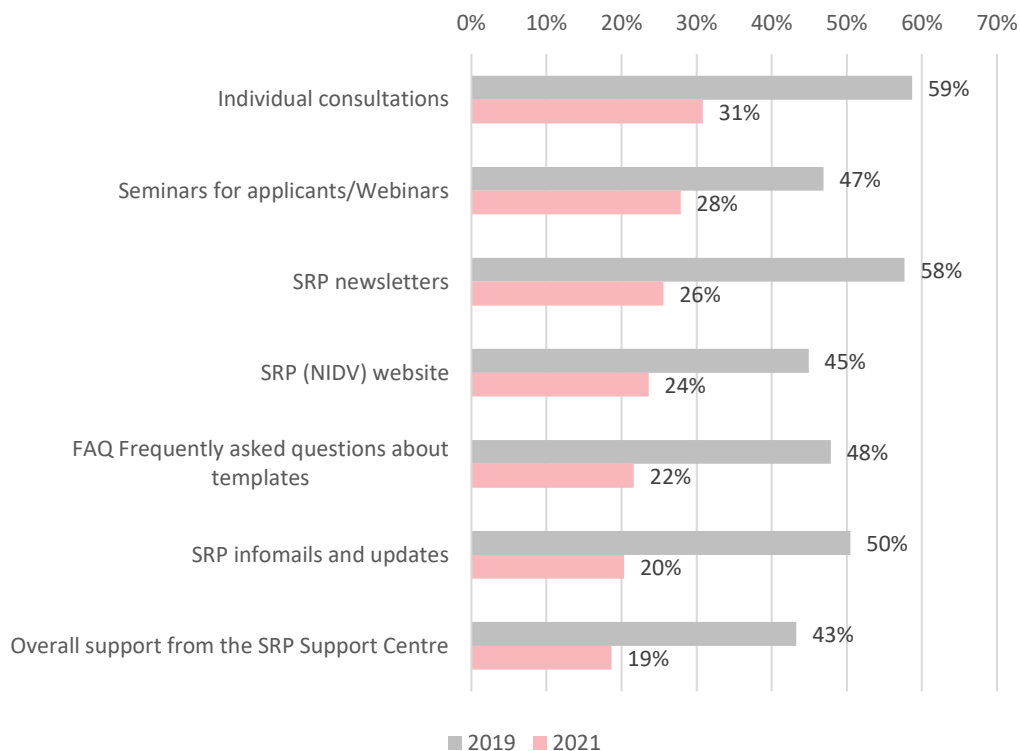
Source.

Evaluation of methodological support for KAP implementers by the P-KAP project

The KAP implementers were critical of the methodological support at the beginning of the KAP I preparation, saying that the KAP preparation itself essentially preceded the start of the P-KAP project. Two thirds of KAP managers were satisfied with the support during the KAP I implementation phase and even over 90% of KAP managers were satisfied with the support during the KAP II preparation. During KAP II, two thirds of KAP managers expressed satisfaction with the methodological support provided by P-KAP.

Chart 7 Did the methodological support provided by P-KAP in the preparation of KAP/KAP II meet your needs? (Survey 2019 and 2021 - KAP II implementation) (n2019=14, n2021=8)
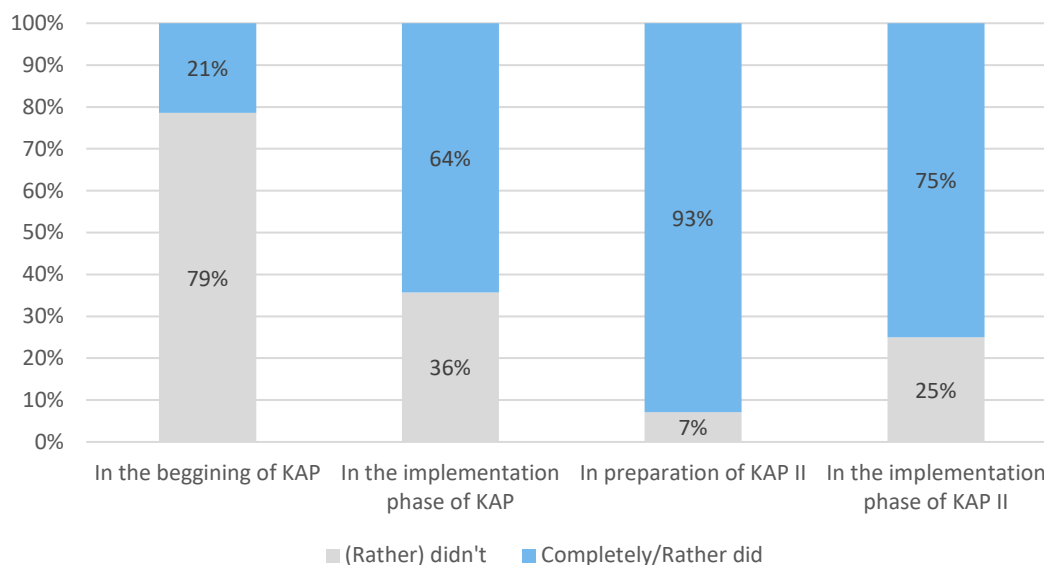
Source.

The extent of information used in the development and implementation of KAP by the P-KAP methodological support was of comparable weight to the information provided directly by the MEYS. A total of 64% of KAP managers indicated that they had an adequate range of information in the P-KAP methodological support in the preparation of KAP II. In the implementation of KAP II, 75% of KAP managers considered the information provided by P-KAP to be adequate.

KAP managers consider the **most useful tools and outputs** of the P-KAP project to be the results of the questionnaire survey. As one KAP manager stated, "You basically *cannot write a KAP document without the questionnaire survey, which was of an excellent standard*. " Furthermore, KAP managers appreciated the examples of inspiring practice and the webinars. Ratings of the utility of the expert guarantor in the county varied between counties with respect to individual experience. In both 2019 and 2021, three counties did not consider the role of the expert guarantor to be beneficial, as illustrated by one KAP manager's comment, "*We would have appreciated an additional subject matter expert as a member of the KAP RT more than support from "outside"*. But on the contrary, in other regions the position of the expert guarantor was appreciated: '*Communication and methodological support from the expert guarantor was very good*. "

The participation of P-KAP representatives in **meetings with KAP RTs** (KAP implementation teams) was also assessed differently by KAP managers. For some, the KAP RT meetings were more beneficial than the support from P-KAP: "the *informal exchange of experiences between the KAP RTs of each region was much more useful*". But on the other hand, about half of the KAP managers described these meetings as not beneficial.

Managers who **considered P-KAP** methodological **support to be unnecessary** (not adding value) pointed out that, "*The time mismatch with KAP projects was trivial. Methodological materials were not delivered on time. At times, the methodological materials were a compilation of what the counties had already implemented and what worked in the counties. So for the regions that were ahead of time with*

implementation, the methodological support was unusable. " or "*Late response to conditions and changes in conditions from the Ministry of Education*", "*The insufficient scope and especially the content of the offered cooperation did not correspond to the needs in our region.* "

In terms of the different forms of methodological support, the 2019 survey showed low benefits of video methodologies for KAP managers.

In both 2019 and 2021, the P-KAP website showed low levels of satisfaction.

Evaluation of methodological support for the preparation of the SAP/PA by the P- KAP project

Almost all of the SAP/PA preparers (over 97%) benefited from the support of the P-KAP project. The ratio of use of P-KAP information from the MoE was approximately 70 to 30% in favour of P-KAP information. The results of the questionnaire survey show that the SPS/PA developers were satisfied with the methodological support provided by P-KAP (overall, around 95% of SPS/PA developers were satisfied).

Chart 8 Did the methodological support provided by P-KAP (NPI CR) in the preparation of the SAP/PA meet your needs? (Proportion of those who used the support and considered it fully or partially adequate) (SAD/PA preparers; n2019=353, n2021=431)
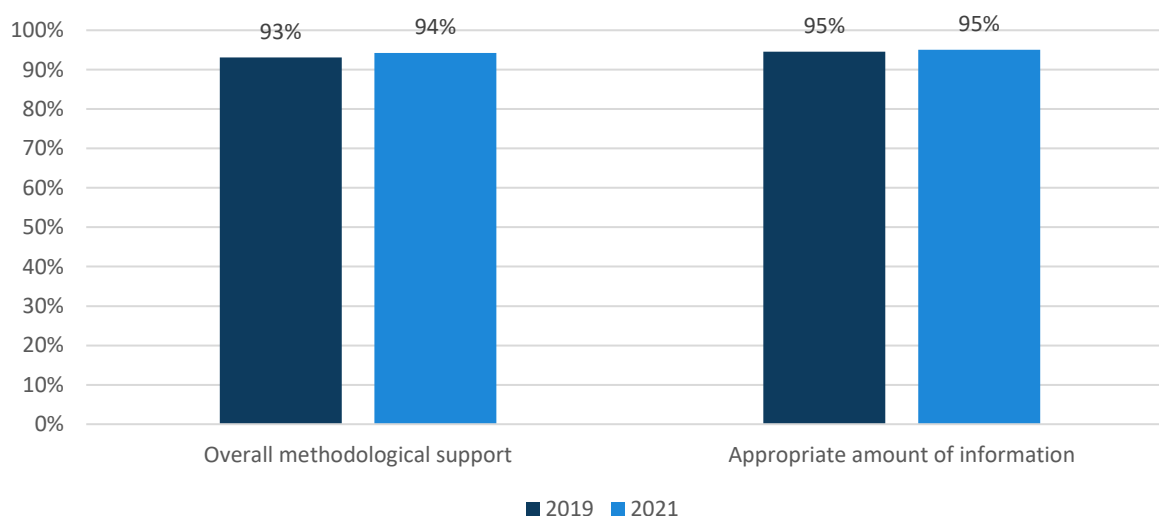
Source.
Note: as of 1 January 2020, the name of the project implementer was changed to NPI CR (originally NIDV; NPI CR was created by merging NIDV and NÚV).

In both 2019 and 2021, the preparers of the ŠAP/PA considered the following forms of support to be the most beneficial:

‒ Individual consultations at schools
‒ Methodological documents for the development and evaluation of the SAP/PA

In 2021 specifically (it has been newly included)

‒ Seminar for developers of ŠAP/PA
‒ Instructions for the school needs mapping survey

Video methodologies on intervention areas were rated as least beneficial in both 2019 and 2021.

Between 2019 and 2021, there has been a partial positive shift in the perception of the SPP/PA at the level of approximately 10% of the preparers in terms of perceiving the SPP/PA as an obligation for drawing on operational programmes and the SPP/PA as a suitable tool for strengthening strategic planning, improving school performance and management. In 2021, 8% of SAP/PA preparers described it as a "*useless exercise that is of no use*".

Chart 9 I consider the development of the SAP/PA to be:... (selection of the top three) (SAP/PA preparers; n2019=353, n2021=431)
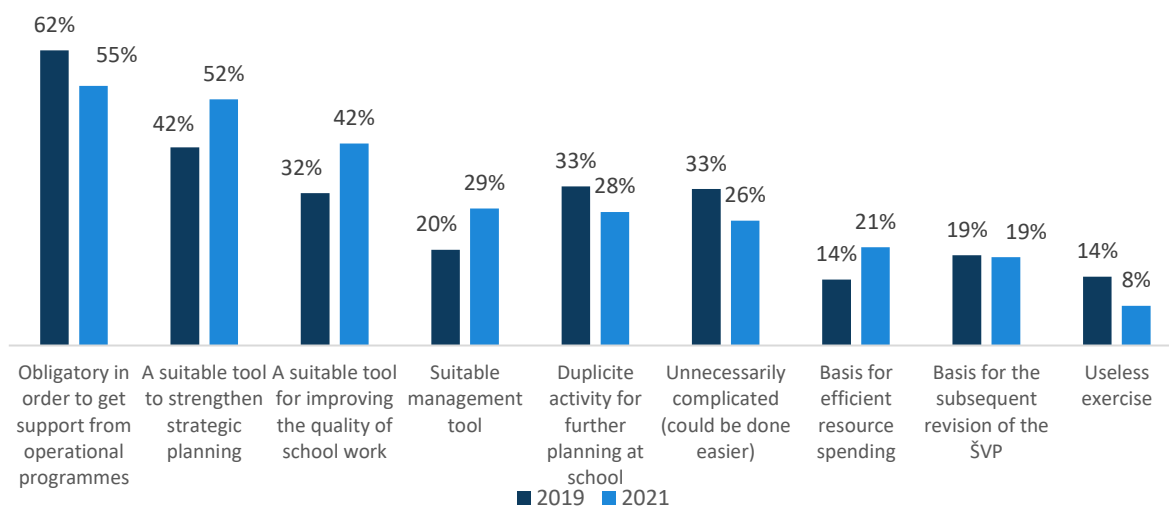
Source.

Conclusions and recommendations

Conclusions

Main (positive) findings

MAP support

- Methodological support in the development of MAP II was positively evaluated by around 85% of MAP II managers in 2021.
- The proportion of MAP managers who rated the sub-area as fully adequate by the SRP project increased from 26% to 41% between 2019 and 2021.
- In 2021, 81% and 71% of MAP managers perceived MAP as a suitable tool for improving education in the territory and strengthening strategic planning, respectively (compared to 66% and 61% in 2019).
- On a positive note, 10% of MAP managers perceived MAP as unnecessarily complex in 2021 compared to 30% in 2019.

- The more positive assessment by MAP II managers in 2021 compared to the assessment in 2019 is also to some extent due to the fact that MAP II continued mainly those MAPs that perceived the overall approach to planning in the area as beneficial.

Support for template beneficiaries

- Increase in the use of SRP Support Centres in the region (79% of the beneficiaries of Template III used the support of the centres)
- Satisfaction with the methodological support provided by the SRP project was perceived positively by the beneficiaries of the template projects (over 90% of the beneficiaries rated it positively)
- Satisfaction with the methodological support provided by the SRP project from the beneficiaries of the template projects increased slightly between 2019 and 2021 (already from a high base in 2019)

Support for PA/SAP processors

- SAP/PA preparers were satisfied with the methodological support provided by P-KAP (overall, about 95% of SAP/PA preparers were satisfied).
- Between 2019 and 2021, there was a positive shift in the perception of the ŠAP/PA (10% fewer PA/ŚAP processors perceived it mainly as an obligation for drawing from operational programmes.

KAP support

The KAP managers particularly appreciated the professionally prepared school survey that was the input for the KAP.

The utility of P-KAP providing methodological support was then perceived differently by KAP managers. Approximately a quarter to a third of KAP managers felt that methodological support from P-KAP was unnecessary. This negative assessment had mainly the following two reasons:

- They pointed to the delayed preparation of documents by the P-KAP following the creation and changes to the methodologies by the Ministry of Education
  - The county(ies) that were ahead then drew primarily on data from the Ministry of Education
- The professional guarantor did not bring the necessary support for the manager (in three regions)

Negative findings (opportunities for improvement)

MAP support

- Around 30% of MAP managers rated the methodological support from the SRP project negatively in 2019 (the proportion dropped to 16% in 2021).
- Approximately a quarter of respondents still perceive the obligation (condition) to draw from operational programmes as one of the main reasons for creating MAP.

Recommendations

The results of this evaluation, based on a survey in February 2019, were one of the impulses for adjusting the settings of the support tools provided to the beneficiaries of the template projects.

The use of the evaluation outputs to reflect on the tools can be considered a positive approach by the SRP and P-KAP project implementer.

The representatives of the MAP point to the website of the NPI CR (formerly the NÚV) as one of the two least suitable sources of information. Even on the basis of the analysis of the content of the project website, it can be stated that the website is not clear and relevant information is difficult to find. It can therefore be recommended to make the NPI CR website clearer about implemented projects in general.

4.5. A.5 To what extent are the partnerships established in the territories still operational after the end of the support?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess the functionality of the partnership between the IPk MAP and IPk KAP projects. The evaluation of the partnership focused in particular on the following aspects, taking into account the requirements of the tender documentation:

- The overall functionality of the partnership as perceived by the individual partners
- The degree of cooperation between partners in educational planning
- The role of partners and the extent of their involvement in educational planning
- Opportunities for partners to express their views and the extent to which these views are taken into account in strategic plans
- Provision of information to partners by implementation teams
- Information sharing between partners and differences of opinion between partners
- Contribution of MAP and KAP implementation to the formation of partnerships in the territory and the region
- Evaluating the sustainability of the partnerships and platforms created after the funding ends.

The following methods were used to evaluate the evaluation questions[10] :

- Three waves of individual interviews with partners involved in MAP and KAP (interviews conducted in 2020, 2021 and 2022)
  - Interviews with MAP managers (35 MAPs in total)

---

[10] For details on the number of respondents, see the Technical Report)

- o Interviews with MAP partners - members of the Steering Committee and MAP working groups (over 30 partners contacted)
  - o Interviews with managers of all KAPs (some repeated, 21 interviews in total)
  - o Interviews with KAP partners - members of the Education Working Group
- Questionnaire survey conducted twice per period (in 2019 focused on the ending or completed MAP I and in 2021 focused on the ending or completed MAP II)
  - o Reaching representatives of MAP implementation teams (114 respondents in 2019 and 277 in 2021)
  - o Addressing MAP partners - members of the Steering Committee and MAP working groups (school representatives, founders and others)
  - o Addressing representatives of KAP implementation teams
  - o Addressing KAP partners - members of PS Education

Answer to the evaluation question

Functionality of the MAP partnership

A total of 90% of the partners involved in MAP can be described as satisfied with the functioning of the partnership and the sharing of information between partners. The partnerships established under the MAP can be described as functional, with an overall negative assessment of partnership functionality recorded in the survey for approximately only 2% of MAPs. These MAPs can be identified as having no potential in terms of further sustaining partnerships. The possibility of assessing the sustainability of the partnership after the end of support was influenced by the continuation of the MAP through the follow-up MAP II and MAP III. However, even partners from MAP I that did not continue into MAP II confirmed for more than 80% of MAPs that the partnership formed continued beyond MAP I.

The implementation of activities (training, competitions, etc.) coordinated by MAP is essential for the development and maintenance of MAP partnerships. The involvement of actors in education in these activities activates them and motivates their involvement in strategic planning.

KAP Partnership functionality

Among KAP partners, positive ratings of the functionality of the KAP partnership were prevalent (at 86%), with the provision of information and information sharing rated highest. The level of partner involvement, i.e. partners' activation for engagement, was rated the lowest by partners. On a positive note, except for two regions, there has been an improvement in the assessment of partnerships by partners involved in the preparation and implementation of KAP (or KAP II) between 2019 and 2021. The possibility of assessing the sustainability of the partnership after the end of the support was affected by the continuation of the KAP in the form of KAP II.

Key Findings

The main selected findings are presented below. For detailed findings from individual questionnaire surveys and outputs from individual interviews with MAP and KAP representatives, please refer to the Technical Report for EQ A.5 and the 2nd Interim Evaluation Report.

Functionality of the MAP partnership

Both members of the implementation teams and partners involved in the preparation and implementation of the MAP perceive the benefits of the MAP in terms of partnership development in the territory. In both 2019 and 2021, nearly 90% of MAP implementation team members identified MAP as beneficial to partnership development. Of the school representatives involved in the preparation and implementation of MAP, 70% of school representatives identified MAP as beneficial to partnership development, and in 2021 this proportion has risen to just under 90%, with 56% of MAP school representatives indicating that MAP has contributed significantly to partnership development. Part of the reason for the increase was that in 2021 only some MAPs (such as MAP II) were continuing to be implemented, and were therefore MAPs that built on successful MAPs in principle. Establishers and other partners also commented on the positive impact of MAPs on partnership development in the survey.

The results of the questionnaire surveys also confirmed the statements of MAP partners during individual interviews. Almost 90% of the respondents indicated that the MAP has improved the exchange of information between school principals in the area. And similarly to the questionnaire survey, approximately half of the MAP partners interviewed stated that MAP had significantly contributed to the development of partnerships between actors in education.

The positive contribution of the MAP in terms of partnership and area development is illustrated by one of the comments made by a school representative in the questionnaire survey, "*The MAP is an excellent stimulating environment that provides opportunities for school development. Thanks to MAP, many projects, support for schools and cooperation between teachers have been possible. I evaluate MAP as a significant help and shift in the field of educational development.*"

Chart 10: To what extent has the preparation and implementation of the MAP contributed to the development of partnerships in educational planning in the territory? (distribution of responses by respondent group)

Impact of MAP on partnership development
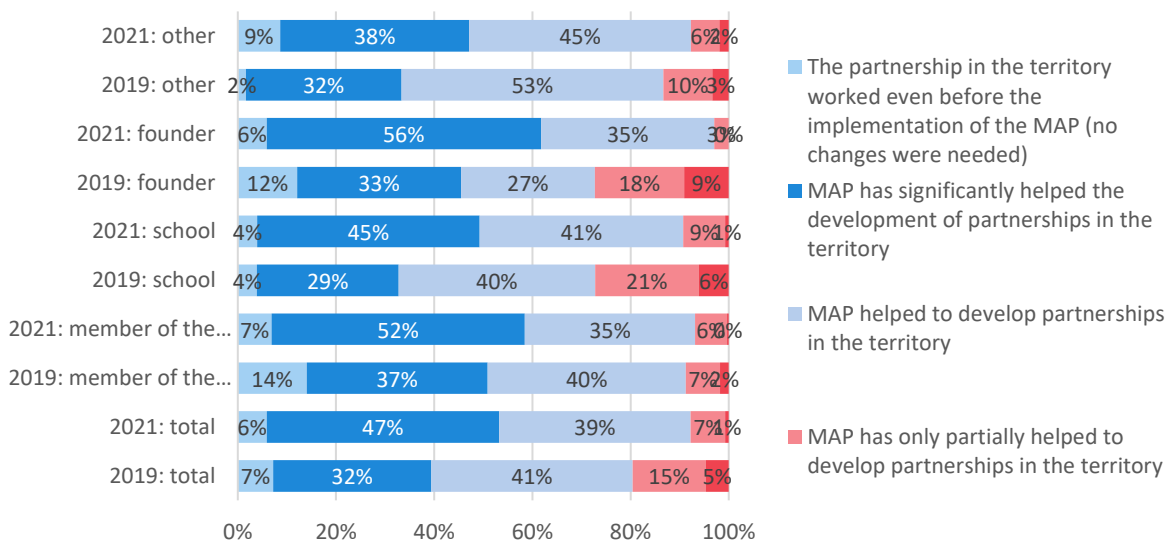
Source: own survey (n2019 = 370, n2021 = 695)

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

MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

More than 90% of the partners involved in MAP II rated the overall level of cooperation within the partnership as very good or satisfactory. More than 60% of the MAP stakeholders involved in MAP rated the cooperation between partners in MAP II (survey 2021) as very good (65% of school representatives, 74% of founders, 62% of other partners).

Chart 11: How do you rate the overall level of cooperation between partners in the area in the field of education? (representation of responses by respondent group) (proportion of respondents who rated information sharing as good or satisfactory)
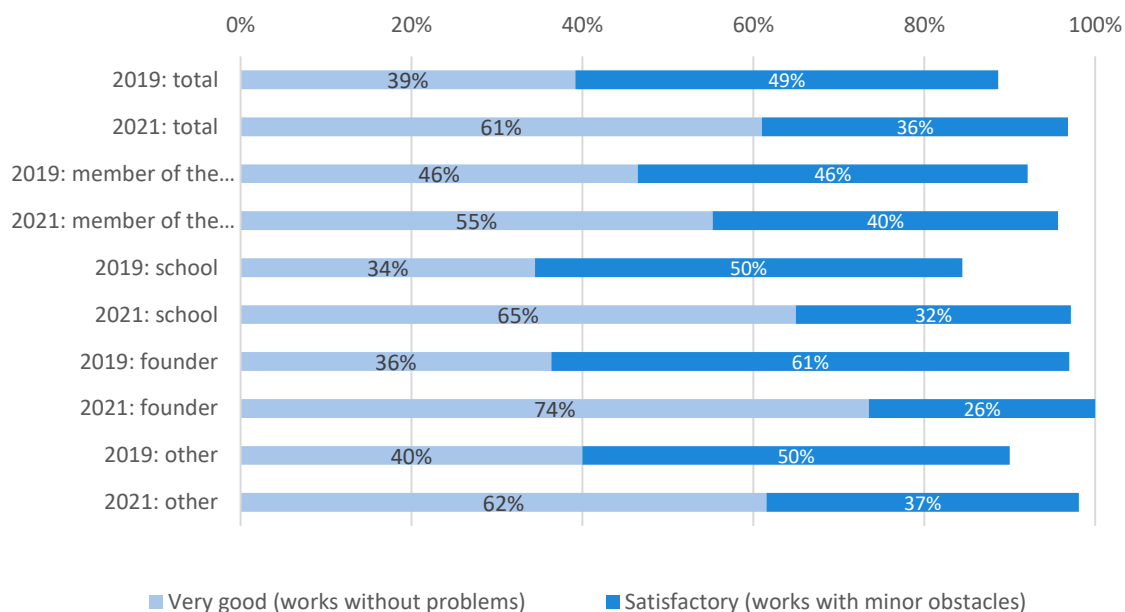
Source: own survey (n2019 = 370, n2021 = 695)

Although some actors rated the partnership cooperation as problematic or dysfunctional, this was in the order of one percent for MAP II (2021) and approximately 10-16% for MAP I (2019). In the case of schools, this was 3% of school representatives for MAP II and 16% for MAP I. However, this assessment refers to individual actors. If we look at the average rating at the level of individual MAPs, it appears that for the vast majority of MAPs (69% for MAP I and 85% for MAP II), the partnership is described as working "very well" or "satisfactorily" by the actors involved. The partnership was described as rather satisfactory by 28% of partners for MAP I and 15% for MAP II. On average, the partnership was rated as problematic by partners for only 2% of MAP I and none of MAP II.

51

Chart 12: How do you rate the overall level of cooperation between partners in the area in the field of education? (number of MAPs by average rating from respondents) (share of MAPs)
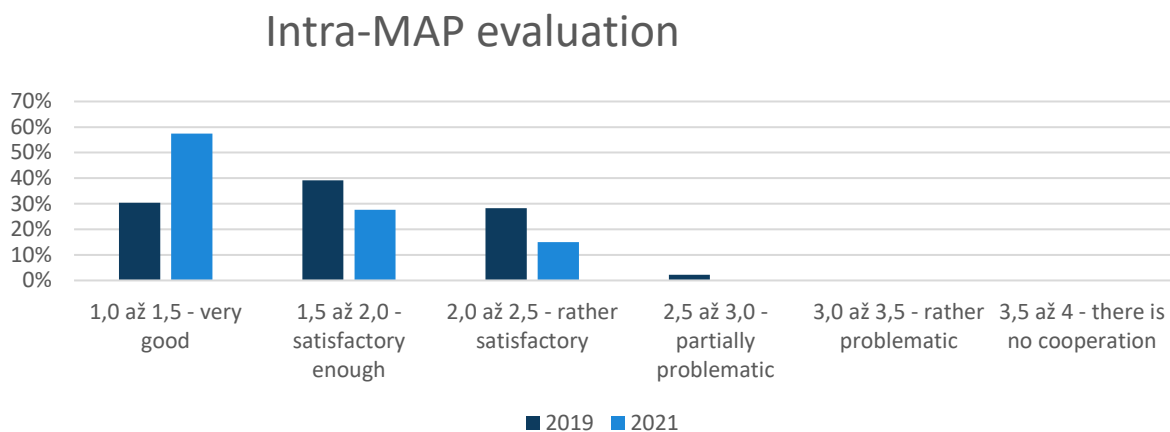
Intra-MAP evaluation

Source: self-reported survey (n2019 = 388 in 46 MAPs in 2019 and n2021 = 972 in 87 MAPs in 2021)

Explanatory note: The graph shows the proportion of the total number of MAPs involved in the survey with a given average rating from respondents. Individual responses were assigned a numerical value of 1-2-3-4. The average value of the responses from the respondents for a given MAP was then calculated and the MAP was assigned to the appropriate category.

Around 90% of the partners were able to express their needs to a quite sufficient or considerable extent. 11% of school representatives in MAP I and 8% of school representatives in MAP II felt that they could not express their needs sufficiently. Approximately 2 to 4% of partners felt that they could express their needs to a very limited extent or not at all, with the exception of founders in MAP I, where this proportion was 9% of founders.

Chart 13: How do you rate the partnership in planning education in the territory in terms of the opportunity to express your needs? (distribution of responses by respondent group)
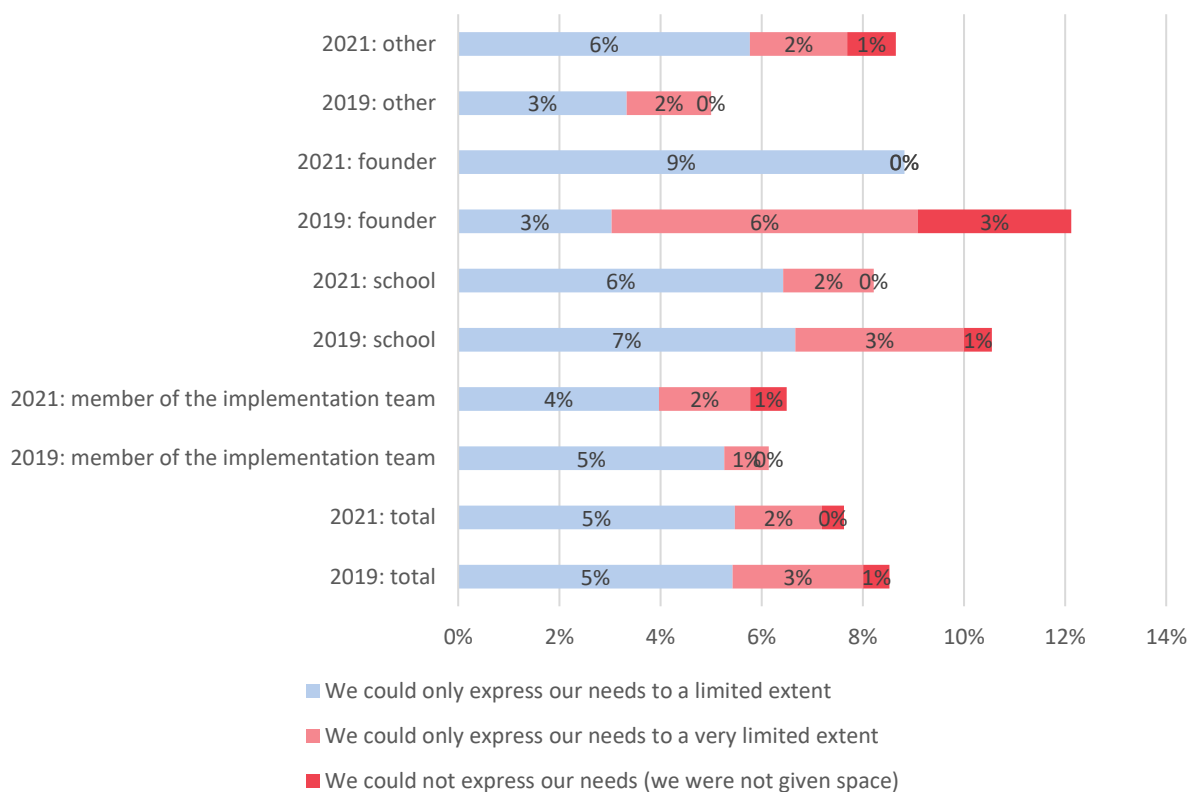
Source: own survey (n2019 = 370 and n2021 = 695)

The sustainability of the partnership after the implementation of MAP I was mainly influenced by the continuation of the follow-up MAP II and MAP III. A total of 193 MAPs out of 221 MAP I (87%) have continued MAP II. MAP III is then being or will be implemented[11] 209 . The majority of MAP partners (around 65%) expressed in the survey that the MAP III partnership is functioning similarly to MAP II. Around 10% then described the functionality of the MAP III partnership as better than MAP II and only 2% of school representatives described the MAP III partnership as less functional than MAP II.

However, the representatives of the MAPs that did not continue through MAP II expressed in the questionnaire survey in the majority (9 out of 11 MAPs)[12] , that the cooperation in the territory after MAP I is as good or better (5 out of 11 MAPs) than during the implementation of MAP I. On the basis of the interviews conducted with partners and MAP managers, the sustainability of partnerships was assessed differently with regard to the specific conditions in the territory (in particular the relationships between partners). Thus, the extent to which information sharing between partners

---

[11] *It includes 97 projects in the state of: Project with legal act of granting/transfer of support; 2 projects in status: Request for support recommended for funding with reservations; and one project in status: Aid application recommended for financing with reservation.*

[12] *Partners from 47 MAPs were involved in the survey. Of these, for 11 MAPs respondents indicated that MAP I would not be continued through MAP II.*

works in the territory (as an indicator of good relations between partners and the establishment of partnership links) could be taken as an indicator of partnership sustainability. In the 2021 survey, only 5% of school representatives and 3% of founder representatives indicated that there were significant barriers to information sharing.

Looking at the level of the whole MAPs, based on the average rating by the involved MAP actors, there were only 2% of MAP I and 1% of MAP II where, on average, the involved partners rated information sharing between partners as not very functional (with significant barriers). From this perspective, we could describe only 1 to 2% of MAPs as dysfunctional in terms of partnership functionality, and therefore without the potential to sustain the partnership further.

Chart 14: How do you rate the educational planning partnership in the territory in terms of information sharing between partners? (number of MAPs by average rating from respondents) (share of MAPs)
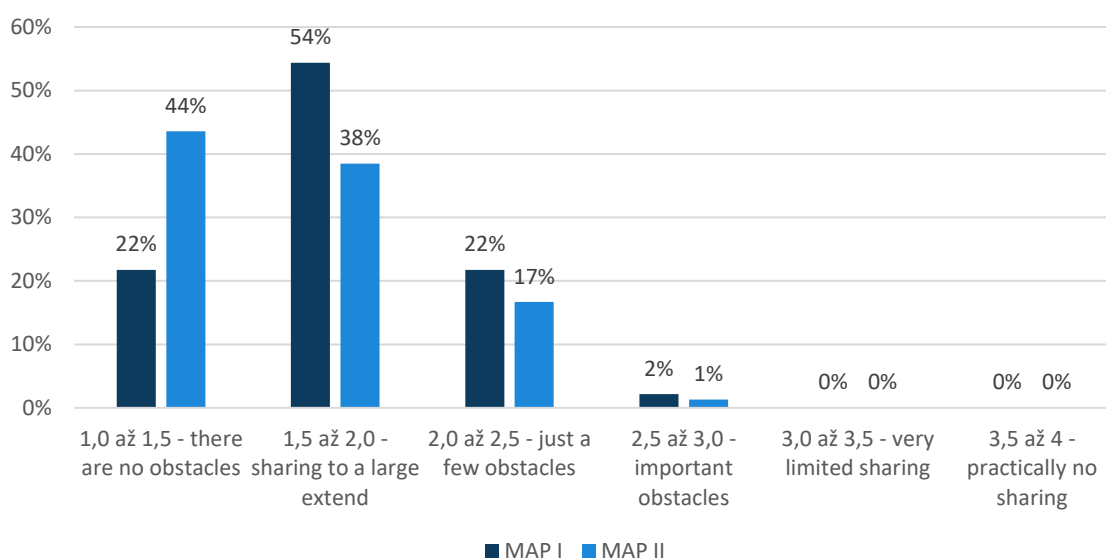

Source: self-reported survey (n2019 = 388 in 46 MAPs in 2019 and n2021 = 972 in 87 MAPs in 2021)

Explanatory note: The graph shows the proportion of the total number of MAPs involved in the survey with a given average rating from respondents. Individual responses were assigned a numerical value of 1-2-3-4. The average value of the responses from the respondents for a given MAP was then calculated and the MAP was assigned to the appropriate category.

The interviews with MAP partners who critically evaluated the functioning of the MAP showed that the negative perception of the partnership is due to specific interpersonal ties and personal "animosity" between specific persons involved in the MAP or when two (or more) mutually irreconcilable groups operate in the territory. In such cases, MAP partners expressed themselves in the sense that "*MAP was stolen from* them", that it was "*privatized by another group*", etc. or spoke of partisanship: "*My initial enthusiasm (2016) gradually faded - the idea of a platform for sharing views from different positions has shrunk to a certain ideological line, ineffective recycling of topics and 'partisanship'*".

In the interviews with MAP partners, the activities of MAP in the form of educational and other events (e.g. organising competitions or, in one MAP, the creation of regional textbooks) were particularly highlighted in terms of the benefits for partnership development. From the interviews with the MAP partners it is evident that in active MAPs (i.e. MAPs in which the implementation teams organise and

organise specific activities in the territory) the partners feel involved and committed and then participate or are involved in the strategic planning. The willingness of education actors to engage only in action planning is low if the MAP *is not* "*really alive*" and the MAP implementation team is not able to reach school representatives (principals and teachers) through the activities implemented. One respondent summed this up in the guided interviews by saying: "*For MAP to work, it can't just be about planning and strategy, but other activities need to be implemented in the territory to engage and connect the actors*".

KAP Partnership functionality

The partners involved in the preparation and implementation of the KAP within the Education WG evaluate the functionality of the KAP partnership and its individual aspects positively. On a scale of 0-100%, where 50% or more corresponds to a positive rating, KAP partners rate the overall level of cooperation at 86%. The opportunity to express their views and reflect these needs is then rated at 83% and 77% respectively, and information sharing between partners at 78% out of 100.

On average, the level of involvement of partners (62%) and the overall perceived contribution of KAP to partnership development (61%) are rated the lowest.

Chart 15: Average rating for each aspect by all KAP partners (rating in 2021 and change between 2019 and 2021)
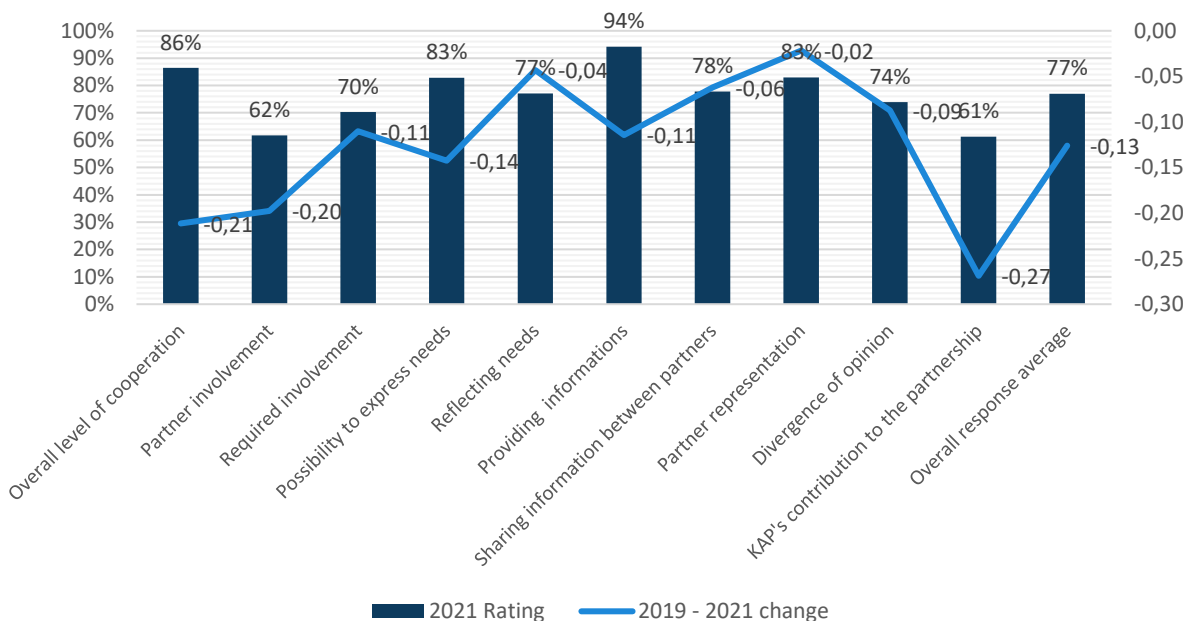
Source: own survey (n2019 = 326, n2021 = 289).

Explanatory note: The graph shows the fulfilment of the aspect based on the average rating of KAP partners. A rating of 100 % corresponds to the best rating on the relevant scale (e.g. on a scale of 1-5 corresponds to a rating of 5). Above 50 % corresponds to a positive evaluation, below 50 % corresponds to a negative evaluation.

The rating varies from region to region and ranges from 86 to 71% (the average rating in each region is shown in the graph below). In all regions there was an improvement or stagnation in the assessment by partners. Olomouc and Moravian-Silesian regions recorded the biggest positive shift in partnership ratings between 2019 and 2021.

For a detailed assessment of the regions in terms of individual aspects, see the Technical Report to the EQ A.5.

Chart 16: Average rating per region by all KAP partners (rating in 2021 and change between 2019 and 2021)
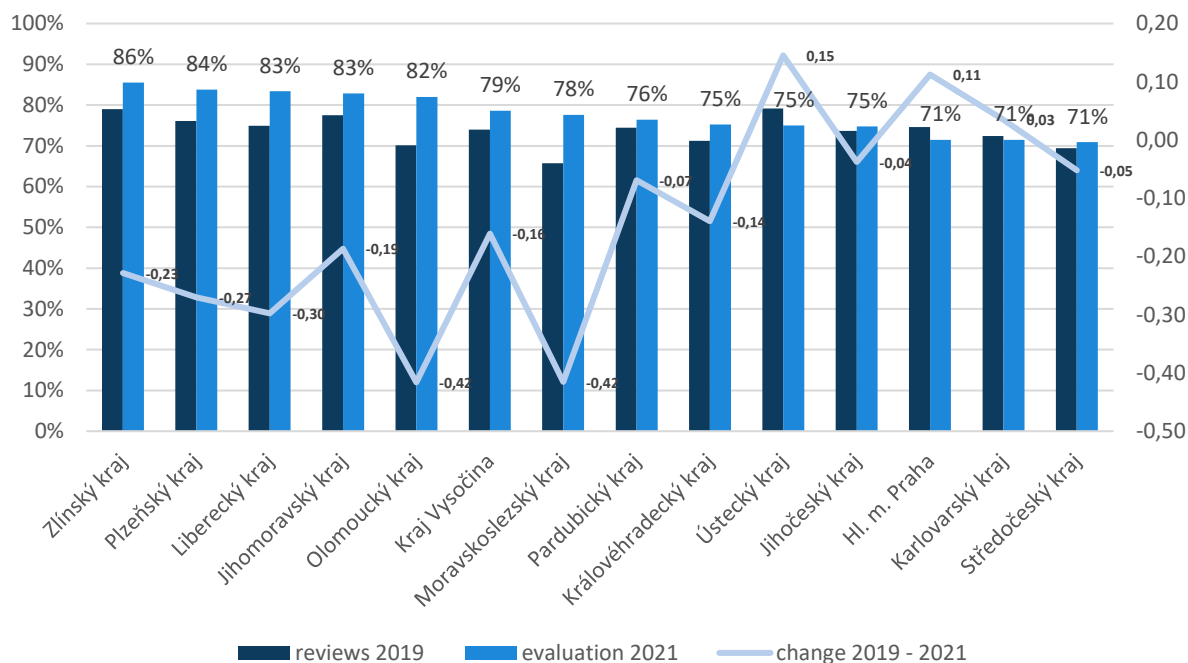
Source: own survey (n2019 = 326, n2021 = 289).

Explanatory note: The graph shows the average rating by KAP partners for a given region. A rating of 100% corresponds to the best rating on the relevant scale (e.g. on a scale of 1 -5 corresponds to a rating of 5). Above 50% corresponds to a positive rating, below 50% corresponds to a negative rating.

The evaluation of the actors involved in the guided interviews largely reflected the findings of the questionnaire survey. For the counties with above average ratings, the enthusiasm of education actors was evident. They indicated that the county is interested in quality education, that they are involved, and the county and other partners are interested in their opinions and needs. School representatives then spoke of "*above standard cooperation between the county and schools*" and "*excellent communication*", adding that they have all the information they need. The good to excellent functionality and support from the NPI CR in the region was often highlighted. For the regions that were rated less well by partners in the survey, there was a noticeable reticence on the part of partners. Although KAP partners reported that they participated and had information, the partnership was described as more formal. Without the enthusiasm that was evident in other counties, and partners were more formal in saying that they "*can't complain about anything*". However, they struggled to find concrete examples of the positive benefits of KAP. Even so, randomly approached representatives of the Education WG pointed almost uniformly to the benefits of KAP in terms of information sharing.

Conclusions and recommendations

Conclusions

Conclusions - MAP Partnership

More than 90% of the partners involved in MAP II rated the overall level of cooperation within the partnership as very good or satisfactory. Similarly, the inability to express their needs sufficiently was felt by approximately up to 10% of MAP partners.

MAP was considered beneficial for the development of partnerships by 70% of school representatives for MAP I and less than 90% of school representatives for MAP II. The above can be represented by one of the statements made by a school representative in the 2021 questionnaire survey: *'MAP is an excellent stimulating environment that provides opportunities for school development. Thanks to MAP, many projects, school support and cooperation between teachers have been implemented. I evaluate MAP as a significant help and shift in the field of educational development."*

At the level of the MAP as a whole, based on the average ratings of the relevant MAP actors, it can be stated that only up to 2% of the MAPs were dominated by an average negative assessment of the functionality of the partnership by the partners involved. These MAPs can then be identified as having no potential for further continuation of the partnership.

MAP activities in the sense of implementing educational activities, organizing competitions, etc. can be described as an essential to essential tool to reach out to actors in education and to start and maintain mutual cooperation.

An example of a "dysfunctional" MAP, at least from the point of view of an actor in education in a given area, is a MAP in an area where there are (usually) two different groups that do not get along in principle and cannot work together. As highlighted by several education actors interviewed in the guided interviews, "it's *about people*". Thus, personal animosity is usually the main obstacle to low cooperation in addition to possible low activity on the part of MAP.

Conclusions - KAP Partnership

Among KAP partners, positive assessment of the functionality of the KAP partnership was prevalent (at 86%). The provision of information and information sharing was rated highest. The level of involvement of partners and the overall perceived contribution of KAP to partnership development in the region was rated the lowest by partners. The contribution of KAP to partnership development was perceived more positively by partners in only 3 regions (Olomouc, Zlín and Liberec regions). For some regions KAP was not considered as beneficial by the partners (regions with overall lower ratings) and for some regions the partners in the interviews pointed out that the cooperation in the region was very good even before KAP.

Recommendations

Support activities implemented within the MAP (training and educational events, competitions, etc.). These are proving to be a key activating element for the development and maintenance of partnerships in the territory. Many partners are not motivated to participate only in strategic planning without MAP

being really active in the territory and involving schools through concrete activities. The involvement of actors in the planning is then rather only purposeful with regard to the fulfilment of the conditions for the use of subsidies.

4.6. A. 6 To what extent are the target groups aware of the existence and overall concept of the P-KAP and SRP IPs, the MAP and KAP IPs and the overall KLIMA concept?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess the extent to which[13] target groups are aware of the existence and overall concept of the P-KAP and SRP IPs, the MAP and KAP IPs and the overall KLIMA concept. In this sense, addressing the evaluation question focused on assessing the general awareness of the KLIMA Action, the extent to which the different aspects of the KLIMA Action are implemented in schools, projects and activities focused on the KLIMA Action areas and strategic planning.

The aim of KLIMA[14] is to develop a motivating culture in schools that focuses on maximum success for every student and every teacher and on the continuous pedagogical development of the whole school.

The surveys conducted to evaluate the evaluation questions focused on the following topics and target groups:

- Awareness of the strategic approach of the MEYS and the KLIMA action. In addition to awareness, the survey also focused on the assessment of the situation at the school (aimed at teaching staff and management of the kindergarten and primary school)
- Awareness of strategic planning at the school and regional level (aimed at teaching staff and management of kindergartens, primary schools, secondary schools and municipalities as school founders)
- Awareness of system projects (aimed at teaching staff and management of kindergartens, primary schools, secondary schools and municipalities as school founders)

---

[13] *In line with the wording of the question and the survey methods used, the solution to the evaluation question focused on the evaluation of the 'measure', falling into the category of quantitative approaches. In this sense, it was not possible, nor was it the aim of the evaluation, to assess the reasons and causes why the observed rate is at a given level or why there was/is no change in the rate during the period under review.*

[14] *K = Culture of Learning; L = Leadership; I = Inclusion, M = Mentoring/Methodological Support for Teachers, A = Activating Forms of Learning.*

- Sources of information on strategic planning and system projects (aimed at teaching staff and management of kindergartens, primary schools, secondary schools and municipalities as school founders)

The following methods were used to evaluate the evaluation questions[15] :

- Questionnaire surveys (CAWI) conducted 3 times during the evaluation (in 2018, 2019 and June 2022)

For each survey, a sample equivalent to one-third of the relevant schools was approached. In view of the high response rate (over 20% of the subjects contacted), the results of the survey of the management of nursery and primary schools can be considered representative with a confidence interval between 2 and 3.5%.[16] In the case of primary schools and founders, a confidence interval of between 4.5% and 8% for school principals should be taken into account in the interpretation.

We emphasize that the findings below reflect self-reporting and self-declaration by the respondents. In this respect, they provide a picture of how the situation is perceived by the representatives of schools and founders themselves,

Answer to the evaluation question

Awareness of KLIMA Action

In 2022, 67% of principals and 51% of primary and kindergarten teachers were aware of the "strategic approach aimed at changing the culture of education". There was a noticeable increase in this awareness of approximately 10 pp during 2018 to 2022.

However, awareness of KLIMA, as a concept encompassing activities aimed at developing a *motivating culture focused on maximising success for every pupil and every teacher and on sustained pedagogical development throughout schools, was* lower and unchanged over 2018 to 2022. In 2022, only 28% of teachers and 39% of head teachers of kindergartens and primary schools were aware of the KLIMA event including related activities.

Awareness of strategic planning

A total of 87% of the representatives of the management of kindergartens and primary schools use the School Development Concept and 81% use the MAP. However, there has been no change in this regard during 2018 to 2022.

11 p.p. fewer representatives of SHS management know the content of the regional action plan in 2022 than in 2019 (down from 81% to 70%).

The proportion of secondary school leaders with knowledge of the content of the School Action Plan has fallen by 21pp in 2022 compared to 2019 (from 93% to 72%).

Between 2018 and 2022, there was an increase in the level of awareness in terms of knowledge of MAP content among primary and lower secondary school teachers (by 12 pp to 44%) and KAP among secondary school teachers (by 15 pp to 40%).

---

[15] *The definition of the methods used was based on the requirements of the tender documentation.*

[16] *At a 95% confidence level.*

Around 45% of the representatives of the founders of primary and secondary schools participated in the development of the MAP. However, 19% of the representatives of the founders of primary and secondary schools do not know the content of the MAP and 8% do not know about the MAP at all.

Awareness of education projects

A total of 93% of school principals (kindergartens, primary schools, secondary schools) were aware of the possible focus of the templates, i.e. 7% of principals were not aware of the focus of the templates.

66% of the directors of kindergartens and primary schools are familiar with the SRP project. More than half of the school principals know the KSH project. Most of the other IPs are known by around 40 to 50% of primary and primary school principals in terms of their content.

Less than a third of the teachers of the kindergartens and primary schools were familiar with the content of the APIV-B, KIPR, APIV-A, KSH and SRP projects. Approximately one quarter of the teachers of the Kindergarten and Primary Schools were familiar with the PPUČ and IKV projects.

74% of secondary school principals are familiar with the P-KAP project (57% use the project outputs). Around 50% of head teachers were familiar with the SRP, KSH, KIPR and IOC projects. One third of the headmasters know the APIV-A, APIV-B and IKV projects.

One third of secondary school teachers are familiar with P-KAP, MOV and KIPR projects in terms of content. Around a quarter of primary school teachers know most of the other system projects.

In 2022, only 13-28% of the representatives of the founders of primary and secondary schools (depending on the IPs) knew the content and content of the system projects. 28% of the representatives of the founders of primary and secondary schools were familiar with the SRP project.

Key Findings

The following is a selection of the main findings from the investigations carried out. Greater detail can then be found in the Technical Report on EQ A.6 and in the previous evaluation Interim Reports that focused on EQ A.6 (1st and 3rd Interim Reports).

Awareness of the KLIMA event

As such, the KLIMA event (see above) was targeted at kindergartens (kindergartens) and primary schools (primary schools). The proportion of school principals and teachers who have direct knowledge of the KLIMA event and its activities (under this term) has remained unchanged over the monitoring time since 2018. In 2021, 28% of teachers and 39% of primary and elementary school principals were familiar with KLIMA and its activities.

Chart 17: Do you know the climate action, answer "I know the climate action and its activities" (n2018 = 1502, n2019 = 2115, n2022 = 2109)
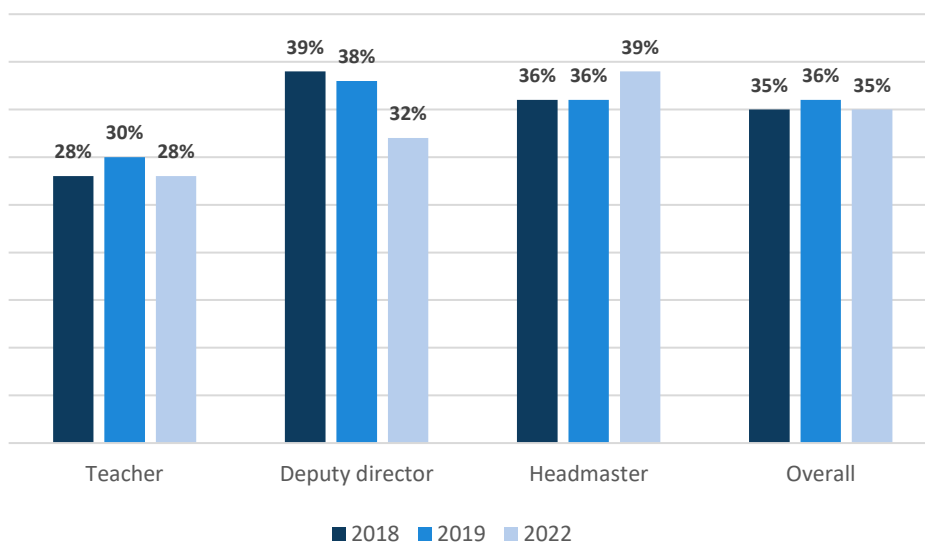
Source.

Conversely, if we look at school representatives' awareness of the "strategic approach aimed at changing the culture of education" in general, there is a noticeable increase between 2018 and 2022, to the extent of approximately 11 pp for teachers and 9 pp for principals of kindergartens and primary schools. Thus, 67% of principals and 51% of teachers had awareness of the "strategic approach aimed at changing the culture of education" in the year.

Chart 18A: Are you aware of the existence of a strategic approach by the Ministry of Education, Youth and Sports to change the culture of education? (n2018 = 1502, n2019 = 2115, n2022 = 2109)
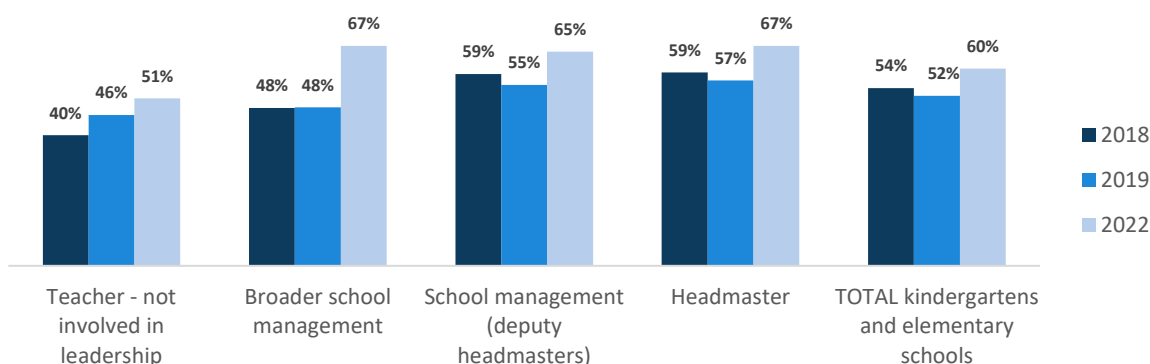
Source.

Self-assessments of schools by school management and teachers fulfil the principles of KLIMA in selected aspects. In general, in 2022 there is a decrease in the number of schools (according to principals' self-assessment) that fully or at least to a large extent fulfil a given aspect (see the technical report on EQ A.6 for a more detailed assessment of each aspect). From the survey carried out we cannot explain the reasons, but we assume that the explanation can be twofold:

- overall decrease in the evaluation (perception) of the school culture after the complicated years of the COVID-19 pandemic

- the school management is succeeding to educate in different aspects, and therefore principals and school management are now able to be more self-critical (they see what they didn't see or didn't want to see before)

Chart 19: Aspects of the KLIMA action. How do you personally assess the situation at your school in the following areas? (Kindergarten and primary school; teacher not involved in school management) (n2018 = 306, n2019 = 839, n2022 = 871)
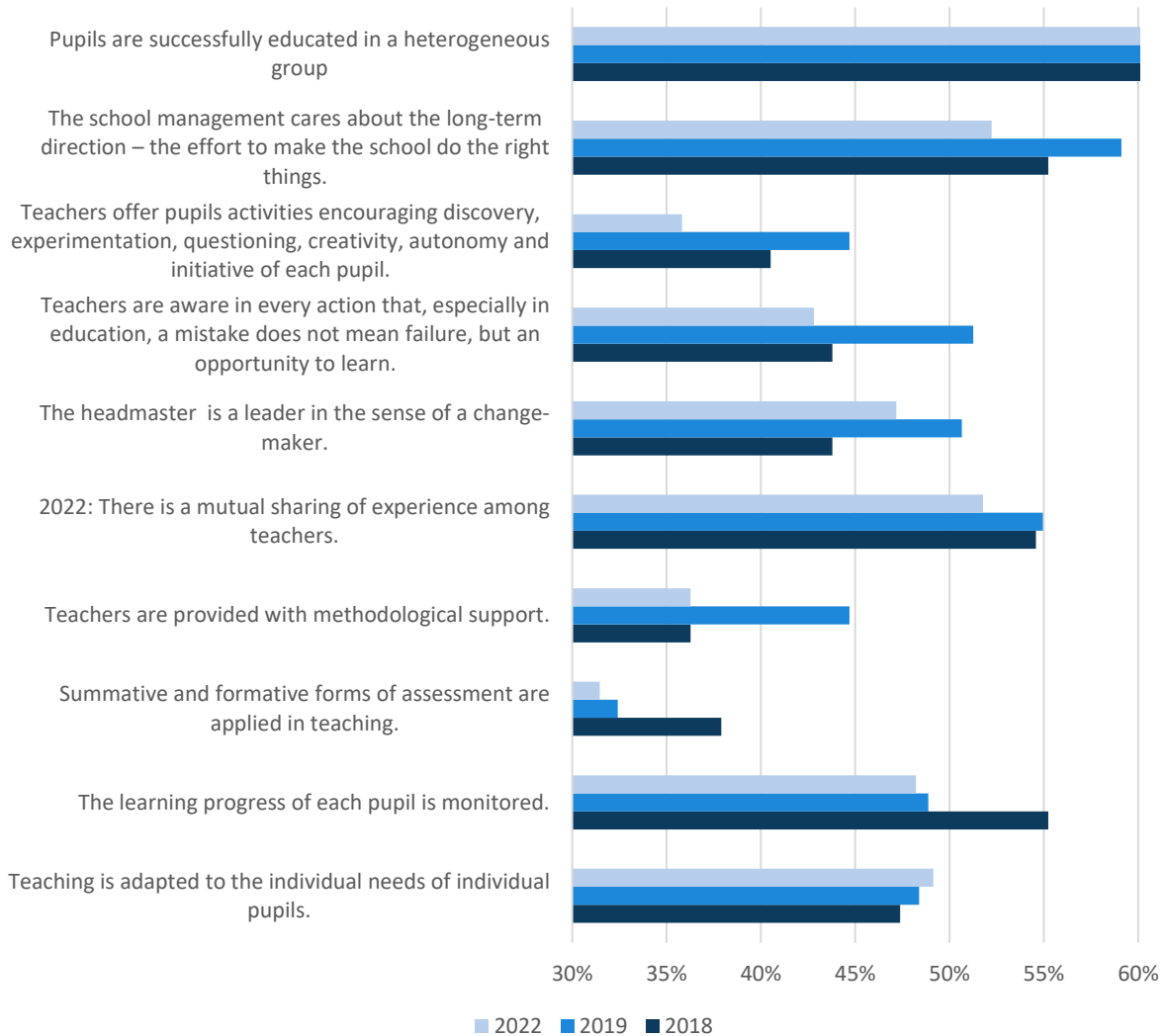
Source.

At the level of individual comments, the following problematic aspects from the perspective of teachers are most frequently mentioned in 2022 as in previous surveys in 2018 and 2019:

- High number of children in classes
- Problems with coping with a heterogeneous collective
- Underestimation of support for further education of teachers within the school system
- Criticism of inclusion or the way it is implemented in the Czech school system

Awareness of strategic planning

Awareness of strategic planning was surveyed among representatives of kindergartens and primary schools, secondary schools and municipalities as school founders.

Kindergartens and primary schools

The awareness of the management of the primary and secondary schools of strategic documents at the school level (School Development Concept), at the regional level (Local Action Plan - MAP) and at the regional level (Regional Action Plan - KAP) remained essentially unchanged during the reporting period from 2018 to 2022. With a partial increase in KAP awareness between 2018 and 2019[17] . For knowledge of the School Development Concept and MAP, there was even a slight decrease in awareness between 2019 and 2022 (by 3 and 2 pp respectively). In 2022, 10% of the representatives of the management of primary and secondary schools declared that they were not familiar with the content of the MAP and 9% were not familiar with the content of the School Development Concept.

Chart 20: Awareness of levels of strategic planning (proportion of representatives of the management of the kindergarten and primary school) (Kindergarten and primary school; school management, n2018 = 1 113, n2019 = 1 169, n2022 = 1 229)
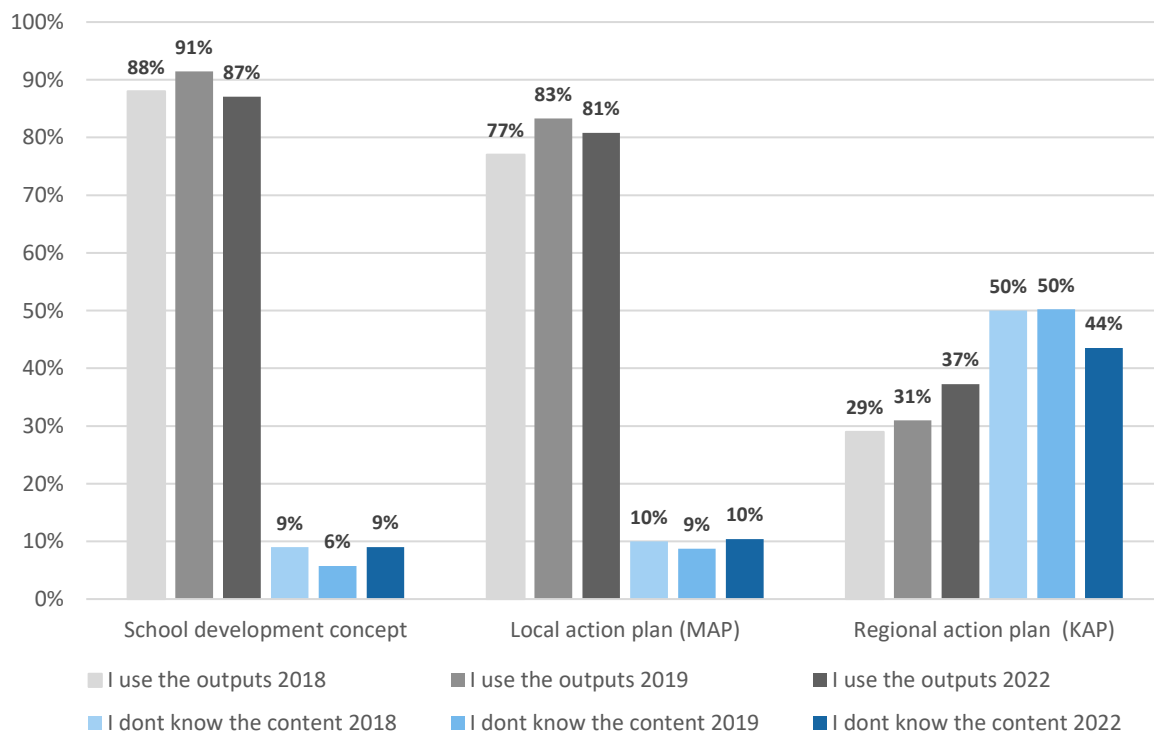
Source.

For teachers in kindergartens and primary schools, awareness in terms of MAP content knowledge increased by 12 p.p. between 2018 and 2019. In 2022, 56% of the teachers of the Kindergarten and Primary School said they knew the content of the MAP. However, there are still 22% of teachers who do not know about the School Development Concept.

---

[17] *The KAP is prepared at the regional level and primarily focuses on secondary education.*

Chart 21: Knowledge of the content of strategic documents by teachers of kindergartens and primary schools; teacher not involved in school management; n2018 = 306, n2019 = 839, n2022 = 871)
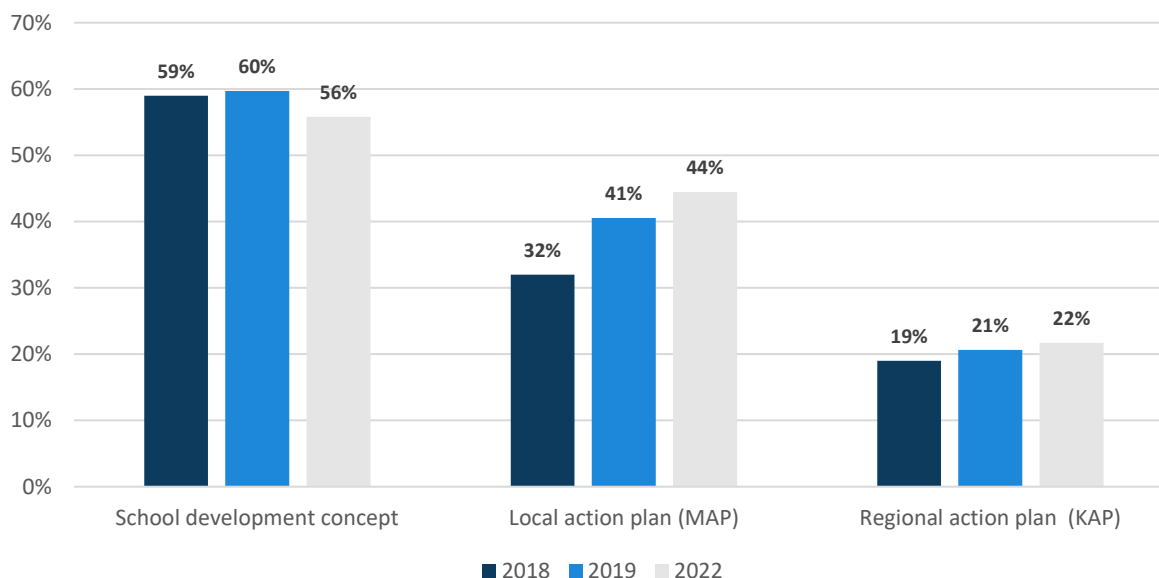
Source.

Secondary schools

Awareness of secondary school (SS) leadership representatives of strategic documents has declined since 2019. 7 p.p. fewer representatives of secondary school management were aware of the content of the School Development Concept in 2022 than in 2019 (down from 95% to 85%)[18] . 11 p.p. fewer representatives of secondary school management were aware of the content of the Regional Action Plan in 2022 than in 2019 (down from 81% to 70%). For knowledge of the content of the School Action Plan, there was even a decrease of 21 p.p. compared to 2019 (from 93% to 72%). This may be due to the expiration of the SAP[19] , but a possible explanation could also be a change in school leadership, i.e. that the leadership that was involved in the development of the SAP is no longer in place.

---

[18]*This is a document prepared and submitted by the head teacher himself (it contains the school's vision and plans for its own development). The school management (i.e. including the deputy head teachers) is thus unaware of the content of the document itself.*

[19] *However, only schools with a developed SAP were included in the evaluation of the response to this question.*

Chart 22: To what extent are you aware of the following levels of strategic planning? (Secondary schools; school management - principals and deputy principals, n2018 = 256, n2019 = 140, n2022 = 168).
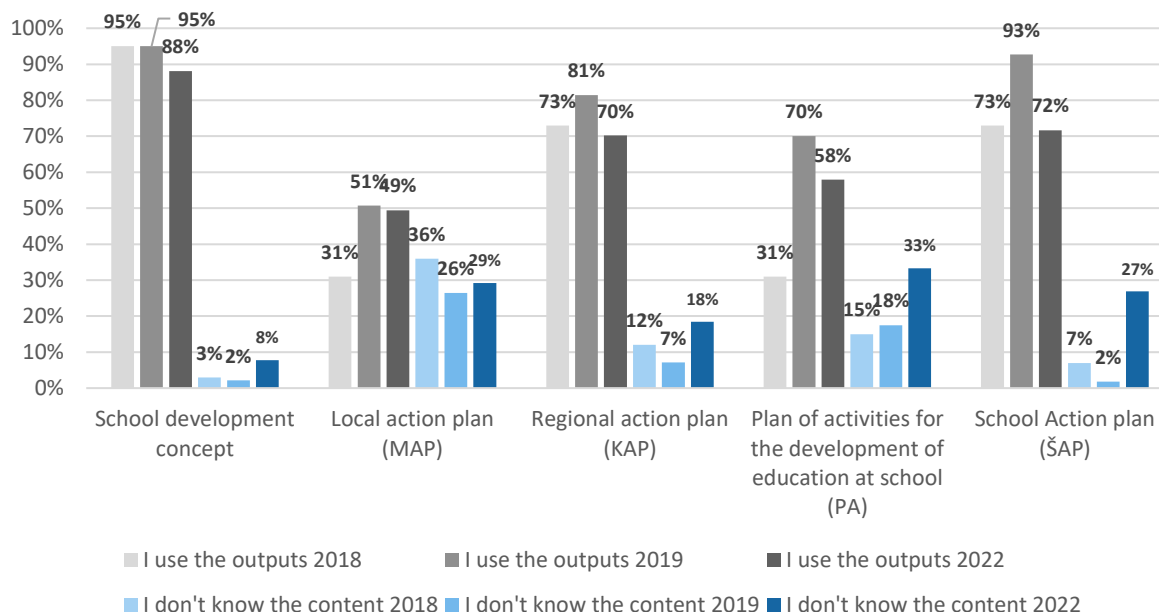
Source.

On the other hand, the increase in the proportion of principals who said that they had prepared the SAP because they wanted to write a vision for the school (up from 8% to 18% of principals in 2019) is positive. Conversely, there has been a decrease in the number of principals (schools) who prepared the SAP because of the obligation to do so in view of the possibility of receiving funding from operational programmes (down from 77% to 63%).

Chart 23: What was the main reason for creating the following strategy document at your school? (Secondary school; school management - principals and deputy principals, n2019 =140, n2022=168)
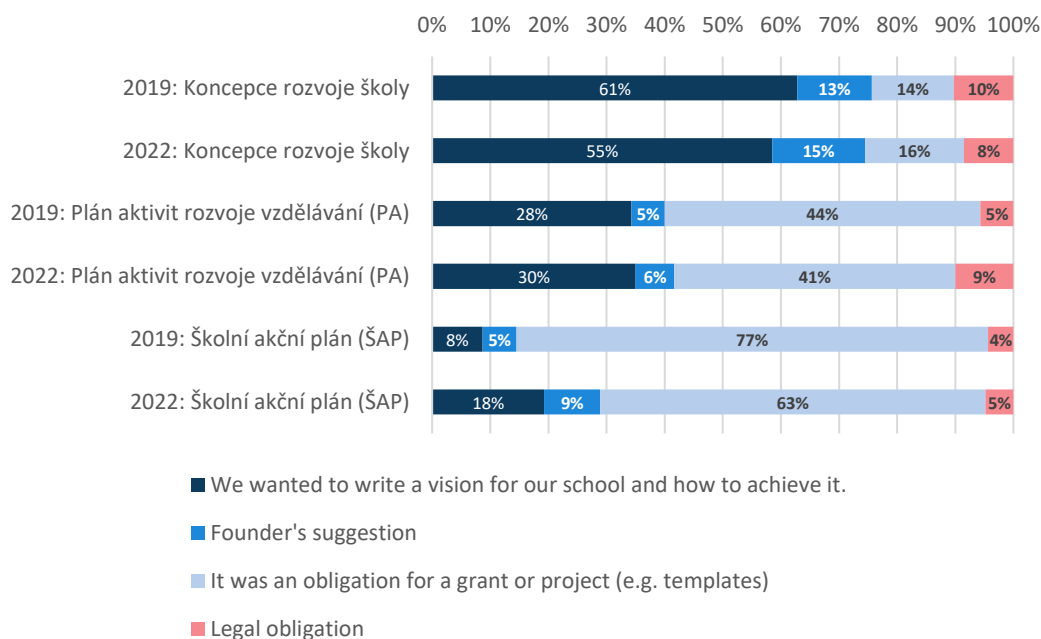
Source.

For secondary school teachers, there was a 15 pp increase in awareness in terms of KAP content knowledge between 2018 and 2019. In 2022, 55% of SHS educators said they knew the content of the KAP. However, similarly to the case of primary and lower secondary school teachers, 25% of primary school teachers remain unaware of the School Development Concept.

Chart 24: Teachers' knowledge of the content of strategic documents; (teacher not involved in school management; n2018 = 99, n2019 = 120, n2022 = 118)
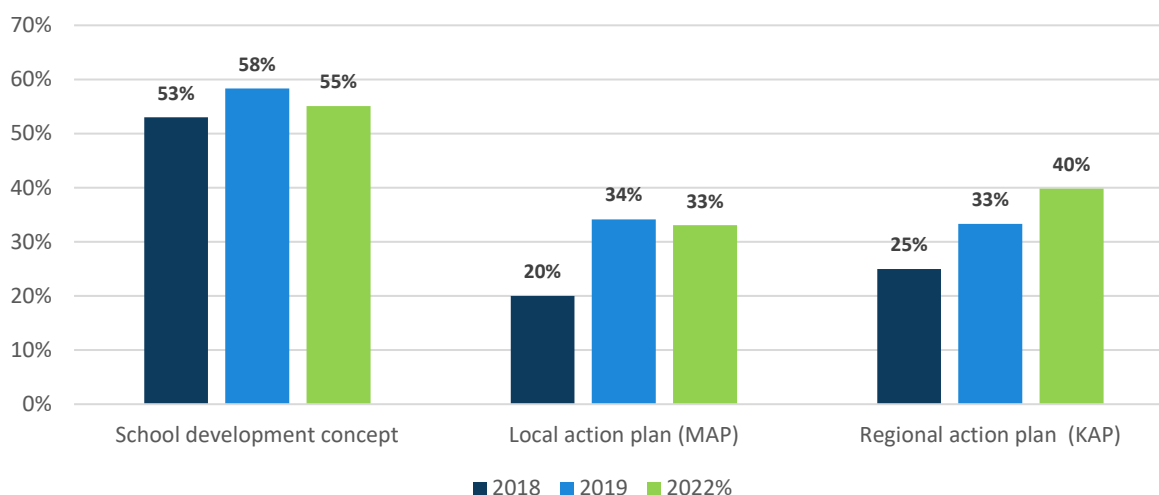
Source.

Establishers of kindergartens and primary schools

As in previous years, around 45% of representatives of the founders of kindergartens and primary schools said that they participated in the development of the MAP. On the other hand, 14% of the founders stated that they know the MAP but do not use the outputs. 19% of the representatives of the founders of primary and secondary schools do not know the content of the MAP and 8% do not know about the MAP at all.

The proportion of representatives of founders of primary and lower secondary schools who do not know about key conceptual strategies of the school or region has decreased for MAP (from 14% to 8%) compared to 2019. The lack of knowledge of the School Development Concept (14% of founders) and KAP (31% of founders) remains similar among founders of primary and lower secondary schools in 2022 as in previous years.

Chart 25: To what extent are you aware of the following levels of strategic planning? Proportion of respondents who are not aware of the strategy (proportion of school founders) (school founders - municipalities, n2018 = 114, n2019 = 101, n2022 = 180)
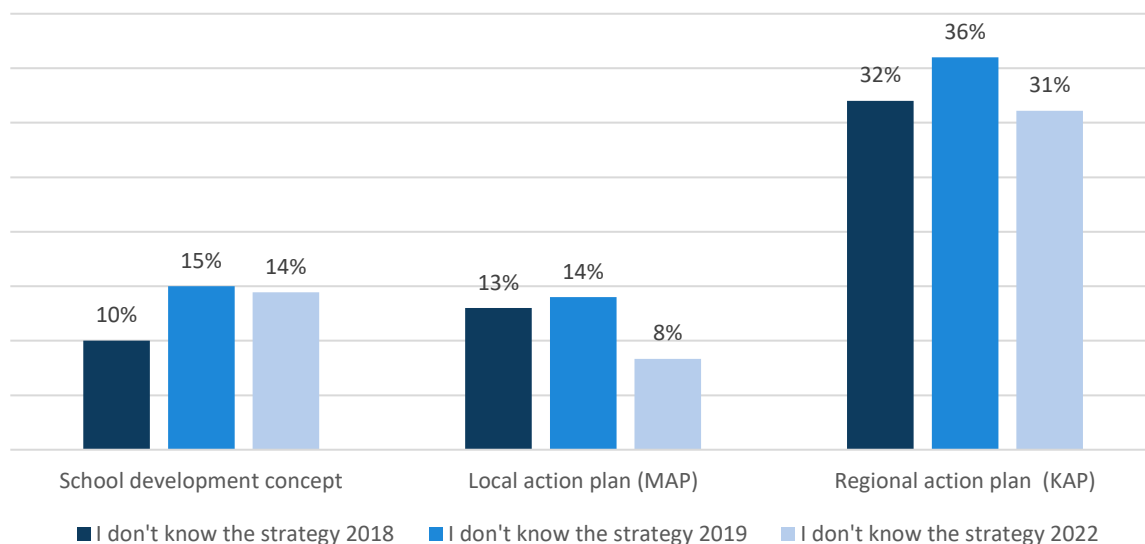
Source.

For more detail on the findings of the investigations carried out, including comments from school representatives and founders, see the Technical Report to EQ A.6.

Awareness of education projects

Directors of kindergartens and primary schools

The greatest awareness of projects in the field of education is, of course, among the directors of kindergartens and primary schools about templates (93% of directors know the possible focus of templates). From this point of view, it is surprising that 7% of principals did not know the focus of the templates. Among the systemic projects (IPs), the highest awareness is of the SRP project, which was known by 66% of the principals of the MS and primary schools and in which almost 50% of the principals were directly involved. More than half of the school principals were also familiar with the KSH project (34% use the outputs). Most of the other IPs are known by around 40% to 50% of the primary and primary school principals in terms of their focus. In other words, however, more than half of the principals of the Kindergartens and Primary Schools did not know the content and focus of these projects. Less than 30% of the principals were familiar with the IKV, ILO and NWSS projects.

Chart 26: Which of the following projects listed below are you familiar with? (Responses Involved; Using; Know the content but not using) (survey 2022; principals and representatives of kindergartens and primary schools, n2022 = 1,229)
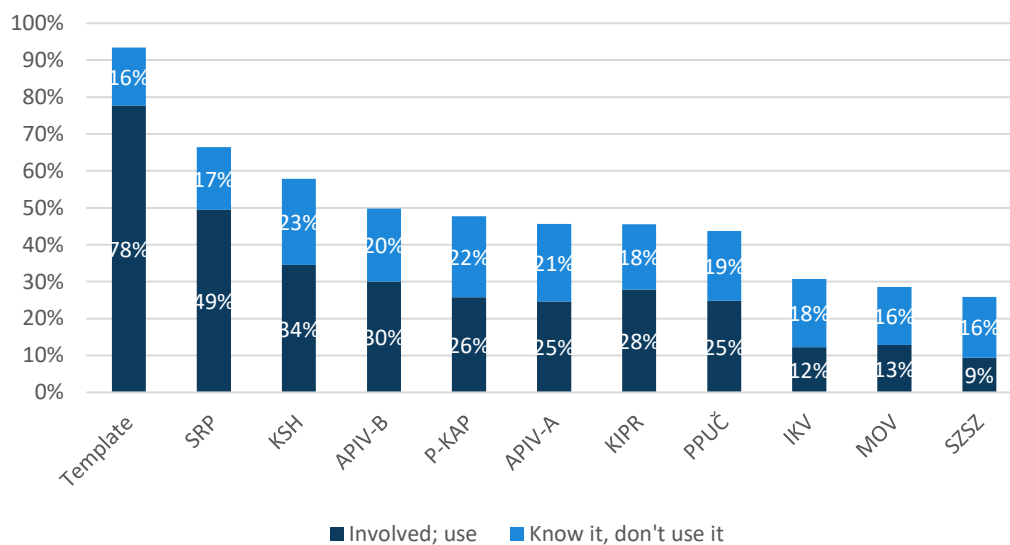
Source.

The findings of the survey show that, in addition to the PPUČ and KIPR projects, awareness of systemic projects has increased among the principals of primary and secondary schools between 2018 and 2022. This was highest for the SRP project (up 11%), the template projects (up 8%), and the P-KAP and APIB-B projects (up 8%). For the other IPs, the increase in awareness of the projects among principals was minimal. In this respect, it is evident that for most IPs, the proportion of principals involved in and using the outputs of the system projects remained essentially unchanged.

Chart 27: Change in use and ignorance of projects 2018 and 2022 (in p.p.) (Kindergarten and primary school; school management,
n2018 = 1 113, n2022 = 1 229)
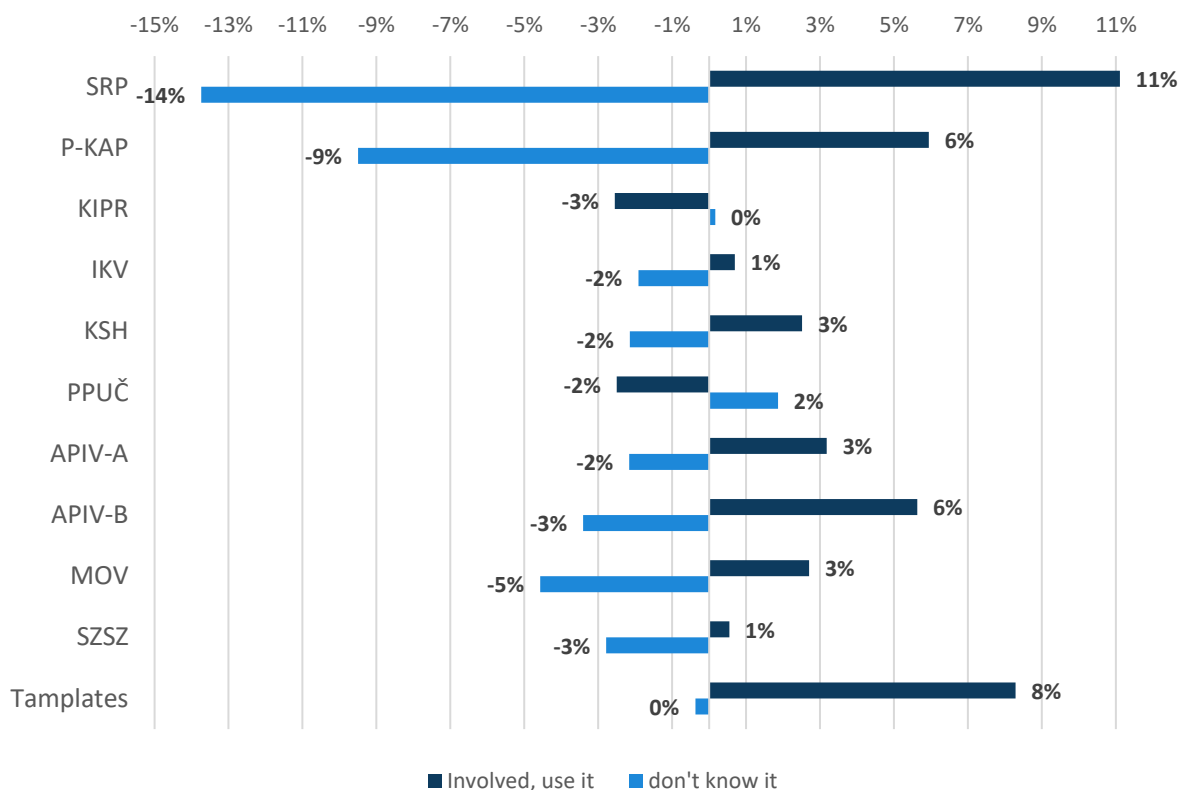
Source.

Kindergarten and primary school teachers not involved in school management

Almost 80% of the teachers of kindergartens and primary schools were familiar with the template projects. Among the system projects, the following projects were known to the teachers of primary and lower secondary schools in terms of content: the APIV-B (32%), KIPR (31%), APIV-A (29%), KSH (28%) and the SRP project (28%). Approximately a quarter of the teachers of primary and lower secondary schools were familiar with the PPUČ and IKV projects.

Even among teachers of kindergartens and primary schools, there is an increase in the level of awareness of IPs between 2018 and 2022, but only by 2 pp on average.

Principals and management of secondary schools

Similarly to the directors of kindergartens and primary schools, 93% of the directors of secondary schools were familiar with the template projects. The P-KAP project, which directly targeted secondary schools, was known to 74% of secondary school principals (57% used the project outputs). Around 50% of secondary school principals were familiar with the SRP (38% use it), KSH (33% use it), KIPR (35% use it) and ILO (35% use it) projects. A third of secondary school principals were familiar with the APIV-A, APIV-B and IKV projects. Slightly more than 20% of secondary school principals were familiar with the PPUČ and SZSZ projects.

Chart 28: Which of the following projects listed below are you familiar with? (Responses Involved; Using; Know the content but not using) (2022 survey; management - principals and deputies, SHS, n2022 = 168)
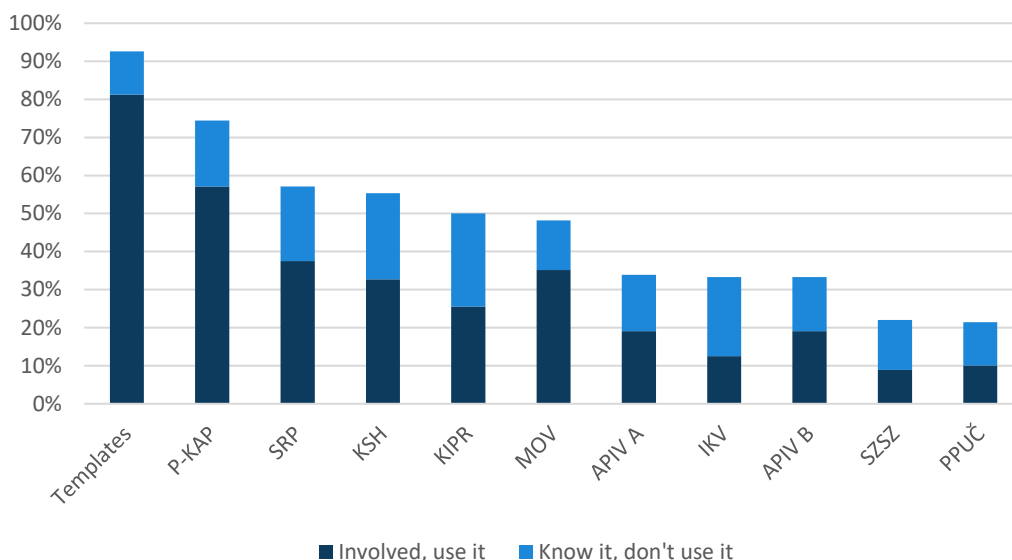
Source.

The change in the awareness rate of secondary school principals between 2018 and 2022 increased for some system projects (9 pp for SRP, 10 pp for MOV) and decreased for others (10 pp for P-KAP, 7 pp for KSH).

Chart 29: Change in use and ignorance of projects 2018 and 2022 (in p.p.) (management - directors and deputies, HEIs, n2018 = 140, n2022 = 168)
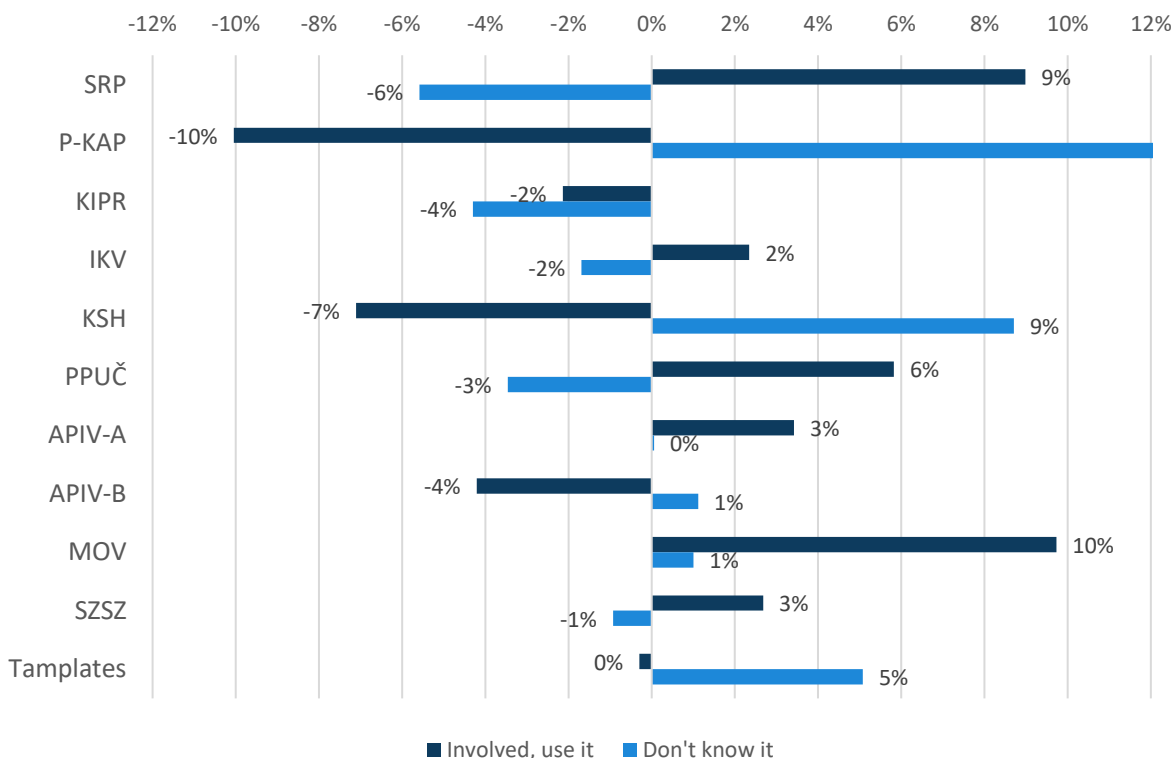
Source.

Secondary school teachers not involved in school management

Almost 80% of secondary school teachers (similar to kindergartens and primary schools) were familiar with the template projects. Among the system projects, the following projects were known to the teachers of secondary schools in terms of their content: the P-KAP (33%), MOV (28%), KIPR (28%). Furthermore, about a quarter of the teachers of secondary schools knew the other system projects, except for the PPUČ project, which was known to 17 teachers.

For secondary school teachers, there is a noticeable increase in the awareness rate of IPs between 2018 and 2022, especially for the P-KAP project (by 15 pp) and APIV-B (by 11 pp) and the template projects by 14 pp.

Establishers of kindergartens and primary schools

The level of awareness of projects focused on education on the part of representatives of the founders of primary and secondary schools is relatively low. In 2022, only 13-28% of the representatives of the founders of primary and lower secondary schools were aware of the content of the system projects (depending on the IPs). In terms of content, 28% of the representatives of the founders of primary and secondary schools were familiar with the SRP project (13% of them use its outputs).

Chart 30: Which of the following projects listed below are you familiar with? (Responses Involved; Using; Know the content but not using) (survey 2022; founder-municipalities, n2022 = 180)
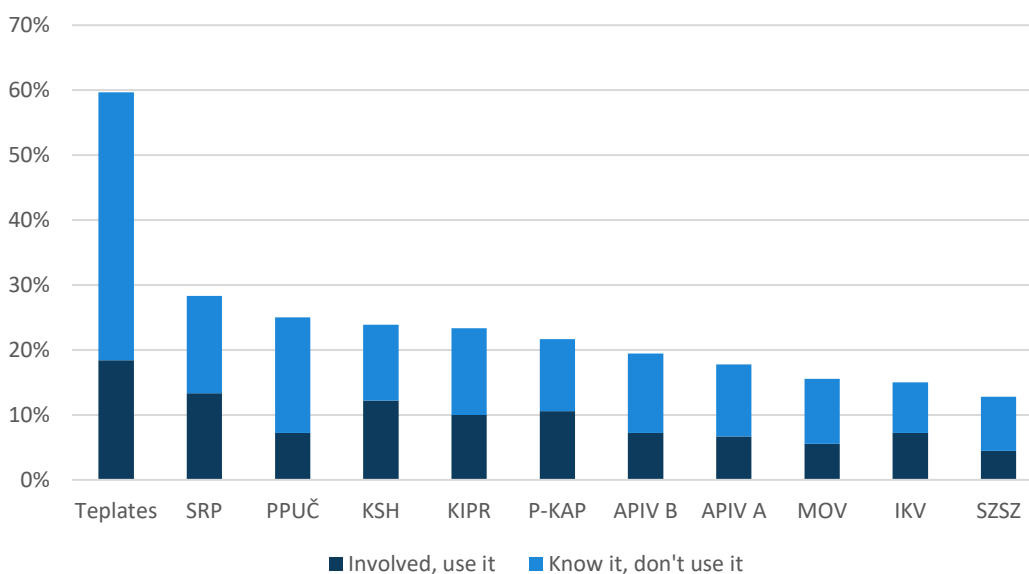
Source.

The level of awareness of systemic projects on the part of the representatives of the founders of primary and secondary schools did increase during 2018-2019 (except for the APIV-B project), but this increase was from very low proportions.

Chart 31: Change in use and ignorance of projects 2018 and 2022 (in p.p.) (founder-municipalities, n2018 = 114, n2022 = 180)
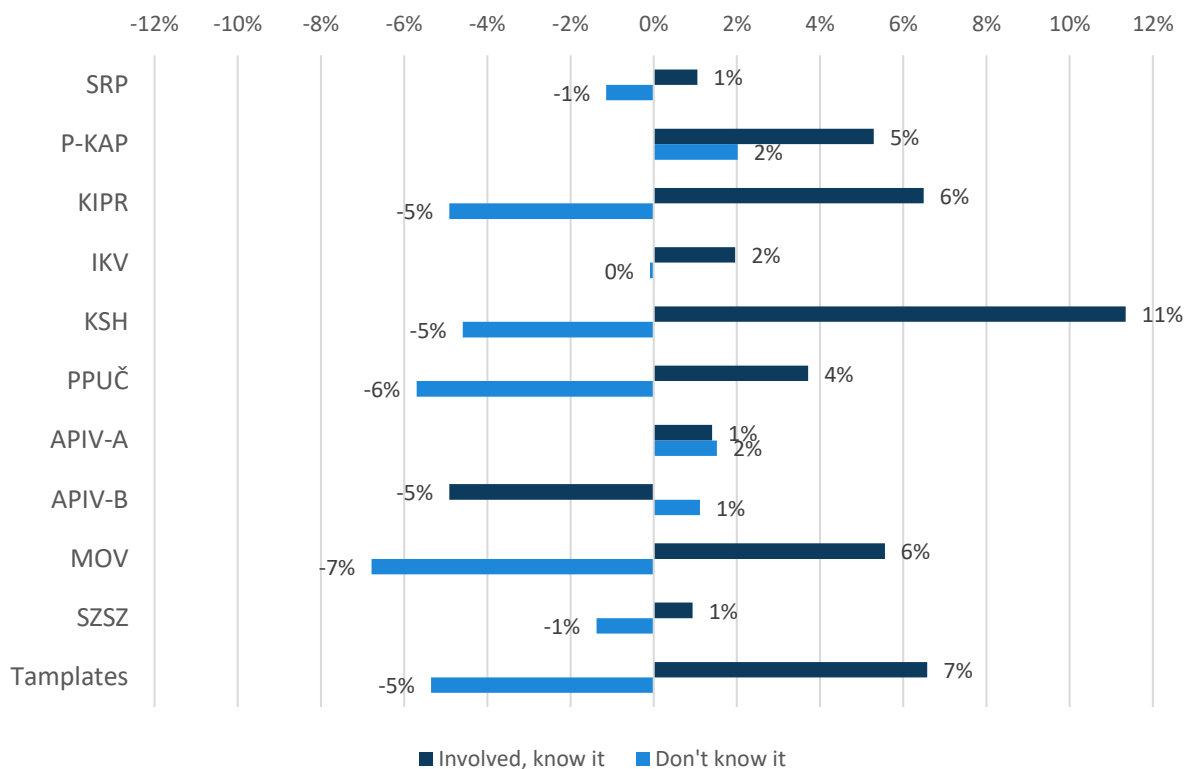
Source.

Conclusions and recommendations

Conclusions

Findings that can be described as positive or descriptive of the condition

- Over the period 2018 to 2022, there has been an increase in the level of awareness of school representatives of the 'strategic approach to changing the culture of education' (approximately 60% of school representatives are familiar with this approach/concept)
- Over the period 2018 to 2022, there has been an increase in the level of awareness in terms of knowledge of MAP content among primary and primary school teachers and KAP among secondary school teachers
- Between 2018 and 2022, there was an increase in the proportion of principals who said they were developing a SAP because they wanted to write a vision for the school (up from 8% to 18% of principals in 2019)

- Between 2018 and 2022, the proportion of directors who know the scope of system projects increased
- There was an increase in awareness among principals of the SRP system projects (by 11%), P-KAP and APIV-B (by 8%) and template projects (by 8%). For the other IPs, the increase in awareness of the projects among principals was minimal.

Findings that can be described as (rather) negative

- Awareness of KLIMA as a concept in education has not increased between 2018 and 2022
- 3 p.p. fewer school management representatives knew the content of the School Development Concept in 2022 than in 2019
- 25 % of teachers of secondary schools and 22 % of teachers of primary and lower secondary schools do not know about the School Development Concept at all
- The increase in awareness of the systemic projects among principals of primary and lower secondary schools between 2018 and 2022 (except for the SRP, P-KAP and APIV-B projects) was minimal. For most IPs, the proportion of principals involved in and benefiting from the outputs of systemic projects remained essentially unchanged.
- The proportion of teachers in kindergartens and primary schools who know the content of system projects increased by only 2 pp on average between 2018 and 2022 (7 pp for SRP alone).
- Only 74% of secondary school principals were familiar with the P-KAP project, which directly targeted secondary schools (57% use the project outputs)
- Between 2018 and 2022, there was a 10 pp drop in the awareness rate of the P-KAP project among secondary school principals.
- In terms of content, only 28% of the representatives of the founders of primary and secondary schools knew the outputs and the SRP project (13% of them used its outputs).

Recommendations

1. The findings provide an assessment of the level of awareness of KLIMA, strategic approaches in education and systemic projects among the target groups of schools and founders. These findings should be the subject of a follow-up discussion at the level of the MEYS and the NPI CR to assess the extent to which the findings correspond with the strategic objectives in the field of education and the initial assumptions for the implementation of systemic projects. Subsequently, from this assessment, make actions into the setup and implementation of system projects in the period 2021-2027.

2. It is evident that for a number of IPs, there has been no increase in the level of awareness of their implementation among the target groups of school leaders and teachers during 2018-2022. Here, we can only speculate whether the reason for this is the achievement of a threshold proportion of school representatives who could (and had the ambition) to be reached by the projects. Or whether the projects more or less maintained the scale of impact during implementation at the level of school representatives involved from the beginning. For the period 2021-2027, however, an increased emphasis on gradually expanding impact in

terms of the scope of the weakened target groups over the course of project implementation may be recommended.

3. There is very low awareness of activities in the field of education on the part of the founders of kindergartens and primary schools. This is an area where increased emphasis should be placed in the period 2021-2027, i.e. emphasis on the involvement of the founders of the nursery and primary schools.

4.7. A.7 What are the unintended and other impacts of the projects evaluated?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess what were the unintended (i.e. unexpected) impacts of the evaluated MAP, KAP, SRP and P-KAP projects.

The following methods were used to evaluate the evaluation questions:

- Use of outputs and findings from other evaluation questions
- Using the principle of process tracing (i.e. comparing the observed impacts of projects with the expected changes that the projects were intended to bring about)

The evaluation did not assess the overall impact of the projects, but focused only on the evaluation of selected aspects in relation to the evaluation questions.

Answer to the evaluation question

> The main unintended impacts identified from the projects include the benefits of individual assistance to schools under the SRP project: the great benefit of individual assistance for aspiring principals, networking with other schools and exchange of experiences, and improved school communication and overall school climate.
>
> Great emphasis was placed on the transfer of information from MAP to KAP. However, the investigations carried out rather pointed out the need to ensure the transfer of information from KAP to MAP so that MAPs have information about the activities implemented by KAP in their territory. The potential competition of activities between MAPs and KAPs also proved problematic.

Anticipated (expected) impacts of the evaluated projects

This evaluation focused on the assessment of specific (selected) aspects of the following projects (hereafter referred to as "the projects under consideration"):

- IPs[20] SRP and P-KAP IPs
- IPo[21] MAP and IPo KAP

Objective of the SRP project

The SRP project and its objectives were defined in the so-called Project Charter. The main objective of the SRP project was "to improve strategic management and planning with an emphasis on pedagogical leadership in schools". In this respect, the Charter defines the following four objectives of the SRP project[22] :

- Disseminate the outputs of the OP RDE projects and the principles of the KLIMA action through meetings with pedagogical staff and with the founders of kindergartens and primary schools and IPo MAP beneficiaries;
- Coordinate IPo MAP beneficiaries and provide them with methodological support;
- To develop and test a system of intensive support to selected kindergartens and primary schools in the area of strategic management and planning with an emphasis on pedagogical leadership;
- Develop and validate a system of support for broader school leadership in strategic management and planning with an emphasis on pedagogical leadership.

---

[20] *IPs = Individual Project System*

[21] *IPo = Individual Project Other*

[22] *Adapted from the MAP Project Charter*

Diagram of the intervention logic of the SRP project:

Outputs / Results / Benefits (impacts)

Outputs

- Webinars for IPo MAP beneficiaries
- Support centre for strategic management and planning in schools and territories and for grants
- Analytical reports Knowledge databases In-service training Individual forms of professional development Motivational seminars Distance learning
- Intensive support system for schools
- Local conferences

Results

- Support for Ipo Map recipients
- Activity Center (consultations, information meetings, info panels) Support for strategic management and planning
- Support for strategic management and planning
- The school has available methods, tools and procedures for strategic management and planning
- Information on the OP VVV and the principles of the KLIMA action, on the intermediate outputs of the IPs and the development of territorial strategies

Benefits (impacts)

- MAPs will be in accordance with the MŠMT methodology, Ipo MAP beneficiaries have relevant information
- Increased competencies of the wider school leadership in strategic management and planning with emphasis on the pedagogical leadership of schools
- Kindergarten and primary school founders are informed about the development of spatial strategies
- Target groups are made aware of the activities of the OP VVV
- Increase the awareness of school management about the objectives and outcomes of IPs with interventions OP VVV
- Schools experience a measurable qualitative shift in strategic management and planning with an emphasis on pedagogical leadership

- Schools, founders and spatial strategy makers work together
- Wider school leadership gains or deepens competences in strategic planning
- The wider school leadership gains or deepens competencies in strategic planning, management, and pedagogical leadership

Source: own elaboration based on the objectives defined in the SRP Project Charter

Objective of the P-KAP project

The P-KAP project and its objectives were defined in the so-called Project Charter. The main objective of the P-KAP project was "to support and develop strategic management at the level of founders, secondary schools, higher vocational schools and to prepare materials to support action planning at both these levels and to support a system of action and long-term to be used after the end of the project".

The P-KAP project then had two sub-objectives and four sub-goals[23] :

- Methodological and supervisory support for the preparation and implementation of regional action plans for the development of education (KAP)
    - to provide methodological and supervisory support for the preparation of KAP I, which will be a tool for better and more efficient management of secondary and higher vocational education in the territory of individual regions and which will be used in the programming period to coordinate and target calls in OP RDE (PA 3) and IROP (PA 2) and OP PPR (PA 4) and to strengthen the territorial concentration of investment;
    - methodically support the process of action planning to become a tool for quality management of education in the territory and schools - KAP II;
- Targeted support to schools in the preparation of PAs (or School Action Plans), their evaluation and quality assurance of the activities implemented
    - Ensure systematic support and preparation of education activity plans in all secondary schools in each region and preparation of school action plans in selected schools;
    - provide interventions to support schools in their educational activities; the content of the interventions will be in line with the currently identified needs of schools.

---

[23] *Adapted from the MAP Project Charter*

Diagram of the intervention logic of the P-KAP project:

Outputs	Results	Impacts
Proposal for a KAP methodological support system	Regions manage the education system in their territory through KAP	Functional strategic planning on the territory of all regions
KAP I and KAP II approved for all regions	MŠMT target project calls for templates and IPs in line with the needs of schools	
Needs analysis (of schools) in the territory		
Report on the state of inclusive education	Counties use the report on the state of inclusive education in their territory management	
ŠAP (average of 10 in the region) PA (other schools)	Schools have tools to manage their work and to create the conditions for successful implementation of the ŠAP/PA	Interest of schools in action planning
Seminars to exchange experiences with action planning	Schools can use the presented experience	
Seminars and webinars for schools for all intervention areas	Trained participants will use the acquired knowledge and skills to develop the educational activities of the school	
Creation of a network of methodologists for each intervention	Providing support to schools in the areas of selected interventions	

Source: own elaboration based on the objectives defined in the P-KAP Project Charter

Objectives of MAP and KAP projects

The objectives of the IPo MAP and KAP were defined in general in the respective calls and in particular in the so-called MAP Procedures and KAP Procedures (Annex 2 of the respective calls). The subject of the MAP and KAP projects was local and regional planning. As such, they were linked to systemic projects and were intended to fulfil the territorial dimension under the OP RDE and IROP programmes in the field of primary and secondary education.

The MAP and KAP projects aimed to fulfil the "coordination mechanisms" anchored in the Partnership Agreement by ensuring the collection and assessment of specific needs at regional and local level. These needs were to be included in the regional and local action plans for the development of education, with the aim of coordinating and targeting the calls in the OP RDE (PA 3) and IROP (PA 2) and OP PPR (PA 4) and strengthening the territorial concentration of investments.

MAP projects

The Local Action Planning (MAP) projects were part of the KLIMA action[24] and their main objective was "to improve the quality of education in kindergartens and primary schools by promoting cooperation between founders, schools and other actors in education". This main objective of the MAP projects is closely linked to EQ A.5, which focuses on evaluating the functionality and sustainability of the partnerships established.

The focus of the MAP project objectives assumed that the cooperation of actors in the territory would lead to[25] :

- Systematically improving the management of kindergartens and primary schools by integrating long-term planning as a tool for quality school management;
- a shared understanding of the goal of focusing on quality and inclusive education;
- supporting underperforming schools and developing the potential of every pupil;
- access to quality education for every child/student in an inclusive school;
- improving cooperation in the area and the use of local extra-curricular resources to develop the education of children and pupils and to improve cooperation with parents.

According to the MAP Procedures, the main benefit of the MAP implementation was "the establishment of a sustainable system of communication between actors who influence education in the territory".

This objective was to be met mainly through the provision of the expected MAP outputs:

- agreement on the priorities of education policy in the territory, the so-called MAP Strategic Framework until 2023
- A set of activities[26] , which propose specific solutions to local problems in agreed priorities

MAP projects could be implemented at three levels: preMAP (simplified form), MAP (basic form) and MAP+ (advanced form) - see EQ A.2 for more details.

---

[24] *Acronym for Learning Culture, Leadership, Inclusion, Mentoring and Activating Learning.*

[25] *Adapted from MAP Procedures*

[26] *Relevant for MAP and MAP+*

Diagram of the intervention logic of the MAP project:
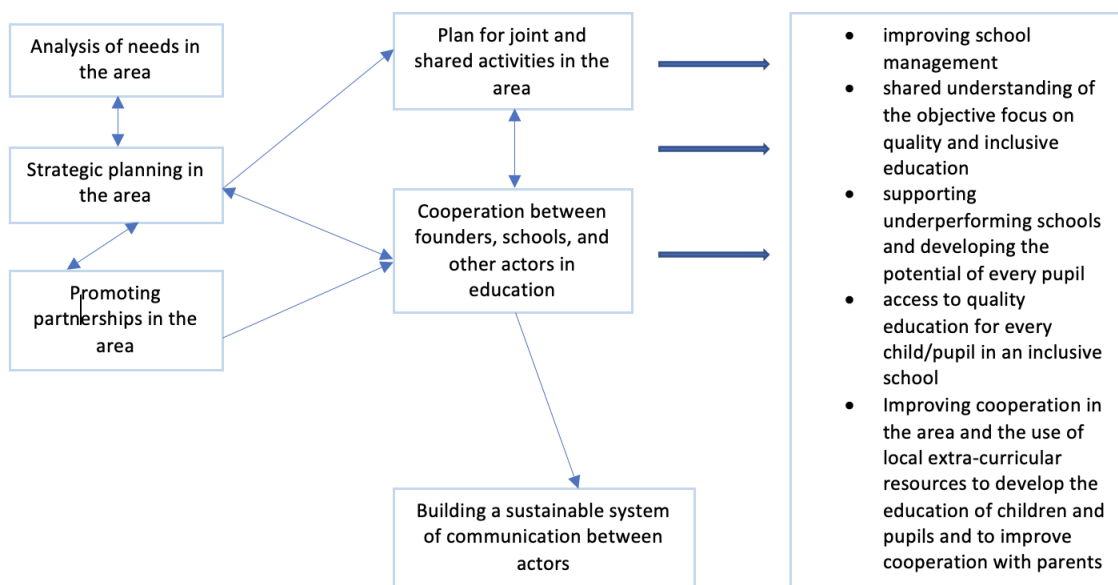
Source: own elaboration based on the objectives defined by the call and the MAP Procedures

KAP projects

The aim of the KAP was "to plan joint or shared activities in the area that will contribute to the fulfilment of the Long Term Plan for Education and the education system of the region and to improve the quality of education in schools, with an emphasis on supporting underperforming schools, weaker pupils and developing the potential of every pupil"[27] .

Regional Action Planning (KAP) projects were intended to contribute in particular to:

- to improve school management
- to develop the evaluation of the quality of education and to plan strategic steps to improve the quality of the education system of the region and individual schools

The KAP was to "enable, among other things, to plan, coordinate and monitor thematic interventions in the OP RDE, OP PGP (investment area) and IROP in accordance with the long-term needs and priorities of the region and schools in the territory, with respect for the aims of education in the Czech Republic".

The KAP was to prioritize and identify the individual steps necessary to achieve the educational policy goals of the territory based on need, urgency, benefits, and supportability by real data and analysis.

KAP was to contribute to[28] :

---

[27] *Adapted from the text of Call No 02_15_002*

[28] *Adapted from KAP Procedures*

- introduction of the priorities of the educational policy of the Ministry of Education and the region into the practice of schools;
- Systemic improvement of school management and quality in education, focusing on the quality of education;
- Incorporating long-term planning as a tool for quality school management;
- training school management and school founders in action planning;
- Sharing experiences between school leaders - this training takes place in workshops in activities carried out by the implementation team and is training in the form of exchange of good experiences, examples of good practice;
- access to quality education for every pupil;
- development of functional partnerships in the territory, which will enable/facilitate the implementation of other challenging interventions in the territory (inclusion, support for marginalized groups, quality of education, cooperation between schools and the labour market) - linking schools and other entities that can then be involved as partners in the implementation of activities in the projects of individual schools.

Diagram of the intervention logic of the KAP project:
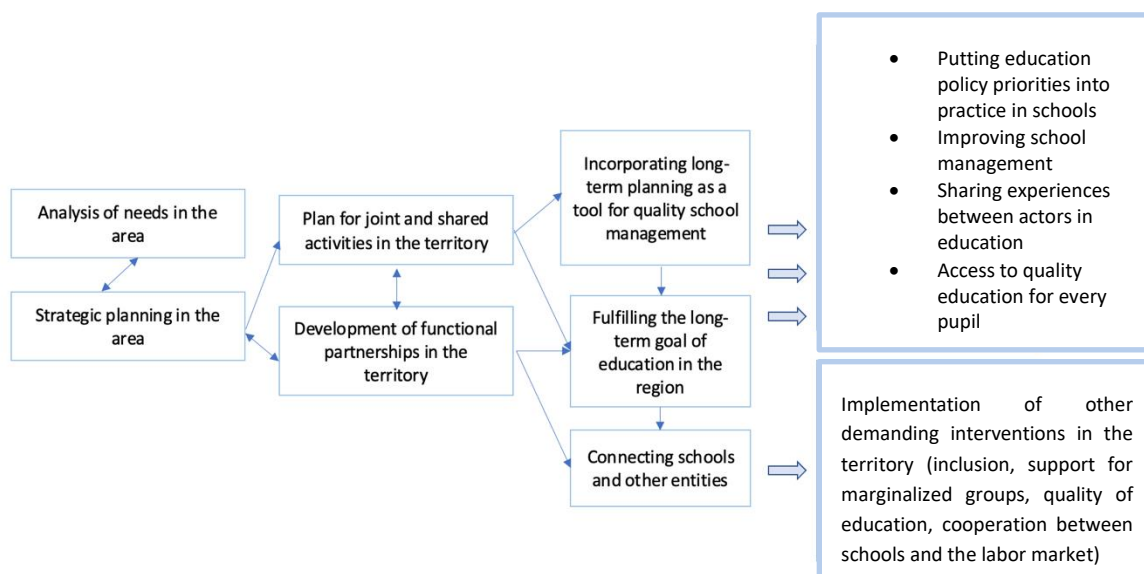
Source: own elaboration based on the objectives defined in the call and in the KAP Procedures

Identification of impacts of the projects addressed

Impact of the SRP project

The impacts of the SRP project are addressed in the individual evaluation questions. The main objectives of the SRP project are summarised below, with a link to the relevant evaluation question that focuses on the relevant aspect (expected impact) of the SRP project:

- EQ A. 4 focuses specifically on the evaluation of the methodological support provided by the SRP project to the template beneficiaries and IPo MAP implementers

- EQ A.6 specifically focuses on assessing the awareness of the target groups among the management of kindergartens and primary schools, teaching staff and founders about the activities of the OP RDE and the objectives and outputs of the IPs
- EQ A.8 specifically focuses on evaluating the benefits of the intensive support system for schools

For the impacts of the SRP project in the above areas, see the solutions to the respective evaluation questions for more details.

Impact of the P-KAP project

The impacts of the P-KAP project are addressed in the individual evaluation questions. The main objectives of the P-KAP project are summarised below, with a link to the relevant evaluation question that focuses on the relevant aspect (expected impact) of the SRP project:

- EQ A.4 specifically focuses on the evaluation of the methodological support provided by the P-KAP project to the SAP/PA and IPo KAP implementers
- EQ A.6 specifically focuses on assessing the awareness of the target groups among secondary school management and teaching staff about the activities of the OP RDE and the objectives and outputs of the IPs

For the impacts of the P-KAP project in the above areas, see the solutions to the respective evaluation questions for more details.

Impacts of MAP projects

The impacts of MAP projects are the subject of individual evaluation questions. The main objectives of the MAP projects are summarised below, with a link to the relevant evaluation question that focuses on the relevant aspect (expected impact) of the MAP projects:

- EQ A.5 specifically focuses on fulfilling the main objective of the MAP: "Building a sustainable system of communication between actors that influence education in the territory".
- EQ A.1 focuses on setting MAP priorities with regard to the needs in the area
- EQ A.2 focuses on the fulfilment of the objectives of the MAP itself through the implemented activities and on meeting the needs of the actors in the territory
- EQ A.3 specifically focuses on ensuring adequate linkages between regional and local action planning (i.e. between KAP and MAP)
- EQ A.6 focuses on the extent to which education actors have been able to engage in the KLIMA action, of which MAP has been an essential part

For the impacts of MAP projects in the above areas, see the solutions to the relevant evaluation questions.

Impacts of KAP projects

The impacts of KAP projects are addressed in the individual evaluation questions. The main objectives of the KAP projects are summarised below, with a link to the relevant evaluation question that focuses on the relevant aspect (expected impact) of the KAP projects:

- EQ A.1 focuses on setting KAP priorities with regard to the needs in the area
- EQ A.2 focuses on the fulfilment of the objectives of the KAPs themselves through the implemented activities and on meeting the needs of the actors in the territory
- EQ A.3 specifically focuses on ensuring adequate linkages between regional and local action planning (i.e. between KAP and MAP)
- EQ A.5 specifically focuses on assessing the functionality of the partnership and informing KAP's education stakeholders

For the impacts of KAP projects in the above areas, see the solutions to the relevant evaluation questions for more details.

Key findings - unexpected impacts of projects

In assessing the achievement of the unintended impacts, the evaluator based the evaluation on the overall scope of the evaluation and the findings from the other evaluation questions (see above). As the evaluation was not primarily focused on a comprehensive evaluation of the benefits of the projects using Theory based Impact Evaluation methods and the evaluation questions covered only partial selected aspects of the projects, the evaluation of possible unintended impacts could also only provide partial findings in relation to the objectives (expected changes achieved) of the projects.[29]

On the basis of the findings of the investigations carried out, the following unintended impacts (benefits) of the projects were identified:

Unexpected benefits of the SRP project in the context of intensive support to schools

From both the focus groups and individual interviews, the great benefit of one-on-one assistance for aspiring principals was evident. In particular, the Development coordinators for the school helped the new leadership to set up the necessary systems and bring in other staff.

Another benefit that principals pointed to was the networking with other schools and the exchange of experiences. This was based on the meetings held between the principals.

As the results of the internal evaluation show, the individual assistance has resulted in a number of benefits that go beyond strategic planning and leadership. For example, the broad involvement of school staff in the planning process has improved school communication and the overall school climate (strengthening relationships and cooperation within the school). With strategies set in place, schools are more likely to seek out opportunities and funding options. The measures implemented have also led to improvements in physical facilities. Schools have increased support for teacher development and training (DVPP) and its link to the vision and goals/needs of the school. In the supported schools, there has been strengthening and training in the area of inclusion.

---

[29] *In the sense that the evaluation could not lead to a comprehensive assessment of the fulfilment of the intervention logic of the projects.*

Unexpected benefits of the SRP project in the area of methodological support

Unexpected benefits of the SRP project in the area of methodological support were not identified in the evaluation.

Unexpected benefits of the P-KAP project

Expert guarantors in a few regions (e.g. South Moravian and Pilsen regions) fulfil the role of mediator between MAP and KAP, thus ensuring an effective two-way transfer of information between MAP and KAP. This procedure has proven its worth and can be recommended and standardised.

On the basis of the solution of EQ A.3, the transfer of information from the KAP to the MAP in order to harmonise activities in the area appears to be more important. MAP and KAP should not compete in this respect.

Unexpected benefits of MAP and KAP projects in the area of partnership development

MAP and KAP have contributed to the development of partnerships in the area. Unexpected contributions in this area have been made by MAP activities, which can be described as the result of the creativity of the MAP implementation teams (examples include the development of regional textbooks or the organisation of educational competitions for primary school pupils).

The field survey of MAP partners showed that strategic planning in the territory alone is not a sufficient motivation for actors in education to ensure their commitment. The implementation of activities organised or coordinated by MAP (competitions, training, etc.) proved to be beneficial in this respect (increasing the involvement/engagement of partners).

Conclusions and recommendations

Conclusions

The main unintended impacts identified include the benefits of individual assistance to schools under the SRP project (see above for more details).

Recommendations

Methodological guarantors can suitably fulfil the role of intermediary between MAP and KAP, thus ensuring an effective two-way transfer of information between MAP and KAP.

To set up and support KAPs in transmitting information on implemented activities to MAPs so that MAPs have relevant information on activities implemented by KAPs in their territory. MAPs and KAPs should not compete with each other.

4.8. A.8 To what extent has the individual support provided to schools under the IPs SRP project increased the effectiveness of schools in strategic management and planning and pedagogical leadership?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess the extent to which the individual assistance provided to schools under the SRP project has been beneficial. The aim of the individual assistance activity was to develop a model of an Intensive School Support System to support schools to increase their effectiveness in strategic management and planning in schools and pedagogical leadership. The individual assistance focused on intensive support to the broader school leadership (school principal and teaching staff involved in school design) in the implementation of strategic management processes and the creation of school strategic documents (School Development Needs, School Strategic Development Plan, School Action Plan, School Progress Evaluation Report). The main contact person at the school, beneficiary of the support, coordinator and change leader was the so-called School Development Coordinator (ŠKR). The position of ŠKR at the school was mainly held by the head teacher or, where appropriate, the school's designated representative.

The support to schools was designed as a two-year project, with activities in the first year focused on the analysis of the current situation and the development of the strategy, and in the second year on the implementation of the strategy. The support to schools (or the broader school leadership) consisted of interventions by a consultant/mentor (the so-called Development Coordinator for the School - KRŠ) through consultancy activities, including the use of mentoring, coaching and training for the broader school leadership and teaching staff. Fundamental to the one-to-one support approach was a truly individual approach to each school, taking into account the conditions and level of development of the school concerned.

Schools were selected for intensive assistance in cooperation with the CSI on the basis of the Quality Schools criteria, evaluated as schools with development potential in the area of strategic management and planning (SRP) and pedagogical leadership (i.e. "worse" schools evaluated according to these criteria, but with development potential). The original plan was to involve 80 schools, but a total of 92 schools (kindergartens, primary schools, secondary schools, primary schools) were eventually supported in three waves:
1. Wave from September 2017 to July 2019 (17 schools)
2. Wave from September 2018 to July 2020 (48 schools)
3. Wave from September 2019 to July 2021 (27 schools)

The following methods were used to evaluate the evaluation questions[30] :

---

[30] *The definition of the methods used was based on the requirements of the tender documentation.*

- questionnaire survey (CAWI) of supported schools focused on school management and teaching staff
  - implemented at the beginning/before the implementation of the action plans in the school and with a gap after the end of the support
  - The investigation focused on the change in school climate as a result of individual help
  - all supported schools were approached for involvement
- questionnaire survey (CAWI) of supported schools focused on school management and teaching staff
  - the same scope of the survey as for supported schools (focus on school climate)
  - surveys carried out 1 and 2 years apart
- a questionnaire survey (CAWI) aimed at the ŠKR to assess the overall benefit of individual assistance
- Individual interviews (CATI) with ŠKR to qualitatively assess the benefits of individual support
- Outputs of focus groups with the involvement of the ŠKR for each wave
- focus group outputs with KRS involvement 2x for each wave
- an integral part of the evaluation was the use of outputs from the internal evaluation of the SRP* project, which focused in great detail on evaluating the benefits of individual support for each school using a wide range of methods:
  - group interviews/focus groups (two rounds for each wave)
  - questionnaire surveys at the ŠKRs and KRŠs
  - analysis of the school's status and progress

  *The use of the outputs from the internal evaluation of the SRP project was coordinated and continuously communicated with the internal evaluation team of the SRP project so as to avoid duplication of surveys with target groups (addressing target groups with the same set and focus of questions) and at the same time to meet the objectives of this (external) evaluation, i.e. to ensure the necessary scope and quality of data collection for the evaluation question.

The use of a combination of the above methods and data sources for evaluation fulfils the principle of "triangulation" and provides a sufficient basis for formulating an answer to the evaluation question.

Given the individual nature of the intensive support, it was not possible to meaningfully evaluate the comparison with non-supported schools as originally planned. This is due to the need to take into account the individual factors of each school. However, evaluation in this level of detail was only possible for the supported schools in conjunction with the provision of individual support (detailed analyses would have been required to carry out the comparisons that were part of the individual support). Moreover, engaging schools that were not provided with individual support was extremely difficult, both in terms of their low motivation in general and the current situation related to the Covid-19 pandemic, which was itself a major burden for schools.

However, even without this "control" group of schools, the findings from both external and internal evaluations, both qualitative and quantitative, show the benefits of the intensive support provided to schools in the context of individual assistance (see Key Findings below).

Answer to the evaluation question

Intensive support to schools through one-to-one assistance has brought benefits in the areas of strategic planning and leadership. The involvement of school staff in the planning process has improved school communication and the overall school climate (strengthening relationships and collaboration within the school).

The extent of the benefits of intensive support is represented by the shift in the competencies of the principals[31] (ŠKRs) of the participating schools in Wave 3, especially in the following areas: formulation of the school vision, planning and formulation of the school's strategic goals.

In schools, intensive support has resulted in a shift in all areas of school culture, with an average of 17%. The biggest shifts were in the areas of: shared goals, prevailing management style in relation to people and communication and awareness of school staff (a shift of over 20%).

Key Findings

Increased competence in strategic management and planning as a result of individual assistance

Based on the self-assessment of the leadership (principals or representatives in the role of the ŠKR) of the supported schools, which compared the level of competences in strategic management and planning as a result of individual assistance, there is a clear benefit in all areas monitored. The greatest improvement is seen by the school management itself in the areas of formulating the school's vision (moving from 1.5 to 3.1 on a scale of 1 to 5), planning (moving from 1.6 to 2.8 on a scale of 1 to 5) and the school's strategic objectives (moving from 1.7 to 3.0 on a scale of 1 to 5).

---

[31] *In some cases, the principal was represented by a school representative in the position of the ŠKR.*

Chart 32: Strengthening of leadership (directors) competencies before and after receiving intensive support. (Self-assessment on a scale: 1 - worst, 5 - best) (ŠKR of supported schools in the 3rd wave of individual support , n = 23)
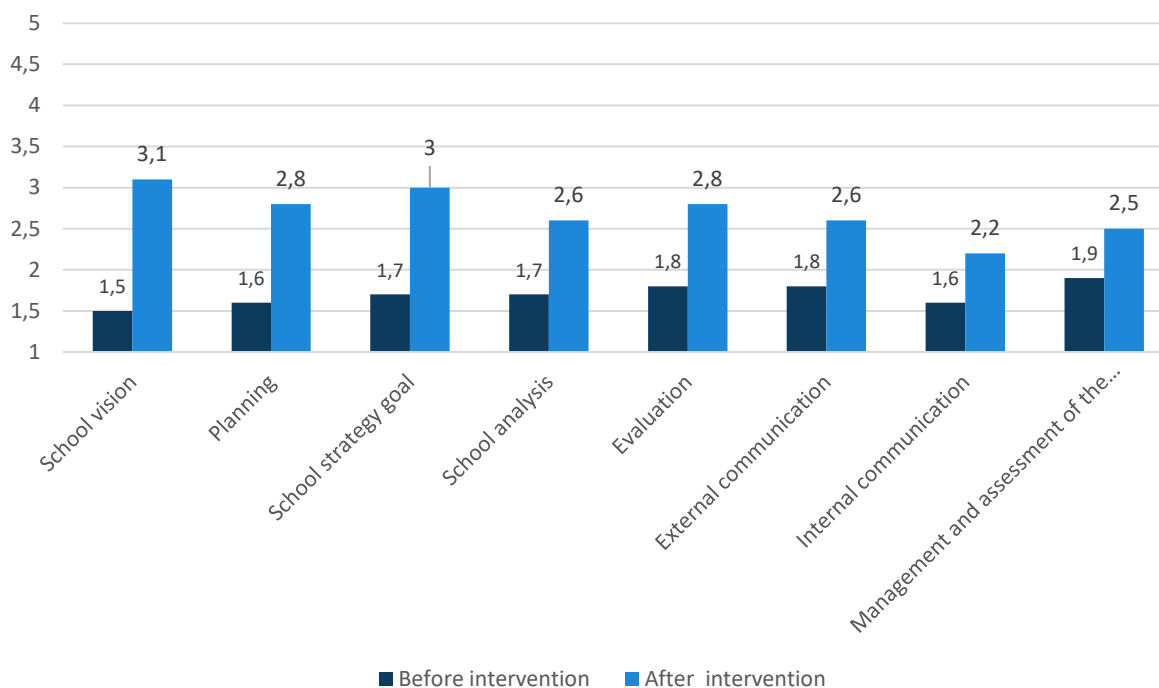
Source: own evaluation of the output of the questionnaire survey carried out within the internal evaluation of the SRP project

The benefits of individual assistance in the area of strategic management and planning are also evidenced by the findings of another survey. The three most important benefits of individual assistance were identified by 77% of the ŠKRs as the preparation of strategic documents and by 73% of the ŠKRs as setting the vision of the school.

Chart 33: Answer to the question: In what ways has individual help helped you/school the most? Select the three main benefits. (ŠKR; n = 48)
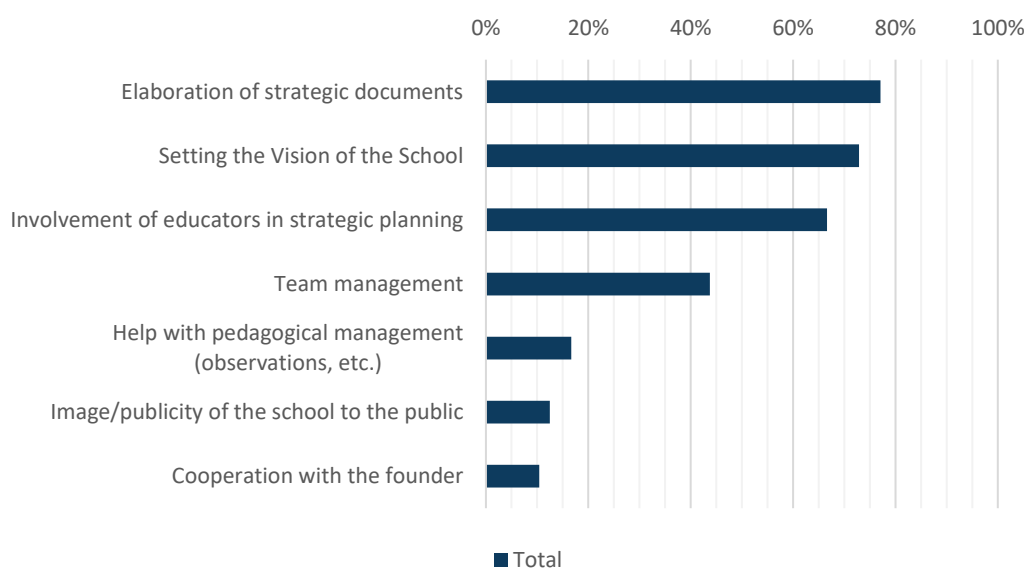
Source: own survey, ŠKRs of Waves 1, 2 and 3 of schools supported under individual aid

The findings from the questionnaire surveys are also supported by the outputs from the questionnaire surveys and focus groups. In these, the ŠKRs highlighted that, thanks to the intensive support they received, they particularly appreciated the shift in their own competences in the following areas:

- strategic planning
- the search for a school vision
- communication with the teaching staff
- use of communication and feedback tools
- prioritizing own work (ability to delegate problems, self-evaluation)

The contribution of individual support in the area of strategic management and planning can be well documented by the following representative statement of one of the directors involved in intensive support:

"*We used to go from year to year without a concept. Thanks to IP, we got a different lens to think with and set a vision, goals and a strategy to achieve them.* "

The questionnaire surveys as well as the outcomes of the interviews and focus groups with the KRŠ point to additional benefits of individual assistance. These include the involvement of the whole teaching staff in the strategic planning process:

- Involvement of colleagues in the preparation and decision-making about the direction of the school (67% of ŠKR reported this as one of the main benefits of the support)
- team bonding
- more delegation and democracy (he doesn't just take the lead and tell other colleagues "what he thinks up")

Based on the results of the internal evaluation of the SRP project, which included a detailed assessment of the progress of each of the supported schools in Wave 3, including the extent to which the objectives were met:

- As part of the strategic plan development process, all schools set out their vision, mission and strategic goals (based on previous analysis and school needs).
- All schools have developed and then translated their vision, mission and strategic goals into Strategic School Development Plans and then in more detail into a School Action Plan.
- According to the results of the internal evaluation, the overall rate of fulfilment of the objectives set out in the strategic planning reached around 70%.
- The possible lower rate of achievement of the set targets was mainly due to the long-term nature of the set targets or to constraints related to the COVID pandemic.

Change in school climate as a result of individual help

In order to capture the impact of the implemented aid on schools, the school climate was assessed for each school based on 30 criteria organized into 9 domains. The assessment was based on the evaluation by the management of the participating schools and the teachers of these schools. The results of the evaluation also served as feedback to the principals of the schools involved in the individual assistance. The evaluation based on questionnaire surveys was always carried out before the implementation of changes in the school and then after the implementation of the measures

according to the developed strategy with an interval of at least half a year after the end of the support[32]
.

Chart 34: Average rating of school climate by management and teaching staff of schools supported by individual assistance (n = 1305; number of schools involved 69)
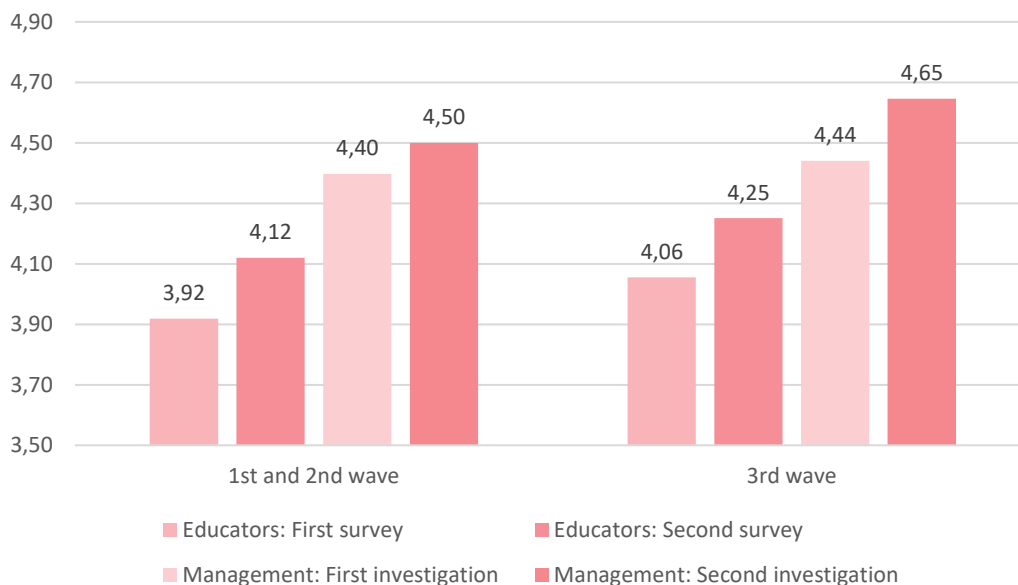
Source: own survey, management and teaching staff of supported schools in Waves 1, 2 and 3 of individual assistance
Note: Rated on a scale of 1 to 5 (where 5 was agreement with the fulfilment of the criterion, i.e. maximum positive rating)

School climate ratings have always been higher by school administrators than by teachers. For both groups, the ratings were positive, and on a scale of 1 to 5 (where 5 represented agreement with the fulfilment of the criterion) they were around 4 for teachers and around 4.5 for school management. A comparison of the school climate survey before the implementation of the individual assistance measures and after the implementation (with a minimum of six months interval) shows a positive shift in the evaluation of the school climate by both school management and teachers. At the same time, a shift was noted in all 9 areas.

For a detailed assessment of the individual criteria, see the Technical Report for the EQ A.8.[33]

---

[32] *In view of the expected time lag for the impact of the implementation of the measures, the survey was postponed until ¾ to one year after the end of the support.*

[33] *Due to the sensitivity of the data, the ratings that have been incorporated for individual schools cannot be published.*

Chart 35: School climate assessment by management and teaching staff of schools supported by individual assistance (n = 1305; number of schools involved 69)
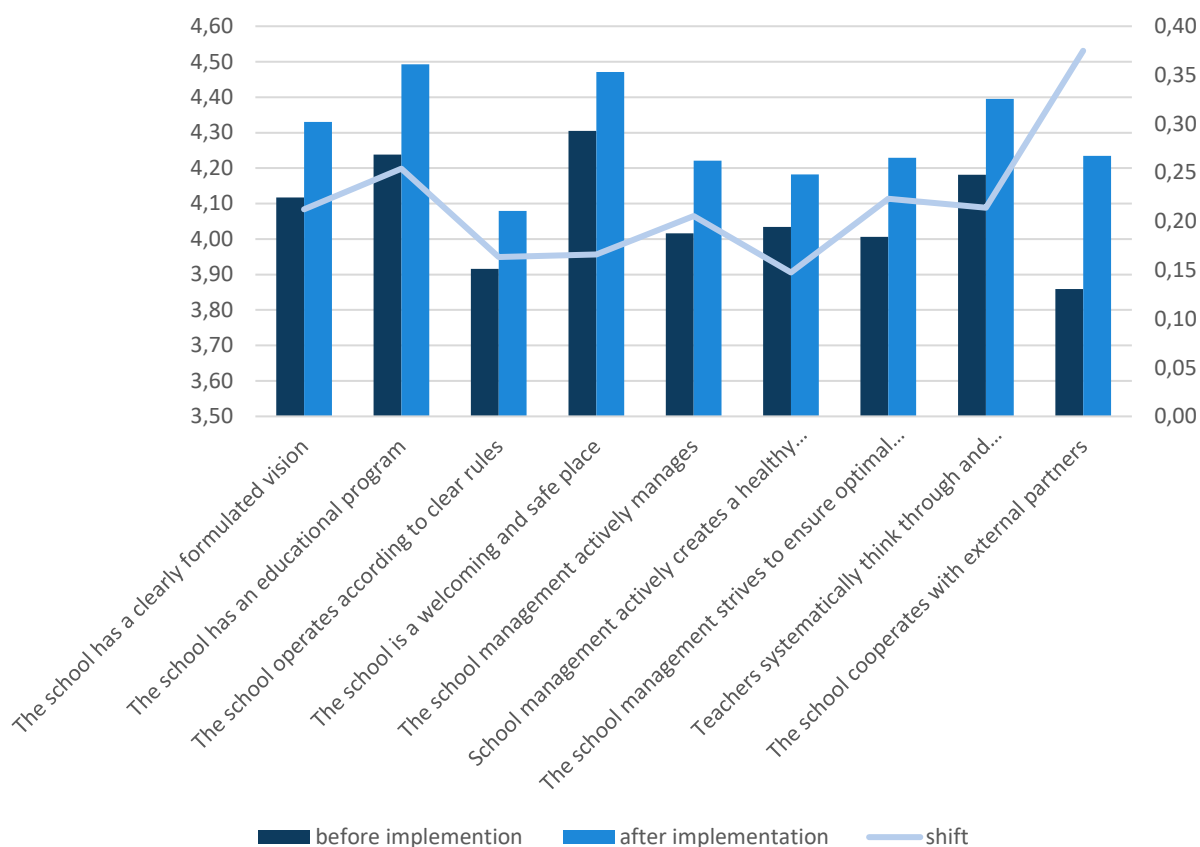
Source: own survey, management and teaching staff of supported schools in Waves 1, 2 and 3 of individual assistance
Note: Rated on a scale of 1 to 5 (where 5 was agreement with the fulfilment of the criterion, i.e. maximum positive rating)

The shift of the supported schools in terms of school culture was also shown by the outputs of the internal evaluation. Based on the results of the survey conducted among the teaching staff of the supported schools, overall there was a noticeable improvement after the intensive support in virtually all areas of school culture (by an average of 17%). The greatest progress (increase) was recorded in the areas of common goals, prevailing management style in relation to people and communication and awareness of school staff (by more than 20%).

Chart 36: Progress in school culture. (3rd wave of individual assistance; number of schools 22)
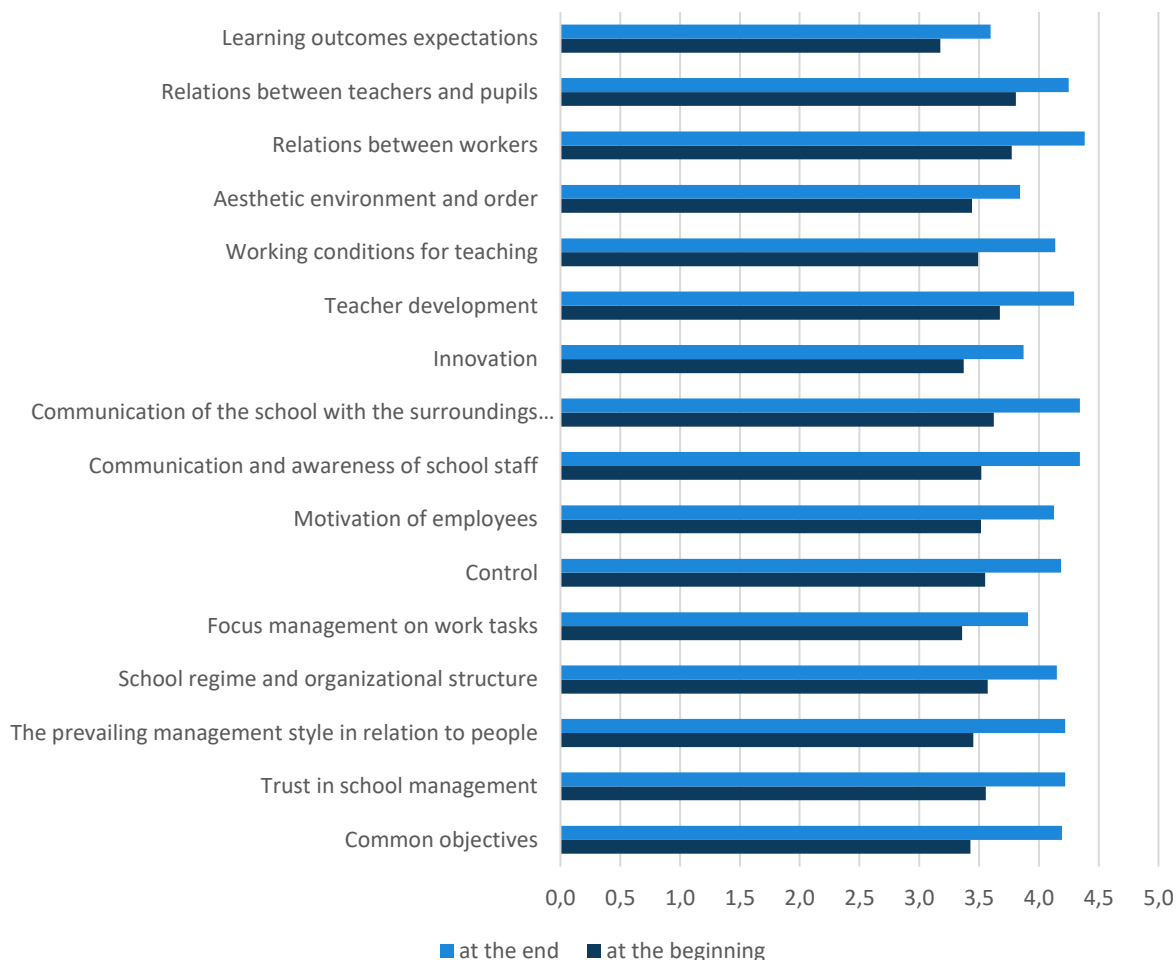
Source: internal evaluation of the SRP project

Note: Rated on a scale of 1 to 5 (with 5 representing fulfilment of the criterion)

Overall satisfaction of the ŠKRs with the support provided

The questionnaire survey of the ŠKRs from all three waves, carried out at a distance after the end of the support, clearly shows that the ŠKRs were satisfied with the benefits of the individual assistance. The ŠKRs rated the benefits of the individual assistance on a scale of 1 to 6, with 6 being the best rating (entirely positive), with a score of 5.3.

The approach of the KRŠ, the procedure for setting up individual assistance, coaching and methodological materials were similarly positively evaluated by the ŠKRs.

Chart 37: SCR's assessment of the benefits of individual assistance (IP) (ŠKR; n = 47)
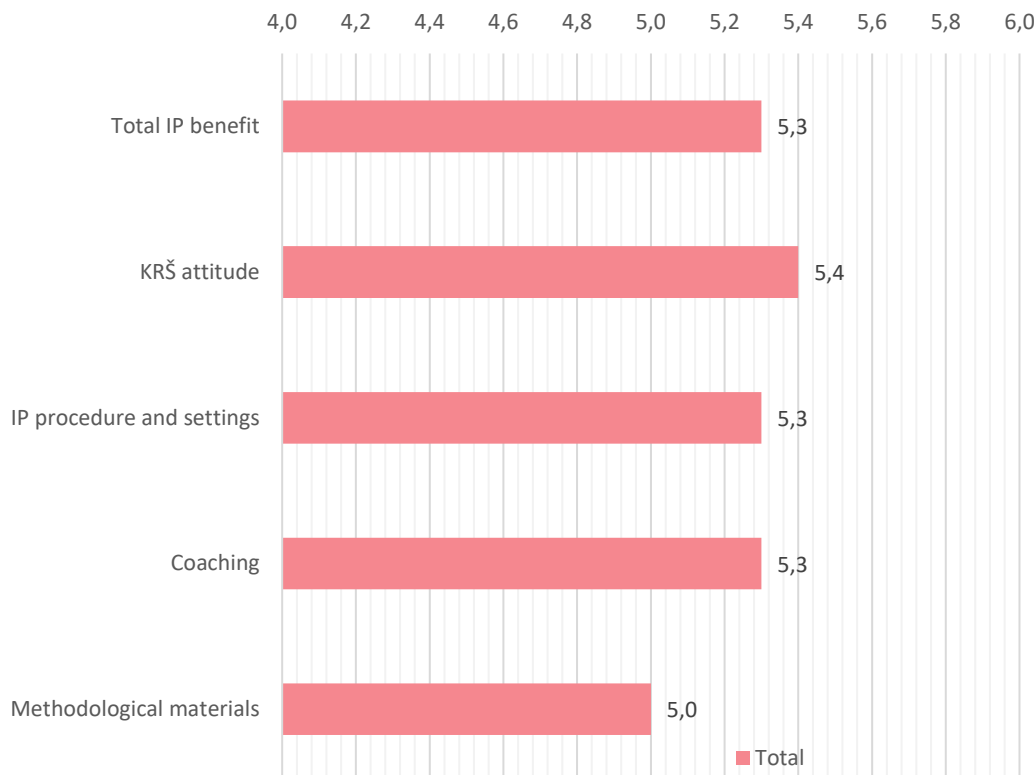
Source: Own survey, Representatives of Waves 1, 2 and 3 of the schools supported under individual assistance
Note: Respondents selected only values 4-6 on a scale of 1 to 6, where 6 = completely positive and 1 = completely negative.

Trust and established relationships between the ŠKR and the KRŠ were essential. Even the more experienced ŠKRs (principals) pointed out that they perceived the KRŠs as experts to whom they could turn and with whom they could discuss their problems, concerns and challenges at school. In this respect, the individual focus of the intensive support was evident. Thus, individually, the support (from KRŠs) helped with, for example (the following were jointly reported by several ŠKRs interviewed in the fieldwork):

- innovation of promotional materials and overall promotion of the school
- involvement of non-teaching staff in the strategic process (see above)
- development of the competences needed for the reconstruction of the school building
- communication with the founder
- support for a new director
- setting rules for communication (inside and outside the school)
- greater awareness of available sources of funding

The above points are a necessary prerequisite for individual assistance to be beneficial for the principal/school, and that is the principal's trust in the KRŠ, as well as confidentiality and therefore the ability to address sensitive topics. But also, the professional approach of the KRŠ to the school staff (teachers) and the ability to engage and enthuse them for the cause (strategic planning).

This was also confirmed in interviews with ŠKRs who, although they themselves had a good experience with KRŠ, presented the experience of colleagues (other ŠKRs) for whom individual help was said to be less beneficial. The reason they gave for this was mainly that they did not "*fit in*" with the KRŠ.

Other (unexpected) identified benefits of individual assistance

From both the focus groups and individual interviews, the great benefit of one-on-one assistance for aspiring principals was evident. In particular, the KRŠs helped the new leadership to set up the necessary systems and bring in other staff.

Another benefit that ŠKRs pointed to was the networking with other schools and the exchange of experiences. This was based on the meetings held between the ŠKRs.

As the results of the internal evaluation show, the individual assistance has resulted in a number of benefits that go beyond strategic planning and leadership. For example, the broad involvement of school staff in the planning process has improved school communication and the overall school climate (strengthening relationships and cooperation within the school). With strategies set in place, schools are more likely to seek out opportunities and funding options. The measures implemented have also led to improvements in physical facilities. Schools have increased support for teacher development and training (DVPP) and its link to the vision and goals/needs of the school. In the supported schools, there has been strengthening and training in the area of inclusion.

Conclusions and recommendations

Conclusions

Findings that can be described as (more) positive or descriptive of the condition

- Participating schools rated the support provided very positively (on average on a scale of 1 to 6, with a rating of 5.3, with the worst rating being 4)
- Individual support for the majority of participating schools (at least ¾) has resulted in a significant shift in strategic management and planning.
- The most beneficial support was evaluated mainly by novice principals, often those who came to a completely new school without knowing the previous situation - the support helped them to set up the process right at the beginning - how to start communicating with teachers, how to set priorities, how to collect input for strategic planning.
- The long-term and repeated presence of coaches and KRŠs at the school allowed the topics to be grasped in depth, trust was established, and it was particularly appreciated when the KRŠ successfully communicated with the teaching staff.
- The resulting strategic documents, which are created in cooperation with experts (KRŠs), are positively received by the school management and staff (they accept them as their own and, thanks to the help of KRŠs, as professionally prepared).
- Implementation of an extensive internal evaluation of individual assistance by the internal evaluation team of the SRP project
  - o the evaluation covered the overall process of implementation of the individual assistance (from preparation to evaluation of results and benefits)

- o the outputs of the evaluation were continuously applied and reflected in the setting of individual assistance (a significant shift in the methodological approach was thus due to the outputs of the internal evaluation between the different waves - in particular the unification of the methodological approach for KRŠs and schools)
- Thanks to the implementation of individual assistance, a pool of experts has been created from both the KRŠs and the ŠKRs who can pass on their experience to other schools.

A finding that highlights barriers to individual assistance

- (not a critical evaluation of individual assistance) In providing individual assistance, it is essential to ensure that qualified and charismatic KRŠs are able to offer their expertise and experience, as well as having a well-developed ability to communicate.

Recommendations

Intensive support to schools through one-to-one support has proven to be an effective tool for supporting schools in planning and leadership. The support, beyond initial expectations, also had a positive impact on the overall culture of the school (even during or just after the intervention). From this perspective, this approach/tool can be recommended for future use.

However, ensuring that the lessons learned are sustained and applied so that schools benefit from the knowledge and practices established is essential for effective follow-up and continued provision of individual support.

In this respect, the recommendation that was formulated following the findings of the internal evaluation can also be taken up here, pointing out that "KRŠ play a crucial role in intensive support and their established network represents unprecedented potential for the years to come. The project has made it possible to create a team of people - experts in the field of SRP - who are spread across the country, and therefore the intensive support can cover pretty much the whole territory evenly. It is very important to maintain this team after the end of the SRP project and not to allow them to be lost. On the contrary, we need to work to ensure that even those ŠKRs who have successfully undergone intensive support are motivated to pass on their experience or become KRŠ."

4.9. A.9 How has the Methodology for Internal Evaluation of Projects benefited the project implementation teams?

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess the extent to which the beneficiaries of the SRP and P-KAP IPs and the MAP and KAP IPs used the self-assessment tools to improve project implementation.

The following methods were used to evaluate the evaluation questions:

- SRP IPs (questionnaire survey and group interview with members of the implementation teams)
- IPs P-KAP (questionnaire survey and group interview with members of the implementation teams)
- IPo MAP (questionnaire surveys - addressing project managers three times during the implementation)
- IPo KAP (questionnaire surveys - addressing project managers twice during implementation and outputs from guided interviews with KAP managers)

Questionnaire surveys were conducted on MAP and KAP project managers three times over the period: in January 2018, December 2019, November 2021[34] . The benefits of the self-assessment for the SRP and P-KAP project implementation team were evaluated on the basis of the questionnaire survey, which was subsequently expanded by group interviews with project team representatives in order to broaden the findings with the qualitative perspective of relevant project team representatives on the issue of the preparation of mandatory self-assessment reports.

Answer to the evaluation question

Benefits of self-assessment for MAP implementers

Individual surveys (in 2018, 2019 and 2021) showed that the perceived utility of self-assessment by MAP managers increased significantly over time. In 2021, MAP managers perceived the self-assessment as beneficial (65-85% of MAP managers with respect to the relevant aspect of the benefit of the self-assessment).

Benefits of self-assessment for KAP implementers

Approximately half of the KAPs found the self-assessment to be beneficial. For the other half of KAPs, the set form of self-assessment was not perceived as beneficial.

Benefits of self-assessment for the SRP and P-KAP project implementation teams

The implementation teams of the SRP and P-KAP IPs did not consider the set form of self-assessment to be useful, arguing that it essentially just summarised findings already contained in other reports.

However, it is important to stress that the form and setting of the self-evaluation was evaluated, not the principle of self-evaluation (internal evaluation). This was considered beneficial by all actors.

Key Findings

Benefits of self-assessment for MAP implementers

A total of 65% to more than 80% of MAP II managers in 2021 perceived the benefits of the self-assessment according to each aspect (see chart below). In particular, MAP II managers identified the self-assessment as beneficial in terms of:

---

[34] *Guided interviews were used to investigate KAPs in 2021 and 2022 following the resolution of EO A.5.*

- implementation of project activities
- reflection on the current status of the solution and the outputs/results/benefits of the individual activities
- identification of measures to improve implementation

Chart 38: Was the self-assessment itself beneficial in the following respects? (MAP II managers) (n1=21; n2=71)
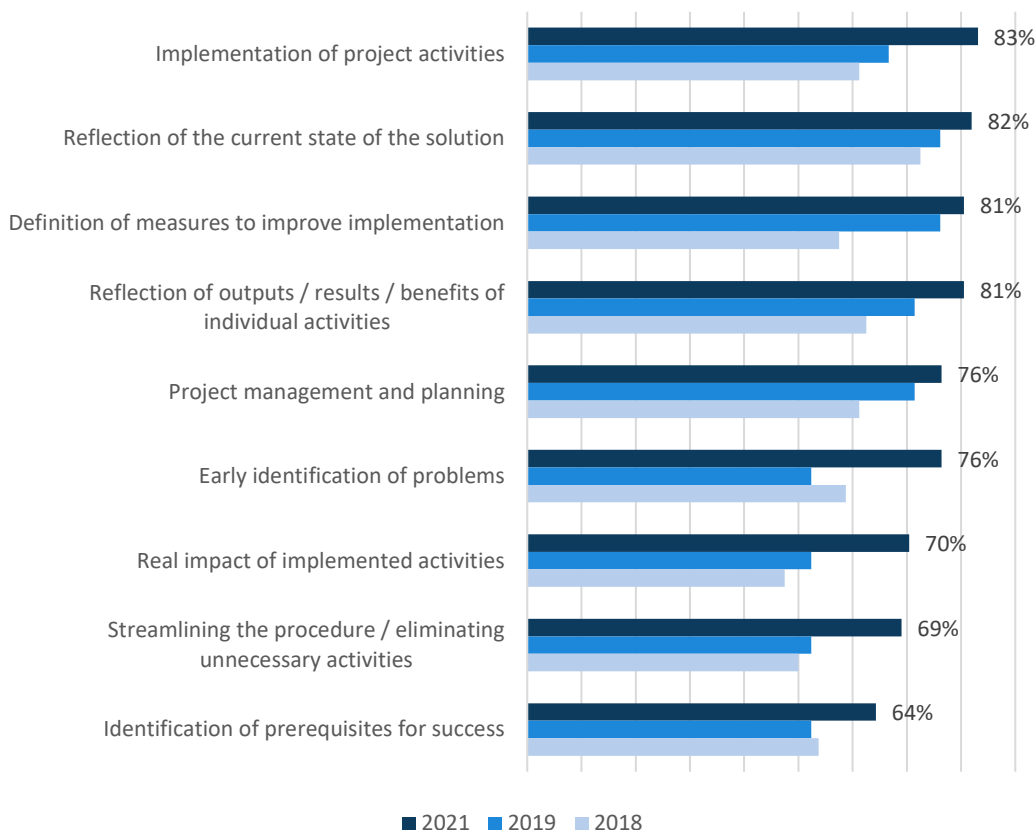
Source.

Compared to the 2018 (MAP I) and 2019 surveys, there is a significant increase in the perceived benefit of self-assessment by MAP managers.

Some MAP II managers pointed out in the surveys that they would benefit more from an evaluation in relation to the implementation of specific activities. They consider the preparation of an additional summary and relatively general report to be superfluous. One of the MAP II managers already commented in the 2019 survey that *"due to the ongoing monitoring of project implementation, the preparation of self-assessment reports alone is not of major benefit. The aforementioned contributions are reflected continuously in the RT, PS and ŘV meetings, the Self-Evaluation Report is therefore a summary for the period and it does not happen that new findings emerge during its preparation that would fundamentally affect the project implementation. We consider that the current setting of the self-assessment is appropriate to the way MAP II projects are implemented."*

Benefits of self-assessment for KAP implementers

KAP managers were divided in their assessment of the benefits of self-assessment, with half seeing the benefit in self-assessment and half seeing it as unnecessary.

KAP managers (7 out of 12)[35] identified reflection on the status quo as the greatest benefit. In comments, some KAP managers then cited the following as benefits, for example:

- recapitulation of activities
- reflection on how to continue the project more effectively
- evaluation of the work of the project implementation team

Chart 39: Was the self-assessment itself beneficial in the following respects? (KAP managers' responses, number)
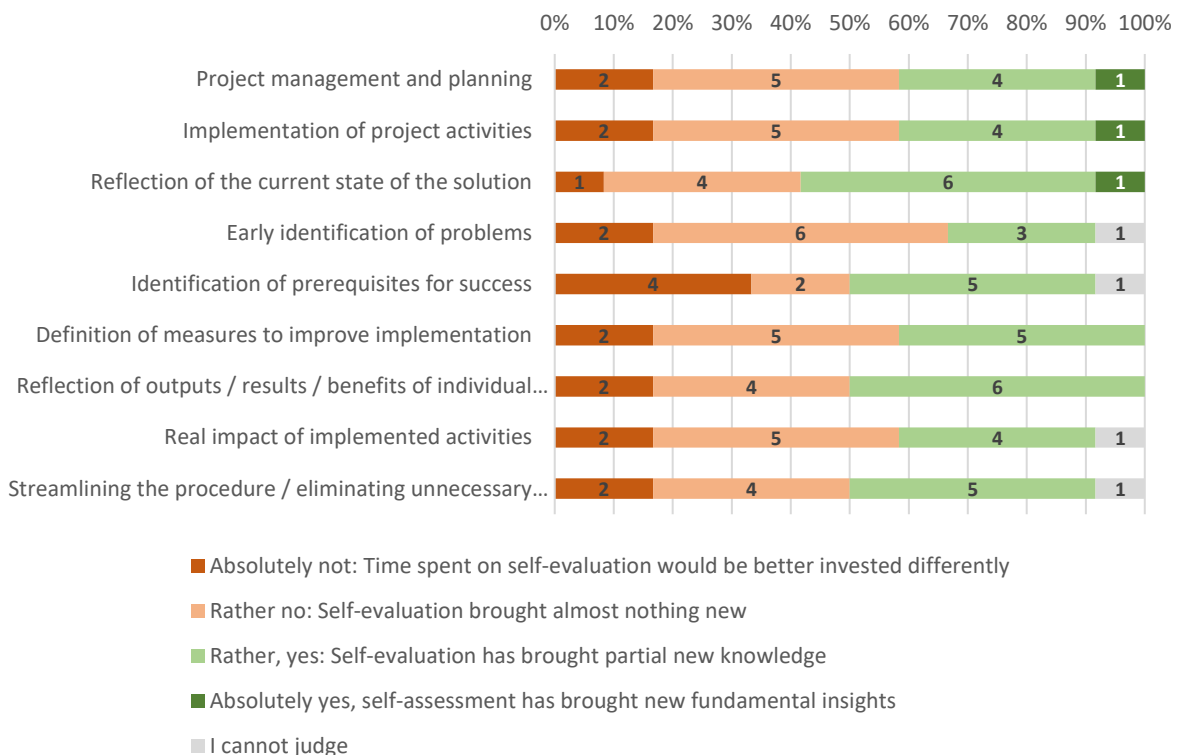
Source: self-reported survey 2019 (n = 12)

Based on the findings from the surveys conducted (questionnaire surveys 2018 and 2019 and confirmed in the guided interviews in January 2020), KAP managers can be divided into the following three groups in terms of their approach to self-assessment:

- KAPs that have made a point of self-assessment and consider it a useful self-reflection
- KAPs who prepared self-assessments only out of obligation and the activity was not of great benefit to them, but rather an administrative duty

---

[35] 12 out of 14 KAP managers participated in the survey.

- KAPs that place great emphasis on continuous evaluation and carry it out themselves on an ongoing basis and then the mandatory activity is not of great benefit to them (it does not bring them anything new)

KAP managers, similarly to MAP managers, pointed out that it is crucial for them to get feedback from the MA on the self-assessment and that they would prefer to link it to specific activities.

Benefits of self-assessment for SRP and P-KAP project teams

The benefits of the self-assessment for the SRP and P-KAP project teams were assessed through a questionnaire survey in 2018 and group interviews with members of the implementation teams in late 2019 and early 2020. The findings from these surveys were presented in the 3rd Interim Report.

The conclusion of the investigation was that the information already available was essentially used for processing, as it had already been the subject of some of the previous reports:

- Implementation reports (ZoR)
- Situation reports for the meeting of the Ministry of Education and Science
- Status report for the Project Steering Committee (ŘV)

In this respect, the representatives of the SRP and P-KAP project teams stressed that the preparation of the report did not bring any new insights for them "*as most of the information presented in the self-assessment report reflects facts known to the project team*". For this reason, the beneficiaries then comment that '*the preparation of the report is just a formality and an administrative obligation*'. With the emphasis on the fact that the implementation of the projects is carried out within the PRINCE2 methodology as essential, in addition to the duplication with the above mentioned reports. PRINCE2 itself provides "a *number of checkpoints*", noting that PRINCE2 procedures include, amongst others: Registers, Product Breakdown, Risk Management. In this context, project managers pointed out that "*the problem is that there are two parallel project management practices: according to the MA guidelines and according to PRINCE2 principles*".

The main problem with the utility of the mandatory self-assessment reports is that they are not time-bound to specific partial outputs, but summarise progress over the whole year. The SRP and P-KAP project managers then stressed in this context that "*if we had only found out when writing the mandatory self-evaluation report, it would have been too late*". The project implementation teams therefore perceived the preparation of the report as not for them but for the MA: "*The report is not for us, it is not a self-evaluation. Just a modification of information already contained in other reports*".

Representatives of the SRP and P-KAP IPs then recommended that instead of the projects preparing a self-assessment, in which information already described elsewhere is written down, it would be relevant for the evaluation to be regularly prepared by the ŘV of the project to provide relevant feedback ("*this would help and could provide suggestions on what to improve*").

Conclusions and recommendations

Conclusions

MAP managers perceive the self-assessment as rather beneficial (65-85% of MAP managers with regard to the relevant aspect). The individual surveys (in 2018, 2019 and 2021) showed that the perceived utility of self-assessment by MAP managers increased significantly over time. MAP managers' comments indicated that, compared to the previous approach, they engaged more with a wider range of actors in the preparation of the self-assessment report through a questionnaire survey of MAP partners.

The perceived utility of the KAP self-assessment depended on the approach taken by the KAP implementation team. For about half of the KAPs, the self-assessment was considered beneficial. For the other half of KAPs, the set form of self-assessment was not perceived as beneficial.

For the implementation teams of the SRP and P-KAP IPs, the set form of self-assessment was not perceived as beneficial, as it de facto only summarizes findings already contained in other reports.

However, it is important to emphasize (for both KAPs and IPs) that in the case of the critical view of self-evaluation, it is a critique of the form and process of self-evaluation, not of the principle of self-evaluation itself. Often, on the contrary, critical perspectives were heard precisely with regard to the fact that they themselves put a lot of emphasis on self-evaluation (internal evaluation), and self-evaluation according to the required procedure is then no longer beneficial for them. In this respect, all "criticism" can be described as constructive in an attempt to find and propose forms of self-evaluation that would bring relevant reflection to the project team, applicable for optimizing project implementation procedures.

In this sense, the essential characteristics that a self-assessment should have are:

1. To link the self-evaluation in time to specific sub-outputs. Or to focus the self-evaluation on the evaluation of specific activities (e.g. in the form of an evaluation report on a specific activity).
   - A very good example of this is the internal evaluation of the SRP project focused on the ongoing evaluation of individual assistance to schools. The outputs of the internal evaluation were used as a reflection on the functionality of the set procedures and the findings were reflected in the preparation and setting up of follow-up support rounds.
2. Provide feedback from the MA on the basis of the submitted self-assessment report. Representatives of MAP, KAP, IPs together often stressed that they had no feedback from the MA.
   - Here the target group of the self-assessment needs to be defined. If it is intended for project implementers, then they need to perceive it as such. Linking the self-evaluation (internal evaluation) to specific activities (see point 1 above) would contribute to this as much as possible.
   - If the self-assessment is intended (i) for the MA, it is necessary to set up a procedure for providing feedback to project implementers.

In response to the MAP managers' request that the self-assessment outputs are actually worked with by the MA, it should be added that the MA actually works with the outputs and uses them. On the basis of the outputs of the self-assessment reports, the Managing Authority has prepared a summary *evaluation of the Local Action Plans for Education and* an *evaluation of the final evaluation reports of the Local Action Plans for Education*. The findings of the LAG self-assessment reports are regularly shared and presented through the Education WG, the National LAG Network and through roundtables with LAG representatives. The findings have also been used to set up MAP II procedures.

Recommendations

The findings regarding the low contribution of the self-assessment to the IPs implementation teams (SRP and P-KAP) were reflected by the Contracting Authority on the basis of the 3rd Interim Report. The requirements for beneficiaries could no longer be substantially modified, given that they were an integral part of the call (grant conditions). However, according to the comments received by the evaluator, the contracting authority expects to reflect the findings and the formulated recommendations for the follow-up calls in the OP JAK.

In terms of setting, we can recommend in particular the fulfilment of the characteristics detailed in the final evaluation above, i.e.:

1. Self-assessment to be linked in time to specific sub-outcomes.
2. Here you need to define the target group of the self-assessment (for whom it is intended).
3. On the part of the Managing Authority (ŘO, or in the case of IPs, the ŘV) to provide feedback to the implementation teams on the basis of self-assessment.

The evaluator also supports the proposal of the SRP and P-KAP project implementation teams that the interim evaluation of the project should be prepared and submitted by the Steering Committee. However, this evaluation should not take the form of a review, but an evaluative assessment with the aim of improving project content and, where appropriate, project linkages. The MEYS could (and should) also use these reports to increase the linkage between the implemented projects and the achievement of the strategic objectives in the field of education.

5. Conclusions and recommendations

5.1. Conclusions

The conclusions and main findings are described above in Chapter 4 for each evaluation strand. The evaluation of the fulfilment of the objectives of the projects is summarised below:

Evaluation of the fulfilment of the objectives of the SRP project

The evaluation of the objectives of the SRP project focuses only on the aspects evaluated in this evaluation. Thus, the objectives of the SRP project could have been met through additional activities and results achieved that were not addressed in this evaluation.

In general, it should be stressed that all planned activities were implemented and the planned project outputs were achieved. As such, the project objectives were in some respects defined quite broadly or related to impacts that were by the nature of the intervention focus beyond the direct influence of the project (their fulfilment could therefore not be directly influenced by the project, for example with regard to other external factors, etc.).

Wording of the objective	
Main goal: To **improve strategic management and planning with an emphasis on pedagogical leadership in schools.**	
The SRP project has demonstrably contributed to improved strategic management and planning in schools involved in intensive support **(see EQ A.8 for more details).** **The SRP project**, through the methodological support provided and the targeted dissemination of awareness of the outputs of the OP RDE projects, contributed to raising the awareness of actors in education about strategic management and planning (see EQ A.4 and EQ A.6 for more details). A total of 87% of the representatives of the management of kindergartens and primary schools use the School Development Concept and 81% use the MAP. However, there has been no change in this regard during 2018 to 2022. However, 19% of the representatives of the founders of kindergartens and primary schools do not know the content of MAP and 8% of them do not know about MAP at all.	Objective met (limits were identified in terms of raising awareness of the selected strategies among key actors)
Sub-objective 1: **Disseminate the outputs of the OP RDE projects and the principles of the KLIMA action through meetings with pedagogical staff and with the founders of kindergartens and primary schools and IPo MAP beneficiaries.**	
The SRP project has demonstrably spread awareness of the outcomes of the OP RDE projects and the principles of the KLIMA action. In 2022, 67% of head teachers and 51% of primary and kindergarten teachers had awareness of the "*strategic approach aimed at changing the culture of education*". However, **in 2022, only 28% of teachers and 39% of head teachers of kindergartens and primary schools were aware of the KLIMA action including related activities.**	Target not met (limits were identified in terms of awareness of KLIMA among key actors)
Sub-objective 2: **Coordinate and provide methodological support to IPo MAP beneficiaries.**	

The SRP project has demonstrably coordinated the IPo MAP beneficiaries and provided them with methodological support. A total of 85% of MAP managers were satisfied with the methodological support in 2021. In 2021, 10% of MAP managers perceived MAP as unnecessarily complex compared to 30% in 2019. It was problematic that the preparation of MAP I preceded the start of the provision of methodological support due to the delay in the start of the SRP project. See EQ A.4 findings for more details.	The objective was met (the limit was the delayed start of the SRP project in the context of the MAP I preparation).

Sub-objective 3: To **develop and test a system of intensive support to selected kindergartens and primary schools in the area of strategic management and planning with an emphasis on pedagogical leadership.**

The intensive support system has been demonstrably established and verified. An internal evaluation was carried out for the purpose of verification, the findings of which were reflected in the optimisation of the set-up of the intensive support system. Intensive support to schools through one-to-one assistance has brought benefits in the areas of strategic planning and leadership. The involvement of school staff in the planning process has improved school communication and the overall school climate (strengthening relationships and collaboration within the school). All areas of school culture have shifted in the supported schools due to the intensive support. The resulting system of intensive support can be considered functional and effective. For more details see solution EQ A.4.	The goal was fulfilled.

Sub-objective 4: **Develop and validate a system of support for broader school leadership in strategic management and planning with an emphasis on pedagogical leadership.**

Within the framework of the SRP project, SRP Support Centres were established in the regions, individual consultations and support were provided, and other information resources (infopanels, methodological documents, seminars, training, etc.) were used. Representatives of schools and IPo MAP were largely satisfied with the methodological support provided (see EQ A.4 for more details).	The goal was fulfilled.

Evaluation of the project in terms of fulfilling the 3E/5U principles

Efficiency

The evaluation of the efficiency criterion is based on an assessment of whether better results could have been achieved with the specified inputs (funds, human resources, time) or whether the inputs could have been used more efficiently. This criterion was not the subject of the evaluation questions of this evaluation. In this respect, the evaluator recommended, for example, the further use of individual assistance as an appropriate tool to support schools from a substantive (effectiveness) point of view. However, it is also necessary to consider the question of effectiveness, which was not the subject of this evaluation.

Efficiency

In the case of the cost-effectiveness criterion, it is assessed whether the result could have been achieved with lower inputs (financial, human resources, time). This criterion was not the subject of the evaluation questions of this evaluation.

Efficiency

In the case of the criterion of effectiveness, it is assessed whether the desired objectives have been achieved. This criterion was met with limits for the objective aimed at disseminating the outputs of the OP RDE projects and the principles of the KLIMA action. The set system of intensive support (individual assistance) to schools can be considered fully effective.

Utility

The evaluation of the utility criterion is based primarily on the assessment of the utility (benefit) of the project activities and outputs for the target groups. The target groups of MAP project implementers, representatives of schools in the role of template project implementers, schools (and their management and teachers) supported under individual assistance considered the support from the SRP project to be beneficial to a significant extent (85-97%).

Sustainability

In the case of the evaluation of this criterion, it is assessed in particular whether there are assumptions in terms of sustainability of outputs and results of the project after its implementation. The support systems set up are, in principle, sustainable if they continue to be supported and implemented. In this respect, the establishment of Support Centres in the regions and the system of individual assistance to schools should be highlighted.

Evaluation of the fulfilment of the objectives of the P-KAP project

The evaluation of the objectives of the P-KAP project focuses only on the aspects evaluated in this evaluation. Thus, the objectives of the P-KAP project could have been fulfilled through additional activities and results achieved that were not addressed in this evaluation.

In general, it should be emphasized that all planned activities were implemented and the planned project outputs were achieved. As such, the project objectives were in some respects defined quite broadly or related to impacts that were by the nature of the intervention focus beyond the direct influence of the project (their fulfilment could therefore not be directly influenced by the project, for example with regard to other external factors, etc.).

Wording of the objective	
Main goal: **Support and development of strategic management at the level of founders, secondary schools, higher vocational schools and preparation of materials to support action planning at both these levels and to support a system of action and long-term that will be used after the end of the project**	
The P-KAP project has demonstrably supported the development of strategic planning at the level of the region (founder of secondary schools and colleges) and ensured the preparation of materials for the development of SAPs and PAs at the school level. PA/PA preparers were satisfied with the methodological support provided by the P-KAP (95% of PA/PA preparers were satisfied). But still only 52% of PA/PA preparers considered the preparation of the PA/PA in 2021 as a suitable tool for strengthening	The objective was met (limits were identified in the area of methodological support for KAP and the adoption of

strategic planning and only 42% as a suitable tool for improving the quality of school work. The utility of P-KAP providing methodological support was then perceived differently by KAP managers. Approximately a quarter to a third of KAP managers felt that methodological support from P-KAP was unnecessary. For more details see EQ A.4.	the principle of strategic planning by schools in the form of the SAP)

Sub-objective 1: To provide methodological and supervisory support for the preparation of KAP I, which will be a tool for better and more efficient management of secondary and higher vocational education in the territory of individual regions and which will serve for the coordination and targeting of calls in OP RDE (PA 3) and IROP (PA 2) and OP PPR (PA 4) and strengthening the territorial concentration of investments.

The P-KAP project has demonstrably provided methodological and supervisory support for the preparation of KAP I. The utility of P-KAP's provision of methodological support was then perceived differently by KAP managers. There was a generally low level of satisfaction (only 21%) with methodological support, particularly at the beginning of KAP I preparation, which was due to the delay in the start of the P-KAP project. Approximately one third of KAP managers felt that methodological support from P-KAP was unnecessary. Managers dissatisfied with the methodological support pointed to the delayed preparation of documents by P-KAP following the development and changes in methodologies by the MEYS. For more details see EQ A.4.	The target was not met (the limit was the delay in the start of the P-KAP project in the context of KAP preparation)

Sub-objective 2: Methodologically support the process of action planning to become a tool for quality management of education in the territory and schools - KAP II.

The P-KAP project has proven to methodically support the action planning process in the development of KAP II. 93% of KAP managers were satisfied with the methodological support in the preparation of KAP II. Approximately a quarter (compared to a third in KAP I) of KAP managers felt that methodological support from P-KAP was unnecessary. Managers dissatisfied with the methodological support pointed to the delayed preparation of documents by P-KAP following the development and changes in methodologies by the MEYS. See EQ A.4 findings for more details.	The objective was met (the limitation was that some KAP managers did not perceive the methodological support as beneficial)

Sub-objective 3: Ensure systematic support and preparation of learning activity plans in all secondary schools in each region and preparation of school action plans in selected schools.

The P-KAP project provided systematic support for the preparation of SDAs and PAs in secondary schools. The methodological support provided by P-KAP was used by 97% of the SAP/PA preparers. SAP/PA preparers were satisfied with the methodological support provided by P-KAP (overall, around 95% of SAP/PA preparers were satisfied). See EQ A.4 findings for more details.	The goal was fulfilled.

Sub-objective 4: Provide interventions to support schools in their educational activities; the content of the interventions will be in line with currently identified needs.

In 2021, only 42% of the SAP/PA preparers identified the preparation of the SAP/PA as a suitable tool for improving the quality of school work, while only 29% and 21% identified it as a suitable management and resource efficiency tool respectively. See EQ A.4 findings for more details.	The target was met (the limitation was that only a part of the schools adopted the SAP as a suitable tool)

Evaluation of the project in terms of fulfilling the 3E/5U principles

Efficiency

The evaluation of the efficiency criterion is based on an assessment of whether better results could have been achieved with the specified inputs (funds, human resources, time) or whether the inputs could have been used more efficiently. This criterion was not the subject of the evaluation questions of this evaluation. In this respect, the evaluator can only point to the questionable effectiveness of the methodological support in the implementation of the KAP, which complements the methodological activity of the MEYS.

Economy

In the case of the cost-effectiveness criterion, it is assessed whether the given result could have been achieved with lower inputs (financial, human resources, time). This criterion was not the subject of the evaluation questions of this evaluation.

Effectiveness

In the case of the criterion of effectiveness, it is assessed whether the desired objectives have been achieved. This criterion was met with limits (see above) in the case of methodological support for the preparation and implementation of the KAP. The methodological support to schools in the development of the KAP/PA can be considered effective.

Utility

The evaluation of the utility criterion is based primarily on the assessment of the usefulness (benefit) of the project activities and outputs for the target groups. The target groups from among the SAP/PA implementers considered the support from the P-KAP project as beneficial. Only two thirds of the MAP I and three quarters of the MAP II managers considered the KAP methodological support as beneficial.

Sustainability

In the case of the evaluation of this criterion, it is assessed in particular whether there are assumptions in terms of sustainability of outputs and results of the project after its implementation. The support systems set up are, in principle, sustainable if they continue to be supported and implemented. In this respect, the system of regional coordinators should be highlighted in particular. The SPP/PA system cannot be considered sustainable unless it continues to be a condition for receiving OP grants, as only some school management representatives see added value in it.

5.2. Evaluation of the work with recommendations during the implementation of the subject of the contract

The implementation of the recommendations formulated in the previous evaluation reports is described and discussed above in Chapter 4 under the individual evaluation headings.

5.3. Recommendations

The formulation of the recommendations is included in Chapter 4 for each evaluation area. The formulated recommendations are for consideration by the Contracting Authority.

Note: the recommendations below mainly summarise suggestions for the MA and the MEYS in general for the setting up of calls and management of system projects in the new programming period.

Main recommendations arising from the evaluation findings:

Č.	Title of recommendation	Text of the recommendation	Description of risks and impacts in case of non-development of recommendations	The conclusion from which it proceeds	Carrier of recommendations	Link to chapter conclusion
1	Refine the definition of the MAP objectives	Despite leaving the MAP free in the approach to the implementation of the analyses and the formulation of priorities and objectives in order to achieve identification of the MAP preparers with the whole process of MAP development, it would be advisable to propose some unifying elements and minimum requirements for the outputs (formulation of priorities and objectives). In the case of the definition of mandatory and recommended areas, it would also be appropriate to relate the definition of	Impossibility to evaluate the achievement of objectives.	The objectives of the MAP were formulated very broadly and included de facto the whole range of possible measures. The objectives also did not meet the criteria of SMART objectives.	MOE	Solution EQ A. 1

		objectives to these areas. Targets should also be measurable.				
2	Provide data on the implementation of activities in the territory in relation to MAP and KAP	It is necessary to provide the implementers of action planning in the territory (MAP, KAP) with adequate access to information on the implemented activities/projects financed from the operational programmes, thus enabling them to monitor and evaluate the fulfilment of the objectives set by these plans.	Impossibility to monitor and evaluate the achievement of the objectives.	There is no data available in the MS2014+ information system for linking the activities implemented in the territory with the objectives of the MAP and KAP.	MEYS - Managing Authority (MORD in terms of setting up IS)	Solution EQ A. 2
3	Ensure the transfer of information from KAP to MAP	Set up and ensure that information on planned activities is transferred from KAP to MAP.	MAP representatives pointed out that there is often a crowding out of similar target groups and it would be good to have a discussion on how to "split" the target groups appropriately between MAP and KAP.	MAPs often do not have information on KAP activities in their territory.	MEYS - MA	Solution EQ A. 3
4	To make the pages of the implemented projects of the NPI CR more transparent	To clarify the NPI CR website on the projects implemented in general.	The website is not clear and does not contain relevant information, or it is difficult to find relevant information.	MAP representatives point to the NPI CR website as one of the two least suitable sources of information.	NPI CZECH REPUBLIC	Solution EQ A.4
5	Support activities implemented within the MAP	Support activities implemented within the MAP (training, competitions, etc.) to	Low motivation of partners to engage in strategic planning	Support activities implemented within the MAP (training and educational	MEYS - MA	Solution EQ A. 5

		activate actors in the territory.		events, competitions, etc.). These are proving to be a key activating element for the development and maintenance of partnerships in the territory. Many partners are not motivated to participate only in strategic planning without MAP being really active in the territory and involving schools through concrete activities.		
6	Place increased emphasis on the involvement of the founders of nursery and primary schools.	Place increased emphasis on the involvement of the founders of kindergartens and primary schools.	The founders of kindergartens and primary schools are not involved and informed.	There is very low awareness of activities in the field of education on the part of the founders of kindergartens and primary schools. This is an area where increased emphasis should be placed in the period 2021-2027, i.e. emphasis on the involvement of the founders of the nursery and primary schools.	MEYS - MA	Solution EQ A. 6
7	The position of methodologi cal guarantors in the regions as an intermediary between	Using the position of methodological guarantors in the regions as an intermediary between MAP and KAP.	There is no information transfer between MAP and KAP.	Methodological guarantors in the regions can suitably fulfil the role of intermediary between MAP and KAP, thus ensuring an effective two-way	MOE NPI CZECH REPUBLIC	Solution s EQ A.3 and A.7

	MAP and KAP.			transfer of information between MAP and KAP.		
8	Ensure the continuation of intensive support	Ensure the continuation of intensive support through individual support provided to schools. In particular for aspiring principals.	Loss of acquired know-how	However, ensuring that the lessons learned are sustained and applied so that schools can benefit from the knowledge gained, the procedures set up and the network of experts created is essential for effective follow-up and further provision of individual assistance.	MOE NPI CZECH REPUBLIC	Solutions EQ A.3 and A.8
9	Self-assessment of IPs linked to specific sub-outputs	Self-evaluation of IPs to be linked in time and in substance to specific sub-outputs of projects.	Self-assessment does not provide the (desired) benefit to implementation teams.	For the implementation teams of the SRP and P-KAP IPs, the set form of self-assessment was not perceived as beneficial, as it de facto only summarises findings already contained in other reports.	MOE	Solution EQ A.9

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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

6. Evaluation of cooperation with the Customer and stakeholders

Cooperation with the Customer

Cooperation with the Client was based on a predetermined procedure. All the necessary assistance from the Client was provided to a sufficient extent, both feedback on the methodology and procedure of the evaluation solution and the required supporting documents.

Only the provision of supporting documents for the implementation of MAP and KAP activities (to address EQ A.2) proved problematic. However, this was not the fault of the Contracting Authority, but a consequence of the inappropriate data structure in the MS2014+ information system, which does not allow the provision of the necessary information on projects (see EQ A.2 for more details)

Cooperation with the SRP and P-KAP project implementation team

The preparer assesses the cooperation with the representatives of the implementation teams as smooth with no complications noted. The project implementation team provided the Reviewer with all the required documents for the preparation of the evaluation. A slight obstacle that caused a partial delay in the implementation of the survey was the transfer of contact information to the schools involved in the intensive support (not due to "reluctance" on the part of the implementation team, but due to the overall complexity of setting up the procedure for contacting teaching staff at the supported schools). However, the necessary documents and the necessary synergies were provided to the extent required and the fulfilment of the evaluation objectives was not compromised. On the other hand, the evaluator has to highlight the cooperation provided by the internal evaluation team with the fact that a mutual procedure was agreed between the two evaluation teams so as not to overburden the supported schools, which would be difficult to justify to the schools (e.g. asking the same questions by both evaluation teams).

7. Conclusions and recommendations on the whole process of implementation of the subject of the contract

The author of the evaluation finds the long-term form of evaluation to be beneficial, as it allows monitoring and comparing the development of the issues addressed over time. However, the evaluator sees the potential to achieve greater synergies and at the same time reduce duplication of investigations in possible adjustments to the settings of the parallel internal project evaluation and external project evaluation. We recommend that, based on the findings and practice from other system projects where there is concurrent internal and external evaluation, possible changes to reduce the implementation of duplicate surveys be considered.

For the implementation of similar contracts in the future, the Evaluator also recommends that the requirements for printed versions of the reports be considered for revision. Given the relatively large number of supporting documents (Technical Report, Dashboard, but also English translation of the full report), we recommend considering whether to require a printed version of the full report for archiving purposes in one copy only and to work with the digital version of the documents for other purposes, or to print only the main report (i.e. without annexes). We consider such a move to be beneficial and in line with the progressive digitisation of processes in the private and public spheres and the fact that the vast majority of documents are currently handled electronically.

8. List of sources and literature used

List of sources used

- Calls and their annexes
- Procedures and methodological documents for MAP and KAP
- SRP and P-KAP project method sheets and methodologies
- Monitoring reports including annexes (ZoR and ZZoR)
- Approved KAP and MAP
- Information from MS2014+ on the material and financial performance of the projects
- Project websites
- Outputs of internal evaluation of implemented projects (especially the SRP project)

9. Attachments

Annex 1a: Technical Report (Outputs of the EQ A. 4 investigation)

Annex 1b: Technical Report (Outputs of the EQ A. 5 investigation)

Annex 1c: Technical Report (Outputs of the EQ A. 6 investigation)

Annex 1d: Technical Report (Outputs of the EQ A. 8 investigation)

Annex 1c: Technical Report (Survey Outputs for the MAP and KAP Supplementary Survey)

Annex 2a: Survey scenarios

Annex 2b: Scripts and recordings of interviews - internal material

Annex 3: Document containing the main conclusions of the presented form (Dashboard)