Evaluation of Systemic and Conceptual Projects of the PA 3 OP RDE-II"

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

Final report

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List of abbreviations

APIE	Action Plan for Inclusive Education
ASZ	Agency for Social Inclusion
ČAPV	Czech Association for Pedagogical Research
ČŠI	Czech School Inspectorate
ČUZK	Czech Geodetic and Cadastral Office
CAWI	Method of data collection – questioning via electronic questionnaire (Computer Assisted Web Interviewing)
CATI	Field survey method - telephone interview
DVPP	Further education of teaching staff
EO	Evaluation circle
ESF	European Social Fund
EA	Evaluation activities (otherwise also as CCP)
IDI	Individual in-depth interview
I-RAP	Implementation of regional action plan
IKV-ASZ	Project "Inclusive and quality education in areas with socially excluded localities"
InspIS SET	Inspection system of electronic testing (ČŠI information system)
InspIS ŠVP	ČŠI information system – module for working with the School Curriculum ŠVP (School Education Plan)
IPo	Individual project in the OP RDE: type Other
IPs	Individual systemic project in the OP RDE
KA	Key project activity (KA1 to KA8)
KG	Kindergartens
RAP	Regional action plan
KC	Key competencies
KCP	Key competence projects
KSH	Project Comprehensive assessment system (in English also: "CAS project")
LAP	Local action plan
LAG	Local action group
MP	Monitoring period of the KSH project
MPSV	Ministry of Labour and Social Affairs
MSC2014+	Monitoring system for drawing European Union funds
MŠMT	The Ministry of Education, Youth and Sports
NIQES	Project "National system of inspection evaluation of the education system in the Czech Republic"
NGO	Non - governmental non - profit organizations
NPI ČR	National Pedagogical Institute of the Czech Republic

OECD	Organisation for Economic Co-operation and Development
OP VK	Operational Programme Education for Competitiveness
OP RDE	Operational Program Research Development and Education
P-RAP	Project "Support for Regional Action Planning"
PA	Priority axis
PPUČ	Project "Support for the Work of Teachers"
PISA	Programme for International Student Assessment
PIRLS	Progress in International Reading Literacy Study
RAP	Regional action plan, also the so-called project
RIP	Regional information panels
ŘO	Managing authority
SRP	Project "Strategic management and planning in schools and territories"
SYPO	The system of support for the professional development of teachers and headmasters
TALIS	Teaching and Learning International Survey
TIMSS	Trends in International Mathematics and Science Study
TD	Tender documentation
ZoR	Project Implementation Report

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1 Executive summary

Evaluation of systemic and conceptual projects from the calls of OP RDE II, Part III: Evaluation Area D - Evaluation of the KSH project is a long-term evaluation that focuses on the evaluation of the implementation process and benefits of the Comprehensive Evaluation System (KSH[1]) project. The KSH project was implemented by the Czech School Inspectorate (ČŠI) in the period from 1 February 2017 to 30 November 2022. The aim of the project was to evaluate the implementation of the KSH project at all levels of the education system and based on the developed methods, procedures and tools[2]:

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

The KSH project included a total of eight key activities:

KA1 Project management

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

KA3 Assessment of key competences

KA4 Monitoring the level of equity in the education system

KA5 Secondary analysis of inspection data

KA6 Implementation of new evaluation procedures and methods

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

KA8 Evaluation

This evaluation was carried out throughout the implementation of the KSH project, with four Interim Reports (IR)[3] and a Final Report (CR) planned. The evaluation was based on desk research (especially the information contained in the Implementation Reports) and extensive field research among education actors directly involved in the implementation of the project and among target groups (inspection staff, school management and teachers, ČŠI management, representatives of the Ministry of Education, academia, and NGOs).

In accordance with the terms of reference, the evaluation focused on assessing the following evaluation questions:

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

The implementation of the project activities proceeded in accordance with the adjusted and approved project schedule. The extension of the implementation of the project activities until 30 November 2022

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

[2] *Adapted from the KSH project specification in the tender documentation for the evaluation.*

[3] *The 1st PZ was submitted in May 2019, the 2nd PZ in October 2019, the 3rd PZ in October 2020, the 4th PZ in December 2021.*

affected the timetable for the pilot testing of the evaluation tools for KA3 and the implementation of international surveys under KA2.

The implementation of key activities and the processing of outputs was affected by delays from the sample surveys and delays in finalising the final outputs. The delay in the preparation of international surveys (KA2) was influenced by the international context and the situation following the COVID-19 pandemic.

The project objectives and expected benefits of the project can be considered fulfilled. The outputs and results achieved within the project have proven to be useful and applicable in practice and thus fulfil all the potential to bring the desired changes to the education system in the long term. Inspection staff, school management and teachers and other actors in education have the tools that the project aimed to bring.

Moreover, the involved actors (ČŠI and the Ministry of Education and Science) confirm through their (follow-up) activities that the presentation and promotion of the outputs to the target groups will be ensured even after the end of the project implementation.

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

Representatives of the target groups describe the outputs created within the framework of KA2 as functional and beneficial for use in practice. The main benefits of KA2 for the target groups include the following:

- Teachers have access to, and use released tasks from international investigations in the classroom to support the development of pupils' competences
  - A limitation for the full application of tools for the development of pupils' competences in practice is the finding that about a quarter of teachers still do not consider the development of pupils' competences to be an essential or at least important goal of education, arguing that there is no room for it in the curriculum.
- School management has tools for self-assessment and school quality improvement in relation to quality school criteria (examples of inspiring practice and methodology for internal school evaluation)
- Inspection staff have tools (methodological comments on the criteria for quality schools) to use in inspection activities, which allow methodological alignment of the inspectors' approach

Ensuring the continued promotion of the tools to school leaders and teaching staff is essential for the widespread application of the results in practice. On the ČŠI side, it is essential to promote internal discussion among inspectors at the level of regional inspectorates.

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

Within KA3, assessment tools and activities were developed to assess key competences at the level of individual pupils. Teachers involved in the piloting rated the developed assessment activities as understandable and useful, with the intention to use them as an assessment activity to assess the level of key competences, or as an activity to develop key competences or as inspiration for their own activities. Thus, the developed assessment activities provide a good tool for further promoting the development of key competences among teachers.

Representatives of both the MŠMT and the ČŠI agree that supporting key competences is a long-term task and that it is necessary to focus on broader support throughout the system (see also the findings for the application of relaxed tasks in EO D.2).

A number of head teachers pointed out the need to support teachers with further training in key competences and to show them the benefits and objectives of developing key competences.

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

The developed system of indicators of equity in education was assessed by stakeholders as useful. This is evidenced by real examples of use in practice:
- Reflection of the definition of school catchment areas within RUIAN[4] in the draft amendment to the Education Act
- Use in targeting support under the National Recovery Plan (as one of the criteria for selecting 400 schools for targeted support for disadvantaged schools)
- Fairness indicators are used by inspectors as a basis for inspection (taking into account the school's situation in the wider context)
- The LAP of socio-economic and other conditions for primary schools in the Czech Republic was jointly presented publicly by the Ministry of Education and the Czech School Inspectorate
- The assessment system (an assessment questionnaire based on equity indicators) developed in KA4 was applied to the widespread testing of pupils in grades 5 and 9.

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

Actors in education consider the outputs of KA5 (secondary data analysis, regional analysis, data collection and analysis methodology) useful and use them in their own practice (this is also evidenced by specific activities that are directly linked to the project outputs).
- Secondary data analysis informs evidence-based education policy and informs debates and strategy development
- The analytical report of the regional systems of the Czech Republic (the so-called situation reports on the state of education in individual regions as of 31 December 2020) was identified by the regions and the MŠMT as beneficial and the MŠMT plans to continue the output in the future
- The developed methodologies will be used in a follow-up (new) project called IPs Data-analytical support for evaluation and management of the educational system of the Czech Republic in the field of regional education (OP JAK), prepared by the Ministry of Education and Science [5]
- Methodologies for working with data are used by the analytical team at the ČŠI to produce documents and reports for the ČŠI management and inspection staff
- Actors in education from academics and NGOs were directly involved in the development of the indicators and pointed out the applicability to their practice (research, teaching, support for disadvantaged schools)

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[4] *Register of Territorial Identification, Addresses and Real Estate (administered by the Czech Office of Surveying and Cadastre)*

[5] *The application for project support was approved on 15.12.2022*

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

Cooperation with other IPs and IPOs and the KSH project took place regularly within KA7 on the basis of formal and informal meetings. There was an exchange of information between the projects and sharing of project outputs. Close cooperation of the KSH project took place in particular with the SYPO projects[6] (in the framework of methodological cabinets) and PPUČ[7] (preparation of expert panels). The KSH project outputs were transferred and further applied at LAP and RAP level (formative assessment area) and in other projects.

The findings from the investigations undertaken highlighted the issue of the role of the MŠMT in relation to IPs. Representatives of IPs declare their interest in a higher involvement of the MŠMT in the systematisation of outputs of systemic projects.

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

In KA2, there has been unexpected interest from schools in the vacant roles.

The definition of catchment school districts in KA4 was reflected in the draft amendment to the Education Act.

Within the framework of KA5, regional analyses (the so-called Analytical Report of the Regional Systems of the Czech Republic) were prepared, which, according to the statements of the involved stakeholders of the ČŠI and the MŠMT, proved to be successful, and the MŠMT plans to prepare updated reports on this basis in the future.

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

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

Efficiency

The evaluation of the implementation of individual KA confirmed that the chosen procedures were adequate with regard to the achieved outputs and results of the project. From a substantive point of view, the set procedures were effective in achieving the project objectives.

Efficiency

The project implementation was carried out according to the approved project application, including changes, without any increase in funds. 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).

Efficiency

The implementation of the project has produced tools that are already delivering or have undeniable potential to deliver the expected changes. The project has thus fulfilled its primary objectives.

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[6] *Project SYPO: System of support for professional development of teachers and principals implemented by NPI CR*

[7] *Project PPUČ: Supporting the work of teachers implemented by NPI ČR*

Usefulness

The outputs of the project are demonstrably useful for the target groups of the project (school management, teachers, inspectors of the Czech School Inspectorate and the Ministry of Education as a carrier of educational policy).

Sustainability

The outputs are applied by the target groups and the results achieved can be described as sustainable. Several outputs also have specific follow-up activities already planned or underway.

1 Introduction and context of the report

1.1 Purpose of the report

The subject of the evaluation was the continuous monitoring and evaluation of the project implementation process, including the fulfilment of its set objectives and the evaluation of the compliance of the implementation process with the settings specified in the application for support. The submitted Final Report reflects an assessment of the status of the implementation of the KSH project as of November 2022 based on the field surveys conducted and information contained in the information system and the quarterly KSH Project Implementation Reports (PIRs - the last available was report number 22). Based on the questionnaire surveys and in-depth interviews with relevant actors that were conducted during the autumn of 2022, it was then possible to qualitatively assess the progress of the project implementation to the end of November 2022.

1.2 Objectives and focus of the KSH project

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

The project charter of the KSH was already presented at the 2nd meeting of the OP RDE Monitoring Committee and was approved in September 2015. However, in the following period, external and internal influences occurred which caused delays in the preparation of the application for support. The implementation of the project finally started on 1 February 2017. Based on the approved extension of the project implementation period, the deadline for the implementation of the project activities was postponed until 30 November 2022.

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

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

2 Summary of the evaluation process

Total four Interim Reports were submitted as part of the evaluation[8] . The final report builds on the findings of these reports and further complements them with additional outputs from the field surveys.

2.1 Overview of the investigations carried out

The Final Report is based on the findings of the investigations carried out in the Interim Reports, supplemented by further investigations. The table below presents a summary of the investigations carried out during the evaluation. The implementation of these investigations was preceded by a search and analysis of project documentation and project outputs to date.

The evaluation of the evaluation questions in the Final Report builds on the findings of the previous surveys conducted for the 1st, 2nd, 3rd, and 4th Interim Reports. The investigations in the Interim Reports focused mainly on the evaluation of the progress of the implementation of the project activities with emphasis on the evaluation of the interim achievement of the project objectives. These findings were further updated and complemented for the Final Report, by desk research and field investigations.

The following sources of information were used in the **desk research**:

- KSH Project Implementation Reports (ZoR):
  - Description of the project implementation process and documentation of the implemented activities
  - Project outputs (interim and final)
  - Meeting project indicators
  - Evaluation reports of the members of the internal review group on the project outputs
- Self-evaluation reports of the KSH project
- Data from the information system (fulfilment of project indicators)
- Additional information and documentation from the project implementer on the implemented activities (documents and materials beyond the scope of the ZoR)
  - For example: internal evaluation outputs (in particular feedback from training participants and schools involved in the pilot)

Representatives of the project teams involved in the development of project outputs and representatives of target groups and users of project outputs were included in **field surveys** during the implementation of the evaluation in order to assess the real application of project outputs and benefits of the project. Specifically, the following were approached by means of questionnaire surveys or individual interviews:

- Members of the ČŠI implementation team (project manager, KA managers, involved inspection staff and directors of regional inspectorates)

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[8] *The 1st PZ was submitted in May 2019, the 2nd PZ in October 2019, the 3rd PZ in October 2020, the 4th PZ in December 2021.*

- Members of the implementation teams from among the project target groups and initial education actors (NGOs, academics, school representatives, founders)
- Management of the project implementer (ČŠI)
- Representatives of the Ministry of Education and Science in the role of a subsidy provider
- Members of the internal opposition group
- Regional consultants of the ČŠI
- Representatives of other IPs and IPs cooperating with the KSH project
- Target groups of the project
    - Inspection staff of the ČŠI and other representatives of the ČŠI (analytical team, directors of regional inspectorates, management of the ČŠI)
    - School leaders and teachers (nursery, primary, secondary, and higher education)
    - School founders
    - Representatives of the Ministry of Education as users of the project outputs
    - Representatives of NGOs and academia using the project outputs

In addition to desk research, the findings presented in this report are based on extensive field research conducted throughout the evaluation. The table below provides a summary of the respondents involved in the field investigations.

Table 1: Summary of surveys carried out during the evaluation

Respondent group addressed	Type of respondent	Method	Period of implementation	Number of respondents involved
Interviews with the project manager and all KA managers	Implementer	IDI/CATI	continuously during the implementation period	repeatedly during implementation
Interviews with representatives of the ČŠI management	implementer/user of outputs	IDI/CATI	continuously during the implementation period	repeatedly for each message
Questionnaire survey interviews with regional consultants	involved in the implementation	CATI and CAWI	2019-2020	all consultants contacted (some repeatedly)
Interviews with members of the internal review group	involved in the implementation	CATI	continuously during the implementation period	everyone contacted (some repeatedly)
Interviews with ČŠI inspection staff	involved in the implementation/users	CATI	continuously during the implementation period	10
Interviews with educational actors involved in the project in relation to the	involved in the implementation/users	CATI	continuously during the	25

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implementation of activities (NGOs, academics)			implementation period	
Interviews with school founders	users of outputs	CATI	2019	3
Interviews with representatives of the Ministry of Education (Section II)	users of the outputs (MŠMT)	IDI/CATI	continuously during the implementation period	10
Representatives of other IPs and IPo	collaboration	CATI/IDI	2019	16
Participant observation (expert panel)	collaboration	Observation	2019	1
Representatives of schools involved in the pilot KA3 Key Competences Assessment (Assessment Activities)	school management and teachers (users of the outputs)	CAWI	11/2022	421
Participants of training seminars Supporting school self-evaluation using InspIS ŠVP system	school management and teachers (users of the outputs)	CAWI	11/2022	1 098
ČSI inspection staff (questionnaire survey)	Inspection staff	CAWI	12/2022	165

Explanatory notes on the methods:

IDI - individual or group in-depth semi-structured interview

CAWI - questionnaire survey (conducted electronically)

3 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.

Overview of evaluation questions addressed:

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

Sub-evaluation questions:

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

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

D.1.3. Are there risks to the implementation of the project and the achievement of the objectives?

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

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

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

D.1.7. To what extent is feedback from ČŠI regional consultants used?

D.1.8. What is the contribution of the Expert Review Group to the internal evaluation of the project?

D.1.9. During the project, what does the implementation team consider to be the biggest barriers to successful implementation?

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

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

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

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

D.6 How is the collaboration with other IPs and IPo in KA7 and what joint results have been achieved?

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

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

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to continuously assess whether the management and implementation of the project is in line with the project application. The evaluation of the evaluation question was the focus of the four Interim Reports, which emphasized the assessment of the progress of project implementation with respect to the achievement or potential achievement of project objectives.

The following methods were used to evaluate the evaluation question and its sub-questions[9] :

- **Desk research** using available documentation and outputs from internal evaluation, in particular:
  - KSH project implementation reports (ZoR) including the following relevant for the evaluation:
    - Description of the project implementation process and documentation of the implemented activities
    - Project outputs (interim and final)
    - Meeting project indicators
    - Evaluation reports of the members of the internal review group on the project outputs
  - Outputs of internal evaluation (especially feedback from training participants and schools involved in the pilot)
  - Self-evaluation reports of the KSH project
  - Data from the information system (in particular the fulfilment of project indicators)
  - Additional information and documentation from the project implementer on the implemented activities (documents beyond the scope of the ZoR)
  - ČŠI website where the project outputs are presented
  - Information demonstrating cooperation with other IPs and IPo (websites, publications of the IPs concerned, etc.)
- **Field research** in the form of questionnaire surveys and in-depth semi-structured individual or group interviews, supplemented by other forms of research (e.g. participant observation). The following were contacted as part of the fieldwork carried out:
  - Members of the ČŠI implementation team (project manager, KA managers, involved inspection staff and directors of regional inspectorates, regional consultants) and ČŠI management
  - Representatives of the Ministry of Education and Science in the role of a subsidy provider

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

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     o   Members of the implementation teams from among the project target groups and initial education actors (NGOs, academics, school representatives, founders)

     o   Representatives of the Ministry of Education as users of the project outputs

     o   Members of the internal opposition group

     o   Representatives of other IPs and IPs cooperating with the KSH project

Evaluation question D.1 was addressed through the following sub-evaluation questions:

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

Objective of the evaluation question and summary of the methodological approach

This part of the evaluation includes an ongoing verification of the compliance of the progress of the implementation of each key activity with the project implementation plan and an assessment of whether the current needs for proper project implementation have been met. The evaluation sub-question focuses mainly on the procedural aspect of project implementation, with the substantive qualitative evaluation (achievement of objectives and benefits for target groups) being the subject of EO D.1.2 (effectiveness) and the evaluation of usefulness for target groups being the subject of EOs D.2, D.3, D.4, D.5.

The status and progress of the implementation of the individual planned activities and the preparation of the project outputs was evaluated in the individual evaluation reports on the basis of the fulfilment of the expected timetable for the project implementation (document: "Overview of key outputs for the fulfilment of the ESF product indicators") and in-depth interviews with actors involved in the project implementation (main project manager, manager of KA2, KA3, KA4, AK5, KA6, KA7, KA8 and other actors involved in the implementation teams, see above to EO D.1)[10] .

Answer to the evaluation question

> The implementation of the project activities proceeded in accordance with the adjusted and approved project schedule. The extension of the implementation of project activities (final until 30 November 2022) affected in particular the originally planned timetable for the pilot testing of assessment tools and finalisation of the methodology for the assessment of key competences in KA3 and the implementation of international surveys in KA2.
>
> The shift in the preparation of the international surveys (KA2) was influenced by the international context and the situation following the COVID-19 pandemic. In the international context, some pilot surveys and other activities crucial for the implementation of international surveys were postponed.
>
> The implementation of key activities and the processing of outputs was affected by delays from the sample surveys and delays in finalising the final outputs. However, the final implementation was ultimately in line with the revised project implementation schedule.

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[10] *The final KSH Project Implementation Report was not available at the time of the evaluation report.*

Main findings

Based on the information and outputs presented in the KSH Project Implementation Reports and information supplemented from the project's key activity managers (as of November 2022), it is possible to summarize the progress of the KSH project:

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

The finalisation of KA2 outputs was postponed from the planned deadline of 31 October 2021 to 30 September 2022 (approved as part of the extension of the overall project implementation and subsequent amendment in July 2022). This was due to the postponement of international survey dates (given at international level) and delays in the tender for the provision of translations. All planned deliverables were completed by the postponed deadline. As part of the activity, reports on the preparation and implementation of the international surveys TIMSS 2019, PISA 2021, PIRLS 2021, PISA 2022, PISA 2023, TIMSS 2023 and ICILS 2023 were published and Publications on the released tasks from PISA 2015, TIMSS 2015, PIRLS 2016 were published.

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

A detailed evaluation of KA2 is the subject of EO D.2.

KA3 Assessment of key competences

Within KA3, the deadlines for the completion of outputs and the implementation of the pilot were continuously postponed. The finalisation of KA3 outputs was postponed from the planned deadline of 31 October 2021 to 30 September 2022 and the implementation of the pilot was postponed to autumn 2022 (approved as part of the extension of the overall project implementation and subsequent change in 2022).

Within the framework of the activity, methodologies for internal and external evaluation of key competences of the RVP ZV were completed and 420 planned complex competence projects or evaluation activities (the so-called Evaluation Toolkit) were developed. The piloting at schools was implemented during October and November 2022.

A detailed assessment of KA3 is the subject of EO D.3.

KA4 Monitoring the level of equity in the education system

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

Within the framework of the activity, a comprehensive system of equity indicators at the school level, a Methodology for Monitoring and Evaluating the Equity of the Education System in the Czech Republic and a LAP of Socio-economic and Other Conditions for Kindergartens and Primary Schools in the Czech Republic were completed.

A detailed assessment of KA4 is the subject of EO D.4.

KA5 Secondary analysis of inspection data

Secondary analyses of data from the international surveys PISA 2015, TIMSS 2015, PIRLS 2016 were published in accordance with the schedule in KA5. In addition to the planned activities, the

Analytical Report of the Regional Systems of the Czech Republic, Secondary Data Analysis of the international surveys PISA 2018, TALIS 2018, TIMSS 2019 were prepared. Following the extension of the KSH project, the Secondary Data Analysis for the TALIS 2018 and PISA 2018 link (TALIS-PISA link) was additionally prepared.

The methodology for collecting and analysing data from the results of internal and external surveys, desktop and sample assessments and testing, including the linking of external evaluations of the Czech School Inspectorate, and the Standardised Analytical Toolkit in the environment of standard statistical programmes based on the methodology were completed in November 2021 (one month behind schedule).

A detailed assessment of KA5 is the subject of EO D.5.

KA6 Implementation of new evaluation procedures and methods

The implementation of training events and seminars proceeded as planned despite the constraints associated with the COVID-19 pandemic. Due to continued interest, the training programmes were extended into 2022. As of 31 July 2022, 12,124 people had been trained. The original target of 10,000 persons trained has thus been exceeded.

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

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

KA7 Cooperation

Cooperation with other IPs and IPo was adequate to above standard.

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

Conclusions

There have been shifts in the implementation of the KSH project. However, these delays were justified and can be considered acceptable with respect to external influences and the overall scope of the project activities.

Shifts also occurred with respect to the precision and rigorous control of project outputs. In terms of the application of the project outputs, the delay in the presentation of the project outputs to target groups can be considered undesirable due to the delay in the finalisation of the ČŠI methodological website, where the publication of the outputs was planned. However, the methodological website was prepared for the beginning of the school year 2022/2023. Selected outputs were communicated to schools as part of training and other dissemination activities. Currently (12/2022), the assessment activities for the key competences assessment were still not traceable on the ČŠI website.

Recommendations

Publish assessment activities for the assessment of key competences on the ČŠI website.

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

The aim of this evaluation question was to assess the achievement of the project objectives (evaluation of effectiveness), specifically the achievement of the expected changes in the status quo as defined in the Project Charter.

In addressing the evaluation question, the evaluator focused on assessing the validity of the project's intervention logic, which was constructed based on the description of project activities and their expected benefits (effects) in the Project Charter. The evaluation of the evaluation question is mainly based on the findings and evaluations associated with the implementation of EOs D.2 to D.5, which focus on the evaluation of the "benefits" of the implementation of the individual KA of the project. The evaluation of the evaluation question was based on a mix of desk research and field survey methods and an evaluation of the achievement of project indicators. See EOs D.1 to D.5 for more details on the scope of the field investigations carried out (see these EOs for more details on the methods applied).

The operationalisation of the evaluation of the achievement of the project objectives and expected results is detailed in chapter 4.1 Conclusions. Only the main conclusions are summarised below regarding the five expected changes that the project was expected to achieve.

Answer to the evaluation question

> The project objectives and expected benefits of the project can be considered fulfilled.
>
> The outputs and results achieved within the project have proven to be useful and applicable in practice, thus fulfilling all the potential to bring the desired changes to the education system in the long term. Inspection staff, school management and teachers and other actors in education have the tools that the project aimed to bring. These tools are already being used or put into practice by the target groups (ČŠI, schools, MŠMT) and have been identified as beneficial to their work.
>
> Moreover, the involved actors (ČŠI and the Ministry of Education and Science) confirm through their (follow-up) activities that the presentation and promotion of the outputs to the target groups will be ensured even after the end of the project implementation.

Main findings

As a result of the implementation of the KSH project, the following changes have been made to the original status quo based on the KSH project charter:

1. Establish a coherent framework of standards, monitoring and evaluation of all elements of the system, with an emphasis on linking external and internal evaluation. The evaluation includes criteria for meeting equal opportunities objectives, allows for targeted support to underperforming schools and a comprehensive set-up for monitoring inequalities in the education system.
   - **This change has been achieved** thanks to the results of KA4. This involved defining school districts and creating coherent frameworks of standards:
     - Methodology for monitoring and evaluating the equity of the education system in the Czech Republic (system of indicators and tools for their collection)
     - Comprehensive system of school-level equity indicators (the resulting set of indicators to define equity in education at the school level)

  – LAP of socio-economic and other conditions for primary and secondary schools in the Czech Republic

2. The introduction of assessment that includes both summative and formative components. Tools for assessing learning objectives have been developed and validated to cover the full range of objectives, including those that are more difficult to assess, such as key competences.

   • **This change has been achieved** thanks to the results of KA3. Within the framework of this project, tools for the assessment of key competences were developed:
     – Assessment Toolkit (set of 420 Comprehensive Competence Projects)
     – Methodology of internal school evaluation of key competences RVP ZV
     – Methodology of external evaluation of support for the development of key competences of the RVP ZV in primary schools and lower levels of multi-year grammar schools

3. Tools are in place to introduce moderation processes within and between schools to ensure consistency of approach and to introduce 'benchmarking', which will increase the reliability and fairness of assessment at all levels.

   • **This change has been achieved** thanks to the results of KA4. It has developed tools to enable "benchmarking" in the form of equity indicators.

4. Support teaching staff in continually assessing the progress of individual pupils and in providing formative feedback so that personal and social factors (such as gender, health, ethnicity, or family background) do not pose a constraint on the individual in meeting their educational goals.

   • **This change has been achieved** thanks to the results of KA2, KA3, KA4 and KA6. The implementation of the project has given teachers and school leaders the tools to self-assess school and individual pupil progress. The tools developed are useful for the target groups and thus have the potential to be applied in the following areas[11] .

5. Increasing the competences of public administration staff, founders, school principals and other educational staff to use monitoring and evaluation as tools for managing change and supporting further development with the aim of improving equal opportunities and quality in education at all levels. The new competences are also used in practice in the creation, management, and evaluation of regional and local school development plans and in the career system.

   • **This change has been achieved** through the results of KA2, KA3, KA4, KA5 and KA6. Thanks to the implementation of the project, the competences of actors in education at all levels have been increased:
     – The MŠMT has data on the education system that supports an evidence-based approach to education policy formulation.
     – School leaders have and know how to use self-assessment tools.
     – Teachers have the tools to support and assess the level of key competences at the level of the individual pupil.
     – Data on the education system is available to founders for an evidence-based approach to school management.
     – Tools for evaluating the quality of schools are available to founders.
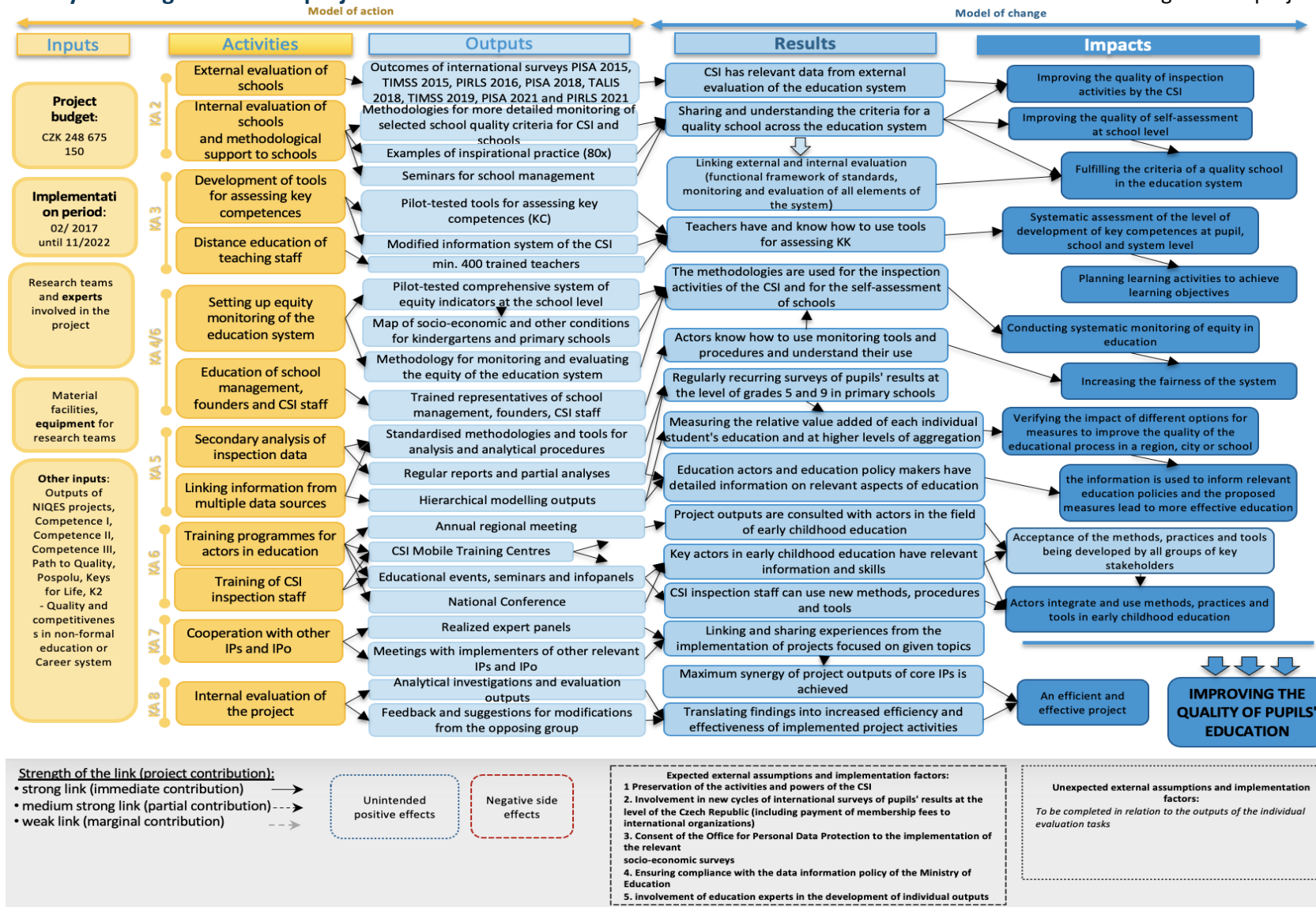   – Academics and NGOs have access to materials that can be used for research and educational activities.

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[11] See EO D.2 to D.5 for more details on the application of the tools developed.

Intervention logic of the KSH project

The theory of change of the KSH project is presented below:

Theory of change of the KSH project

Image 1: KSH project change theory

Model of action — **Model of change**

Inputs

- **Project budget:** CZK 248 675 150
- **Implementation period:** 02/ 2017 until 11/2022
- Research teams and **experts** involved in the project
- Material facilities, **equipment** for research teams
- **Other inputs:** Outputs of NIQES projects, Competence I, Competence II, Competence III, Path to Quality, Pospolu, Keys for Life, K2 - Quality and competitiveness in non-formal education or Career system

Activities

KA 2
- External evaluation of schools
- Internal evaluation of schools and methodological support to schools

KA 3
- Development of tools for assessing key competences
- Distance education of teaching staff

KA 4/6
- Setting up equity monitoring of the education system
- Education of school management, founders and CSI staff

KA 5
- Secondary analysis of inspection data
- Linking information from multiple data sources

KA 6
- Training programmes for actors in education
- Training of CSI inspection staff

KA 7
- Cooperation with other IPs and IPo

KA 8
- Internal evaluation of the project

Outputs

- Outcomes of international surveys PISA 2015, TIMSS 2015, PIRLS 2016, PISA 2018, TALIS 2018, TIMSS 2019, PISA 2021 and PIRLS 2021
- Methodologies for more detailed monitoring of selected school quality criteria for CSI and schools
- Examples of inspirational practice (80x)
- Seminars for school management
- Pilot-tested tools for assessing key competences (KC)
- Modified information system of the CSI
- min. 400 trained teachers
- Pilot-tested comprehensive system of equity indicators at the school level
- Map of socio-economic and other conditions for kindergartens and primary schools
- Methodology for monitoring and evaluating the equity of the education system
- Trained representatives of school management, founders, CSI staff
- Standardised methodologies and tools for analysis and analytical procedures
- Regular reports and partial analyses
- Hierarchical modelling outputs
- Annual regional meeting
- CSI Mobile Training Centres
- Educational events, seminars and infopanels
- National Conference
- Realized expert panels
- Meetings with implementers of other relevant IPs and IPo
- Analytical investigations and evaluation outputs
- Feedback and suggestions for modifications from the opposing group

Results

- CSI has relevant data from external evaluation of the education system
- Sharing and understanding the criteria for a quality school across the education system
- Linking external and internal evaluation (functional framework of standards, monitoring and evaluation of all elements of the system)
- Teachers have and know how to use tools for assessing KK
- The methodologies are used for the inspection activities of the CSI and for the self-assessment of schools
- Actors know how to use monitoring tools and procedures and understand their use
- Regularly recurring surveys of pupils' results at the level of grades 5 and 9 in primary schools
- Measuring the relative value added of each individual student's education and at higher levels of aggregation
- Education actors and education policy makers have detailed information on relevant aspects of education
- Project outputs are consulted with actors in the field of early childhood education
- Key actors in early childhood education have relevant information and skills
- CSI inspection staff can use new methods, procedures and tools
- Linking and sharing experiences from the implementation of projects focused on given topics
- Maximum synergy of project outputs of core IPs is achieved
- Translating findings into increased efficiency and effectiveness of implemented project activities

Impacts

- Improving the quality of inspection activities by the CSI
- Improving the quality of self-assessment at school level
- Fulfilling the criteria of a quality school in the education system
- Systematic assessment of the level of development of key competences at pupil, school and system level
- Planning learning activities to achieve learning objectives
- Conducting systematic monitoring of equity in education
- Increasing the fairness of the system
- Verifying the impact of different options for measures to improve the quality of the educational process in a region, city or school
- the information is used to inform relevant education policies and the proposed measures lead to more effective education
- Acceptance of the methods, practices and tools being developed by all groups of key stakeholders
- Actors integrate and use methods, practices and tools in early childhood education
- An efficient and effective project
- **IMPROVING THE QUALITY OF PUPILS' EDUCATION**

Strength of the link (project contribution):
- strong link (immediate contribution) →
- medium strong link (partial contribution) ⇢
- weak link (marginal contribution) ⇢

Unintended positive effects

Negative side effects

Expected external assumptions and implementation factors:
1 Preservation of the activities and powers of the CSI
2. Involvement in new cycles of international surveys of pupils' results at the level of the Czech Republic (including payment of membership fees to international organizations)
3. Consent of the Office for Personal Data Protection to the implementation of the relevant socio-economic surveys
4. Ensuring compliance with the data information policy of the Ministry of Education
5. involvement of education experts in the development of individual outputs

Unexpected external assumptions and implementation factors:
To be completed in relation to the outputs of the individual evaluation tasks

Fulfilling the project composite indicators

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

The result indicator Number of organisations affected by the system intervention (50810) was 101% fulfilled in relation to the implementation of KA2 and KA3 (1 370 organisations in KA2 and 168 organisations in KA3)[12] .

Table 2: Overview of KSH project indicators

Indicator code	Name of indicator	Characteristics of the indicator (in relation to the project)	Target value	Achieved value	Implementation rate (%)
50801 (output)	Number of products in system projects	Sum indicator of indicators: 54902 and 51301	2	2 (continuously filled see text)	100 %*
51301 (output)	Number of training modules with methodology and training programme	Number of training modules with methodology and curriculum. The fulfilment of the indicator consists of the fulfilment of a number of sub-outputs specifically defined in the application for support.	1	1 (continuously implemented in accordance with the plan, see text)	100 %*
54902 (output)	Number of national systems or their components	A product that has a national systemic impact on education. The fulfilment of the indicator consists of the fulfilment of a number of sub-outputs specifically defined in the application for support.	1	1 (continuously implemented in accordance with the plan, see text)	100 %*
50810 (result)	Number of organisations affected by the system intervention	So far implemented under KA2: schools involved in the pilot and main data collection of TALIS, PISA and TIMSS, PIRLS.	total 1 520 (in KA2 target min. 1 100) (in KA3 the target is min. 420)	1 538 (1 370 under KA2 a 168 under KA3)[12]	1 01 %*

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[12] *Under indicator 50810, each participating school could only be reported once. For this reason, the value reported under KA3 does not reach the originally expected value of 420, because some of the schools involved in the KA3 piloting were previously involved in KA2. However, 436 schools were actually involved in the KA3 piloting. The definition of the target values for the indicator in each KA has subsequently been adjusted to reflect reality (in KA2 the target is a minimum of 1 100 and in KA3 the target is 168, the total target remains at 1 520).*

		Also to be fulfilled under KA3: schools involved in pilot testing of key competences assessment tools			

Source: application for support, KSH project implementation reports*Note: The indicator fulfilment rate was updated during the comment procedure on the basis of the information contained in the draft Final Report on the implementation of the KSH project.

Conclusions

The expected changes within the project have been achieved, in particular:

- Inspection staff have the tools and procedures to align school evaluation approaches within inspection activities
- School leaders have functional tools and procedures for self-evaluation
- Teachers have tools to assess key competences at the level of individual pupils
- The MŠMT has documents that can be used in the development of strategies in the field of education

In general, it should be emphasized that all planned activities were implemented and the planned project outputs were achieved. As such, the expected changes and objectives of the project were defined in the Project Charter in a fragmented and rather general way or referred to impacts that were, by the nature of the focus of the intervention and the nature of the expected impacts, outside the direct influence of the project. It is clear that, by nature, large-scale changes in the mindset of education actors cannot be achieved. However, the outputs and outcomes achieved by the project fulfil all the potential to bring about such changes in the long term.

Recommendations

In the post-project phase, the focus should be on the continued presentation and promotion of the outputs to the target groups.

D.1.3. and D.1.9 Are there risks to the implementation of the project and the achievement of the objectives?
During the project, what does the implementation team consider to be the biggest barriers to successful implementation?

Objective of the evaluation question and summary of the methodological approach

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

The identification of risks and barriers to project implementation was assessed primarily through interviews with representatives of the implementation team (the main project manager and KA managers) and members of the internal review group. These were confronted with the evidence and data presented in the quarterly KSH Project Implementation Reports, and in particular the information contained in the Interim Self-Assessment Reports, which were also referred to by representatives of the implementer in the guided interviews.

Answer to the evaluation question

To identify risks potentially threatening the achievement of the project objectives, the implementation team had set up a risk management process to eliminate or mitigate these risks and not jeopardize the achievement of the project objectives.

For the barriers that occurred during the implementation, the implementer chose adequate steps to overcome them and none of the barriers encountered had a negative impact on the implementation process and ensuring the planned outputs and objectives of the project.

Main findings

Setting up risk management at project level

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

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

Conclusions

Based on the available findings from the qualitative investigation and the information reported on the progress of the project implementation, it can be assessed that for the barriers encountered during the project implementation, the implementer chose adequate steps to overcome them and none of the barriers encountered had a negative impact on the delivery of the planned outputs and objectives of the project.

For the identified risks potentially threatening the achievement of the objectives, the implementation team had set up procedures to manage them so that these risks were eliminated or mitigated and did not threaten the achievement of the project objectives.

Recommendations

No recommendation.

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

Objective of the evaluation question and summary of the methodological approach

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

Answer to the evaluation question

> The implementation of the internal evaluation of the KSH project can be assessed as being adequate or exceeding the scope of the envisaged activities.
>
> The internal evaluation was appropriately linked to the implemented project activities and its outputs were used and reflected in the implementation of project activities or directly reflected in the project outputs.

The implementation of key activities and the processing of outputs was affected by delays from the sample surveys and delays in finalising the final outputs. However, the final implementation was ultimately in line with actual needs and the revised implementation schedule

Main findings

Internal evaluation within the KSH project was carried out through the following activities and tools:

Internal Opposition Group

In accordance with the terms of the call, an internal review group was established. The members of the internal review group commented on the final project outputs and the implemented project actions. The Internal Opposition Group worked and was involved as expected, i.e. in line with the project requirements.

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

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

Selected training activities were attended by "external observers" from among the members of the internal review team or members of the implementation team who were involved in the preparation of the training. The output was evaluation reports on the monitored workshops. Each type of training activity was assessed at least once in this way. The evaluators evaluated the events implemented under KA6 and KA7 positively. Any sub-recommendations formulated in the evaluations were taken into account by the implementation team when planning follow-up actions.

Ad hoc involvement of external experts and expert consultants

In order to provide an "outside" perspective (beyond the implementation team), external experts and consultants (from among the academic staff of the NGOs and the inspection staff of the ČŠI) were involved in the development of the outputs on an ad hoc basis. Experts were involved as and when needed (in relation to the development of specific outputs).

Interim self-assessment report

In accordance with the terms of the call, Interim Self-Evaluation Reports were submitted for each year of project implementation.

Conducting questionnaire surveys among training participants and regional panels (immediately after the training)[13]

After the implementation of the training of school teaching staff (see KA6), the participants filled in evaluation questionnaires. The aim of the questionnaires was to assess the satisfaction and benefits of the training from the perspective of the individual participants. The questionnaire focused on the format and length of the seminar, the structure and content of the seminar and the evaluation of the trainer and specific parts of the programme.

The results of the questionnaire surveys were regularly evaluated and reflected in the setting of training activities. The implemented training sessions were evaluated as beneficial by the participants. For details on the results of the questionnaire surveys, see evaluation question EO D.1.5 below.

Conclusions

For evaluation and feedback, the capacities of external experts/consultants, the opinions of the members of the internal review group, and internal evaluation of the implemented trainings based on questionnaire surveys of participants were used. Internal evaluation was integrated into project activities and its outputs were used and reflected in the implementation of project activities or directly reflected in project outputs.

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

Recommendations

The requirements for the evaluation of IPs projects were relatively limited under the Call and the Project Charter and were restricted to the opinions of the members of the internal evaluation group. The requirements for IPs should include a requirement for continuous evaluation and assessment of project activities.

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[13] *Technically, this activity falls under the relevant subject KA (specifically KA6)*

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

Objective of the evaluation question and summary of the methodological approach

The scope and quality of the implementation of KA6 was evaluated based on the analysis of the KA6 outputs submitted in the Implementation Reports, qualitative survey of the actors involved in the implementation and evaluation of KA (interviews with the main project manager and the KA6 manager). The quality or usefulness for the target groups was evaluated based on the outputs of the questionnaire surveys conducted among the participants of the training events.

Answer to the evaluation question

> The implementation of the new methods through training has exceeded the originally planned objectives. The quality of the implemented activities was documented by a high level of satisfaction of the participants and the participants of the training apply the acquired knowledge in practice.

Main findings

Training in mobile training centres and online form of training programmes:

- Practical seminars to support self-evaluation using InspIS ŠVP in preschool and primary education
- Seminars focused on inspiration for improving the quality of science and mathematics teaching - using the released test items from PISA 2015
- Seminars to inspire the improvement of mathematics and science teaching - using released test items from the TIMSS 2015 survey
- Seminars to inspire the improvement of reading instruction and to promote literacy - using the released test items from the 2016 PIRLS survey
- Implementation of a training programme aimed at supporting the work of the head teacher or deputy head teacher in managing the school and the educational process, linking external and internal evaluation, supporting self-evaluation, change management, examples of inspiring practice and their transfer, effective feedback, etc. (conducted online)

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

- Combined curriculum for Grade 1 teachers TIMSS 2015 and PIRLS 2016 and Grade 2 teachers PISA 2015

The evaluation reports of the members of the internal training review group evaluated the training positively. According to the evaluations, the seminars were conducted in accordance with the specified requirements and within the required scope. The evaluators highlighted the positive climate, the involvement of the participants and the management of the discussions. The evaluators also pointed to the appropriate setting of the seminars regarding the online environment in which they were held during the COVID-19 pandemic.

The quality of the training and the perceived benefits were positively evaluated by the participants. Satisfaction with the benefits of the training was around 85% (see previous Interim Reports for more details).

Chart 1: Benefits of training for participants in workshops aimed at supporting self-evaluation of kindergarten/primary school in InspIS SVP. Average evaluation for 2019 to 2021 (n = 1,598)
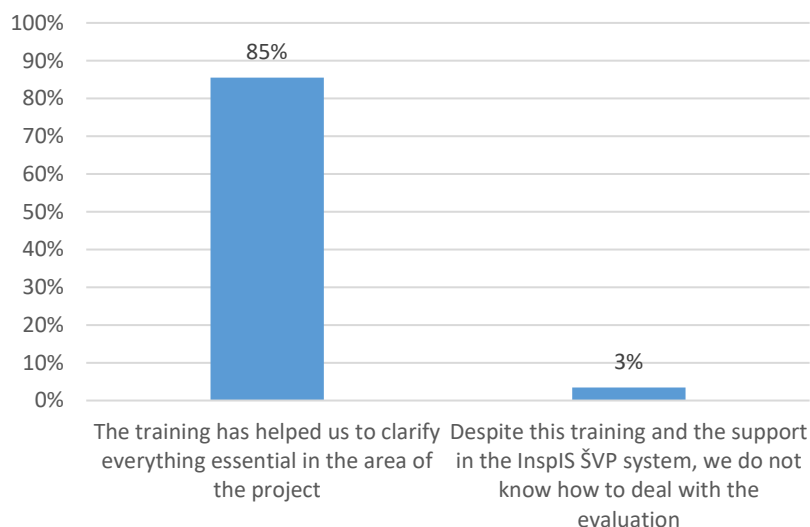
Source: own calculation (data source: questionnaire surveys conducted as part of the internal evaluation of the KSH project)

The application of the knowledge gained during the training to school practice was evaluated with a time lag after the implementation of the training in November 2022 (see EO D.2 and Technical Report for more details).

Conclusions

Based on the analysis of the outputs of KA6 and the results of the qualitative survey of the actors involved in the project implementation, it can be concluded that the implementation of KA6 has met the expected objectives. A total of 12 177 people were trained, and the target of 10 000 people trained was thus exceeded. The quality of the training was positively assessed by the participants. The target groups also showed a high level of interest in the training during the project implementation.

It is positive that the implementation team reacted flexibly to the current situation related to the COVID-19 pandemic and moved most of the trainings to the online environment. The project implementer has also responded positively to the demand from schools for the possibility of providing training on-site.

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

Objective of the evaluation question and summary of the methodological approach

This evaluation question was evaluated in relation to the evaluation process setup in the context of the evaluation of the substantive KAs in the framework of the EO D.2 to D.5, which were evaluated in the previous Interim Reports:

- 1. The interim report focused on the involvement of education stakeholders in the implementation of KA4
- 2. The interim report focused on the involvement of education stakeholders in the implementation of KA2 and KA5
- 3. The interim report focused on the involvement of education stakeholders in the implementation of KA3
- 4. Interim report - assessment of the interim status as of November 2021

The following methods were used to evaluate the evaluation question and its sub-questions[14] :

- o **Field research** in the form of questionnaire surveys and in-depth semi-structured individual or group interviews. Within the framework of the conducted field investigations the following were contacted:
  - Members of the ČŠI implementation team (project manager, KA managers, involved inspection staff and directors of regional inspectorates, regional consultants) and ČŠI management
  - Representatives of the Ministry of Education and Science in the role of a subsidy provider
  - Members of the implementation teams from the project target groups and initial education actors (NGOs, academia, school representatives, founders)

Answer to the evaluation question

Representatives of academia and schools who were involved in the teams and participated in the implementation of the substantive KA (KA2 to KA5) rated their involvement as beneficial. The stakeholders involved appreciated the way the work was organised and the opportunity to apply their expertise and translate it into outputs.

They evaluated the outputs they participated in as beneficial and applicable in practice.

Main findings

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

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

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

Recommendations

No recommendation.

D.1.7 To what extent is feedback from ČŠI regional consultants used?

Objective of the evaluation question and summary of the methodological approach

The evaluation question aimed to assess the use of feedback from regional staff.

The evaluation question was assessed based on interviews with regional consultants and representatives of the KSH project implementation team (project manager and KA managers).

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

Answer to the evaluation question

Providing feedback from the regions towards the inspection management or project management at the central level was not intended to be the responsibility of the regional consultants (the definition of the role of the regional consultants in the Project Charter corresponds to this).

The main task of the regional staff was, in accordance with the original intention, to disseminate information (dissemination) about the project among the actors in education in the area (regions, founders, schools) and inwards towards the inspection staff. They also had an important role in relation to the implementation of other IPs and IPo, in particular LAP, RAP and SYPO (cabinets). The involvement of the regional consultants proved to be successful and the directors (or their representatives) of the regional inspectorates who performed this role pointed out that this position allowed them to make the inspection more "open" to regional actors and to establish closer cooperation with them. The directors of the regional inspectorates have continued to benefit from this experience even after the end of the regional consultant position in the project and still maintain the established links.

However, feedback from the ČŠI inspection staff was effectively provided by the direct participation of selected inspectors directly in project activities.

Main findings

The position of regional consultants within the KSH project was terminated on 31 August 2020. The main task of the regional staff was, according to the original intention, to disseminate information (dissemination) about the project among the actors in education in the territory (regions, founders, schools) and inwards towards the inspection staff. They also had an important role in relation to the implementation of other IPs and IPo, in particular LAP, RAP and SYPO (cabinets). According to the findings presented in the Interim Reports, the role of regional consultants provided a space for "opening up inspection to regional actors" (see Interim Reports 1 to 3 for more details). The transfer of information to the territory continued to be carried out by the Regional Directors of Inspectorates

as part of their normal tribal activities, even after the end of the role of Regional Consultants in August 2020.

Providing feedback from the regions towards the management of the inspection or project management at the central level was not intended to be the responsibility of the regional consultants (the definition of the role of the regional consultants in the Project Charter corresponds to this). Feedback from the ČŠI inspection staff was provided by direct participation of selected inspectors in project activities (e.g. in KA2, two ČŠI inspectors from the region acted as reviewers for methodological comments, and inspection staff also participated in the identification of schools for the creation of examples of inspiring practice in cooperation with the directors of regional inspectorates, with several inspection staff directly involved in their creation). However, these activities were not linked to the performance of the position of regional consultants. Findings from EOs D.2 to D.5 confirmed that feedback from the participating ČŠI inspectors was effectively used and continuously reflected in the final outputs to ensure their subsequent applicability in practice.

Recommendations

No recommendation.

D.1.8. What is the contribution of the Expert Review Group to the internal evaluation of the project?

Objective of the evaluation question and summary of the methodological approach

The evaluation of the evaluation question is based on the information and data provided in the quarterly KSH Project Implementation Reports and individual in-depth interviews with representatives of the ČŠI implementer (Chief Project Manager, KA8 Evaluation Methodologist, KA6 Manager) and representatives of the internal review group (all members were contacted during the evaluation, some repeatedly).

Answer to the evaluation question

An internal review panel was established and fulfilled its role as required by the call.

The members of the internal review group evaluated positively the communication from the ČŠI and the way they were involved in the expert review group. The opponents confirmed the good organisation and planning of the activities of the Internal Opposition Group by the project team.

On the other hand, the cooperation with the experts of the internal review group was also positively evaluated by the project management and the evaluation methodologist (KA8 manager).

Main findings

The establishment and involvement of an internal review group was one of the mandatory requirements of the call. The Methodological Interpretation of the Call for Proposals for Individual System Projects[15] set out the following requirements for the Internal Reflection Group:

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[15] *Annex No. 4 to No: MŠMT - 6741/2015 (dated 15.2.2018)*

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

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

The members of the internal review group evaluated the way they were involved in the project and the communication from the ČŠI positively, stating that the work was well organised and planned and that they received relevant information on an ongoing basis. In particular, the members of the internal reflection group appreciated the timely communication of the planned outputs and the representativeness within the reflection group (there were at least two referees for each topic).

In terms of the evaluation of the quality and content of the outputs, both the members of the internal review group and the managers of the respective KA agree that the review was meaningful and beneficial. The working teams took any recommendations into account and, where appropriate, feedback was given to the opponents explaining why the recommendations could not be incorporated.

Conclusions

The internal review panel was established and fulfilled its role as required by the call. The members of the Internal Review Group prepared external opinions on all project outputs. The members of the internal review panel assessed the professional quality of the products produced through the peer review process (peer reviews). The involved referees confirm the good organisation and planning of the activities of the internal referee group by the project team and evaluate positively the communication from the ČŠI. Any recommendations from the peer reviews were reflected.

The principle required by the call that the members of the internal review group are independent and not directly involved in the production of outputs was respected. The members of the internal review group fulfilled their role as external reviewers of the project outputs and issued their final opinion only on the final draft of the output. Involving the opponents only after the finalisation of the output limited the possibility of applying recommendations that would imply a significant intervention in the output or the methodology itself. The involvement of the internal review group (in reality external reviewers) thus mainly served the function of eliminating possibly really poor-quality outputs (this situation did not occur in the KSH project) or for "fine-tuning" partial aspects of the outputs.

Recommendations

Based on the terms of the call, the production of outputs and the evaluation of the members of the "internal review group" (external experts) should have been strictly separated. For this reason, only final or near-final outputs (e.g. before final proofreading) were submitted to the members of the internal review group for review. This left the project team with little time to incorporate the suggestions of the opponents, compared to a situation where the opponents would have commented

on the outputs already during their production (and thus de facto participated indirectly through their comments in part in the production of these outputs).

Recommendation: to allow the involvement of external opponents already during the preparation of the outputs (in the case of the KSH project, this role was played by external consultants who contributed directly to the form of the outputs with their recommendations and comments already during their preparation).

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

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess the benefits of the KA2 output for the key actors among the target groups.

The following methods were used to evaluate the evaluation question and its sub-questions[16] :

The following sources of information were used in the **desk research**:

- KSH Project Implementation Reports (ZoR):
  - Project outputs (interim and final)
  - Evaluation reports of the members of the internal review group on the project outputs

Representatives of the project teams involved in the development of project outputs and representatives of target groups and users of project outputs were included in **field surveys** during the implementation of the evaluation to assess the real application of project outputs and benefits of the project. Specifically, the following were approached through individual interviews or questionnaire surveys:

- Members of the ČŠI implementation team (project manager, KA managers, involved inspection staff and directors of regional inspectorates)
- Members of the implementation teams from the project target groups and initial education actors (NGOs, academia, school representatives, founders)
- Leaders of the project implementer (ČŠI)
- Representatives of the Ministry of Education and Science in the role of a subsidy provider
- Target groups of the project
  - Inspection staff of the ČŠI (directors of regional inspectorates, ČŠI management)
    - in-depth interviews throughout the project implementation
    - A large-scale questionnaire survey of all inspection staff (in 2022)
  - School leaders and teachers (nursery, primary, secondary, and higher education)
    - in-depth interviews throughout the project implementation with representatives of the schools involved in the implementation teams
    - evaluation of the training programmes by participants from school management and teachers (questionnaire surveys as part of the internal evaluation of the project)
    - extensive questionnaire survey of teachers (13,000 teachers who participated in KSH training programmes were contacted)

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

      o   Representatives of the Ministry of Education as users of the project outputs (semi-structured in-depth interviews)

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

Answer to the evaluation question

The KA2 outputs were positively evaluated by the target groups and are used or put into practice by them. The main benefits of KA2 for the target groups include:

-Teachers   have access to and use released tasks from international surveys in the classroom to support the development of pupils' key competences

- School leaders have the tools to self-evaluate and improve the quality of schools (through the implementation of quality school criteria)

- Inspection officers have tools to use in inspection activities that allow methodical alignment of the inspectors' approach

Main findings

International investigation

Within the project implementation, all planned international surveys were carried out and the following reports on the implementation of international surveys were prepared:

- Conceptual framework for PIRLS 2016, PISA 2018, TALIS 2018, TIMSS 2019
- Report on the preparation and implementation of the pilot/main surveys PISA 2018, TALIS 2018, TIMSS 2019, PIRLS 2021, PISA 2022
- National database of PISA 2015, TIMSS 2015, PIRLS 2016, PISA 2018, TALIS 2018, TIMSS 2019
- National Report on PIRLS 2016, PISA 2018, TALIS 2018, TIMSS 2019
- International database of PISA 2015, TIMSS 2015, PIRLS 2016, PISA 2018, TALIS 2018, TIMSS 2019

Beyond the original plan, the following international surveys were carried out or prepared as a result of the extension of the project:

- Report on the preparation and implementation of the TIMSS 2023 and ICILS 2023 pilot survey
- Conceptual Framework for PIRLS 2021 and PISA 2022

The findings from the international surveys reached the target groups mainly through released tasks (see below) and secondary analyses of data from the international surveys, which were processed within KA5 (see EO D.5 for more details).

Released tasks from international surveys

In the framework of KA2, test items from international surveys, the so-called relaxed items, were published. These have been made available to teachers and presented in targeted training seminars in the framework of the KA6 project. Feedback from the participants in the training sessions showed that they were satisfied with the training sessions and rated their participation as beneficial (see EO D.1.5 for more details). In total, 626 training seminars were delivered under the project from autumn 2017

to spring 2022, attended by almost 7,000 teachers. The training seminars focused on the following areas:

- Inspiration for the development of reading skills of secondary school pupils - working with weaker and less motivated pupils (PISA, module A)
- Inspiration for the development of pupils' reading, mathematics, and science skills in primary school (PIRLS/TIMSS)
- Inspiration for improving the quality of science and mathematics teaching at primary school level 2 (PISA)
- Inspiration for improving reading instruction and promoting reading skills in science subjects (PISA, Module B) (primarily for primary and secondary school teachers)

As part of a questionnaire survey in November 2022, all participants of the training seminars were contacted to evaluate the real application of the relaxed tasks during the training. According to the participants of these seminars, 58% of them use relaxed tasks in teaching. Most of them incorporate the tasks into their teaching approximately once a semester (24% of the seminar participants).

Chart 2: Do you use the relaxed tasks from the international survey in your teaching? Responses with respect to the grades for which the use of the tasks is relevant (n = 937).
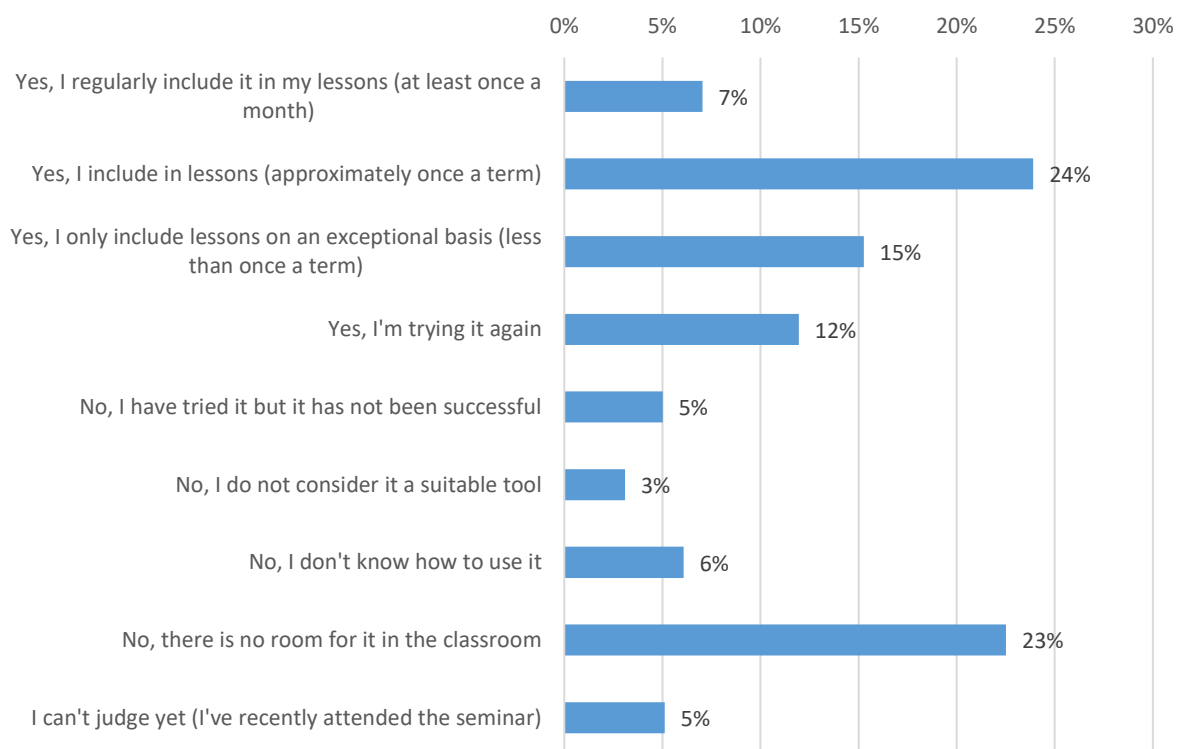
Source: own questionnaire survey (see Technical Report for details)

Teachers' comments pointed to the fact that they used the tasks to "make learning more interesting" and that "pupils enjoy it". Teachers also pointed out that some pupils found the tasks challenging, and that in a period of pandemic and online learning, pupils had become unused to working independently. Below is a selection of teachers' comments on the use of relaxed tasks in the classroom:

- *I use the relaxed tasks more as inspiration for working with the text.*

- *A pleasant diversification of teaching. Students are interested and enjoy it.*
- *They are an enrichment of the lessons, and I am often surprised that other students are successful in them than I expected.*
- *The tasks are interesting for children, and they like to solve them.*
- *They are very good for feedback.*
- *It develops pupils' logical thinking and connects their experiences to the curriculum.*
- *Most of the time, the pupils are interested. Some pupils find them challenging.*
- *These tasks force students to think more, unfortunately the students' effort to work independently has deteriorated after the period of on-line teaching.*

In this context, it can be pointed out that a quarter (23%) of the teachers who participated in the training seminar stated that there was no room for this activity in the curriculum (given the need to cover the necessary amount of material). This may show that many teachers still do not consider the development of pupils' competences to be an essential or at least an important educational objective, with the priority being to impart the necessary knowledge.[17] Yet the development of "competences necessary for an active civic, professional and personal life" is one of the two main strategic objectives of the Strategy of the Education Policy of the Czech Republic until 2030+. [18]

During the implementation of the KSH project, managers pointed to an unanticipated high level of interest from schools in the vacant roles. For this reason, it was necessary to ensure the reprinting of publications on the released tasks and there was also a high interest of schools in the implementation of training. In addition to the interest in training on the relaxed tasks in KA6, the schools expressed interest in developing didactics on the relaxed tasks. Based on this demand, the ČŠI responded by completing the relevant chapters. This was mainly an impulse from the schools based on the training sessions carried out.

Methodology for linking external and internal school evaluation

The activity aimed at creating a Methodology for linking external and internal school evaluation focuses on methodological refinement of the criteria for a quality school. The following outputs relevant to the target groups were produced within this activity area:

- Methodological recommendations for working with assessment criteria at school level
- Examples of Inspirational Practice (PIP) (for school leaders)
- Methodological comments on the evaluation criteria for inspection staff

The outputs are accessible to the target group mainly on the **Methodology Portal: Quality School[19]** , which the ČŠI Inspectorate launched during the summer of 2022.

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[17] *Note: relaxed tasks are not the only tool for developing literacy in reading, maths or science. These literacies are not directly mentioned in the EQF, but they are directly related to the key competences defined in the EQF (see EO D.3 for more details on the promotion of key competences). Teachers in the survey, however, pointed out that they do not have the space to use the tools because they have to focus primarily on explaining the "standard" curriculum.*

[18] *https://www.msmt.cz/vzdelavani/skolstvi-v-cr/strategie-2030*

[19] https://csicr.cz/cz/Aktuality/Kvalitni-skola-%E2%80%93-metodicky-portal

Inspectors from the ČŠI, school representatives and academics were involved in the preparation of the methodological documents with the aim of producing outputs that are applicable in school practice and inspection activities.

Benefits of the outputs according to the representatives of the target groups (management and inspectors of the ČŠI and representatives of school management):

- The detailed definition of the criteria for a quality school has been expanded from the existing available materials (Quality School Criteria). The outputs thus generally contribute to an increased understanding of the criteria, both for inspection staff and school management.
- Benefits for inspection staff:
  - Methodological alignment of inspectors' approach to school evaluation, both between individual inspectors and across regions.
    - 70% of inspectors directly apply or are starting to apply the Methodological Comments on the Evaluation Criteria for Inspection Officers during their inspection activities.
  - So far, the interpretation by individual inspectors / regional inspectorates has been interpreted differently and has given room for different understandings of the criteria. There has also been variation in the emphasis that inspectors have placed on the criteria for a good school when inspecting so far. The output provided a tool for harmonising the approach to inspection activity.
  - The inspectors are gradually familiarizing themselves with the documents and information about the methodologies is provided to the inspectors by the management of the regional inspectorates.However, the ČŠI management itself emphasizes that it is a gradual process of introducing and familiarizing themselves with the documents and putting them into practice (with the proviso that it cannot be "overnight"). This was confirmed by the inspection staff themselves (i.e. that they are familiarising themselves with the documents, discussing them with colleagues and gradually putting them into practice).
    - 64% of the inspectors were introduced to the methodology by the management of the regional inspectorates (director, deputy director);
    - 49% of the inspectors were introduced to the methodology in a workshop prepared by the headquarters;
    - 44% of the inspectors had familiarised themselves with the methodology on the basis of information from headquarters;
    - Only 19% of inspectors said that they had become familiar with the methodology as a result of a workshop or discussion at the regional inspectorate;
    - Only 3 to 5% of inspectors are not aware of the key outcomes of the KSH project (Methodological comments on the criteria for quality schools, PIP and Methodology for external evaluation of support for the development of key competences).
  - Following the findings of the inspection, the inspectors are provided with documents (methodology and examples) that they can recommend to the school management for inspiration on how to improve the quality of the school. In this regard, inspectors

indicated that they recommend relevant PIPs to school management as a source of inspiration.

- 34% of inspectors directly apply or begin to apply PIP during inspection activities;
- 20% of PIPs are recommended by school management.

- Benefits for schools (especially for school management)
  - It provides schools with a tool that helps them to orient themselves and understand the criteria of a quality school and, as a result, to contribute to the fulfilment of the criteria of a quality school (if the school management does not understand them, does not know what to imagine under them, it can hardly develop activities to fulfil them). As a tool for self-assessment and understanding of the content of each criterion.
  - Examples of inspirational practice (PIP) serve as inspiration for specific measures and activities leading to the fulfilment of the criteria
    - It is important to stress that the PIPs are recommendations (inspiration) for schools, not an obligation to implement.
- Alignment of approach and increased mutual understanding between schools and inspectors
  - Inspectors may recommend that schools carry out their own self-assessment against the criteria prior to the inspection activity itself. This will enable a dialogue with the school during the inspection on possible ways forward.
- Benefit for the founder in the management of schools
  - The criteria provide a 'guide' on how to judge school quality, i.e. it gives 'lay' principals a tool to look at schools in their region and what they should demand from schools.

Knowledge and use of outputs by target groups

The overall awareness of relaxed roles among the target group of primary school principals and teachers can be documented by the output of the questionnaire survey of training participants, which was not focused on relaxed roles.[20] The proportion of primary school principals who were not aware of relaxed roles at all from the international surveys was 14% and another 19% of principals were aware of the existence of relaxed roles (know the concept) but were not familiar with their content. A third of the principals then use the loose tasks themselves in their teaching, according to their own statements. On the part of primary school teachers, around 40% of teachers are not aware of free tasks (20% not at all and 22% do not know the content). Less than a third (30%) of teachers use the released tasks in their teaching and another 30% know them but do not use them (see below).

Approximately one-third of primary school principals know and use the PIP and the Quality Schools Methodology Portal, and one-third know about them but do not use them in practice. 5% of the principals interviewed do not know about the methodological portal at all.

Chart 3: Principals of primary schools: do you know some of the other outcomes implemented by the Czech School Inspectorate in connection with the Comprehensive Assessment System (CAS) project (n = 194)

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[20] *Training focused on the use of InspIS SPP for school evaluation.*
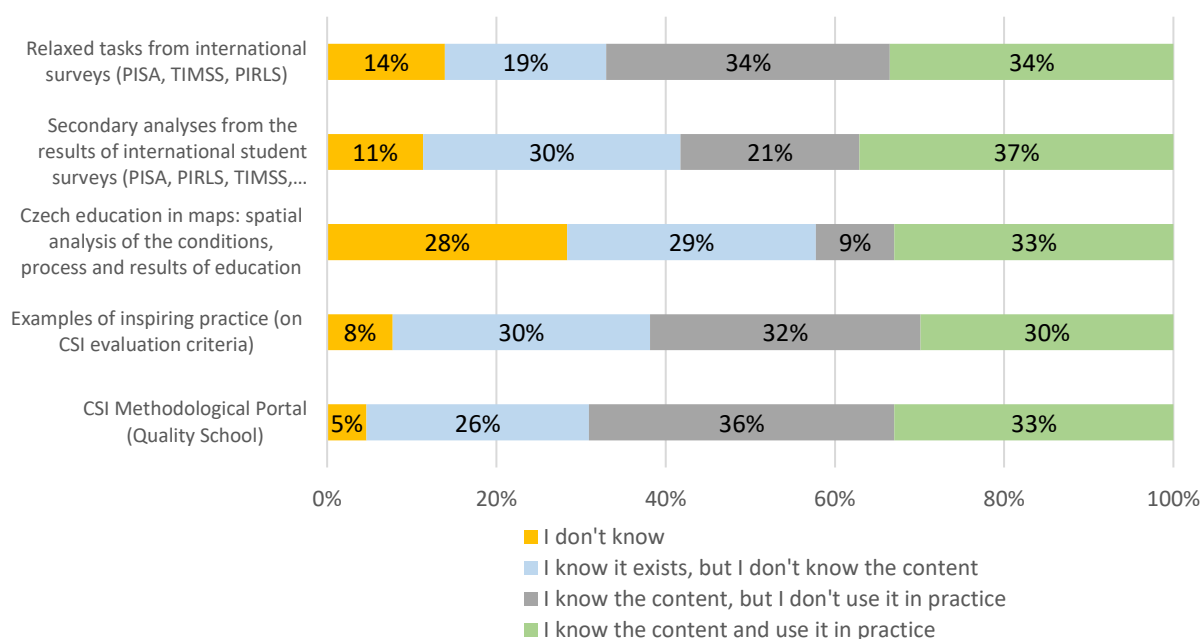
Source: own questionnaire survey (see Technical Report for details)

The methodological portal, PIP and the free tasks were considered useful by 50 to 60% of the interviewed head teachers of kindergartens and primary schools. Only 8% of the head teachers of kindergartens and primary schools described the methodological portal and PIP as rather unhelpful. The released tasks from the international surveys were considered rather unhelpful by 12% of the principals.

Chart 4: Principals of kindergartens and primary schools: how do you rate the following documents and methodologies in terms of their usefulness for your work at your school (1 = not useful at all, 5 = useful at all)?
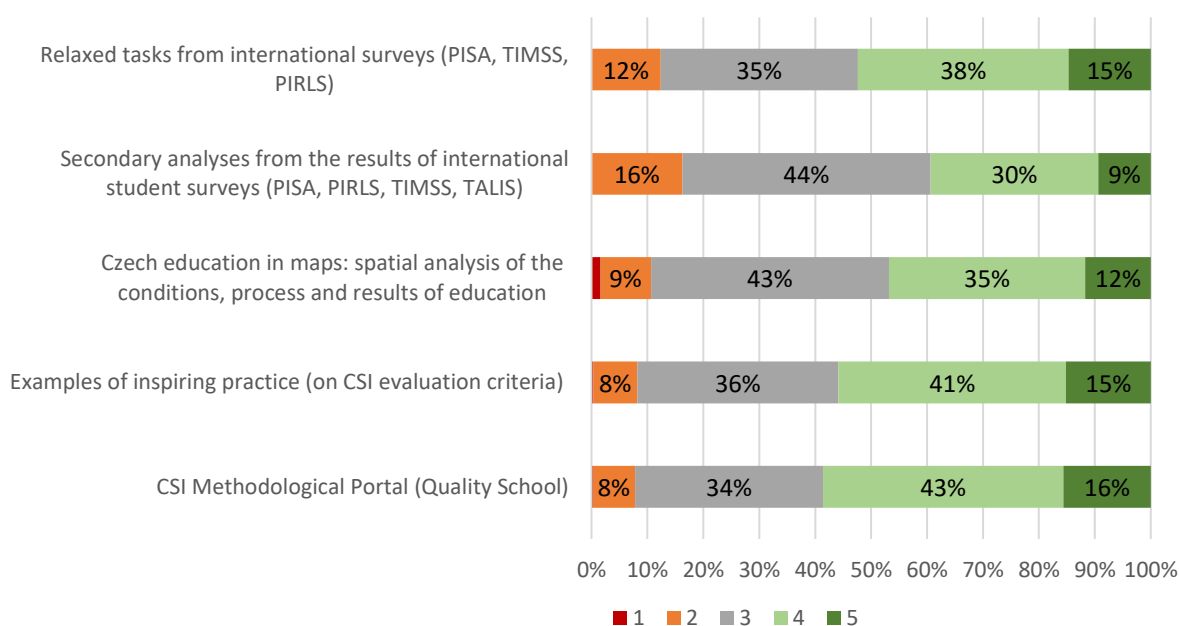
Source: own questionnaire survey (see Technical Report for details)

Note: Rated on a scale of 1 - worst (not at all successful) to 5 - best (very successful)

Conclusions

KA2 outputs are positively evaluated by the target groups and are used by them in practice. The KA2 outputs are relatively well known among the target group (about one third of the interviewed head teachers of kindergartens and primary schools know the content of the outputs). More than half of the principals consider the outputs useful for use in school. A survey of training participants on the use of the released tasks in teaching over time shows that the majority (58%) of participants use the released tasks in practice.

Sustainability is ensured by applying methodologies in inspection activities and recommending the use of outputs to school management. According to the information of the Ministry of Education, the continuation of the implementation of international surveys is envisaged within the framework of the follow-up project IPs DATA (ČŠI will be a partner of the project). According to the information provided by the ČŠI, inspectors will continue to use the set procedures and collect examples of inspiring practice, although to a less robust extent than was possible under the project.

Main benefits of KA2 for the target groups:

- Teachers have access to and use released tasks from international surveys in the classroom to support the development of pupils' key competences;
- Alignment of the approach of inspectors within the ČŠI in external school evaluation;
- School leaders have the tools to improve the quality of schools (through the implementation of the Quality School Criteria);
- School leadership has tools for self-assessment.

Recommendations

Ensuring the continuation of the implementation of international surveys and the publication of outputs (planned by the Ministry of Education and Science as part of the follow-up project IPs DATA).

Continued dissemination of PIP awareness among school leaders.

Ensuring continuous work and discussion of the criteria on the part of the ČŠI. Based on interviews with inspection staff, workshops/group discussions between inspectors proved to be the most effective way to ensure the use of methodologies and to ensure alignment of approach in inspection activities. These should also be implemented across regions, but targeted discussions at regional inspectorates are essential (only 19% of inspection staff have been involved in these so far).

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

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess whether the new tools for assessing key competences developed in KA3 and the modified module of the InspIS DATA electronic system are understandable and usable for teachers.

The following methods were used to evaluate the evaluation question and its sub-questions[21] :

The following sources of information were used in the **desk research**:

- KSH Project Implementation Reports (ZoR):
    - o Description of the project implementation process and documentation of the implemented activities;
    - o Project outputs (interim and final);
    - o Meeting project indicators;
    - o Evaluation reports of the members of the internal review group on the project outputs;
- Outputs of the internal evaluation (especially feedback from training participants and schools involved in the pilot.

Representatives of the project teams involved in the development of project outputs and representatives of target groups and users of project outputs were included in **field surveys** during the implementation of the evaluation in order to assess the real application of project outputs and benefits of the project. Specifically, the following were approached by means of questionnaire surveys or individual interviews:

- Members of the ČŠI implementation team (project manager, KA manager, involved inspection staff and directors of regional inspectorates);
- Members of the implementation teams from the project target groups and initial education actors (NGOs, academia, school representatives, founders);
- Management of the project implementer (ČŠI);
- Members of the internal opposition group;
- Target groups of the project
    - o Inspection staff of the ČŠI and other representatives of the ČŠI (directors of regional inspectorates, management of the ČŠI)

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

- o School leaders and teachers (feedback from schools and teachers involved in the pilot in autumn 2022)
- o School leaders and teachers involved in a large-scale survey (13,000 participants in KSH training programmes surveyed).

The main source of information for the evaluation of the benefits and clarity of the new tools and module of the electronic key competences assessment system developed in KA3 was the findings from the pilot study carried out in autumn 2022.

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

Answer to the evaluation question

Teachers involved in the piloting rated the assessment activities developed as clear and useful, stating that they saw their use as:

- A third of the teachers used the assessment activity in its entirety as designed and with the proposed assessment

- A third of the teachers also used the assessment activity for evaluation, but they modified their proposed assessment

- One third of the teachers used the activity without assessment, i.e. as an activity to develop KC in teaching

Representatives of both the Ministry of Education and the ČŠI agree that supporting key competences is a long-term task and that it is necessary to focus on broader support throughout the system.

Subsequently, it is necessary to focus on the promotion of the developed evaluation activities among the target group of principals and teachers.

Main findings

The main objective of KA3 was to develop assessment tools for the evaluation of key competences (KC). The development of KC is part of the RDP ZV and schools are obliged to develop KC of pupils as one of the main educational objectives. The development of competences is, among other things, defined as one of the two main strategic objectives of the Strategy for the Education Policy of the Czech Republic until 2030+. [22]

Overview of the main outcomes of KA3:

- Assessment Toolkit (set of 420 Comprehensive Competence Projects)
- Methodology of internal school evaluation of key competences RVP ZV
- Methodology of external evaluation of support for the development of key competences of the RVP ZV in primary schools and lower levels of multi-year grammar schools

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[22] *https://www.msmt.cz/vzdelavani/skolstvi-v-cr/strategie-2030*

Main benefits for target groups:

- Schools - school teaching staff
  - Have examples of activities for KC development
  - They have tools for assessing KC
  - They have an electronic module for entering results and tracking pupils' progress
- Inspection staff of the ČŠI
 - They have a methodology for evaluating KC in the context of inspection activities

Representatives of the ČŠI management point out that the development and evaluation of CC is a very complicated topic and that the Czech Republic has considerable reserves in this respect. In this sense, it is not possible to expect an immediate "solution" to the situation with every teacher changing his/her teaching approach and starting to primarily support the development of pupils' competences. As the survey of teachers who took part in the training seminars on the use of relaxed tasks in teaching (see KA2) showed, a quarter of the teachers said that they did not have time to use relaxed tasks in their teaching, saying that they had to focus first and foremost on delivering the necessary scope of the curriculum. In this regard, the ČŠI management and MŠMT officials contacted stated that supporting CC is a long-term issue and that, as the ČŠI representative stressed, *system-wide support will be needed"*. In this sense, the methodologies and assessment tools just developed serve to "kick-start the process" of supporting the development and assessment of CC in schools by both the ČŠI specifically and the system[23] .

In the framework of KA3, the pilot testing of the Comprehensive Competence Projects (assessment tools for the evaluation of students' CC) took place in autumn 2022. A total of 420 schools were involved in the pilot. The piloting took place in the form of an e-learning course to provide information on the process and use of the developed assessment tools (Comprehensive Competence Projects). Subsequently, participants were given the opportunity to test the tools in practice.

The principals involved (teachers in some schools, at the principal's discretion) were most interested in the assessment frameworks for assessing CC (40% of pilot participants) and the assessment activities themselves (34% of participants ranked them 1st and approximately 45% ranked them 2nd). A total of 80% of pilot participants self-reported that they had further familiarised themselves with the evaluation activities in InspIS DATA and 76% of pilot participants found the evaluation activity guide in InspIS DATA a useful support. Just under half (44%) said that they would use InspIS to store information about the attainment of individual pupils. In this respect, it should be pointed out that the use of assessment tools or InspIS for the assessment of CC is by no means compulsory for schools or teachers.

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[23] *At the time of the evaluation, the CSI inspectors did not yet have the Methodology for Internal School Assessment of Key Competences of the RVP ZV fully available (the methodology was only beginning to be distributed among inspectors and thus only selected inspectors who participated in its creation had full access to it). For this reason, it was not possible to evaluate its use in practice by CSI inspectors. However, inspectors involved in the development of the methodology pointed to its contribution to inspection activities.*

Chart 5: Was the evaluation activity guide in InspIS DATA and the report option a good support for you? (n = 412)
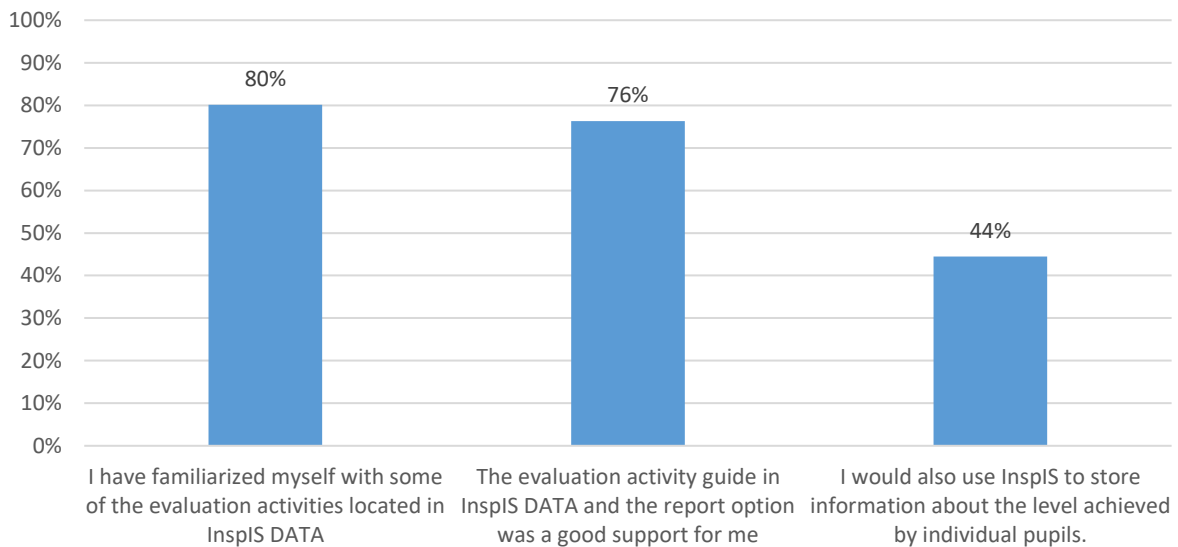
Source: own elaboration of the results of the survey carried out within the framework of the pilot
Note: only one answer is possible (selection of the most preferred option)

The most significant finding from the piloting, but one that largely confirmed previous assumptions, was that teachers were divided into three broadly evenly sized groups in relation to their use of assessment tools:

- One third of the teachers used the assessment activity in its entirety as designed and with the suggested assessment
- A third of the teachers also used the assessment activity for evaluation, but they modified their proposed assessment
- One third of the teachers used the activity without assessment, i.e. as an activity to develop KC in teaching

Based on comments from teachers who participated in the piloting, we summarise their feedback below:

- Several principals and teachers reported that the evaluation activities and the InspIS set-up were adequate and sufficient (78% of participants rated the amount of information provided as adequate):
    - *I think this tool is inspiring and useful.*
    - *All available materials were sufficient.*
    - *I consider the e-learning course to be a very good tool, I was surprised how much material is ready for practical use without much time-consuming preparation.*
    - *(InpsIS) It was a methodological support for me to grasp the activity and then evaluate their work with the students.*
    - *It was clear, informative, and broadened the horizons of how to deal with the evaluation activity.*
    - *A suitable tool not only for beginning teachers - clear activity structure and practical processing.*

- – *The demonstrations of assessment activities were interesting and inspiring for our school practice.*
  - – *They were interested in assessment activities in relation to the expected outcomes in the RVP ZV; from our point of view, it would be necessary to develop a comprehensive and systematic assessment, where the assessment of key activities in relation to the expected outcomes in grades 5 and 9 would be linked to provide relatively objective feedback to the pupil and the school.*
- Teachers pointed out that short educational videos and posters were useful to improve the orientation and promotion of the assessment tools:
  - – *I see this whole activity as a good and necessary intention, but in terms of real practice it is necessary to use concise forms of information so that this information has a chance to be used and absorbed by <u>end</u> users.*
  - – *Training, seminar, or webinar with practical demonstrations*
  - – *Presentation in a short and clear form (short videos, posters)*
  - – *Perhaps short educational videos that would serve both educators and older pupils and students would be of interest*
- Several teachers pointed to the need to add activities to support digital competences:
  - – *Addition of assessment activities in the area of digital competences (in the 2021 RVV)*
- Several principals then pointed out the need to support teachers with further training in the area of KC and to show them the benefits and goals of KC development:
  - – *Teachers need to be inspired to understand the key competences and not to see them as a necessary evil. We need to show the importance of competency-based learning, so that teachers take it on board and believe in it, otherwise we will not move forward.*
  - – *The system of working with and assessing key competences should be supported by further teacher training in this area.*
  - – *We need to upgrade the teachers. Some still don't know what to do. We work with children with special needs in grades three and four.*
  - – *We currently assess the core competences randomly. In order for me to assess them better, I would need to focus more on them with my colleagues in a specified period, e.g. hospitalizations and interviews with colleagues to focus mainly on them.*
  - – *Perhaps it would be appropriate to further emphasize that the development of key competences is one of the main goals of education, and therefore schools should create a system of assessment of key competences so that the picture of the student is composed as a mosaic formed by the view of individual disciplines or subjects. Examples of assessment activities are certainly useful in this respect.*

See the Technical Report for more details of the feedback from the pilot participants.

Conclusions

In line with the objectives of KA3, the ČŠI has created a "tool (for assessing key competences) to give them something to work with", with the expectation that it will be explained and promoted in the future. Principals and teachers find the assessment activities developed by the project useful.

Representatives of both the Ministry of Education and the ČŠI agree that supporting key competences is a long-term task and that it is necessary to focus on broader support throughout the system.

Recommendations

Ensuring continuous promotion and support for the use of the tools developed.

It was not possible to find the evaluation activities on the ČŠI website at the time the report was prepared. Only the Methodology for External Evaluation of Support for the Development of Key Competences was available on the ČŠI website. In this respect, the ČŠI should publish the evaluation activities as soon as possible to make them accessible to schools. It would also be appropriate to publish them on the RVP.cz portal managed by the NPI of the Czech Republic.

The prevailing belief ("mind set") among some teachers is that they must first teach/transmit knowledge and then focus on competencies. From this point of view, systemic support for CC is needed (change of mindset and attitude of some teachers). Pilot participants recommended promotion of assessment tools in the form of short videos and leaflets. They also pointed out the need for training activities for teachers in the field of CC.

As the representatives of the Ministry of Education and the ČŠI stated, there is a need to focus on broader support throughout the system.

Although this question goes beyond the scope of the evaluation, the evaluator should refer here to the MŠMT website on key competences.[24] Only the 2007 document prepared by the Pedagogical Research Institute in Prague is available on this website. This information and the way it's presented cannot be described as an appropriate and up-to-date form of support for key competences. For example, the Methodological Portal of the NPI of the Czech Republic RVP.cz deals with key competences in more detail. However, the information on the website of the Ministry of Education does not lead users to this portal. For more information on the role of the MŠMT in the field of systematisation of IPs outcomes, see the recommendations to EO D.6.

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[24] *https://www.msmt.cz/vzdelavani/skolstvi-v-cr/skolskareforma/klicove-kompetence*

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

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess to what extent the key actors in initial education consider the outputs of the project in KA4 to be useful and why.

The following methods were used to evaluate the evaluation question and its sub-questions[25] :

The following sources of information were used in the **desk research**:

- KSH Project Implementation Reports (ZoR):
    - Project outputs (interim and final)
    - Evaluation reports of the members of the internal review group on the project outputs

Representatives of the project teams involved in the development of project outputs and representatives of target groups and users of project outputs were included in **field surveys** during the implementation of the evaluation to assess the real application of project outputs and benefits of the project. Specifically, the following were approached by means of questionnaire surveys or individual interviews:

- Members of the ČŠI implementation team (project manager, KA managers, involved inspection staff and directors of regional inspectorates)
- Members of the implementation teams from among the project target groups and initial education actors (NGOs, academics, school representatives, founders)
- Target groups of the project
    - Inspection staff of the ČŠI and other representatives of the ČŠI (analytical team, directors of regional inspectorates, management of the ČŠI)
    - School leaders
    - School founders
    - Representatives of the Ministry of Education as users of the project outputs
    - Representatives of NGOs and academia using the project outputs

An assessment of the progress of the implementation of EO D.4 was the subject of the 1st Interim Report, which was submitted in May 2019.

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

Answer to the evaluation question

> The developed system of indicators of equity in education is assessed by stakeholders as usable. This is evidenced by real examples of use in practice (reflected in the draft amendment to the Education Act, used to direct support within the National Recovery Plan, reflected in inspection activities).

Main findings

KA4 focused on setting up a way to evaluate equity in the education system. Equity in education is one of the two main strategic goals of the Czech Education Policy Strategy 2030+.[26]

Overview of the main outputs of KA4 (finalisation 31.1.2022):

- Methodology for monitoring and evaluating the equity of the education system in the Czech Republic (system of indicators and tools for their collection);
- Comprehensive system of equity indicators at school level (the resulting set of indicators to define equity in education at school level;
- LAP of socio-economic and other conditions for primary and secondary schools in the Czech Republic.

Main benefits for target groups:

- ČŠI inspectors perceive the definition of the criteria as beneficial and useful for their activities
  - The fairness indicators are used at the ČŠI as a basis for inspection. Inspectors subsequently consider the situation of the school in the broader context during their inspection activities and tailor their recommendations accordingly.
  - The assessment system (an assessment questionnaire based on equity indicators) developed in KA4 was applied to the widespread testing of pupils in grades 5 and 9. The results will be shared with schools in school reports and reflected in the overall findings.
  - The ČŠI has established a portal based on the output: https://www.vzdelavanivdatech.cz/[27]
- The Ministry of Education and Science, as the carrier of education policy
  - MŠMT representatives use equity indicators to address conceptual issues in education;
  - An important output of KA4 was the digitisation of the catchment area LAP. This was adopted by the Ministry of Education into the draft amendment of the Education Act, based on which the catchment areas of schools should be entered into the RUIAN system[28] .

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[26] https://www.msmt.cz/vzdelavani/skolstvi-v-cr/strategie-2030

[27] Retrieved from: https://www.csicr.cz/cz/Dokumenty/Publikace-a-ostatni-vystupy/Ceske-skolstvi-v-LAPach

[28] Register of Territorial Identification, Addresses and Real Estate (administered by the Czech Office of Surveying and Cadastre)

- − To set the measures within the National Recovery Plan, equity indicators were applied as one of the criteria for selecting 400 schools for targeted support for disadvantaged schools[29] ;
  - − The LAP of socio-economic and other conditions for primary and secondary schools in the Czech Republic was presented publicly jointly by the Ministry of Education and Science and the ČŠI[30] .
- • School representatives (management, teachers)
  - − They will be informed of the school's situation based on the results of the universal testing;
  - − Support for schools in disadvantaged circumstances (selection of 400 schools for targeted support);
  - − However, it is generally not envisaged to publish results for individual schools to avoid stigmatising schools.
- • Actors in education from academics and NGOs
  - − Education actors from academics and NGOs were directly involved in the development of the indicators and pointed out the applicability to their practice (research, teaching, support to disadvantaged schools).

Conclusions

The developed system of indicators of equity in education is assessed by stakeholders as usable. This is evidenced by real examples of use in practice (reflected in the draft amendment to the Education Act, used to direct support within the National Recovery Plan, reflected in inspection activities).

Recommendations

Ensuring continuous promotion and support for the use of the tools developed.

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[29] *https://www.msmt.cz/ministerstvo/novinar/msmt-podpori-znevyhodnene-skoly-dvema-miliardami-korun* ///
https://www.edu.cz/npo/projekt-podpora-rovnych-prilezitosti/

[30] *https://www.msmt.cz/ministerstvo/novinar/msmt-a-csi-predstavili-unikatni-projekt-ceske-skolstvi-v*

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

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to assess to what extent the key actors in initial education and educational policy makers consider the "Secondary Analysis of Inspection Data" developed in KA5 to be useful and why.

The following methods were used to evaluate the evaluation question and its sub-questions[31] :

The following sources of information were used in the **desk research**:

- KSH Project Implementation Reports (ZoR):
  - Project outputs (interim and final)
  - Evaluation reports of the members of the internal review group on the project outputs

Representatives of the project teams involved in the development of project outputs and representatives of target groups and users of project outputs were included in **field surveys** during the implementation of the evaluation to assess the real application of project outputs and benefits of the project. Specifically, the following were approached by means of questionnaire surveys or individual interviews:

- Members of the ČŠI implementation team (project manager, KA managers, involved inspection staff and directors of regional inspectorates)
- Members of the implementation teams from among the project target groups and initial education actors (NGOs, academics, school representatives, founders)
- Target groups of the project
  - Inspection staff of the ČŠI and other representatives of the ČŠI (analytical team, directors of regional inspectorates, management of the ČŠI)
  - School founders
  - School management
  - Representatives of the Ministry of Education as users of the project outputs
  - Representatives of NGOs and academia using the project outputs

The evaluation of the progress of the implementation of EO D.5 was the subject of the 2nd Interim Report, which was submitted in October 2020.

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

Answer to the evaluation question

Actors in education consider the outputs of KA5 (secondary data analysis, regional analysis, data collection and analysis methodology) to be useful and use them in their own practice (this is also evidenced by specific activities that are directly linked to the project outputs). In particular, the KA5 outputs are reflected in the development of education policy strategies and thus support an evidence-based approach in education policy. The MŠMT also envisages the subsequent preparation of Analytical Reports of the regional systems of the Czech Republic following the model developed in the KSH project. The methodology of data collection and analysis developed within the project will be updated and applied for the needs of the MŠMT within the newly prepared project.

Main findings

Overview of the main outcomes of KA5:

- Secondary data analysis
- Analytical report of the regional systems of the Czech Republic (new output 31.12.2020)
- Methodology for collecting and analysing data from internal and external surveys, area and sample assessments and testing, including the linking of external assessments by the Czech School Inspectorate, internal school assessments and other methods for more detailed monitoring of selected criteria of school quality with regard to its specifics and the learning abilities of pupils
- A set of typed analytical tools in the environment of standard statistical programs based on the methodology

Target groups using the outputs:

- Ministry of Education Section II
    - KA5 outputs inform evidence-based education policy[32]
    - Representatives of the MŠMT pointed out that they use the findings to develop strategies
        - They added that it is topic by topic, some topics are specific and more for schools and some topics (focused on the state of the education system) are useful for the MŠMT in preparing strategies
        - The findings of the reports, according to representatives of the Ministry of Education, are entering the debate on the education system
    - Representatives of the Ministry of Education pointed out that the ČŠI is a member of the working teams for the preparation of the Long-Term Plan for Education. Here, the ČŠI presents and applies its recommendations based on the outputs of the KSH project - secondary data analysis

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[32] *Priority objective 6: Data-driven decision-making of the Long-term plan for educational and scientific, research, development and innovation, artistic and other creative activities in the field of higher education for the period 2016-2020*

- – Based on methodological procedures developed in KA5, a new output was included Analytical report of regional systems of the Czech Republic (so-called situation reports on the state of education in individual regions as of 31 December 2020)
    - According to the representatives of the Ministry of Education, this output has proved to be very successful
    - It was presented jointly by the representatives of the Ministry of Education and the ČŠI during meetings with regional representatives (councillors, representatives of the Education Department)
    - Based on this inspiration, it is planned to produce further (updated) regional reports. The MŠMT plans to produce them based on data supplied by the ČŠI and CERMAT (using the methodology verified within the KSH)
- – The developed methodologies will be used in a follow-up (new) project called IPs Data analytical support for evaluation and management of the educational system of the Czech Republic in the field of regional education (OP JAK), which was prepared by the Ministry of Education and Science
    - The aim of the project is to increase the analytical capacity of the Ministry of Education (extension of the methodology and its adaptation to the needs of the Ministry of Education)
    - The project will involve the ČŠI and the NPI of the Czech Republic
    - The project will involve experts who have been involved in KA5 so that know-how can be transferred
- Analytical unit and management of the ČŠI
    - – Creation of outputs (analyses) for ČŠI management and other actors in education
    - – The management of the ČŠI has documents on the state of education in the Czech Republic
    - – See above on the application of the outcomes by the MŠMT
- School founders
    - – Regions have received Situation Reports on the state of education in individual regions
    - – Representatives of the regions described this output as beneficial
- Other actors in the field of education (NGOs, academia)
    - – Actors in education from academics and NGOs were directly involved in the development of the indicators and pointed out the applicability to their practice (research, teaching, support for disadvantaged schools)
- Schools have reference information for school management
    - – According to the survey results (see Technical Report for more details), secondary analysis is known and used in practice by almost 30% of primary school principals. On the other hand, 21% of principals do not know secondary analyses at all and 30% know about them but do not know their content.

Conclusions

Actors in education consider the outputs of KA5 to be useful and use them in their own practice (this is also evidenced by specific activities that are directly linked to the project outputs).

Recommendations

Ensuring continuous promotion and support for the use of the tools developed (half of primary school principals are unaware of secondary analyses or do not know their content).

Representatives of the MŠMT from lower positions (heads of departments and ordinary employees) would welcome involvement in communication with the implementers of IPs (in this case the ČŠI). According to them, communication is almost exclusively at the level of the MŠMT and ČŠI management. They point out that the involvement of rank-and-file employees of the MŠMT would lead to improved information transfer between the MŠMT and the ČŠI.

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

Objective of the evaluation question and summary of the methodological approach

The aim of the evaluation question was to continuously assess the KSH project's collaboration with other IPs and IPo including the identification of common outcomes.

The following methods were used to evaluate the evaluation question and its sub-questions[33] :

The following sources of information were used in the **desk research**:

- KSH Project Implementation Reports (ZoR):
  - Description of the project implementation process and documentation of the implemented activities
  - Evaluation reports of the members of the internal review group on the project outputs
- Additional information and documentation from the project implementer on the implemented activities (documents and materials beyond the scope of the ZoR)

Representatives of the project teams involved in the development of project outputs and representatives of target groups and users of project outputs were included in **field surveys** during the implementation of the evaluation in order to assess the real application of project outputs and benefits of the project. Specifically, the following were approached by means of questionnaire surveys or individual interviews:

- Members of the ČŠI implementation team (project manager, KA7 manager)
- Regional consultants of the ČŠI
- Representatives of other IPs and IPs cooperating with the KSH project (in-depth semi-structured interviews)
  - Representatives of complementary IPs (in particular PPUČ, SYPO, APIE B, APIE A, SRP, P-RAP).
  - Representatives of IPo LAP and P-RAP

Answer to the evaluation question

Collaboration with other IPs and IPo and the KSH project took place regularly on the basis of formal and informal meetings. Information was exchanged and the outputs of the KSH project were shared with other projects. It was not the ambition or objective of KA7 to produce joint outputs with other IPs and IPo projects (apart from joint meetings, sharing of outputs and organisation of expert panels).

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

Beyond the expected outcomes of KA7, a **document entitled "Support Package" was** jointly **developed** on the initiative and under the coordination of the ČŠI, which presents the outputs of the KSH, APIE A, APIE B, PPUČ, SRP and SYPO projects on the topic of formative assessment.

Main findings

Cooperation of the KSH project with other IPs and IPo was implemented within the framework of KA 7 Cooperation. The assessment of the extent of cooperation activities between the KSH project and other IPs and IPo during the project implementation was evaluated in the Interim Reports.

Three Expert Panels were implemented in 2022. The panels were rated as useful by participants in a follow-up feedback questionnaire (with a score of 9 and 8.67 out of a maximum of 10 possible).

The main project activity within KA7 Cooperation was the regular implementation of expert panels (OP) in accordance with the requirements of the Call and the Project Charter. These were usually implemented twice a year. In the spring, expert panels focused on the area of formative evaluation (Evaluation Panel) and in the autumn, expert panels were implemented on linking internal and external evaluation (Linking Panel). In particular, school representatives were invited to the panels. The emphasis was on active discussion at the panels. Experts on the topic from academia and ČŠI were also invited and participated in the panels. In addition, representatives of other IPs participated in the panels.

KSH's cooperation with other IPs took various forms. In addition to participation in expert panels or conferences of other IPs, the ČŠI provided mainly outputs or information from the KSH project or ČŠI activities in general. Information and outputs from other IPs are then communicated to the ČŠI's core staff.

The above-standard cooperation of the KSH project took place especially with:

- **SYPO and PPUČ project. The** cooperation with the PPUČ project focused on the joint preparation of expert panels on literacy and numeracy. With the SYPO project, the cooperation was deepened by arranging for ČŠI representatives to speak at regional conferences and by implementing joint expert panels (in 2021, a joint meeting of the SYPO and KSH expert panels was implemented, which allowed for even greater integration of the activities and outputs of both projects).
- **KSH and APIE-B projects**. The cooperation included, in addition to mutual participation in the expert panels of both projects, the provision of information from the ČŠI, with ČŠI representatives also acting as lecturers in training for government representatives or participating as participants in these events.
- **with the P-RAP project** in the area of literacy in secondary vocational schools. P-RAP used the outputs of the KSH project and the findings of the ČŠI. Representatives of ČŠI were actively involved in workshops implemented in the regions within the framework of P-RAP, where they applied the KSH project outputs.
- **The** ČŠI provided information on the selection of schools for individual assistance.
- **some LAP**. Specifically, for example, a seminar for LAP Posázaví was implemented by the ČŠI. The project manager of the LAP highly praised the approach of the ČŠI. In particular, she

highlighted the precise preparation of the seminar, which reflected the specific needs of the LAP.

Beyond the scope of the defined and planned activities within KA7, a **document entitled "Support Package" was** jointly **developed** on the initiative and under the coordination of the ČŠI, **which** presents the outputs of the KSH, APIE A, APIE B, PPUČ, SRP and SYPO projects on the topic of formative assessment. Several joint meetings of representatives of the projects concerned were held to produce the output.

The question of the role of the MŠMT in relation to IPs in terms of possible systematisation of the outputs of system projects repeatedly arose from the interviews with IPs representatives. Recommendations in terms of greater involvement of the MŠMT have already been raised by the evaluator in previous Interim Evaluation Reports. *In particular, the interest of IPs' representatives in greater sharing, linking and application of outputs across the whole education system should be highlighted. It is the systematisation of outputs by or under the auspices of the MŠMT that could significantly help the application of IPs' outputs and their transfer into practice.*

As an example of good practice, the KA7 manager has purposefully integrated cooperation with other IPs and IPo into the core activities of the ČŠI. Thus, KA7 ensured that information about other IPs was passed on within the ČŠI. For example, this resulted in close cooperation between ČŠI and SYPO or APIE-B (see above), which as such goes beyond the KSH project itself.

As already pointed out in previous Interim Reports, KA7 entitled "Cooperation with other IPs and IPo in the area of enhancing evaluation culture" was defined in the Project Charter with the "aim of *linking implementation findings and discussing the applicability of the partial outputs of individual projects in an effort to maximize synergies of project outputs of the flagship system projects*", with the aim of achieving this objective through the implementation of expert panels and "*meetings with implementers of other relevant individual system and other projects*". The content of KA7 was therefore to include "*discussion on the status of implementation of individual projects, on outputs in preparation or emerging and on the possibility of interlinkages*".
Collaboration with other IPs and IPo and the KSH project took place regularly based on formal and informal meetings. Information was exchanged and the outputs of the KSH project were shared with other projects. In this respect, the ČŠI acted mainly as a source of information for the other projects (especially in formative assessment, which was also the focus of the ČŠI project expert panels). Representatives of the other IPs in this respect highlighted the high quality of the outputs of the ČŠI project and the ČŠI in general.

The ambition and objective of KA7 was not to produce joint outputs with other IPs and IPo projects (except for joint meetings, sharing of outputs and organisation of expert panels). However, project outputs are shared and applied within each other's projects (SYPO, PPUČ, LAP, RAP). However, this often occurs beyond the scope of the KSH project, also due to the limited scope of KA7's time commitment. Thus, in several areas, collaboration with other IPs and IPo was beyond the scope of the KSH project and was a result of information being transferred from KA7 to the internal structure of ČŠI.

The organisation of a joint meeting of the SYPO and KSH expert panels can be considered a joint output.

Conclusions

Also based on the findings of the evaluation, it can be pointed out that in terms of setting up cooperation between IPs, cooperation (except for participation in expert panels) was generally not systematically set up and was based rather on personal ties (this was confirmed by representatives of all IPs interviewed). The cooperation activity was generally defined in the Project Charter by the implementation of expert panels, seminars, and meetings with the implementers of other relevant IPs. Systemic sharing or direct managed cooperation on the implementation of substantive activities was not foreseen or envisaged. Nevertheless, the involved IPs actors confirmed that the request for the implementation of expert panels and sharing between IPs helped to kick-start and, in some areas, actually deepen mutual cooperation. Overall, the request for the inclusion of KA Cooperation in the IPs can thus be seen as a step in the right direction to promote cooperation between the different actors.

Recommendations

In previous reports, the evaluator has recommended that emphasis be placed on ensuring that the outcomes of IPs are systematised by the MŠMT. This need has been reflected by the actors in education and the systematisation of the outputs should be ensured by the NPI CR through the new systemic project Support to curriculum work of schools in the OP JAK. As this will be an IPs implemented outside the MŠMT, we recommend, in connection with the implementation of IPs in OP JAK, to strengthen the coordination role of MŠMT during the implementation of these project activities and the subsequent use of their outputs in the management of the educational system and the direction of education policy.

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

The unintended impacts of the project implementation have been evaluated in relation to the solution of especially EO D.2, D.3, D.4 and D.5 (see above).

Answer to the evaluation question

In KA2, there has been unexpected interest from schools in the vacant roles.

The definition of catchment school districts in KA4 was reflected in the draft amendment to the Education Act.

Within the framework of KA5, regional analyses have been prepared, which have proved to be successful and the MŠMT plans to prepare updated reports on this basis in the future.

Main findings and conclusions

KA2

An unexpected impact was identified by KSH project managers as the unforeseen ('extreme') interest of schools in the vacant roles. For this reason, both the reprinting of the publications on the released tasks had to be arranged and the interest of schools in the implementation of the training was high. In addition to the interest in training on the relaxed tasks in KA6, the schools were also subsequently interested in completing the didactics on the relaxed tasks based on the training sessions. Based on this demand, the ČŠI responded by completing the relevant chapters.

Another originally unforeseen activity was communication with the EDUin platform regarding licenses for the use of existing videos. According to the project manager, the aim was to achieve savings and increase the efficiency of the resources spent while maintaining the meaning and purpose.

KA4

The definition of catchment school districts was reflected in the draft amendment to the Education Act.

KA5

Preparation of regional analyses within the project. The MŠMT will follow up on the analysis methodology and plans to produce an updated output in 2023.

Recommendations

No recommendation.

4 Conclusions and recommendations

4.1 Operationalisation and summary evaluation of the fulfilment of the expected project results

The following conclusions are based on the evaluation of the evaluation questions in Chapter 3.

The operationalisation of the evaluation of the achievement of the expected project results is presented below.

KA 2 Linking external and internal evaluation of schools and educational institutions and creating examples of inspiring practice

Expected results	Criterion/indicator/evaluation aspect	Target group	Findings and conclusions	EO	Evaluation of the fulfilment of the result
New methodological support for schools in the form of descriptions of inspiring practices of real Czech schools	School leaders have illustrative examples of meeting the criteria for a quality school	Schools - School leaders	Examples of inspirational practice (PIP) are available to school leaders. School representatives rate PIP as useful.	D.2	**Retrieved from**
	School leaders/teachers understand the real content of the criteria			D.2	
	The school management evaluates these documents as beneficial			D.2	
Shared understanding of the criteria on the part of the Czech School Inspectorate	ČŠI evaluates the developed methodology as beneficial for a shared understanding of the criteria	ČŠI - inspection staff	Inspectors have the Methodology for Linking External and Internal Evaluation of Schools and are gradually[34] translating this methodology into practice. The methodology contributes (it is a continuous and long-term process) to the improvement and harmonisation of the inspectors' approach to inspection activities.	D.2	**Retrieved from**
	Inspection officers methodically align their view on evaluation	ČŠI - inspection staff		D.2	
	Improvement of inspection activities compared to the previous situation	ČŠI - inspection staff		D.2	
Teachers use tools for competence development in teaching	Teachers use relaxed tasks from international surveys in their teaching	Schools - teachers	Teachers use relaxed tasks in their teaching (58% of trainees include them in their teaching).	D.2 and D.6	**Retrieved from**

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[34] This is a long-term and continuous process. Currently, 70% of CSI inspection staff apply or are beginning to apply the methodology in practice.

					Retrieved from
Promoting an evidence-based approach in education policy	Publication of outputs and tasks from international surveys	ČŠI - analytical team	The results of the international surveys have been published and further publications are planned. The ČŠI analytical team processes the data and forwards it to the ČŠI management for use.	D.2 and D.5	
	ČŠI uses data to evaluate the education system in the Czech Republic	ČŠI - management		D.2 and D.5	
	Educational actors use the outputs to adjust educational approaches (translation into strategic documents)	Ministry of Education - Section II	The MŠMT uses the findings of international surveys to develop strategies. The outputs were also evaluated as beneficial by representatives of the academic sphere and NGOs.	D.2 and D.5	
		Representatives of academia and NGOs working in the field of education		D.2, D.5, D.6	

KA 3 Assessment of key competences

Expected results	Criterion/indicator/evaluation aspect	Target group	Findings and conclusions	EO	Evaluation of the fulfilment of the result
Criteria and tasks enable teachers to link key competences to specific curriculum requirements	Outputs are used at the level of individual schools to adapt approaches to education	Schools - teachers	The Methodology of Internal School Assessment of Key Competences and the Assessment Toolkit have been developed. Teachers in the pilot evaluated the tools as useful. The tools have the potential to be applied in the assessment of key	D.3	**Retrieved from** (project objective fulfilled, applicability for teachers' practice based on the results of the pilot)
	Schools assess the extent to which each pupil has developed key competences	Schools - teachers		D.3	
	Teachers use an electronic module to enter student results	Schools - teachers		D.3	

Teachers find the electronic module for entering pupil results a useful tool	Schools - teachers	competences at the level of each pupil[35] . Teachers find the electronic module for entering pupil results a useful tool (44% of teachers would use it in practice).	D.3	**Retrieved from** (project objective fulfilled, application in practice could not be verified at the time of evaluation)
ČŠI uses the results of the evaluation in its activities	ČŠI - inspection staff	ČŠI inspectors have tools at their disposal to enable them to take an appropriate approach to the assessment of key competences[36] .	D.3	
ČŠI inspectors perceive the definition of the criteria as beneficial and useful for their work	ČŠI - inspection staff		D.3	

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[35] *For 76% of the pilot participants, the InspIS DATA assessment activity guide was an appropriate support/tool for assessing key competences.*
Note: The use of assessment tools or InspiIS for KQ assessment is not mandatory for schools or teachers.

[36] *At the time of the evaluation, the CSI inspectors did not yet have the Methodology for Internal School Assessment of Key Competences of the RVP ZV fully available (the methodology was only beginning to be distributed among inspectors and thus only selected inspectors who participated in its creation had full access to it). For this reason, it was not possible to evaluate its use in practice by CSI inspectors. However, inspectors involved in the development of the methodology pointed to its contribution to inspection activities.*

KA 4 Monitoring the level of equity in the education system

Expected results	Criterion/indicator/evaluation aspect	Target group	Findings and conclusions	EO	Evaluation of the fulfilment of the result
Methodologies for assessing equity (inclusion) at school level are used for ČŠI inspection activities and as a guide for school self-evaluation	Schools have evaluation outputs in terms of their status	Ministry of Education - Section II	School leaders have access to the results of the school-wide survey[37] . However, the evaluation of schools according to equity indicators is not publicly published due to the risk of stigmatizing schools. ČŠI inspectors have procedures and data to take into account the school situation in their inspection activities and are gradually putting them into practice.[38] .	*D.4*	**Retrieved from** (the project objectives have been met, the application is mainly for school inspectors; the application for schools is lower and more informative)
	The results of the evaluation are used in the inspection activities of the ČŠI	ČŠI - inspection staff		D.4	
	ČŠI inspectors perceive the definition of the criteria as beneficial and useful for their activities	ČŠI - inspection staff		D.4	
The methodology for system-wide evaluation is used in the strategic planning of education policy actors	System-wide monitoring of educational equity is regularly implemented and evaluated	ČŠI - analytical team	The assessment was included in the general testing of pupils in grades 5 and 9. Representatives of the Ministry of Education and other actors in education	D.4	**Retrieved from**
	Education actors use the outputs at the level of conceptual approaches and policy development	Ministry of Education - Section II		D.4	

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[37] At the time of the survey, the results from the universal testing were not yet available to schools and so it was not possible to get feedback from schools on this output.

[38] Only a minority of inspectors (13%) use the methodology directly to monitor and evaluate the fairness of the education system, with a further 28% of inspectors using it as a secondary source of information. A further 22% of inspectors are familiar with the methodology and 13% plan to become familiar with it.

| | Actors in education rate the methodology and indicators of equity in education as beneficial to their work | Ministry of Education - Section II | (academics and representatives of NGOs involved in the implementation) evaluated the outputs as beneficial and usable in practice. The MŠMT uses the outputs in developing strategies, targeted support for schools[39] and has reflected the definition of catchment areas in the draft Education Act[40] . | D.4 | |

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[39] For the setting of measures within the National Recovery Plan, equity indicators were applied as one of the criteria for selecting 400 schools for targeted support to disadvantaged schools.

[40] Entering school catchment areas into the RUIAN system.

KA5 Secondary analysis of inspection data

Expected results	Criterion/indicator/evaluation aspect	Target group	Findings and conclusions	EO	Evaluation of the fulfilment of the result
The resulting models make it possible to measure the values and describe the influence of individual variables and generate sophisticated assumptions on which to base recommendations, measures and specific policies	Actors in education evaluate the methodology as beneficial for their activities	ČŠI - analytical unit	The developed methods of working with data are perceived as beneficial by the actors in education and applied in practice.

The MŠMT is building on the use of the developed methods for its practice. | D.5 | **Retrieved from** |
| | Actors in education use models to develop conceptual approaches and policies for education | MŠMT - Section II ČŠI - Analytical Unit | | D.5 | |
| Education actors use secondary data analysis for strategic decision-making in education policy | Actors in education rate the output of the reports and the way they are processed as beneficial to their activities | Representatives of academia and NGOs working in the field of education | Representatives of the Ministry of Education and Science, ČŠI and other actors in education (academics and representatives of NGOs involved in the implementation) evaluated the outputs as beneficial and usable in practice.

The outputs are used by education actors in policy making. | D.5 | **Retrieved from** |
| | The information from the reports and analyses is (are) used as a basis for the development of educational policies | Ministry of Education - Section II | | D.5 | |
| | Actors in education evaluate the methodology as beneficial for their activities | ČŠI - management | | D.5 | |

4.2 Conclusions

The objective of the project was met through the achievement of the changes listed below. The outputs and results achieved within the project have proven to be useful and applicable in practice and thus fulfil all the potential to bring about the desired changes in the education system in the long term. Inspection staff, school management and teachers and other actors in education have the tools that the project aimed to bring.

Change	Fulfillment	Explanation	Conclusions
1. Establish a coherent framework of standards, monitoring and evaluation of all elements of the system, with an emphasis on linking external and internal evaluation. Evaluation includes criteria for meeting equal opportunities objectives, enabling targeted support for underperforming schools, and a comprehensive set-up for monitoring inequalities in the education system.	*This change has been achieved*	This change has been achieved thanks to the results of KA4: • Methodology for monitoring and evaluating the equity of the education system in the Czech Republic (system of indicators and tools for their collection) • Comprehensive system of school-level equity indicators (the resulting set of indicators to define equity in education at the school level) • LAP of socio-economic and other conditions for primary and secondary schools in the Czech Republic For more information see EO D.4	The developed system of indicators of equity in education has been assessed by stakeholders as useful and is being used in practice: ❖ Reflecting the definition of school catchment areas within RUIAN in the draft amendment to the Education Act. ❖ Use in targeting support under the National Recovery Plan as one of the criteria for selecting 400 schools for targeted support for disadvantaged schools. ❖ Fairness indicators are used by ČŠI inspectors as a basis for inspection activities (taking into account the situation of the school in the wider context). ❖ The assessment system (an assessment questionnaire based on equity indicators) developed in KA4 was applied to the general testing of pupils in grades 5 and 9 in 2022. ❖ A LAP of socio-economic and other conditions for primary schools in the Czech Republic was presented

Change	Fulfillment	Explanation	Conclusions
			publicly by representatives of the Ministry of Education and the Czech School Inspectorate.
2. The introduction of assessment that includes both summative and formative components. Tools for assessing learning objectives have been developed and validated to cover the full range of objectives, including those that are more difficult to assess, such as key competences.	*This change has been achieved*	This change has been achieved thanks to the results of KA3. Within the framework of this project, tools for assessing key competences were developed: • Assessment Toolkit (set of 420 Comprehensive Competence Projects) • Methodology of internal school evaluation of key competences RVP ZV • Methodology of external evaluation of support for the development of key competences of the RVP ZV in primary schools and lower levels of multi-year grammar schools For more information see EO D.3	Teachers have assessment tools to evaluate key competences at the level of individual pupils. ❖ Teachers involved in the pilot evaluated the developed assessment tools as understandable and useful with the intention to use them as an assessment activity to evaluate the level of key competences, or as an activity to develop key competences or as inspiration for their own activities. ❖ Representatives of both the Ministry of Education and the ČSI agree that supporting key competences is a long-term task and that it is necessary to focus on broader support throughout the system. ❖ School principals pointed out the need to support teachers with further training in key competences and to show them the benefits and objectives of developing key competences.
3. Tools prepared for the introduction of moderation processes within and between schools to ensure consistency in approaches and for the introduction of "benchmarking", which will increase the reliability and	*This change has been achieved*	This change has been achieved thanks to the results of KA4. It has developed tools to enable "benchmarking" in the form of equity indicators. For more information see EO D.4	The developed system of indicators of equity in education has been assessed by stakeholders as useful and is being used in practice: ❖ Use in targeting support under the National Recovery Plan as one of the criteria for selecting 400 schools for targeted support for disadvantaged schools.

Change	Fulfillment	Explanation	Conclusions
fairness of assessment at all levels.			❖ Fairness indicators are used by ČŠI inspectors as a basis for inspection activities (taking into account the situation of the school in a broader context).
4. Support teaching staff in continually assessing the progress of individual pupils and in providing formative feedback so that personal and social factors (such as gender, health, ethnicity or family background) do not pose a constraint on the individual in meeting their educational goals.	*This change has been achieved*	This change has been achieved thanks to the results of KA2, KA3, KA4 and KA6. The implementation of the project has given teachers and school leaders the tools to self-assess school and individual pupil progress. The tools developed are useful for the target groups and thus have the potential to be applied in these areas. *For more details see EO D.1.5, D.2, D.3 and D.4.*	❖ School management has tools for self-assessment and school quality improvement in relation to the quality school criteria (examples of inspiring practice and methodology for internal school evaluation) (KA2). ❖ Teachers are provided with assessment tools to evaluate key competences at the level of individual pupils (KA3). ❖ The developed system of indicators of equity in education has been assessed by stakeholders as usable and is being used in practice (KA4).
5. Increase the competence of public administration staff, founders, school principals and other educational staff to use monitoring and evaluation as tools for managing change and supporting further development with the aim of improving equal opportunities and quality in education at all levels. The new competences	*This change has been achieved*	This change has been achieved through the results of KA2, KA3, KA4, KA5 and KA6. Thanks to the implementation of the project, the competences of actors in education at all levels have been increased: • The MŠMT has data on the education system that supports an evidence-based approach to education policy formulation • School leaders have and know how to use self-assessment tools	❖ A total of 12 177 people were trained in training seminars (KA6). ❖ Teachers have access to and use the released tasks from the international investigations in their lessons to support the development of pupils' competences (KA2). ❖ School management has tools for self-assessment and school quality improvement in relation to the quality school criteria (examples

Change	Fulfillment	Explanation	Conclusions
are also used in practice in the creation, management and evaluation of regional and local school development plans and in the career system.		• Teachers have the tools to support and assess the level of key competences at the level of the individual pupil • Data on the education system is available to founders for an evidence-based approach to school management • Tools for evaluating the quality of schools are available to founders • Academics and NGOs have access to materials that can be used for research and educational activities. For more details see EO D.1.5, D.2, D.3, D.4 and D.5.	of inspiring practice and methodology for internal school evaluation) (KA2). ❖ Inspection staff have tools (methodological comments on the criteria for quality schools) to use in inspection activities, which allow methodological alignment of the inspectors' approach (KA2). ❖ Teachers are provided with assessment tools to evaluate key competences at the level of individual pupils (KA3). ❖ The developed system of indicators of equity in education has been assessed by stakeholders as usable and is being used in practice (KA4). ❖ Education actors find the outputs of KA5 (secondary data analysis, regional analysis, data collection and analysis methodology) useful and use them in their own practice.

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 directly the subject of the evaluation questions of this evaluation, but the evaluation of the implementation process of the individual KA confirmed that the chosen procedures were adequate with regard to the outputs and results of the project. From a substantive point of view, the set procedures were effective in achieving the project objectives.

Efficiency

In the case of the cost-effectiveness criterion, it is assessed whether the result could have been achieved with lower inputs (financial resources, human resources, time). The adequacy of the amount of costs incurred was not directly subject to the evaluation, but no project activity (or part thereof) was noted during the evaluation that could be considered redundant in terms of its impact on the achievement of the specified project outputs (results).

Efficiency

In the case of the criterion of effectiveness, it is assessed whether the desired objectives have been achieved. This criterion has been met (see above and EO D 1.2 for more details). The implementation of the project has produced tools that are already delivering or have undeniable potential to deliver the expected changes. The project objectives have been met (see EO 1.2 and chapter 4.1 for more details).

Usefulness

The evaluation of the usefulness criterion is based primarily on the assessment of the usefulness (benefit) of the project activities and outputs for the target groups. The target groups consider the outputs to be useful (see EO D.2 to D.5 for more details). The implementation of the project has resulted in tools that are perceived by the target groups as useful and are applied in practice or have an undisputed potential for application (e.g. following the evaluation of the piloting).

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 results achieved have a high potential for practical application or are already being directly applied. For a number

of outputs, specific follow-up activities are already planned or underway (e.g. equity indicators, defined school districts, data methodology). In this respect, the project results can be considered sustainable.

4.3 Evaluation of the work with recommendations during the implementation

The implementation of the recommendations formulated in the previous evaluation reports is described and discussed above in Chapter 3 under the individual evaluation headings.

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

Č.	Name of recommendation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recommendations	Evaluation of the incorporation of recommendations by the evaluator
1	Comprehensive thematic coverage of selected/key topics from the IPs outputs by the MŠMT	The MŠMT, as the "vision holder", should link and disseminate project outputs in a coordinated manner and not leave this to the activities of the IPs alone. The aim in this direction should be the systematic application of outputs and ensuring their maximum interconnection and dissemination (the so-called systematisation of IPs' outputs). In a comprehensive approach to a specific issue (for example, literacy or data collection), it would also be appropriate to invite experts from the professional community (academia, NGOs).	All responsibility for dissemination and sharing is left to the project level (IPs). The MŠMT should ensure the systematisation of IPs outputs in thematic areas. E.g. on the website of the Ministry of Education and Science, no IPs outcomes are mentioned in the recommended documents on key competences (not even the methodology from the KSH project)	MŠMT	The MŠMT uses and works with the KSH project outputs, but does not sufficiently and systematically communicate them to the target groups (an example is the information on key competences on the MŠMT website). The IPS Education call in OP JAK is a systematisation of the outputs produced in OP RDE including The systematization of IPs outputs is now included in the new system project Support for Curriculum Work in Schools in JAK OP (carrier NPI CR). Nevertheless, the evaluator of the Ministry of Education recommends that the topic of overall substantive coordination

Č.	Name of recommen dation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recomm endatio ns	Evaluation of the incorporation of recommendations by the evaluator
					of IPs be taken up and discussed by representatives of IPs (or NPI CR and ČŠI), for example, in the form of joint meetings/roundtables to ensure substantive coordination and coherence of IPs' outputs with regard to the objectives of education policy.
2	Ensuring the processing of secondary analyses after the KSH project has ended	Ensuring the processing of secondary analyses even after the KSH project has ended.	Secondary analyses are prepared within the KA5 project by external experts. Secondary analyses from the outputs of international surveys are proving to be very useful in the formulation of strategies at the level of the Ministry of Education and the regions and in setting up subsidy programmes.	MINISTR Y OF EDUCATI ON AND SCIENCE/ ČŠI	The recommendation was relevant for the period after the end of the implementation of the KSH project. According to information from representatives of the Ministry of Education, the ministry is counting on this.

4.4 Recommendations

The most important recommendations concern the continued promotion of the KSH project outputs to target groups, in particular inspection staff, school management and teachers. Based on the findings of the evaluation questions, it appears that the ČŠI has already established or is in the process of establishing internal procedures to ensure the application of the project outputs.

Č.	Name of recommendation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recommendations
1	Ensuring targeted internal promotion and continuous discussion of the methodologies developed within the KSH project.	Ensuring targeted promotion and continuous discussion among inspection staff on the methodologies developed under the KSH project. In particular, we recommend workshops and targeted group discussions at the central level and at regional inspectorates.	Based on interviews with inspection staff, workshops/group discussions between inspectors proved to be the most effective way to ensure the use of methodologies and to ensure alignment of approach in inspection activities. These should also be implemented across regions, but targeted discussions at regional inspectorates are essential (only 19% of inspection staff have been involved in these so far).	ČŠI
2	Involvement of external opponents already during the creation of outputs	To enable the involvement of external opponents already during the preparation of the outputs (in the case of the KSH project, this role was played by external consultants who contributed directly to the form of the outputs with their recommendations and comments	The requirement for a strict separation of the creation of outputs and the evaluation of the members of the "internal opposition group" (external experts) led to the fact that the suggestions and comments of the opponents were given only to the final outputs, when there was less room for any more complex adjustments.	MŠMT (challenge settings)

Č.	Name of recommendation	Text of the recommendation	The conclusion from which it proceeds	Carrier of the recommendations
		already during their preparation).		
3	Promote the topic of key competences (KC) among teaching staff	Ensure further promotion of the promotion of the assessment tools in the form of short videos and leaflets. Provide training activities for teachers in the area of CC.	The prevailing belief ("mind set") among some teachers is that they must first teach/transmit knowledge and then focus on competencies. From this point of view, systemic support for CC is needed (change of mindset and attitude of some teachers). Pilot participants recommended promotion of assessment tools in the form of short videos and leaflets. They also pointed out the need for training activities for teachers in the field of CC.	MŠMT (cooperation of ČŠI, NPI CR)
4	Involvement of lower positions from the Ministry of Education in communication with IPs implementers	Involve lower-level MŠMT staff in direct communication with representatives of IPs implementers.	Representatives of the MŠMT from lower positions (heads of departments and ordinary employees) would welcome direct involvement in communication with the implementers of IPs (in this case the ČŠI). According to them, communication is almost exclusively at the level of the MŠMT and ČŠI management. They point out that the involvement of rank-and-file employees of the MŠMT would lead to improved information transfer between the MŠMT and the ČŠI.	MŠMT (Section II)

5 Evaluation of cooperation with the client 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.

Cooperation with the KSH project implementation team

The rapporteur assesses the cooperation with the representatives of the implementation teams as smooth and without any complications. The project implementation team provided the evaluator with all the required documents for the evaluation and the evaluator would like to thank the ČŠI management, the project manager and the key activity managers for their cooperation.

6 Conclusions and recommendations on the whole process of evaluation

The author of the evaluation finds the long-term form of evaluation to be beneficial, as it allows for 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.

7 List of sources and literature used

List of main sources used:

- Methodological documents for the call (supplied by the contracting authority)[41] ,
- Application for KSH project support (including Project Charter and other documents) (supplied by the sponsor),
- Implementation Reports and Annexes (including Interim Self-Evaluation Reports) (supplied by the Contracting Authority),
- Database of OP RDE project outputs (https://databaze.opvvv.msmt.cz)
- Websites of the ČŠI and other IPs,
    - ČŠI (https://www.ČŠIcr.cz)
    - IPs projects implemented by NPI CR (https://www.npi.cz/projekty)
    - IKV project (https://www.socialni-zaclenovani.cz/individualni-projekt-op-vvv-inkluzivni-a-kvalitni-vzdelavani-v-uzemich-se-svl)

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

8 Attachments

Annex I: Technical report

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

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