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

MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

EVALUATION OF INDIVIDUAL SYSTEM PROJECTS SUPPORTED BY PA 3 OP RDE-II

PART II: EVALUATION AREA AND

– EVALUATION OF APIV PROJECTS

FINAL REPORT

Date: 31. 12. 2022

NAVIGA
ADVISORY & EVALUATION

Compiled by:

Naviga Advisory and Evaluation s.r.o.

Křižíkova 298/70b, 612 00 Brno

Company ID No: 25342282

Contracting Authority:

Czech Republic - Ministry of Education, Youth and Sport

Karmelitská 529/5

118 12 Prague 1, company ID No: 00022985

1 Contents

LIST OF CHARTS

LIST OF TABLES

2 Executive summary

External evaluation focused on 2 individual system projects supported by PA 3 OP RDE-II:
- APIV A project "Inclusive Education and Support for Schools Step-by-step. Implementation of the Inclusive Education Action Plan – Methodological Support", reg. no. CZ.02.3.61/0.0/0.0/16_020/0004410.
- APIV B PROJECT "Support for Inclusive Education in Educational Practice", reg. no. CZ.02.3.61/0.0/0.0/16_020/0004015.

The APIV A project started on 1 May 2017 and is supposed to be finalised by 31 December 2022. The total APIV A project budget amounts to CZK 156,620,749. The APIV A project started on 1 April 2017 and is supposed to be finalised by 31 December 2022. The total APIV B project budget amounts to CZK 184,159,880. The project holder of APIV A and APIV B has since the beginning of 2020 been the successor organization NPI ČR (National Pedagogical Institute of the Czech Republic) which was established from the merger of NIDV (the National Institute for Further Education) and NÚV (the National Institute for Education), including all other IPs carried out by them.

External evaluation of both projects ran in parallel with the project implementation and was cyclical in nature. The external evaluation produced an Inception Report, 4 Interim Evaluation Reports and a Final Report at the end of the projects, focusing on the last evaluation period and providing an overall summary.

The final report focused on the evaluation period from the submission of the 4th IR (31.12.2021) to the end of the projects (31.12.2022). During this period, some key project activities have already been completed and some will be completed by 31.12.2022 (i.e., by the date of submission of this Final Report). This report works with the information given in the 18th to 21st ImpR of both projects and also with the data valid at the time of its collection by the evaluators, i.e., November 2022.

Conformity of the project management and implementation with the project application and fulfilment of project objectives

The project activities were carried out within the expected scope. The key activities of the projects were carried out in accordance with the schedule, with the exception of KA 5 project APIV A - Creation of the Reference Framework for Czech Sign Language, the launch of which was accompanied by difficulties and thus started with a significant delay. Both projects had to be extended until 31.12.2022 due to the impact of the pandemic situation, which made it difficult/impossible to implement some activities.

All key activities of the APIV A and APIV B project have been successfully completed or are expected to be completed by 31.12.2022. The projects have produced the outputs set out in the project charter and have met the target values of the indicators (or have met them to such an extent that there is no penalty for not meeting them). Projects have also flexibly adapted to changing conditions in the context of the COVID-19 pandemic, the war in Ukraine and the changing needs of target groups.

Despite all the obstacles, the APIV A project has managed to meet expectations, its outputs are at a very high level and its quality has even exceeded these expectations. The APIV A project provided systemic support for the implementation of APIV, both at the level of monitoring the impact of modifications to the RCP ZV on school practice, as well as at the level of strengthening the professional

competences of teaching staff in various areas. Within the framework of the project, extensive research on school practice was carried out, the results of which were provided to the decision-making sphere as a basis for adjustments to the measures already implemented in the field of common education and the formulation of proposals for changes leading to improvement of the quality of education. The project also created the basis for a new system of DVPP focused on the area of inclusive education, including the education of specific groups of pupils. In addition, other tools have been developed focusing on specific areas of inclusive education (education of foreign pupils and pupils with ASD, and education of the deaf). The project has thus created system prerequisites and tools for improving the quality of education and strengthening the competences of teaching staff.

The APIV B project succeeded in creating a methodological-coordination network of schools, involving 24 schools in each region. Participating schools have received various types of support in implementing inclusive learning. Within this network, the regional Education Support Centres have been supported by staff and these Centres have also been stabilised. Regional APIV methodologists and consultants based in the Regional Centres provided consultancy and advisory services to schools involved in the APIV school network, as well as to other interested parties. Schools involved in the network were provided with support in the form of DVPP, coaching, mentoring, expert services and internships. The supported teaching staff, including school principals, thus gradually acquired various techniques, procedures, tools and methods enabling the implementation of effective inclusive education. The APIV B project succeeded in providing training to the schools participating in the APIV school network by assembling a National Team of high-quality trainers and consultants and a set of core and extended series training programmes developed under the APIV A project. In the course of the project, additional training programmes have also been developed, including online training programmes, so that the offer remains as up-to-date and attractive as possible.

The project also included work with the public. In the course of the project, a number of successful collaborations were established with specialized educational and school media, and public information seminars were organized. Comprehensive information on various topics of inclusive education is provided by the web application Zapojmevšechny.cz, which has become one of the main information portals on the issue of inclusive education.

The projects have succeeded in achieving the expected changes in the education system. Most of the outputs of the activities are also expected to be used after the end of the project implementation. The key activities of both projects met their objectives and fulfilled their purpose. The APIV A and APIV B projects, in synergy with other IPs and IPo, have helped schools to implement inclusive learning and contributed to systemic change.

Risks and barriers

Throughout the project, the project teams took adequate measures to eliminate risks and barriers to successful project implementation. The most significant risks and barriers identified during project implementation include the following:

- wide range of projects (many unique and highly specialised topics addressed, high number of schools involved in the network),
- continuity of some of the project activities of the APIV A and APIV B projects (development of training programmes and their transfer for implementation in the field),

- epidemiological measures to prevent the spread of COVID-19, which made it difficult or impossible to implement some activities.

The identified risks and barriers were overcome and both projects were successfully completed and achieved their objectives. Lessons learned from the selection of relevant measures are transferable to other projects planned for the new programming period 2021-2027. This is reflected in the recommendations made in this Final Report.

Evaluation activities

The internal evaluation of both projects appears to be reasonable, sufficient and corresponding to good evaluation practice. Internal evaluation was appropriately integrated into project activities and its outputs were used and reflected in the project implementation. The internal evaluation contributed to the quality of the project outputs.

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

The support from the APIV B project was generally perceived by the representatives of the participating schools as beneficial throughout its duration.

Most of the participants in the training and other individualized forms of support perceived the clear benefit of the VP and other support for their future work and experienced a deepening of their professional qualifications, increased awareness and increased personal and professional competences.

Supported teaching staff reported that they currently apply the acquired competences in their teaching practice. School representatives are confident in their ability to plan and implement teaching in accordance with the objectives of inclusive learning and teaching, i.e., they are able to provide support measures for pupils with specific needs in levels I to III, while providing these measures does not have a negative impact on other pupils without identified support and the functioning of the class as a whole.

Schools involved in the network also expressed satisfaction with the support provided by the Support Centres (CP). The level of communication between CP representatives and schools in relation to the fulfilment of schools' contractual obligations was of a high standard.

Sharing examples of good practice within regional networks of cooperating schools

The transfer of good practice examples in the APIV B project took place on several levels. In this respect, the project provided training programmes for senior teaching staff, where they could network with their colleagues, inspire each other and collaborate. Another tool for sharing examples of good practice was internships, which, due to changes in conditions associated with the COVID-19 pandemic, took place in lower numbers than originally planned. The majority of trainees saw a high or medium benefit in completing their traineeship. In the final phase of the project, beyond the original plan, platforms for teachers and members of school counselling centres were implemented as a new way of sharing participants' experiences, which proved very successful.

A rich reservoir of examples of good practice is presented by the web-based interactive inclusive learning application Zapojmevšechny.cz.

During the implementation of the APIV B project, this area was systematically promoted and its benefits were confirmed by the project target groups.

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

Interviewing representatives of the schools involved in the case study did not confirm the direct influence of the support provided within the project on resolving individual challenges related to the area of inclusive education. However, the perception of the general presence of a project bringing information about the field of inclusive education was evident from the responses of the representatives of the participating schools. In conclusion, the mere presence of the project in a given school was able to influence the mindset of individual educational stakeholders. The statements of representatives of non-participating schools suggest different and mutually incomparable levels of inclusive education in schools across the Czech Republic, and thus the confluence of many factors affecting the level of inclusive education in schools.

Cooperation between relevant projects

Cooperation between the projects was more in terms of mutual information between system projects, exchange of experiences, mutual provision of data and participation in expert panels. The setting of the projects focusing on unique topics shows that there was no collaboration between the projects in the form of joint outputs. Despite this, the cooperation can be considered effective. Cooperation between projects has contributed to better coordination of projects and more systematic targeting of project activities. Synergies between projects occurred in relation to target groups (see, for example, the Support Package on Pedagogical Diagnosis and Formative Assessment). Cooperation as a compulsory activity proved to be successful.

Unintended impacts

Both projects had unintended impacts in addition to their intended impacts. All unintended impacts can be assessed as positive. Unintended impacts further contribute to achieving systemic change.

Recommendations

In the individual interim evaluation reports, the evaluation team proposed recommendations to the project implementers that were taken into account or addressed in an alternative way.

The evaluator finds that some of the recommendations concerning the setting of conditions for the implementation of system projects financed from the OP JAK in the new programming period are valid. These recommendations go beyond the external evaluation of APIV projects and are forward-looking. They are intended to serve as lessons learned from current projects in shaping the design of new projects. The team recommends that the scope of IPs be reduced, unlike the APIV A project, planning should be detailed and parameters of the follow-up activities in the case of project continuity should be set.

3 Introduction, baseline and context of the report

3.1 Objectives and focus of APIV A and APIV B projects

One of the main priorities of the Strategy for Education Policy of the Czech Republic until 2020 was to reduce inequalities in education for all children, pupils and students. This priority was elaborated in the Inclusive Education Action Plan for 2016-2018. This plan was followed by the Inclusive Education Action Plan for 2019-2020. The implementation and evaluation of the Action Plans for Inclusive Education (A/IV) contributed, among others, to the evaluated APIV A and APIV B projects.

The implementation of the APIV-A and APIV-B projects aimed to support the implementation of the principles of inclusive education in the Czech education system. The projects focused on monitoring the progress of the implementation of inclusive education, including the application of support measures provided for in the Education Act, supporting school leaders in setting up processes for the adoption of inclusive education, and specifically on developing the competences of teaching staff so that they are able to maximally develop all pupils with different learning needs. At the same time, the projects aimed to increase support for inclusive education among target groups of school staff, professionals and the general public.

The APIV-A project was more methodologically oriented. It has produced various types of methodological and evaluation materials and also focused on the development of educational programmes. The APIV-B project focused on the use of the materials in practice and provided training for school management, teaching staff and other interested groups in the field.

The project objectives, focus and outputs of each key activity are described in more detail in chapter 5.1.

3.2 Purpose of the report

The aim of the evaluation was to provide independent, continuous, relevant and managerially useful feedback (usually from the level of target groups and project stakeholders) to the Contracting Authority in the outputs (Interim Reports, Final Report) in relation to the degree of implementation, progress and contribution of the project to the fulfilment of the set project objectives. On the basis of the evaluator's outputs, the Contracting Authority and project implementers were able to identify risk situations in project management, quality of outputs and were able to initiate preventive or corrective measures.

4 Description of methodology used and surveys carried out

4.1 Framework solution procedure

The external evaluation focused on 2 individual system projects supported by PA 3 OP RDE-II:

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

These were two separate projects which for a certain period of time, especially in the first half of their implementation, operated in the defined areas within the framework of a substantive link, respectively KA 1 and KA 2 of the APIV B project were linked to KA 3 of APIV A. The National Pedagogical Institute of the Czech Republic has been the project promoter since 1 January 2020. (Prior to 1.1.2020, it was conducted by NIDV, resp. NÚV.)

The external evaluation of both projects ran in parallel with the project implementation and was cyclical in nature. The external evaluation included an Inception Report, 4 Interim Evaluation Reports and a Final Report at the end of the project, providing an overall summary.

The following reports have been compiled

Inception report

1st Interim evaluation report (monitored period from 12.10.2018 to 22.3.2019)

2nd Interim evaluation report (monitored period from 23.3.2019 to 22.10.2019)

3rd Interim evaluation report (monitored period from 23.10.2019 to 31.12.2020)

4th Interim evaluation report (monitored period from 1.1.2021 to 31.12.2022)

A mixed evaluation design including both quantitative and qualitative methods of data collection and analysis was used to evaluate the evaluation questions. The preparation of these evaluation reports was subject to the following procedure:

Step 1: Identification of key actors and target groups

Step 2: Desk research of project documentation and other data sources

Step 3: Creating or updating the research apparatus

Step 4: Data collection (questionnaire surveys, group/individual interviews, case studies, participant observation)

Step 5: Synthesis of findings from the investigations carried out

Step 6: Drawing conclusions from the findings and formulating any recommendations

The evaluator's approach was based on the evaluation matrix developed in the Inception Report. The Inception Report focused on detailing the planned activities for each evaluation question, primarily for the 1st, 2nd, 3rd and 4th Interim Reports.

The evaluation questions included in the evaluation design in the Inception Report present the following themes:
- project plan, outputs and fulfilling indicators;
- prerequisites for the successful implementation of key activities;
- consistency of the setting of the project's key activities with the needs of the target groups;
- risks and barriers of each key activity;
- method of internal evaluation of the project;
- methods of cooperation with other IPs and IPo;
- the level of expectations of the project of target groups;
- satisfaction level of target groups with the support provided;
- applicability of the knowledge acquired for the target groups;
- usability of partial outputs for target groups.

The final report focused on the evaluation of the evaluation period since the submission of the 4th IR and a summary of the findings of the interim evaluation reports for each evaluation period. With the end of the project, it was thus possible to answer the individual evaluation questions in the Final Report and provide a final evaluation of the fulfilment of the project objectives. For both projects, the implementation period was extended from the original date of 30 April 2022 APIV A and 31 March 2022 for APIV B to 31 December 2022 due to project risks related to government anti-epidemic measures. The information contained in this Final Report is valid for the period in which it was collected (see summary of surveys carried out). Evaluators used ImpR 18 to 21 related to both projects.

The evaluation aims to provide independent, continuous, relevant and managerially useful feedback to the client in relation to the level of performance, progress and contribution of the project to the objectives. The Contracting Authority was thus able to identify possible risk situations in the management of projects, the quality of their outputs, and was able to initiate preventive and corrective measures.

4.2 Overview of field research

The table below presents a summary of all investigations carried out in the framework of all interim evaluation reports as well as investigations carried out in the framework of the preparation of the Final Report. These investigations were preceded by research and analysis of project documentation and project outputs to date.

The scope of the investigation follows from the requirements of the tender documentation and the proposed solution, in particular the plan of activities defined in the Inception Report, respecting the current situation in the project implementation process. The scope and methods of the conducted research were continuously consulted and agreed with the Contracting Authority.

Table 1 - Overview of conducted surveys

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

1st Interim Report			
Method	Respondent	Number of respondents	Date
Consulting	project administrators OP RDE (APIV A)	2	18.3.2019
Individual/group interviews	KA manager APIV B: KA 1, KA 2, KA 3 KA manager APIV A: KA 2, KA 3, KA 4, KA 5 Senior Project Manager Internal evaluator APIV A and APIV B	3 4 1 2	30.1.2019 6.2.2019 6.2.2019 30.1.2019, 18.3.2019
Individual interviews in a sample of 30 participating schools	Users of methodical support APIV B project: - School director - School Guarantor APIV - Teaching staff	 30 30 41	21.2. – 15.3.2019
Questionnaire research	Support Centre staff (APIV B)	14	21.2. – 15.3.2019
Individual interviews	Support Centre staff (APIV B)	4	12.3., 14.3, 20.3.
Case studies – participating schools **On-line enquiry**	5 participating schools: school director and PP (as part of the initial survey in the participating schools) (APIV B)	5	11/2017 – 12/2018
Case studies – non-participating schools and participating schools **Individual/group interviews**	5 participating schools: school director (as part of the initial survey in the participating schools) (APIV B) 5 non-participating schools: school director	5 5	21.2. – 15.3.2019 21.2. – 15.3.2019
Group interview	2 cooperation coordinators KA 7 APIV A 2 cooperation coordinators KA 5 APIV B	2 2	6.2.2019 31.1.2019
Individual telephone interviews with cooperation coordinators of cooperating projects	coordinators of cooperating projects (SRP, SYPO, IKV, KSH, P-KAP, KIPR)	6	21.3.2019
Questionnaire research	Participants of APIV A expert panels (as part of the internal evaluation)	75	1.3., 23.5., 25.6., 20.9., 19.10.2018
Participant observation – Expert panels	Participation in Expert panels (3 APIV A, 1 APIV B)	4	29.11.2019 5.12.2019 12.12.2019 27.2.2019

2nd Interim Report			
Method	Respondent	Number of respondents	Date

Individual interview (written answers)	Project administrator OP RDE (APIV A and APIV B)	1	22.10.2019
Individual interview	Chairman of the ŘV and representative of the responsible section of MŠMT	1	14.10.2019
Individual interview	Competent guarantor	1	11.10.2019
Individual/group interviews	Senior Project Manager APIV A	1	18.9.2019
	Managers KA APIV A: KA 2, KA 3, KA 4, KA 5	4	13., 16. and 18.9.2019
	Managers KA APIV B: KA 1, KA 2, KA 3, KA 5	4	16.9. and 9.10.2019
	Internal evaluators APIV A and APIV B	2	18.9. and 9.10.2019
	Senior Project Manager APIV B	1	9.10.2019
Group interview	2 cooperation coordinators KA 7 APIV A	2	18.9.2019
	2 cooperation coordinators KA 5 APIV B	2	16.9.2019
Individual telephone interviews in a sample of 32 participating schools	Users of methodical support APIV B project: - School Guarantor APIV	32	1.10. – 11.10.2019
Individual interviews in a sample of 5 participating schools	Users of methodical support APIV B: - School director - School Guarantor APIV - Education worker (PP)	5 4 8	27. – 29.3.2019
Case studies: individual interviews in a sample of 5 participating schools and 5 non-participating schools, individual telephone interviews with the school founder	5 participating schools: APIV school guarantor and ŠPP representative (in order to complete the baseline survey and to identify and collect evidence for an in-depth look at the selected SV topic in the participating schools)	10	23.9. – 11.10.2019
	5 non-participating schools: school director or representative of the ŠPP (as part of the identification and collection of evidence for an in-depth look at the selected SV topic in the participating schools)	4	23.9. – 11.10.2019
	Representative of the school's founder	9	14. – 18.10.2019
	ASZ representative as a provider of information about the school whose participation in the case study was interrupted	1	8.10.2019
Case studies – non-participating and participating schools **Questionnaire research**	5 participating schools: Parents of pupils	PS6: 68 PS7: 63 PS8 89 PS9: *was not held*	11. - 24.11.2019
	5 non-participating schools: Parents of pupils	*PS1: 46* *PS3: 28* *PS4: 33* *PS5:33*	11. - 24.11.2019
Individual interviews	Support Centre staff (APIV B)	4	14. – 18.10.2019
Individual telephone interviews	Trainers from the National Team of Quality Trainers trained under KA 3 APIV A	5	14. – 18.10.2019
Individual interviews	Expert opponent of the development of a reference framework for Czech sign language	1	8.10.2019

	Expert consultant for the development of the Czech Sign Language Reference Framework	1	8.10.2019
Individual interview	Representative of the Agency for Social Inclusion involved in the preparation of the School Inclusion Concept of the Region (ŠIKK)	1	4.10.2019
Individual telephone /written interviews	ŠIKK processors in the regions	2	10.10.2019 21.10.2019
Individual written interviews	Coordinators of cooperating projects (SRP, SYPO, IKV, KSH, P-KAP, KIPR)	6	14. – 18.10.2019
Questionnaire research	Participants of APIV A expert panels (as part of the internal evaluation)	185	1.9.2018 – 30.6.2019

	3rd Interim Report		
Method	Respondent	Number of respondents	Date
Individual interview (written answers)	Project administrator OP RDE (APIV A and APIV B)	1	17.12.2020
Individual interview (this is a written or live online form)	Chairman of the SC and representatives of the relevant section of MŠMT	1	11.3.2021
Individual interview (online)	Competent guarantor	1	4.12.2020
Individual/group interviews (online)	Senior project manager APIV A	1	14.12.2020
	Senior project manager APIV B	1	10.12.2020
	Managers KA APIV A: KA 2, KA 3, KA 4, KA 5	4	14.12.2020
	Managers KA APIV B: KA 1, KA 2, KA 3	3	7. 12. 2020, 10.12.2020
	Internal evaluators APIV A and APIV B	2	14.12. 2020, 10.12.2020
	Cooperation coordinators KA 7 APIV A and KA 5 APIV B	2	14.12.2020, 10.12.2020
Individual telephone /online interviews in a sample of 34 participating schools (individual interviews were carried out in the context of personal visits to 6 schools from the total sample before the declaration of the state of emergency in September-October 2020)	Users of methodical support APIV B project: - School Guarantor APIV - School director (SEW) - Education worker (PP)	 16 30 42	22.9. – 20.11.2020
Case studies: Individual interviews in a sample of 5	5 participating schools: School guarantor APIV (5) and school psychologist (1)	13	15.10. – 3.12.2020

participating schools a 5 non-participating schools, Individual telephone interviews with the school founder	5 non-participating schools: School director (4) or educational counsellor (3)		
Individual telephone interviews (1 regional methodologist: written form)	Support Centre staff NPI ČR (APIV B): APIV implementation consultants Regional methodologist	 3 2	10. – 18.12.2020
Individual interviews – written form (2 interviews by telephone)	Lecturers from the National team of good lecturers, or the Team of excellent lecturers	8	14. – 18.12.2020
Individual interview– written form	Expert opponent of the development of a reference framework for Czech sign language	1	8.12.2020
Individual telephone interviews	ŠIKK processors in the regions	3	9. - 16.12.2020
Individual interviews – written form	Coordinators of cooperating projects (SRP, SYPO, PPUČ, KSH, P-KAP)	5	14. – 18.12.2020
Participant observation – expert panels	Participation in expert panels (1x APIV A, 1x APIV B)	2	21.5.2020, 17.6.2020
Questionnaire research	Participants of 9 Expert panels APIV A (as part of the internal evaluation)	150	23.10.2019 – 18.6.2020

	4th Interim Report		
Method	Respondent	Number of respondents	Date
Individual interview (written answers)	Project administrator OP RDE (APIV A and APIV B)	1	16.12.2021
Group interview (online)	Chairman of SC and representative of responsible section of MŠMT (2), Call competent guarantor (3) [1]	5	8.12.2021
Individual interviews (online a written answers)	Senior project manager APIV A Senior project manager APIV B Managers KA APIV A: KA 2, KA 3, KA 4, KA 5 Managers KA APIV B: K A 1, KA 2, KA 3 Internal evaluator APIV A Internal evaluator APIV B	1 1 4 3 1 1 1	23.11.2021 19.11.2021 23.11.2021 23.11.2021, 23.11.2021, 24.11.2021, 23.11.2021,

[1] Due to the changes in individual positions, the current Chairman of ŘV as well as the Vice-Chairman participated in the group interview in order to maintain continuity. As regards to the position of the Call´s guarantor, the interview was attended by several people, i.e. both the former Call´s guarantor and the two current representatives of this position.

	Cooperation coordinator KA 7 APIV A Cooperation coordinator KA 5 APIV B	1	24.11.2021
Individual telephone /online interviews in a sample of 33 participating schools (online)	Users of project methodological support APIV B: - School guarantor APIV - School director (VPP) - Pedagogical worker (PP)	 22 29 32	4.10. – 10.12.2021
Case studies: Individual online interviews in a sample of 5 participating schools and 5 non-participating schools, individual telephone interviews with the school founder	4 participating schools: special education worker (4), education worker (2), senior education worker (1) parents (3) *interviews for the 5th participating school will be added* 5 non-participating schools: *interviews will be added*	13	14.10. – 23.12.2021
Individual telephone interviews	Lecturers from the National team of good lecturers, or the Team of excellent lecturers	3	20.–21.12.2021
Individual telephone interviews	Support centres staff of NPI ČR (APIV B): Regional methodologist	1	20.12.2021
Individual interview– written forma	Professional opponents KA 3, KA 4, KA 5	2	13.12.2021, 21.12.2021
Participation observation – Expert panels	Participation in Expert panels (2x APIV A)	2	26.11.2021, 30.11.2020

Final Report			
Method	**Respondent**	**Number of respondents**	**Date**
Individual interview (written answers)	Project administrator OP RDE (APIV A and APIV B)	1	29.12.2022
Group interview (online)	Competent guarantor of the Call	2	7.12.2022
Telephone individual interview	Chairman of the SC and representative of the responsible section of MŠMT (1)	1	7.12.2022
Individual interviews (online a written answers)	Senior project manager APIV A Senior project manager APIV B Managers KA APIV A: KA 2, KA 4, KA 5 Managers KA APIV B: KA 1, KA 2, KA 3 Internal evaluator APIV A Internal evaluator APIV B Cooperation coordinator KA 7 APIV A Cooperation coordinator KA 5 APIV B	1 1 3 3 1 1 1 1	7.11.2022 16.11.2022 7.11.2022 14.11.2022, 7.11.2022, 14.11.2022, 7.11.2022, 15.11.2022
Individual online interviews	Regional methodologists	2	5.12.2022 7.12.2022

5 Findings and answers to evaluation questions, including conclusions and recommendations

5.1 Progress of implementation of individual KA under APIV A and APIV B projects and achievement of set objectives

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

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

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

This summary evaluation has been prepared at a time when some project activities have already been completed and some are in the phase of completion as of 31.12.2022. The chapter focuses on a summary assessment of the compliance of the implementation plan of the individual KA projects APIV A and APIV B with reality. Considering the stage of the projects, we will deal with this issue only marginally. Particularly important is the second part of the evaluation, which focuses on the achievement of the objectives of the KA and the assumptions for ensuring the sustainability of the project outputs after the end of its implementation in the sense of their use for the implementation of systemic changes in the field of inclusive education, their use in the "field" after the end of the project or their use for other follow-up activities in the field.

As both projects are very complex and involve a large number of different activities, the chapter deals with each KA separately. The KAs that have already been completed are evaluated in summary, for the KAs whose implementation ends on 31.12.2022 and whose outputs are therefore not yet available in the final version, we also briefly discuss their progress to date.

The implementation of individual key activities is summarised in a table in Technical Appendix I. 1 "Implementation of individual key activities" in this IR. The summary comes from the analysed product breakdown, which breaks outputs from individual KA into individual outputs and up-to-date detailed schedules of individual KA.

This chapter concludes with a summary evaluation of both projects and answers the evaluation questions.

5.1.1 APIV A project

KA 1 Project management

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

Sources:
- *1ˢᵗ- 4ᵗʰ Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the HPM*

Within the framework of KA 1, the project was regularly presented at meetings of the MV OP RDE, the Steering Committee, Implementation reports were submitted within the set deadlines.

In the framework of the activity, the staffing capacity of the project was continuously addressed. In the initial phase of the project, the project faced staffing problems. In the course of the project, the entire implementation team was transferred to the newly established organisation NPI ČR, which brought with it certain complications in terms of operational management of the project. In 2021 there was also a change in the senior project manager. Despite these difficulties, the project managed to maintain a stable implementation team in the later phases of implementation. It is a great success that the KA 5 implementation team was able to include top sign language experts from the ranks of the hearing and deaf community and to create a highly functional translation and interpreting support service.

It can be concluded that KA 1 has fully met its objectives.

KA 2 Monitoring, planning, evaluation of inclusive education

Sources:
- *1ˢᵗ - 4ᵗʰ Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the KA manager*
- *Minutes of the expert panel KA 2 - Research on inclusive processes in education from 24.2.2022 (part of ImpR 20) and 23.6.2022 (part of ImpR 21))*
- *Participant observation at the expert panel KA 2 - Research on Inclusive Processes in Education on 16.11.2022*

KA 2 was focused on identifying changes in pedagogical processes within the implemented curriculum as a result of the implementation of inclusive education. Within the framework of the activity, changes and potential problems were continuously identified, and the impact of modifications to the Framework Educational Programme for Primary Education on the implemented curriculum for the inclusion of pupils with support measures is monitored and evaluated (impact on the work of schools, teachers, on the quality of pupils' educational results, on social relations in the classroom, etc.). The subject of the activity was a long-term continuous survey of elementary schools, supplemented by a survey of kindergartens and secondary schools. Monitoring was conceived as research that was designed as mixed-method (comprising both quantitative and qualitative research, with these complementing each other). Action research that had direct implications for teaching practice in the schools surveyed was also included. The research was conducted in several phases, with some phases running in parallel, and the research in elementary schools was also conducted as a repeated exercise, demonstrating a shift in the implementation of inclusive learning in school practice.

Due to the pandemic situation, some stages of the research could not be completed (school classroom climate survey). The pandemic situation also affected the KA schedule. It was necessary to extend the activity by 8 months as a repeated survey in elementary schools could only be carried out once the

schools had stabilised after the long-term lockdowns due to the COVID-19 pandemic, when conditions in schools would be comparable to the situation before the pandemic.

KA 2, on the other hand, responded flexibly to changing needs by including an extraordinary phase of research aimed at investigating the experience of elementary schools with the implementation of individual support for pupils during remote learning and with the implementation of differentiation of teaching and the provision of individual support for remote learning. Following the findings of previous stages of research, suggestions from expert panels and discussions at professional conferences, the KA also included an investigation of complex cases of pupils in inclusive education, which was addressed in the form of action research, in which specific situations in the schools included are also directly addressed and therefore have an immediate impact on the schools.

The KA also includes an analysis of the curricula of the schools included in the research. The outcome of the analysis is the identification of problems in this area and recommendations for the training of school directors and curriculum coordinators of school educational programmes (ŠVP). The findings will also be available for the Czech School Inspectorate, which follows the ŠVP compilation.

The results of the research were processed into a total of 4 Interim Reports on the status of the introduction and implementation of inclusive education, 4 Reports on identified difficulties and problems in the implementation of inclusive education, and 4 Examples of good practice (each output contained 4 examples, so a total of 16 examples of good practice were processed). At the time of preparation of this evaluation report, the Final Research Report is being prepared, which will summarize the results of all stages of the research and will include a comparison of the results of the first and repeated surveys in elementary schools. These outputs are primarily intended for the MŠMT for the purpose of planning and preparing systemic changes in the field of inclusive education. Recommendations generated within KA2 exceed the scope of competence of the KA2 team and lies with the MŠMT.

According to representatives of the Ministry of Education and the ŘV, KA 2 outputs meet expectations. The research findings, together with other evidence, are used to propose adjustments to already implemented measures and to formulate proposals for changes to improve the quality of education (e.g., proposals to revise the RVP). MŠMT representatives find the knowledge gained from the research very beneficial for the work of MŠMT.

Specifically, the deliverables were used to modify Decree 27/2016 Sb., on education of pupils with special educational needs and gifted pupils. The outputs and data sets are used for work at meetings at the Government Council. The research results are also used for setting the monitoring framework - the Education Policy Strategy of the Czech Republic until 2030+. Another example of the use of KA 2 results for proposed modifications to measures already implemented is, for example, parametrisation of pedagogical assistants.

Beyond the three main outputs of KA 2, the key activity produced other outputs that are used in professional and educational practice in the form of publications, studies and articles in professional journals. A Czech version of the international TEIP tool was also developed to measure teachers' self-efficacy for inclusive learning, and a tool to assess the level of inclusiveness of school culture (IFI) was adapted for school self-evaluation. Research results were presented at several national and international conferences. The feedback gained from the conferences is positive according to the KA 2

manager and with their contributions the NPI ČR has established itself in the academic environment as a respected professional institution.

Expert panels are an important tool to disseminate results of the research and mobilize expert discussion. From the panels, recommendations were prepared for the Ministry of Education. Participants in expert panels acknowledged the research outputs positively. The research conducted under KA 2 allows for the formulation of problems in inclusive education and openly discusses the identified difficulties presented at expert panels with experts from different areas and seeks solutions and provides ideas to increase the level of education.

Results of the research are also a significant source which is reflected in setting training programmes for pedagogical workers, both in undergraduate education and DVPP. Within the framework of the activity, the concept of the System of further education of teaching staff for inclusive education was developed and handed over to the core activities of the NPI ČR. Specific suggestions are directed to faculties of education to support pedagogical work in inclusive learning and the creation and provision of a support network including other specialist positions in schools. Faculties of education are interested in published monographs and use the Examples of inspiring practice as well.

Based on the above, as well as participant observation at the final expert panel of KA 2 (16.11.2022), it can be concluded that KA 2, at the time of preparation of this evaluation report, has all the prerequisites for successful completion by the deadline. KA 2 fulfilled its objective, which was to capture the changes in pedagogical processes in schools and to provide the decision-making sphere with the basis for adjustments to the already implemented measures in the field of inclusive education and the formulation of proposals for changes leading to improvement of the quality of education. In the event that national education policy priorities do not change significantly, this evidence can be used in the future for evaluation, decision-making and further planning of systemic changes in education in the sense of inclusive education.

The efforts of the project team to disseminate the research results are highly appreciated. Thanks to these activities, discussion among the professional public was sparked and the activity contributed to intensified cooperation between professional organisations, faculties of education and schools themselves. The results of the research have been reflected in, and have a direct impact on, teacher education in undergraduate education as well as the comprehensive DVPP system focused on inclusive learning.

KA 3 DVPP programme preparation

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Minutes from the Expert panel KA 3 Preparation of DVPP programmes for the area of inclusive education from 26.11.2021 (part of ImpR 20)*
- *Outcomes of field surveys conducted in participating schools of the APIV B project*
- *Professional portfolios of the teacher/education worker for specialisation programmes and long-term training*
- *Summary information on project implementation and benefits (part of ImpR 20)*
- *Summary Reflective Report Result Indicators 5 25 10 (part of ImpR 20)*

- *Review reports on the outputs (part of ImpR 20)*

KA 3 was aimed at strengthening professional competences and supporting teaching staff in applying pedagogical approaches in inclusive learning. Within the framework of KA 3, educational programmes (VP) focused on selected topics in the field of inclusive education were developed and piloted. KA 3 was complementary to the APIV B project, which used the VP developed under this activity to train teaching staff in schools.

The schedule of KA 3 was adjusted during the implementation to meet the needs of the follow-up APIV B project (the outputs of KA 3 were delivered to the APIV B project several months in advance so that they could be trained at the participating schools as soon as possible). The pandemic situation only had an impact on the preparation of other outputs due to the need for internal adjustments to the schedule and the need to transfer the pilot verification of the VP to the online form, but it did not affect the completion of the implementation of KA 3 by the planned date. Implementation of KA 3 was completed by the deadline of 30.4.2022.

At the beginning of KA 3, Criteria for the selection of lecturers were developed to ensure their professionalism and expertise. On the basis of these criteria, the complementary project APIV B created a team of trainers for the implementation of VP in schools. Both projects faced low interest in tutor involvement (see KA 2 of the APIV B project for more details).

Within the framework of KA 3, 29 VP (themes) were developed and pilot-tested aimed at expanding the professional competences of PP needed to implement inclusive education. Through pilot testing, the so-called trained lecturers were trained, who then went on to implement the VP in schools as part of the APIV B project. 71 one-off VPs have been created, verified and sent to the APIV B project according to the focus of target groups of pedagogical workers (MŠ, ZŠ, SŠ, VOŠ, SVČ, ZUŠ, management). The APIV B project ensured the accreditation of VP and their implementation in schools. During the implementation of the project, the updating of the VP in the context of the development of legislation and school practice was ensured both in the form of methodological support (see below) and through the trained lecturers themselves in the implementation of VP in schools. In this matter, the risk that the topics of inclusive education are not presented uniformly in the field has been identified (this issue is further addressed in KA 2 APIV B). All VPs are now handed over to the core activities of the NPI ČR for re-accreditation and subsequent implementation in the DVPP system of the NPI ČR.

After the handover of the VP of the APIV B project, methodological assistance continued to be provided to the trained lecturers in the form of a "green line" and methodological webinars (65 webinars in total). The webinars could be attended by the general pedagogical public in addition to the trained lecturers, thus providing methodological support to a wider range of interested parties. The webinars emphasized changes, news and innovations in individual topics, and were implemented as interactive in cooperation with the methodological portal rvp.cz. Other interested PP can watch all the webinars recorded so far.

Within the framework of KA 3, 10 specialisation modules, aimed at supporting the development of PP competences in the field of specific and new pedagogical approaches in working with pupils with disabilities and problematic groups of pupils, were piloted and completed, and are intended primarily for school counselling staff, teachers, but also other pedagogical staff. The topics reflect the needs of pedagogical practice. Furthermore, within KA 3, 3 long-term trainings were created. Two long-term

trainings focus on Czech sign language for teaching assistants. The third training focused on ABA - applied behavioural analysis. The training was designed for special educators or psychologists dealing with autism spectrum disorders and other neurodevelopmental disorders. In order to raise awareness of the existence of the prepared VP, info-webinars were prepared within the framework of KA 3, the aim of which is to introduce the topics, contents and structure of the piloted VP to the teaching staff of schools and ŠZ (to inform potential participants about their existence) and also to provide methodological support in the context of the current situation of the given topics in school practice. A document focused on implementation of the developed VP into the DVPP system implemented by the NPI ČR was prepared. The verified specialisation modules and long-term trainings are now being handed over to the core activities of the NPI ČR for accreditation by the Ministry of Education for subsequent implementation in the DVPP system of the NPI ČR.

All VP have undergone multiple evaluations consisting of content reviews, evaluation of the piloting by the methodology and expert guarantor, and evaluation by the participants of the pilot validation (trained lecturers). Each VP was presented at expert panels to obtain the views and possible suggestions of the expert community, which were incorporated into the VP. The conclusions of the evaluation of the OP based on the feedback questionnaires of their participants show that the participants of the OP find the presented modules up-to-date and useful.

The final expert opinions on the individual VP state that the VP are well prepared and that the content consistency, professionalism and form of the methodological materials meet the requirements for training programmes for pedagogical staff and other advisory staff in education. The VPs are very useful for the practice of schools in the context of supporting and deepening the professional competences of teachers for inclusive education and other counsellors for their pedagogical and psychological work. According to the expert opinion, the prepared long-term training focused on Czech sign language for teaching assistants is an excellent basis for the development of further follow-up parts of the educational system for teaching assistants for children with hearing impairments.

On the basis of our own investigation in the schools involved in the APIV B project and on the basis of the evaluation of teachers' professional portfolios and schools' reflective reports carried out as part of the internal evaluation of the APIV B project, we assess the contribution of the 29 VPs submitted to the APIV B project as beneficial. PP apply the knowledge they have gained in their daily work with children and in their communication with parents and pass on the knowledge they have gained to their peers in the school. Participants of the VP at the schools deepened their professional qualifications and apply the acquired knowledge in practice. The contribution of these VP is described in detail in EQ A.1.8.

The contribution of the 10 specialisation modules and 3 long-term trainings is evaluated on the basis of the Summary Information on the implementation and benefits of the project, which was developed in the final phase of KA 3 and is based on the professional portfolios of the participants of the pilot verification. The conclusions from this document were then verified by the evaluator in a sample of professional portfolios. The reflections of the teachers who participated in the piloting of the training modules show that the PP have deepened their professional competences and they apply the acquired knowledge in their teaching and lecturing activities. The PP also appreciated the opportunities to share information and exchange experiences with other pilot participants.

KA 3 was completed within the deadline and met the planned target values of the indicators. From the comments of the focus groups and expert panels, it can be concluded that KA 3 was beneficial and contributed to the improvement of teachers' professional competences. KA 3 thus met its objectives. Thanks to their integration into the DVPP system, the outcomes of KA 3 - prepared and piloted VP - have the prerequisites for further implementation after the end of the APIV A project and can thus contribute to further improvement of education in the long term.

KA 4 Teaching Czech as a foreign language for foreign students

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the KA manager*
- *Review opinion on the test tasks of the diagnostic test (part of ImpR 19)*
- *Content analysis report (part of ImpR 20)*
- *Summary information on project implementation and benefits (part of ImpR 20)*
- *Expert opinions of the outputs (part of ImpR 20)*
- *Minutes from the expert panel of KA 4 of the APIV A project – Teaching Czech as a foreign language from 7 April 2022 (part of ImpR 20)*

The aim of KA 4 was to support teaching staff in integrating foreign pupils and pupils with a different mother tongue into inclusive education through the acquisition of Czech as a second language.

KA 4 was implemented in accordance with the schedule. The pandemic situation only affected the way the pedagogical diagnostic tool was piloted. Implementation of KA 4 was completed by the deadline of 30.4.2022.

Within the framework of KA 4, a pedagogical diagnostic tool was developed to determine the level of linguistic competence of foreign pupils and pupils with a different mother tongue (OMJ). The tool has three parts: 1 a diagnostic test, 2. a teacher's assessment of the student, and 3. a teacher-student interview. These three parts can be used together for a comprehensive language diagnosis of the learner or separately according to current needs.

Part 1: The diagnostic test is designed in relation to the language levels of the Common European Framework of Reference for Languages (CEFRL) and aims to provide information about the learner's strengths and weaknesses in Czech as a second language. Tests for junior and senior classes of elementary schools have been created in three options. Each test tests listening, reading, speaking and writing skills. Listening and reading tests are processed in the ČŠI InspiS SET system. Speaking and writing tests are in text form, administered and graded by the teacher. The evaluation of the test will give the teacher information on which language skills the pupil needs targeted support in. The test can be administered repeatedly to track student progress over time.

Part 2 of the tool, i.e., the teacher's interview with a pupil with a different mother tongue, is a simple tool that allows the PP to map the pupil's linguistic background and their Czech language needs.

Part 3, i.e., the teacher's evaluation of the pupil's linguistic competence in Czech, aims to assess the pupil's current level of Czech acquisition and to evaluate the linguistic and extra-linguistic factors that

influence the pupil's Czech acquisition process. Both tools can be used whenever it is necessary to adapt or better target support to a foreign pupil in acquiring the Czech language.

The individual parts of the tool have undergone multiple reviews and have been modified based on the reviews. Ideas for modifications were also provided by the expert panels where the tool was presented. The diagnostic test was validated by piloting and content analysis (standard setting) to assess the quality and feasibility of the proposed test items.

A tutorial has also been created for the diagnostic test to help students try out testing techniques used in a real test in advance. Another accompanying output to Part 1 of the tool is prepared DVPP (further education of educational workers) in the form of a webinar to help PP use the diagnostic test. The other two parts of the tool do not require special preparation of the PP, instructions for their use are included in the tender documentation.

All parts of the tool, as well as the tutorial and webinar, are now available on the NPI ČR website and YouTube and are ready for use in schools. The usability of the outputs was supported by informative articles published on the web portals of the NPI ČR and MŠMT. Promotional material was also produced.

As part of the project validation mechanisms, the pedagogical diagnostic tool was subjected to content analysis. The conclusions of the content analysis of the pedagogical diagnostic tool conclude that the information about the language skills of foreign pupils and pupils with OMJ obtained through the tool can be considered valid, reliable and usable for pedagogical work with pupils. The feedback from participants of the expert panel where the tool was presented was also positive. The final expert opinion shows that the expert considers the tool to be functional and useful for school practice. The available documents show that the compatibility of the technical equipment with InspIS SET poses some problems in testing. These issues need to be addressed with the operator of the ČŠI system.

Another output of KA 4 is methodological and teaching materials to help PP develop students' linguistic competences. 5 separate methodological materials were prepared, containing methodological information as well as practical worksheets, listening exercises, a picture database, etc. The final expert opinion concludes that the individual materials provide sufficient methodological support even for those PP who may not have much experience in teaching the Czech language or who do not have this as the focus of their work, but who can nevertheless develop the communication skills of foreign pupils or pupils with OMJ using these materials.

The last sub-activity of KA 4 was the monitoring of pedagogical implementation of support measures for foreign pupils, which took place in elementary and secondary schools. MŠMT representatives stated that the information obtained from monitoring was used by MŠMT to propose modifications to the language preparation of foreign students. The data from monitoring revealed the practice in schools based on which the system of support for language preparation of foreign students has been modified to suit the needs. On 1.9.2021, the amendment to Decree No. 27/2016 Sb. (Decree No. 271/2021 Sb.) came into force. It lays down a new system of providing free language preparation for foreign children and students and children and students with insufficient knowledge of the language of instruction in pre-school and elementary school education. The last part of the monitoring - the monitoring at MŠ - was not carried out, firstly because of the pandemic measures and secondly because it would no longer be practical to carry it out after the decree was issued.

It should be mentioned that in addition to the pedagogical diagnostic tool and the methodological and teaching materials developed in the framework of the APIV A project, schools also have other methodological, teaching and other tools available to help raise the language level of foreign pupils. First of all, there is an orientation test to determine the pupil's linguistic competence for the allocation of financial support in accordance with the above-mentioned decree. The Senior project manager noted that the tool created under KA 4 should be understood as additional to the reference test generated in the Department of core activities of NPI ČR. The tool, unlike the orientation test, is not designed to allocate financial support according to the aforementioned decree, but works in much finer detail and is intended to help teachers determine what specific skills in specific situations a pupil needs to improve, help group them, etc.

KA 4 was completed within the deadline, produced the specified outputs and met the planned target values of the indicators. The final expert opinions show that the outcomes of KA 4 will enable pedagogical staff to provide support to foreign pupils and pupils with OMJ according to their individual needs and that the pedagogical diagnostic tool is of high quality and beneficial for improving the quality of language education in Czech as a second language for foreign pupils and pupils with OMJ. Based on these findings, it can be concluded that KA 4 has met its objectives. The outputs of KA 4 are freely available on the website and thus have the potential to be used in improving the language competences of foreign pupils and pupils with OMJ. The need for developed tools and methodological and teaching materials is currently very topical in connection with the influx of children from Ukraine and the need to integrate them into the education system. The reviews emphasized the need for publicity of the produced outputs to increase their usability in order to achieve the expected benefits of KA 4 in terms of improving the quality of teaching Czech as a second language.

KA 5 Creation of the Reference framework for Czech sign language

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the KA manager*
- *Expert opinions of the outputs (part of ImpR 20)*
- *Review reports on the outputs (part of ImpR 21)*
- *Product breakdown (part of ImpR 21)*
- *Participant observation on an expert panel KA 5 19.10.2022*

The Framework of reference for Czech sign language is being developed within KA 5 (RR pro ČZJ). The Framework of Reference will provide a basis for the standardisation of sign language and the subsequent development of language syllabuses, guidelines for curriculum development, examinations, textbooks, etc., so that the language training and language competence of educators and support professions for deaf learners is as effective and transparent as possible. The tool can be used to create other materials to identify the existing level of Czech sign language users (their specific knowledge and skills in ČZJ).

The Beneficiary of the final outputs from KA 5 is MŠMT. The target group of this KA from a project perspective are supporting professions essential in the education of students with hearing impairment such as teachers, teaching assistants, interpreters, etc. Students with hearing impairment are the secondary target group from a perspective of the project.

The key activity was started with a two-year delay due to problems in setting up the implementation of the activity by the contractor. The activity finally got off the ground in October 2019 and was eventually implemented through school own expenses. The timetable for the activity, itself a very complex and challenging task, was very tight. The pandemic situation also had an impact on the activity. It had to be extended by 8 months.

The key activity was implemented by a large team, which is further divided into several smaller working teams (linguistic, feedback, CEFR, interpretation, translation, web, editorial-correction). The team consisted of both hearing and deaf professionals.

The reference framework contains a theoretical general description of sign languages (hereafter referred to as RRZJ) and descriptions of levels A1 to B2 for Czech sign language (hereafter referred to as Descriptions). The Framework of reference draws on several European sources, the selected approach was wholly autonomous, though. Completely unique material is being developed which has not even been developed internationally, either. Thanks to the fact that the first theoretical part is developed for sign languages in general, this material can also be used as a basis for other European sign languages.

The reference framework is prepared in text form, but it must also be prepared in Czech sign language for use by the target groups. This translation thus takes the form of hundreds of videos. At the time of preparation of the evaluation report, the concepts of the RRZJ and Descriptions as well as the Glossary, the Vocabulary and other intermediate outputs are available. All outputs went through several rounds of peer review. The RR for ČZJ has also been validated through sophisticated feedback mechanisms. The developed methodology of feedback mechanisms can also be considered one of the outputs of KA 5, because it is very complex, professionally elaborated and implementation-verified material transferable to other professional activities.

To disseminate and use the RR for ČZJ in the future, a website is crucial, since expert outputs containing video translations can hardly be effectively presented to target users in any other way. The web environment is now ready for the presentation of KA 5 outputs.

From the comments of the expert opponent and the review and expert opinions it can be concluded that the RR pro ČZJ has been prepared very precisely and in excellent quality. Currently, we do not identify any barriers preventing the submission of the final documents by the deadline of 31.12.2022. From the participant observation of the evaluator at the final expert panel (19.10.2022), it can be concluded that the RR for ČZJ exceeded the high demands placed on it and will fulfil its purpose. The material lays the foundations for change in many related areas: in the field of improving interpreting services, education of deaf students and in the way of testing language competences. **KA 5 will thus meet its objectives.**

In addition to the planned outputs, the organization of the work of the large team on such complex material is also appreciated, which is transferable to other system projects.

During the implementation of the KA, follow-up activities are already planned to guarantee the use of the outputs. The use of RR pro ČZJ was the subject of expert panels. According to the information from the KA manager, a follow-up project, "Standardization of the verification of linguistic competence in Czech sign language", is being prepared within the NPI ČR, the aim of which is to ensure the creation of professional qualifications, a database of test materials and the creation of training materials. From the comments of the implementation team, the deaf community itself is interested in the

dissemination and use of the output and considers the output to be beneficial. The implementation team also includes staff from academia who are ready to use the outputs of KA 5 and build on them in their further work. Steps are also being taken to disseminate RRZJ on a European scale with the aim of using it to describe individual national sign languages.

KA 6 Evaluation

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the internal evaluator*
- *Evaluation of implemented expert panels*
- *Output: 5th Interim evaluation report (part of ImpR 20)*

Internal evaluation aimed to ensure continuous monitoring and regular evaluation of the implementation of key activities. Within the framework of KA 6, 65 Interim Evaluation Reports were prepared, which are internal self-assessments. By the end of the project, the Final Evaluation Report will still be prepared.

The internal evaluation also included the evaluation of expert panels, which was provided as feedback to the managers of the activities and cooperation coordinators. KA managers and cooperation coordinators perceived this feedback as useful. The feedback provided them with suggestions that helped them to improve/enhance the implementation of the expert panels. All other KA were evaluated outside of this KA because the nature of each KA was so different that each KA required a specific evaluation system.

The evaluation methods are further analysed under EQ A.1.4.

KA 7 Cooperation

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the KA manager*

The focus of KA 7 was the organisation of expert panels. Within the framework of KA 7, 1 expert panel Cooperation was created, which focused on the topic: Supporting the quality of undergraduate training of teaching staff in the field of inclusive education and 4 thematic expert panels for activities KA 2 to KA 5. At the KA 2 to KA 5 expert panels, partial outputs were presented, discussed and reviewed. At the same time, current problems of pedagogical practice, links and cooperation between school levels, including universities, examples of inspiring practice in individual inclusive topics were discussed, new approaches and ways of educating teachers, whether in undergraduate or postgraduate training, were presented. The contribution of the expert panels was generally positively evaluated by the participants.

At the time of submission of this Final Evaluation Report, 53 events (51 expert panels and an opening and closing conference) had been carried out under KA 7. The expert panels were perceived mostly positively by their participants (evaluated on the basis of an internal evaluation of participants' feedback). The participants of the OP appreciated especially the opportunity to advance the professional discussion on some topics, sharing experiences and establishing contacts among the

professional public. The expert panels were also used as one of the validation mechanisms, where the expert public had the opportunity to make suggestions on the presented outputs of the project activities within the panels. Participants perceived the OP as beneficial.

Outputs from already implemented OPs are communicated with Section II of MŠMT at the meeting of the ŘV. A summary of the recommendations from the OP is currently being prepared and will be submitted to the MŠMT at the end of the project, i.e. by 31.12.2022.

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

5.1.2 APIV B project

5.1.2 APIV B project

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

KA 1 Methodology and coordination network

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Evaluation report for 2021/2022 school year*
- *Summary Reflective Report of the Result Indicator 5 25 10*
- *Structured interviews with KA manager, HPM and HPM representative*
- *Group structured online interview with the sponsors of the Call*
- *Individual interviews (written responses) with the project administrator*
- *Statement of the representative of the relevant section of MŠMT*
- *Structured interview with regional methodologists*

As a basis for the methodological-coordination network built within the APIV B project, the staff of the regional Education Support Centres was strengthened. Regional methodologists and APIV implementation consultants representing individual Support Centres then took individual steps leading to the creation of an APIV school network comprising a total of 355 schools (12 schools with comprehensive support, 12 schools with selected support in each region of the Czech Republic), including MŠ, ZŠ, SŠ, but also ZUŠ, SVČ or VOŠ. Selected representatives of schools involved in the project were provided with support in the form of training, consulting and advisory activities leading to the strengthening of competences related to the successful implementation of inclusive education.

The training of school representatives consisted in completing selected basic training courses and follow-up advanced training courses within the DVPP. The training courses included a total of 29 training programmes developed and piloted in the APIV A project. In addition, 11 training programmes were converted online during the course of the project and the remaining 18 training programmes were available online during the emergency period associated with the COVID-19 pandemic. The implementation of online education enabled schools to continue to receive educational support during the closure of schools as a result of the COVID-19 pandemic, but also helped to resolve the problem of availability of lecturers. In addition to the 29 training programmes created by the APIV A project, the project extension added 4 information and training programmes. These focused on other new and

topical themes demanded by schools and thus served, among other things, to encourage schools to take up training services in later phases of the project.

Training in the field of inclusive education was also carried out within the project on an individualised basis in the form of mentoring, coaching and expert services. Mentoring, coaching and expert services were designed for schools with comprehensive support. In later phases of the project, the unused capacities of these services were also offered to schools with selected support and implemented in these schools through an addendum to the cooperation agreement.

During the project, some other forms of educational support such as internships and supervision were added. The use of support in the form of internships started to increase only at the very end of the project (68 out of 88 planned internships were implemented; internships were also one of the most disrupted forms of support due to the COVID-19 pandemic). Participants of the internships positively evaluated the applicability of the knowledge in practice and the overall benefit of the internship (chapter 5.5 deals with the issue of internships in more detail). Supervision was carried out in groups (teaching staff) or individually (head teacher). The aim of the supervision was to expand the possibilities of intervention in the internal climate of the participating schools where this need was perceived not only by senior teaching staff, but also by the teaching staff or specific school teams such as ŠPP. Supervision is a logical superstructure that strengthens individual teachers and teams in reflecting and evaluating their own work, facilitating mutual synergy and adjustment towards different stakeholders within the school. Already after the first few meetings the supervision became a very welcome service within the project. Many schools are willing to continue to pay for the service after the end of the project (similarly for expert services)

In the last evaluation period, platforms were also held to support teaching staff as well as representatives of the ŠPP. Both types of platforms could be implemented in person and online. The platforms were used to share examples of good practice related to the topic selected by the facilitator from among the APIV expert consultants. A total of 18 platforms for PP and ŠPP representatives were held. The most frequent topics were "Cooperation between the ŠPP and ŠZ," "Cooperation with a teaching assistant," and "Specific implementation of support measures in relation to the Recommendation." Feedback on the platforms from participants was generally positive.

Out of the total number of schools involved, a larger number (about 90) ended their cooperation with the project in September 2021, i.e., at the time of the original expected end of the project. Approximately 250 schools remained and continued in the extended implementation phase of the project. By the end of the 2021/2022 school year, these schools had used up their remaining educational capacity. At this stage of the project, they had already completed the basic training courses and often did not find the necessary motivation for the follow-up advanced training courses. The management of KA 1 was inspired by the successful practice of open webinars, i.e., a shorter format of online training announced by the project team with the possibility of group and individual participation. In order to exhaust the capacity of the extended training courses, the support centres started to approach lecturers, select topics and announce dates for online training for several schools at the same time. Another type of support that led to compliance with the mandatory limits late in the project was personalised services. At the end of August 2022, the mandatory marginal support had been met for the specified number of people supported.

Experience has shown that schools have different needs in terms of support provision. Some schools were fully saturated with the offer of DVPP, while others appreciated the expansion of support in individualised forms. Thus, many of the schools with selected support have extended their own learning opportunities to include these individualised services during the project through a contract amendment. Other schools, for example, have begun to prefer open webinars to face-to-face training. Although individual schools chose their own way to achieve the goal, according to the statements of the school directors of the participating schools reported in the Exit Survey Report (see more in Chapter 4.4), there was an improvement in awareness in all areas related to the issue of inclusive education during the period of the schools' involvement in the APIV B project.

In addition to supporting the uptake of training within the project, representatives of the Education Support Centres co-developed a database of APIV implementation stakeholders. Representatives of the Support Centres were ready to use the database of APIV implementation stakeholders in the framework of providing consultancy and advisory activities to teaching staff interested in support in the field of SV (however, this service was used with low intensity). In this context, the support centres dealt with more complicated cases requiring, for example, legal analysis or similarly specialised advice. The network of contacts at the regional level was subsequently transferred to the so-called Maps of expert services published on the widely visited web application Zapojmevšechny.cz.[2] Following the optimisation of the staffing of the Support Centres in December 2021 related to the project closure, the cooperation between the Support Centres intensified. With the end of the implementation phase of the project in August 2022, the cooperation in this project with the remaining CP representatives was terminated (expiry of the DPČ). The regional branches of the NPI ČR continue to operate, but they are no longer represented by project staff.

KA 1 staff (regional methodologists) also arranged for the submission of reflective reports from the schools phasing out the project. On the basis of their evaluation, they also prepared a Summary Reflective Report, which is linked to the result indicator 5 25 10. The report presents the ongoing transfer of acquired knowledge into practice. According to the reflective report, the acquired skills related to pedagogical diagnosis and the creation and evaluation of IVP and PLPP have a significant impact on school practice.

The fulfilment of the indicators is the main prerequisite for the completion of the project within the set deadline. Throughout the project, the schools involved in the APIV school network have benefited from various forms of support, thanks to which they now have the information they need to implement the principles of co-education. School representatives apply concrete methods and knowledge from the field of inclusive education to teaching. Representatives of the Support Centres also provided consultation support to school counselling centres. The database of APIV implementation stakeholders has been turned into a map of expert services and offered not only to the APIV school network but to the whole public through the web application Zapojmevšechny.cz. The supported schools had the opportunity to get acquainted with a wide range of educational, consultancy and advisory support. The regional methodologists confirmed that the representatives of the schools want to include some

---

[2] Between April and June 2022, the website was visited by 56,063 users. Viewership has been constant for a long time. During this period, 78,029 visits were made with a total of 124,727 page views (Source: ImpR 21).

of the proven services in the normal operation of the school as part of their own funding. This involves supervision or the involvement of experts in expert services. **From the above it can be concluded that KA 1 met its objectives.**

KA 1 of the methodological-coordination network is further evaluated in the framework of EQ A 1.6 and A 1.8.

KA 2 Education

Sources:
- *1st- 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Evaluation report for 2021/2022 school year*
- *Analysis of the lecturer index*
- *Structured interviews with KA manager, HPM and KA 6 manager*
- *Group structured online interview with the sponsors of the call guarantor*
- *Individual interview (written responses) with the project administrator*
- *Statement of the representative of the relevant section of MŠMT*
- *Structured interviews with regional methodologists*

KA 2 focused on the offer and implementation of educational programmes including new information and education as well as individualised services, i.e., mentoring and coaching in the network of schools created in KA 1. The KA 2 training targeted not only selected school representatives, but also other target groups such as public administration representatives, school founders, lecturers and members of the implementation team.

At the beginning of the project, a National Team of quality trainers and consultants for inclusive education was created. The trainers were trained and subsequently provided training for 29 newly developed training programmes from the APIV A project workshop (and subsequently some additional online training programmes from the APIV B workshop). In addition to the 29 VP in the framework of the DVPP, which were gradually handed over to KA 2 by representatives of KA 3 APIV A, additional topics developed directly under KA 2 APIV B were added during the project. In addition, the training topics were gradually switched to the online version - 11 VPs were allowed to be trained online in addition to the face-to-face form permanently, the remaining 18 VPs were trained online only during the emergency measures related to the COVID-19 pandemic. Re-accreditation was carried out after the expiry of the accreditation of these VPs. The reaccredited VPs and those which will not be reaccredited by the end of the project are being transferred to NPI's core activities and will continue to be offered in the DVPP system.

In the extension of the project, schools could also choose from 4 new topics of the so-called information and education programmes, which were added to the offer based on continuous feedback from schools. As the project moved into its late phase, many of the themes developed in 2017 and 2018 started to appear less relevant. In view of the declining motivation of schools to use the services offered in the project, the APIV B project team prepared information and education programmes aimed at attracting the interest of schools again and offering them attractive new topics related to distance learning.

During the implementation, KA 2 faced the problem of ensuring a sufficiently large team of lecturers and their availability. In order to provide training for the target groups, the project team recruited and

trained trainers and other types of trainers throughout the project. In the second half of the project, thanks to the possibilities brought to the project by the online environment, it was possible to consolidate the so-called National Team of quality trainers and consultants. This ensured the provision of training for all those interested in learning from the school network.

The report of the exit survey in the supported schools (see more in chapter 4.4) demonstrates an improvement in the awareness of school representatives about the different practices in the field of inclusive education. In the final phase of the project, school directors in the regional network perceived at least a slight improvement in all assessed areas covering different working practices from diagnostics to personal development. Like the lead teachers, teachers perceived improvements in all areas surveyed as well. The consensus of school directors and teachers on the areas of greatest improvement included the topic of Cooperation with teaching assistants as well as School Climate. At the end of the project, more than 90% of school directors and more than 80% of teachers confirmed a positive shift in professional competences.

Lecturers, as well as mentors, coaches and members of the implementation team, received training in lecturing and presentation skills online from October 2020. The training concerned not only working with the audience, it also covered current topics in the field of SV. This support was positively evaluated by participants until its termination in June 2022.

Within the key activity Education, training for public administration representatives was also implemented. These were representatives of local governments as well as state administration. These seminars have been delivered online since Spring 2020 (1 VP online in this period). By the end of the project, 297 participants had taken part in the online training for local government. The content of both types of seminars covered the role of local/national government in the implementation of SV.

On the basis of the above, it can be concluded that KA 2 contributed to the fulfilment of the long-term objectives of the project. Schools participating in the APIV school network were supported with DVPP and other individualised services. Thanks to this, their representatives gained the information and competences necessary for the successful implementation of teaching in accordance with the principles of inclusive education. The lecturers and consultants contributed to the introduction of the principles of inclusive education and to deepening the general awareness of the field of inclusive education in the Czech Republic. As confirmed by HPM, the experience base, which the lecturers and consultants represent, is also entering a new, partly follow-up project dedicated to equal opportunities.

KA 3 Public

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Analysis of traffic to the websites Inkluzevpraxi.cz and Zapojmevšechny.cz included in the implementation reports*
- *Structured interview with KA 3 manager, KA 1 manager*
- *Structured online interview with the sponsors of the Call guarantor*
- *Individual interview (written responses) with the project administrator*
- *Statement of the representative of the relevant section of MŠMT*

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

- *Analysis of the Facebook groups Inclusion in Practice and Zapojmevšechny.cz included in the implementation reports; analysis of Facebook group reach Zapojmevšechny.cz (1.9. 2022 – 15. 12. 2022)*
- *Facebook group Inkluze v praxi and Zapojmevšechny.cz*
- *YouTube channel analysis*

The focus of KA 3 Public was to promote a positive perception of inclusive learning and raise awareness of its principles. On the basis of cooperation with KA 1, 280 public information seminars on the topic of SV were held. Cooperation was established with publishers and individual print and electronic media specialising in the field of education and the family. This resulted in original or foreign professional content published in the aforementioned media or on our own information portals, the project website Inkluzevpraxi.cz or the web application Zapojmevšechny.cz. The content was further shared on social media. The web application Zapojmevšechny.cz was conceived as the main information portal and signpost for the area of SV, offering not only information but also practical tools such as sample documents, etc.

The implementation of the public information seminars was completed in May 2022. Information seminars were held in both face-to-face and online modes. Online seminars were introduced during the school closures due to the government's anti-epidemic measures and were combined with face-to-face seminars after the measures were relaxed by the end of the project implementation phase. In the first phase of the project, the implementation of the information seminars was met with a lack of interest on the part of the parental public; they were attended mainly by teaching staff. The online format helped to significantly increase the number of participants in these seminars. Representatives of the Support Centres estimated that 12% of the participants were parents. "We were surprised by the high attendance at the seminars. When a suitable topic was chosen, it was not uncommon for up to 50 people to attend in person. Similar to the topic, a good panellist attracted participants as well. Parents did not attend the seminars in large numbers," commented the regional methodologist on the practice of information seminars. Since September 2021, when the evaluation process for these seminars was re-established, a shift of 7.9% on average in participants' positive perceptions of inclusion and level of awareness has been identified. Although this value is lower than in previous years, the positive balance is consistently evident.

As part of the cooperation with the media, it was possible to reach out to media outside the target group "professional teaching public". It was mainly the parenting public. These activities were not wasted, according to the manager of the key activity: "*We also cooperate with media focusing on the family. In cooperation with the Portál publishing house, we publish articles in the printed monthly magazine Rodina a škola (Family and School), whose target group is also parents. The online media include Rodina.cz, a daily magazine about children and parents. On FB, we also promote our content to groups that are not only about teachers. Reaching the target group of parents is not easy and it is almost impossible to afford to report the results. I can analyse the reach of the message, the traffic to the group, but I can't be sure who actually looked at the message.*"

Promotion on social media continued until the end of the project. With the end of the project, the Facebook group Inclusion in Practice (Inkluze v praxis) has almost 1.9 thousand members (for the period April-June 2022 there was a 28.97% increase in the number of group members). The increase in the number of members is related to the promotion of the group by inviting all FB fans who have visited the FB page. The key activity manager adds that such an increase in the number of FB group

members or FB page followers does not, however, mean an increase in the number of active members contributing to the discussion with comments. The reach of the FB page Zapojmevšechny.cz is 44,930 users. The YouTube channel, where webinars, podcasts and audio-visual contributions from the Zapojmevšechny.cz application are available, currently has less than 700 subscribers. New content can be found under the podcasts and posts tab from Zapojmevšechny.cz. Both types of outputs have similar viewership - from hundreds to several thousand views.

In response to the war in Ukraine, the Zapojmevšechny.cz web application has been updated with content for a new target group of migrants from Ukraine called Ukrainian Pupil (Ukrajinský žák). The online counselling service located on the homepage of the website has been supplemented from spring 2022 with the offer of counselling in Ukrainian language. The outputs in the Ukrainian Pupil section are in Czech and are a summary of all project outputs in response to the war in Ukraine and to help schools and teachers communicate and work with new pupils. The web application will remain fully functional after the end of the project and will continue to be developed and updated with new content.

No major public events have been held since 2020. The planned final conference of the project was not held. No one tendered in either of the two tenders carried out. The final closure of the project was thus carried out in an alternative way. Before the end of the project, the final presentation with the project outputs was placed on the project website Inkluzevpraxi.cz. The website is designed to be a kind of signpost to get information about all the outputs and activities of the project. The website Inkluzevpraxi.cz was subsequently frozen, it is still available only in search engines, but will no longer be updated.

Based on the above, it can be concluded that the key activity contributed to the achievement of the project objectives. Participants in the information seminars showed a shift in their understanding of the basic principles of SV. KA 3 Public contributed to the general awareness of inclusive education but did not have an impact on overall public opinion. It was limited by too few resources, but also by the nature of the activities carried out and the use of PR tools that focused more on the professional public. At the same time, representatives of KA 3 succeeded in expanding the target group to include the parenting public by establishing cooperation with family-focused media.

KA 4 Evaluation

Sources:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the internal evaluator*
- *Evaluation report for 2021/2022 school year*
- *Final report of the exit survey at the schools involved in the APIV B project*
- *Analysis of the lecturer index*
- *Interim evaluation report of the project Supporting collaborative learning in pedagogical practice (APIV B) (04/2021-03/2022)*
- *Minutes of the meeting of the Expert Platform for Inclusive Education held on 1. 6. 2022*
- *Group structured online interview with the sponsors of the Call guarantor*
- *Individual interview (written responses) with the project administrator*
- *Statement of the representative of the relevant section of MŠMT*

Internal evaluation aimed to ensure continuous monitoring and regular evaluation of the implementation of key activities. Within the framework of KA 4 Evaluation, meetings of the Expert Platform for Inclusive Education were also organized.

At the beginning of the project, an internal evaluation prepared the so-called Inception Report monitoring the baseline status of schools in the field of SV. At the end of the project, the Final Report of the exit survey was published. The report focuses on the target groups of school management and teachers. For selected aspects, a comparative analysis was applied, comparing the results of the input and output surveys, which made it possible to track the progress of the supported schools in the area of SV.

Further material providing a regular evaluation of project activities was the internal evaluation reports issued with an annual frequency. The self-evaluation reports of RT further addressed the progress achieved in each of the key activities of the project. Both the Final Self-Evaluation Report and the Final Internal Evaluation Report are being prepared for submission with the end of the project in December 2022.

To ensure evaluation, the supported PPs also prepared so-called portfolios. Teaching staff portfolios were open for evaluation until the end of the project. They served as a repository of information for learners on the progress of their own learning. Data from the portfolios were used in internal evaluation reports. The internal evaluation reports also included an evaluation of the APIV school guarantor meetings, supervision, platforms and other types of support routinely provided within the project.

Within KA 4 Evaluation, lecturers were evaluated in the form of the so-called lecturer index. This was a six-monthly evaluation of tutor performance by DVPP participants throughout the project, which provided a valuable source of feedback on the level of individual tutors. The average course rating remained at a good level. Recently, webinars, which were rated somewhat lower in the past, have risen to a better level. The internal evaluator sees a possible correlation with the results of the training provided to lecturers as part of the training programmes to support lecturing and presentation skills. Undoubtedly, the sufficiently long implementation time of educational programmes in online mode played a role in this process. This has helped both good practice on the part of the trainers and openness to online learning on the part of the trainees.

KA 4 also produced outputs from qualitative research. This involved processing the testimonies of 15 school teachers involved in the APIV school network. The subject of the qualitative research were also schools at the level of ZUŠ, SVČ and VOŠ. The qualitative survey of the project target groups helped complete the overall picture of the acceptance of the support provided.

KA 4 Evaluation also dealt with the establishment of the so-called Professional Platform for Inclusive Learning (OPLA). OPLA was established to impartially, independently and continuously evaluate the objectives, measures and processes for the implementation of the APIV 2016-2019 and to propose changes and recommendations for the APIV 2019-2020. The Platform's activities also included an assessment of the prepared School Inclusion Concepts of the regions. In June 2022, OPLA faced the last project task, i.e., the approval of all outputs of the APIV B project.

The key activity Evaluation ensured the provision of effective feedback to other key activities and thus contributed to the achievement of the project objectives.

The evaluation methods are further analysed under EQ A.1.4.

KA 5 Cooperation

Sources:
- *1ˢᵗ - 4ᵗʰ Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Evaluation report for 2021/2022 school year*
- *Structured interview with the cooperation coordinator*
- *Group structured online interview with the sponsors of the Call guarantor*
- *Individual interview (written responses) with the project administrator*
- *Statement of the representative of the relevant section of MŠMT*
- *List of implemented OPs for the entire duration of the APIV B project, including the addressees of the recommendations*
- *Minutes of the meetings of the 11ᵗʰ Expert Panel on Cooperation and the 12ᵗʰ Expert Panel on Cooperation*
- *Minutes of individual bilateral and multilateral meetings*

Mandatory key activity focused on organising expert panels Cooperation. A total of 12 expert panels were organised. From each panel, a recommendation was formulated for different addressees; for the project's own needs, for cooperating IPs, for MŠMT or as the last OP for the National Recovery Plan.

Expert panels were converted to an online format at the time of the COVID-19 pandemic, resulting in greater efficiency.

The expert panels suffered from uncertainty and even frustration on the part of their participants as to whether the recommendations intended for the MŠMT would actually be used. A positive example of the use of outputs from the expert panel is the recommendation dealing with the modification of the wording of the standard for courses for teaching assistants according to the requirements of the Ministry of Education, which became the subject of a meeting of the working group of the Ministry of Education, which included representatives of the APIV B project.

During school closures during the COVID-19 pandemic, the APIV B implementation team engaged in a tutoring initiative. Some faculties have introduced tutoring as an accredited elective course. The widespread introduction of tutoring as an elective course of study within the faculties of education was abandoned as a result of further pressure on Czech education caused by the influx of Ukrainian schoolchildren. Cooperation with students from faculties with which cooperation was not confirmed took place under the so-called virtual faculty. The representatives of the project are convinced of the usefulness of introducing future teachers to the difficult cases of pupils from unstimulating social backgrounds.

After the outbreak of the war in Ukraine in March 2022, the tutoring initiative was expanded to include tutoring in Czech as a second language for Ukrainian pupils.[3] In the end, however, interest in this form

---

[3] A Czech- and Ukrainian-speaking worker was hired to ensure communication between tutors, Ukrainian families and the school. A shorter methodological guide outlining the main principles and free resources for teaching Czech as a second language was created and made available to tutors. In addition to this material, they were also supported by an online webinar on the same topic.

of tutoring did not manifest itself to the expected extent. This is attributed to the unclear situation that prevailed in Czech schools during the spring and summer months, when schools did not know how long Ukrainian pupils would remain in their classes, etc. During this time, representatives of the project through KA 5 were in daily contact with cooperating organizations such as People in Need, Meta, Help Ukraine.

A Czech- and Ukrainian-speaking worker was hired to ensure communication between tutors, Ukrainian families and the school. A shorter methodological guide outlining the main principles and free resources for teaching Czech as a second language was created and made available to tutors. In addition to this material, they were also supported by an online webinar on the same topic.

With the end of the implementation phase of the project, the initiative, including the database, running inquiries and offers, was handed over to the relevant NPI section. This part of the activities under KA 5 Cooperation should thus become sustainable.

KA contributed to the fulfilment of the project objectives. The coordinator sought as far as possible to exploit the synergies of the project with other IPs and other organisations. Expert panels were organised at a high level of quality and expertise, the effectiveness of which was further enhanced by bringing them online. The recommendations generated from the individual OPs were formulated in such a way as to be realistically applicable.

Other aspects of KA 5 Cooperation are further evaluated under EQ A.3.

KA 6 Project management

Sources:
- *1ˢᵗ - 4ᵗʰ Interim evaluation report*
- *ImpR 18, 19, 20 and 21 and their Appendices*
- *Structured interview with the HPM and KA 6 team manager*
- *Minutes of ŘV meetings and project team meetings*

KA 6 Management included managing the project and documenting its processes. As part of this activity, project management documentation (Quality Management Strategy, Project Plan, Product Breakdown, Project Schedule, Risk Management Strategy, etc.) was created. The task of the KA manager was to coordinate the preparation of the Implementation Reports, settlement of comments from the ŘO and change procedures. The KA manager was also responsible for procurement. In addition, this activity involved an internal review group that assessed the professional quality of the products produced and the benefits for the target groups through a review process. An internal review group regularly assessed the project products.

A large part of the implementation team has been transferred to a new, in a sense follow-up project, which starts its full activity in 2023. Before the end of the cooperation with the APIV B project, representatives of the different staff levels of the project were asked about their interest in continuing their cooperation in this follow-up project. The database of these contacts is being verified, but in general it can be said that the experience base is available for the new project. "It is very important that the know-how can be capitalised. There is a tremendous amount of work and experience in working with schools, with teaching staff, with different types of activities, with the capacity to absorb interventions in schools, the volumes and capacities. The transfer of experience is used in the setting

of a new project that remains under NPI. Products and human resources are the two lines of project sustainability. We are very happy that, thanks to the new project setup, we do not have to stop anything essential from the APIV B project. It is about human resources, know-how and vision and goals. Now we don't have to convince anyone of the quality behind us. Everything is processed in a digestible form and presented in the web application Zapojmevšechny.cz," describes the HPM.

It can be concluded that KA has fulfilled its objectives.

5.1.3 Evaluation of the fulfilment of project objectives

The main objective of the APIV A project, as defined in the Project Charter, is to support the implementation of APIV at system level:

- in the area of continuous monitoring of the impact of changes to the RVP ZV on the curriculum and school education after the inclusion of pupils with support measures (the impact of changes on the work of schools, teachers, the quality of pupils' learning outcomes, social relations in the classroom, etc.),
- strengthening the professional competences of teaching staff (teachers, guidance counsellors, special educators, school administrators, or teaching assistants or interpreters) needed to implement co-education (inclusive education) in all areas of their teaching activities.

On the basis of the findings and the evaluation of fulfilment of the sub-objectives of the project, it can be concluded that the main objectives of the project have been fulfilled. The APIV A project provided systemic support for the implementation of APIV, both at the level of monitoring the impact of modifications to the RCP ZV on school practice, as well as at the level of strengthening the professional competences of teaching staff in various areas. Within the framework of the project, extensive research on school practice was carried out, the results of which were provided to the decision-making sphere as a basis for adjustments to the measures already implemented in the field of co-education and the formulation of proposals for changes leading to improvement of the quality of education. The project also created the basis for a new system of DVPP focused on the area of co-education, including the education of specific groups of pupils. In addition, other tools have been developed focusing on specific areas of inclusive education (education of foreign pupils and pupils with OMJ, and education of the deaf). The project has thus created system prerequisites and tools for improving the quality of education and strengthening the competences of teaching staff.

The main objective of the APIV B project as defined in the Project Charter is:

- to increase support for co-education across all interested groups (professionals, educators and the general public),
- to strengthen the personal and professional competences of teaching staff (school and school management, teachers, educators, leisure educators, etc.) needed to implement inclusive education in pre-school, elementary, secondary, leisure and non-formal education.

Based on the findings and the evaluation of fulfilment of the sub-objectives of the project, it can be concluded that the main objectives of the project have been fulfilled. Thanks to its activities, the project contributed to increased support for inclusive education - thanks to the educational and awareness-raising activities, representatives of educational institutions, professionals and the general public, representatives of state and local governments gained better orientation on the topic of inclusive education. Teaching staff at the level of teachers and school leaders were provided with

educational support leading to the acquisition of the basic professional knowledge and skills needed to plan and manage the teaching of pupils with SVP and to ensure effective co-education.

The following table shows the evaluation of fulfilment of the project's sub-objectives based on the evaluation of results of the project activities:

Table 2: Evaluation of the fulfilment of project objectives

Sub-objective of the project	Evaluation criterion	Fulfilling the objectives	Description of justification
APIV-A			
Sub-objective: Monitor the progress of the implementation of inclusive education and propose and verify possible solutions Outputs related to the objective: • Interim report on the results of the introduction and implementation of co-education, including an evaluation of changes in the work of teaching staff as a result of the implementation of inclusive education (4 times) • Report on identified difficulties and problems in the school environment in the implementation of co-education (4 times) • Inspirational examples from practice - case studies of schools at different stages of implementing co-education (16 times) • Final research report			
DC 1.1 Identify and describe changes and potential problems associated with the implementation of co-education, and propose solutions; DC 1.2 Evaluate how the modified RVP ZV (ŠVP, IVP) and support measures affect the course of education and its results for pupils with support needs, for pupils without identified support and for the class as a whole; DC 1.3 Record, monitor and evaluate changes in the work of teaching staff that will be directly related to the implementation of inclusive education;	The reports are used to continuously improve the introduction and implementation of inclusive learning. The reports contribute to the design of changes in the whole school system as well as in the work of individual schools. The reports highlight difficulties in the implementation of co-education and provide suggestions for effective measures (based on the data collected) to improve the implementation and delivery of co-education (e.g., the issue of PP workload, the qualification of teaching assistants, etc.). The reports are useful in designing changes to the school system, in teacher training and in the work of individual schools.	The objectives were met.	MŠMT staff and other interested groups are provided with reports on the results of the introduction and implementation of co-education and reports on identified difficulties and problems in the school environment in implementing inclusive education. The conclusions of these reports are used to propose adjustments to measures already implemented and to formulate proposals for changes to improve the quality of education (e.g., proposals for revising the RVP, adjustments to Decree 27/2016 Sb., on the education of pupils with special educational needs and gifted pupils, setting up a monitoring framework for the Strategy for the Educational Policy of the Czech Republic until 2030+ or parameterization of the teaching assistant. The results of the survey are reflected in the setting of teacher education, both within undergraduate education and DVPP.
	Examples of inspiring practice will lead to better motivation of teachers, who gradually learn that inclusive learning is possible when the necessary conditions are created.	The objectives were met.	• Examples of inspiring practice are made available to the teaching public and school directors, giving teaching staff the opportunity to learn about positive examples of the implementation of inclusive learning in other schools. These inspiring practices and solutions are transferable to other schools. It is important to note, however, that inspiration does not usually translate into an immediate response; impacts will only be observed some time after the project has been completed.

			• Examples of inspiring practice are evaluated as beneficial by faculties of education and are used in undergraduate education of teaching staff.
Sub-objective: Support teaching staff in the implementation of inclusive education Outputs related to the objective: • Criteria for the selection and subsequent evaluation of the quality of lecturers • A team of trainers for the education of teaching staff; • DVPP modules/programmes (basic, extension and special, e.g., training programme on applied behavioural analysis); (29 training programmes which, after validation, were handed over to the APIV-B project for implementation of the relevant training. Another 13 programmes - 10 specialisation, 3 long-term trainings - have been handed over to the core activities of the NPI CR). • Methodological support for the work of teaching staff.			
DC 2.1 Define criteria for the selection and subsequent evaluation of the quality of lecturers; create a team of trainers for the education of teaching staff;	The criteria for the selection of trainers will become an effective tool in the design of training programmes for trainers and in the selection of trainers. The result will be a professionally proficient team of lecturers, which is one of the prerequisites for the successful implementation of further education.	The objective was met.	The criteria for the selection of lecturers were applied and a competent team of lecturers was formed to implement the training programmes in the schools participating in the APIV B project.
DC 2.2 Design a new segment of further education of teaching staff focused on the implementation of co-education and the use of support measures (e.g., adjustments in the organisation of education, adjustments in didactic teaching procedures, in the process of pupil assessment, the use of personal and methodological support measures, the use of pedagogical interventions and special pedagogical care subjects, the use of special teaching procedures and compensatory aids); DC 2.3 Develop continuing education programmes on key topics needed for the successful introduction and implementation of inclusive learning; DC 2.4 Develop DVPP programmes that support special and new approaches to working with students with	Strengthening the professional competences of the APIV B lecturing team related to the implementation of co-education. The lecturers are ready to pass on the acquired knowledge to the school management and PP. Topics are interpreted uniformly in all regions of the Czech Republic and in all schools. Continuing programmes of further education to support the introduction and implementation of inclusive education for teaching staff will prepare them to carry out all activities related to the introduction and implementation of inclusive learning. As a result, PPs are better prepared for the introduction and implementation of inclusive learning.	The objectives were met.	• The project has produced 29 basic and follow-up training programmes, as well as 10 specialisation programmes and 3 long-term trainings. • As part of the piloting, trainers were trained to implement the training programmes in schools participating in the APIV B project. Trained lecturers have deepened their professional competences and apply the acquired knowledge in their teaching and lecturing activities and are thus able to pass on their knowledge to their peers and school management. The lecturers use materials created for individual educational programmes and the interpretation of the prepared programmes is thus uniform in all regions of the Czech Republic. • The training programmes were handed over to the NPI ČR and were incorporated into the DVPP system. A new segment of education has thus been created, which will contribute to the successful implementation of co-education in schools and to improvement of the quality of education in general. The prepared programmes are also useful in the preparatory education of future PPs. • The specialisation programmes and long-term trainings have also been handed over to the NPI ČR for further implementation and will contribute to improving the quality

disabilities and challenging student populations (e.g., a training programme on the use of applied behaviour analysis in collaboration with the Pennsylvania Department of Education Bureau of Special Education for students with autism); the purpose of this course is to improve the quality of the provided support for pupils with PAS; the target group is psychologists and special educators of schools and school counselling centres, who take care of pupils with special educational needs, or pupils with autism); DC 2.5 Ensure validation of the prepared DVPP programmes through piloting; DC 2.6 On the basis of the evaluation of training programmes, continuously supplement the DVPP training programmes in cooperation with the implementer of topic B;			of the support provided and to expanding the repertoire of approaches applied in work with pupils with disabilities and problematic pupils.

Sub-objective: Support the teaching of Czech as a second language
 	
Outputs related to the objective:
  • an instrument for determining the level of language competence of foreign pupils or Czech pupils with no knowledge of Czech
  • methodological and teaching materials for teaching Czech as a second language
  • programme for PP - use of a tool for determining the level of language competence of foreign pupils
  • A report on the results of monitoring the pedagogical implementation of support measures (2nd and 3rd level) for pupils - foreigners.			

DC 3.1 Prepare and pilot test the tool for determining the level of language competences of pupils and pupils - foreigners; DC 3.2 Prepare a DVPP programme for the use of a tool for determining the level of linguistic competence of foreign pupils;	Refining the diagnostics of the Czech language proficiency of foreign pupils and expanding the possibilities to design teaching of Czech as a second language according to the identified levels of language competence of foreign pupils and to provide them with targeted support. The result will be an improvement in the quality of teaching Czech as a second language.	The objective was met.	• A pedagogical diagnostic tool was created to help identify the level of language competence of foreign pupils and pupils with OMJ in Czech as a second language. The information about the language skills of foreign pupils and pupils with OMJ obtained through the tool can be considered valid, reliable and usable for pedagogical work with pupils. The tool is complemented by methodological and teaching materials that can help PP develop students' linguistic competences. • The need for developed tools and methodological and teaching materials is currently very topical in the context of the

			influx of children from Ukraine and the need to integrate them into the education system.
	Teaching staff will be prepared for professional use of the tool.	The objective was met.	• A DVPP has been prepared in the form of a webinar to help PP use the diagnostic test. The assumption is therefore made that PPs will be prepared for professional use of the tool. • All parts of the tool, as well as the tutorial and webinar, are now available on the NPI Czech Republic website and YouTube, and are ready for use in schools.
	Reports from monitoring of the pedagogical implementation of support measures for foreign pupils will contribute to improving the conditions for teaching Czech as a second language, and measures will be proposed based on the data obtained.	The objective was met.	The information from the monitoring was used by MŠMT to propose adjustments to the language training of foreign pupils. On 1.9.2021, the amendment to Decree No. 27/2016 Sb. (Decree No. 271/2021 Sb.) came into force. It lays down a new system of providing free language preparation for foreign children and students and children and students with insufficient knowledge of the language of instruction in pre-school and elementary school education.

Sub-objective: Create a Reference Framework for Czech Sign Language for levels A1 - B2

Outputs related to the objective:

- • the Reference Framework for Czech Sign Language for levels A1 - B2;
- • Research of professional sources;
- • Methodology for verifying the description of reference levels;
- • Translation of the Czech Sign Language Reference Framework for levels A1 - B2 into ČZJ (the final output will thus exist in both ČJ and ČZJ);
- • Overview of follow-up steps/outputs/activities.

DC 4.1 Prepare searches of professional sources; DC 4.2 Develop and set up a methodology for verifying the description of reference levels; DC 4.3 Create a reference framework for Czech sign language for levels A1 - B2 DC 4.4 Ensure translation of the Czech Sign Language Reference Framework for levels A1 - B2 into ČZJ (in ČJ and ČZJ); DC 4.5 prepare an overview of follow-up steps/ outputs/ activities	Improving conditions for teaching Czech sign language	The objectives were met.	The reference framework has been developed. The expert guarantors of the reference framework assess the resulting reference framework positively. The material lays the foundations for change in many related areas: in the field of improving interpreting services, education of deaf students and in the way of testing language competences. Further follow-up activities are already being planned to build on the reference framework (elaboration of other necessary study materials, methodologies and other professional documents that will be based on and build on the RR for ČZJ and its levels).

APIV-B

Sub-objective: Provide support to schools in introducing inclusive learning

Outputs related to the objective:
• Staff strengthened Education Support Centres - newly created positions of APIV methodologist and consultant
• Regional network of schools and educational institutions - 24 participating schools in each region
• Provision of support to participating schools - coaching, mentoring, services of external experts, internships, APIV school guarantor
• Database of APIV implementation stakeholders

DC 1.1 Provide support for teaching staff that will lead to the acquisition of basic professional knowledge and practical skills in planning and delivering lessons to pupils with different learning needs DC 1.2 Provide school management with support that strengthens the knowledge and skills needed to ensure school-level processes that enable effective inclusive learning	School representatives effectively implement the processes and tools to ensure co-learning in the conditions of their institutions with advisory and consultative support from regional APIV methodologists and implementation consultants, mentors, coaches and the services of external experts and internships.	The objective was met.	• In their opinion, the management of the participating schools have the necessary knowledge, tools and techniques to ensure inclusive learning. • The management of the participating schools assess that they are able to adjust the curriculum and the education process to be able to provide quality education to all pupils, taking into account their learning needs. • The management of the participating schools assess that they are able to include pupils with support measures in mainstream education. • The teaching staff of the participating schools assess that they are able to plan and implement teaching in accordance with the objectives of inclusive education, i.e., they are able to provide pupils with specific needs with support measures of levels I to III, while the provision of these measures does not have a negative impact on other pupils without identified support and the functioning of the class as a whole. • Schools used the services of specialists at the Education Support Centres. • School counselling centres used consultations with regional methodologists. • School management and PPs have a database of APIV implementation stakeholders.
DC 1.3 Increase the professional, managerial and personal competences of teaching staff and school management by joining a network of cooperating institutions and a system of good practice exchange	Teaching staff in schools participating in the network of cooperating schools share experience and examples of good practice in the field of inclusive education.	The objective was met.	• School leaders and teaching staff report that they get input directly from their peers. • School leaders and teaching staff report that they make effective use of these incentives. • The cooperation between the schools is evaluated as positive and beneficial by the school management and the PP. • PP evaluate internships as beneficial, through internships examples of good practice are transferred. • School management and PP use the inclusive education application developed under KA 3 Public and draw from it examples of good practice.

DC 1.4 Provide information on organisations involved in the implementation of APIV in the region	The implementation of APIV in schools is comprehensive and effective thanks to the availability and continuous use of the services of the National Team of quality trainers and consultants, DVPP methodologists, regional methodologists for school counselling centres, representatives of special educators and psychologists.	The objective was met.	• Although counselling services at the Learning Support Centres were not a widely used form of support within the project, they were available to teaching staff. The option was mainly used to deal with more complicated cases. Turning the Database of APIV implementation stakeholders into a map of expert services published on the web application Zapojmevšechny.cz is still available.

Sub-objective: To strengthen the personal and professional competences of teaching staff necessary for the implementation of inclusive education in schools

Outputs related to the objective:

- National Team of quality trainers and consultants
- Training of trainers of the National Team of quality trainers and consultants (in lecturing and presentation skills)
- Training of mentors and coaches
- Provide support to participating schools - coaching, mentoring, external experts, internships
- Accredit 29 education programmes
- Face-to-face and distance learning for representatives of target groups of participating schools

DC 2.1 Increase the personal and professional competences of teaching staff for the education of pupils with different educational needs through participation in courses in subject, didactic, general pedagogical and diagnostic training and personal social development DC 2.2 Enhance the professional and managerial competencies of school leadership in implementing inclusive learning by engaging them in educational, mentoring and coaching support	The management of schools and educational institutions will acquire or deepen their competence in the implementation and management of the processes necessary for the implementation of APIV in their school. Teaching staff will increase their professional competences for planning and implementing teaching in accordance with the objectives of inclusive education.	The objective was met.	• School management and teaching staff evaluate the information obtained during the training as useful and beneficial. • The teaching staff of the participating schools assess that they are able to plan and implement lessons in accordance with the objectives of inclusive education, i.e., they are able to provide support measures for pupils with specific needs in levels I to III, while the provision of these measures does not have a negative impact on other pupils without identified support or the functioning of the class as a whole. • Educational counsellors, special school educators, school psychologists and other teaching staff who participated in the training programmes perceive the benefits of the training programmes and these programmes have helped them to improve the quality of the support provided and to expand the repertoire of approaches applied in their work with pupils with disabilities and problematic pupils.
	The members of the National Team of trainers and consultants will develop their training, communication and presentation skills, deepen their professional competences by sharing experience and examples of good practice, and thus be able to provide quality and effective methodological support.	The objective was met.	• The lecturing and presentation skills of trainers and consultants are positively evaluated by the participants of the training programmes. • The consultancy services provided are positively evaluated by the schools.

	Mentors and coaches working with schools involved in the regional network of schools will gain theoretical knowledge and practical skills to conduct individual forms of support in schools.	The objective was met.	• The approach and expertise of mentors and coaches are positively evaluated by their service users.
DC 2.3 Provide government officials and representatives of founders with educational support leading to the necessary orientation in the topic of inclusive education	Public administration representatives are able to apply the APIV objectives to their own agendas.	The objective was met.	• Representatives of the public administration assess that they have achieved a better understanding of inclusive education issues. • Representatives of public administration are aware of the benefits, support the idea of inclusive education and are ready to provide the necessary cooperation in the implementation of inclusive education in their schools.
Sub-objective: Increase support for inclusive learning across all stakeholder groups **Outputs related to the objective:** • 280 information seminars • Inclusive Education Information Database (interactive application)			
DC 3.1 Analyse public attitudes towards the topic of co-education	The professional and general public will gain a basic insight into the issue of inclusive education, increase their orientation in the strategic goals of education development formulated by MŠMT and the processes that should lead to their fulfilment.	The objective was met.	• Participants of the information seminars positively evaluate the shift in understanding of the basic principles of inclusive education, its objectives and implementation in practice.
DC 3.2 Targeted communication with stakeholders (teachers, public administration employees, representatives of founders, parents) on the topic of inclusive education and its individual and social benefits through an awareness-raising and information campaign using social media and electronic information materials	Representatives of the target groups are provided with free and continuously updated practical information on topics, processes and measures necessary for the implementation of the APIV in a modern interactive format for computers and mobile platforms. The information is structured with regard to the needs and roles of the different stakeholders in the APIV implementation process.	The objective was met.	The web application is continuously updated and expanded after the end of the project. Thanks to its interactivity, practical download options and well-crafted materials, it maintains a high attendance.
Sub-objective KA 4 Evaluation **Outputs related to the objective:** Professional platform of inclusive education Analysis and evaluation of APIV 2016-2018 Theses for APIV 2019-2020 and draft APIV 2019-2020			
DC 4.1 Analyse and evaluate the state of implementation of inclusive education directly in schools	The fulfilment of the objectives and measures of the APIV 2016-2018 is continuously monitored and evaluated and this information is used in the preparation of the draft APIV 2019-2020	The objective was met.	• MŠMT has good feedback and information on the implementation of APIV 2016-2018. • MŠMT obtained relevant recommendations for the revision of the APIV for 2019-2020.

	All products of the project undergo continuous quality assessment to ensure they are of maximum benefit to the target groups and fulfil the project's objectives and purpose.	The objective was met.	During the project, internal evaluation reports were regularly prepared, professional portfolios of teaching staff were developed, and the lecturer index was measured.

Evaluator´s conclusions

The project activities were carried out to the expected scope. All key activities of the APIV A and APIV B project have been successfully completed or are expected to be completed by 31.12.2022, produced the outputs set out in the Project Charter, and achieved the target values of the indicators. Projects have also flexibly adapted to changing conditions in the context of the COVID-19 pandemic and the war in Ukraine, and the changing needs of target groups.

Despite all the obstacles, the APIV A project has managed to meet expectations, its outputs are at a very high level and its quality has even exceeded these expectations. The monitoring of the implementation of inclusive education implemented in APIV A fulfilled its objective, which was to capture the changes in pedagogical processes in the school and to provide the decision-making sphere with the basis for adjustments to the already implemented measures in the field of co-education and the formulation of proposals for changes leading to improvement of the quality of education. The results of the research have been reflected in and have a direct impact on teacher education in undergraduate education as well as on the comprehensive DVPP system focused on inclusive learning.

Within the framework of the APIV A project, 29 basic and follow-up training programmes, 10 specialisation training programmes and 3 long-term trainings were developed and pilot-tested. The training programmes are integrated into the DVPP system and thus have the prerequisites for further implementation after the end of the project and can contribute to further improvement of education in the long term. The APIV A project also developed a pedagogical diagnostic tool for determining the language competences of foreign pupils and pupils with OMJ, as well as teaching and methodological materials. The tool will enable teaching staff to provide support to foreign pupils and pupils with OMJ according to their individual needs. The need for developed tools and methodological and teaching materials is currently very topical in connection with the influx of children from Ukraine and the need to integrate them into the education system.

An important output of the APIV A project is the Reference framework for Czech sign languages. The material lays the foundations for change in many related areas: in the field of improving interpreting services, education of deaf students and in the way of testing language competences. During the implementation of the KA, follow-up activities are already planned to guarantee the use of the outputs. Steps are also being taken to disseminate RRZJ on a European scale with the aim of using it to describe individual national sign languages.

The APIV B project succeeded in supporting the regional Education Support Centres with staff and at the same time stabilising them. Regional APIV methodologists and consultants based in the Regional Centres provided consultancy and advisory services to schools involved in the APIV school network, which they also helped establish. The provision of support in the form of DVPP, coaching, mentoring, expert services, internships and others was directed to 24 schools in each region. The supported

teaching staff thus gradually acquired various techniques, procedures, tools and methods enabling the implementation of inclusive education. In addition, teaching staff in schools with comprehensive support have undergone individualised forms of support to develop their personal and professional development.

The APIV B project has succeeded in providing training to the schools involved in the APIV school network by assembling a National Team of quality trainers and consultants. The trainers themselves were systematically trained within the project in order to maintain the quality of the training provided. In addition to training in 29 new training programmes in the framework of DVPP of APIV A, which were also accredited in the framework of the APIV B project, there was a training programme to support lecturing and presentation skills. At the same time, the project responded flexibly from the beginning to the monitored needs of the target groups. In the course of the project, additional training programmes have also been developed, including online training programmes, so that the offer remains as up-to-date and attractive as possible. In addition to the training of representatives of the target groups of the participating schools, training was also provided for representatives of local governments, including the founders as well as the ŠIKK coordinators in each region, and the state administration. In this sphere, the basis for a change in general thinking on co-education was laid.

The project also included work with the public. In the course of the project, a number of successful cooperations were established with specialised educational and school media. Gradually, it was possible to develop cooperation with media devoted to family topics and reach this target group. As the project progressed, the well-attended information seminars organised regularly in each region to promote awareness of inclusive education topics also saw an increase in the proportion of parents in the total number of participants. Comprehensive information on various topics of inclusive education is provided by the web application Zapojmevšechny.cz, which has become one of the main information portals on co-education.

The outputs of the projects have been subjected to multiple peer review processes to ensure their high quality. The outputs were appreciated and accepted by the professional public participating in the expert panels.

The projects have succeeded in achieving the expected changes in the education system. Most of the outputs of the activities are also expected to be used after the end of the project implementation. The key activities of both projects met their objectives and fulfilled their purpose. The APIV A and APIV B projects, in synergy with other IPs and IPos, have helped schools to implement inclusive learning and contributed to systemic change.

5.2 Risks and barriers of projects

> **EQ A.1. To what extent do the management and implementation of the APIV projects conform to the project application?**
>
> **A.1.3. Are there any risks that jeopardise the implementation of the project and achievement of the objectives**
>
> **A.1.5. What does the implementation team consider to be the greatest barriers to successful implementation during the project?**

Sources of information:
- 1st - 4th Interim evaluation report
- Structured interviews with KA managers and HPM of the APIV projects
- Structured interviews with the Support Centre staff
- Interim evaluation reports

In order to ensure logical continuity and minimize redundant steps, the evaluator merged the solutions to sub-questions A.1.3 and A.1.5. The common solution to both sub-questions is based on the consideration that the risks of project implementation can also be perceived as potential barriers that have not yet manifested themselves. The barriers are then the facts that have already occurred.

The risks of the APIV A and B projects were already defined in the Project Charter. In the initial phase of the projects, a Risk Management Strategy was set up and risk catalogues/registers were prepared for both projects. As these documents are systematically handled within the project management, the evaluator focused mainly on the identification of possible additional risks and barriers.

The most significant risk of both projects throughout their implementation was their **broad scope**. As to the APIV A project, each expert KA dealt with a completely unique topic, the common denominator of which was co-education. Each KA thus represented a very complex task involving a number of sub-activities and in the case of concurrence of substantive tasks and other obligations arising from the project management (checks of the ŘO, settlement of comments from evaluations, settlement of comments on the ImpR) this could overload the project team.

In the case of the APIV B project, it was primarily the high number of schools in the regional network that the project targeted for support, as well as the number of types of schools and school facilities (the project targets MŠ, ZŠ, SŠ/VOŠ, ZUŠ and SVČ). Providing support to such a large number of entities with very diverse needs then posed a risk that the needs of all would not be sufficiently met, as the support could not always be tailored to the type of school and the time and regional availability of lecturers. There was thus a risk that the number of schools could not be maintained. The scale of the network also placed significant demands on the capacity of the Support centres. However, this risk did not materialise, the network of schools was relatively stable and if a school left the network, it was replaced by other schools.

The projects also addressed the **follow-up of APIV A and APIV B**. This was KA 3 APIV A, which developed educational programmes that were handed over to the APIV B project for implementation in schools participating in the network. Specifically, there was the issue of availability of lecturers and insufficient coverage of VP topics for some types of schools. Time considerations were also addressed.

Finally, KA 3 APIV A was set up to meet the needs of the APIV B project. The training programmes were developed in advance by APIV A so that APIV B could offer them in the participating schools. At the same time, VPs were created for school management and some types of school facilities.

During the implementation of the projects, the **NÚV and NIDV were merged into one organisation**, the NPI ČR, which brought with it risks in the personnel, process and organisational areas.

The biggest obstacles to project implementation were the **epidemiological measures to prevent the spread of COVID-19**, which had a direct impact on the implementation of the individual KA of both projects. As may be observed, project teams flexibly responded to the current situation and put all their strength into eliminating the related risks. The projects developed a range of distance learning activities in a very flexible way during the epidemiological measures, targeting activities to the needs of the target groups. Educational programmes, trainings and expert panels were transferred to online form. The risk became a challenge for the projects, thanks to which the teams mobilised and tried to find new ways of working and implementing activities. However, the obstacles encountered resulted in the need to extend some activities by 8 months, i.e., until 31.12.2022. Some KA also had to be modified in terms of content (e.g., KA 2 Monitoring, planning, evaluation of inclusive learning).

In the APIV A project, risks and barriers were mainly faced by KA 5. A significant barrier was the **stagnant agreement among the Deaf community over the form of the final output**. This barrier was eventually overcome. Experts in Czech sign language and representatives of the Deaf community were involved in the KA 5 implementation team, the project team cooperated and communicated with all institutions and organizations in the Czech Republic and abroad dealing with the sign language, thanks to which there was a general consensus on the form and content of the RR. The time-consuming nature of developing the reference framework was also a risk.

In the APIV B project, the risk was the **updating of the developed VP and the transfer of uniform information on inclusive learning and teaching to schools**. It was agreed between the APIV A and APIV B projects and the Steering Committee of both projects that the updating of the VPs would be ensured by the APIV B project, which would take into account the current needs of teachers and schools. The modifications to the VPs and their adaptation to interpretation by the APIV B lecturers themselves eventually gave way to a binding statement by APIV A representatives that APIV B lecturers were considered sufficiently erudite in assessing their seriousness. If the APIV B lecturer considered that this was an insignificant adjustment to the VP, he carried it out himself. If, on the other hand, he considered that the modification affected the content and educational objectives of the VP, he was obliged to contact the APIV B implementation team. Such a modification by the implementation team was then subject to the approval of the ŘV (such a major modification of the IR occurred in four cases during the lifetime of the project). However, it cannot be said that the modifications to the VPs went through a standardized process of supervision to ensure that they are not of a fundamental nature and that there is no inconsistent presentation of the topic in schools. Currently, this risk has been overcome as the training programmes have been handed over to the core activities of the NPI ČR for re-accreditation, during which they will be updated and unified.

Another risk of the APIV B project was the **non-fulfilment of the marginal support** for some schools. The risk was eliminated by redistributing the support towards schools with already used support that could not yet benefit from the individualised services provided by the project, and by motivating the supported persons to draw down the marginal support.

Evaluator´s conclusions

Throughout the project implementation, the project teams implemented adequate measures to eliminate risks and barriers to successful implementation of the project. The identified risks and barriers were overcome and both projects were successfully completed and achieved their objectives. Lessons learned from the selection of relevant measures are transferable to other projects planned for the new programming period 2021-2027.

.

5.3 Evaluation in projects

> **EQ A.1. To what extent do the management and implementation of the APIV projects conform to the project application?**
>
> **A.1.4. Does the course of evaluation activities in the project correspond to good evaluation practice?**

Sources of information:
- *1st - 4th Interim evaluation report*
- *ImpR 18, 19, 20 and 21 of APIV A and APIV B projects*
- *Structured interviews with APIV A and APIV B KA managers*
- *Structured interviews with internal evaluators*
- *Interim evaluation reports*

Internal evaluation of the APIV A project was the evaluation system set up separately for each KA. The evaluation of outputs (sub-outputs as well) of individual key activities is set up in a very robust way. The outputs of the key activities were usually subjected to peer review, internal and external review, the review procedure within the relevant expert panel as well as the review procedure in the Steering Committee of the project. For some outputs, the opinions of experts with an international reputation are also compiled. Some APIV A outputs are evaluated in the form of a pilot study as well. The evaluation mechanism for KA 5 - the Reference Framework for Czech sign language - had a very comprehensive set-up.

The evaluation of the majority of KA was backed by an internal evaluator in cooperation with the managers of individual KAs. Internal evaluation also involved other evaluation activities beyond the evaluation of the individual KA outputs. This includes, for example, data collection through what are known as professional PP portfolios, or initial and final field surveys at the schools involved, etc.

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

Evaluator´s conclusions

The internal evaluation of both projects appears to be reasonable, sufficient and corresponding to good evaluation practice. The internal evaluation was appropriately integrated into project activities and its outputs were used and reflected in the project's implementation. The internal evaluation contributed to the quality of the project outputs.

.

5.4 Achievement of the objectives of the APIV B project in KA 1
Methodology and coordination networks and KA 2 Education

> **EQ A.1. To what extent do the management and implementation of the APIV projects conform to the project application?**
>
> **A.1.6. To what extent are the target groups satisfied with the methodological support of Inclusive Education Support Centres??**
>
> **A.1.8 Do the participants really improve their professional qualifications as a result of training events?**

Sources of information:
- *Outputs from internal evaluation of the APIV B project: Evaluation Report for the 2020/2021 school year, Summary Reflective Report of Result Indicator 5 25 10, Final Report of the Exit Questionnaire Survey of Schools participating in the APIV B Project, Evaluation of Lecturers grouped under the lecturer Index*
- *Field survey in schools participating in the APIV school network within the 1st, 2nd, 3rd and 4th Interim reports on the external evaluation of the APIV A and APIV B projects*

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

Evaluation based on internal evaluation

The evaluation of EQ A.1.6 and A.1.8 was carried out on the basis of the internal evaluation documents, which were the Internal Evaluation Report for the 2021/2022 school year, the Final Report of the Exit questionnaire in schools participating in the APIV B project (hereafter also the Exit Survey) and the Summary Reflective Report of Outcome Indicator 5 25 10 compiled from the statements of the supported PPs reported in the teaching portfolios (hereafter also the Summary Reflective Report). For the final evaluation, the lecturers' evaluations, grouped under the so-called lecturer index, were also used.

Further training of teaching staff (teachers and school management)

The majority of trainees in the 2021/2022 school year perceived a clear benefit from the VP for their future work, with the most significant benefit reported by VP participants for school management - 33% considerable benefit and 51% medium benefit (84% in total). In a year-on-year comparison of data from the teaching portfolios (2019/2020, 2020/2021 and 2021/2022 school years), it is possible to

observe the stability of these values, where any fluctuations in values are only in the order of a few percent.

Chart 1 Pedagogical portfolio – benefits of the training programme (school management)
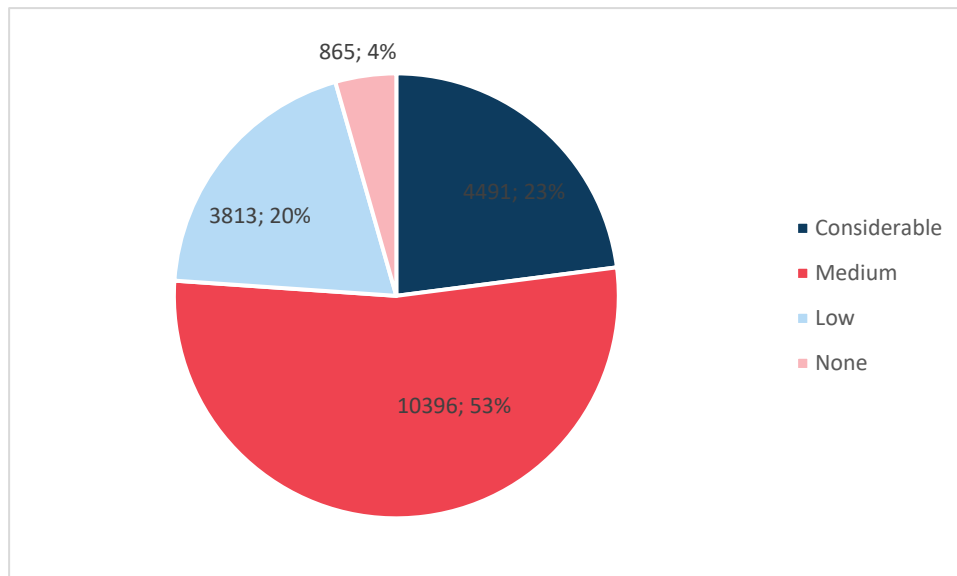
N=3276; Question: What benefit did this education programme have for your work? Source: Evaluation report for the 2021/2022 school year, Teaching portfolios

23 % of training participants rate the benefit as considerable and 53% as medium (total 76%). Similar to school management, the data from the teaching portfolios for the target group of teachers vary by only one percent within the same year-on-year comparison.

Chart 2 Pedagogical portfolio – benefits of the training programme (teachers)

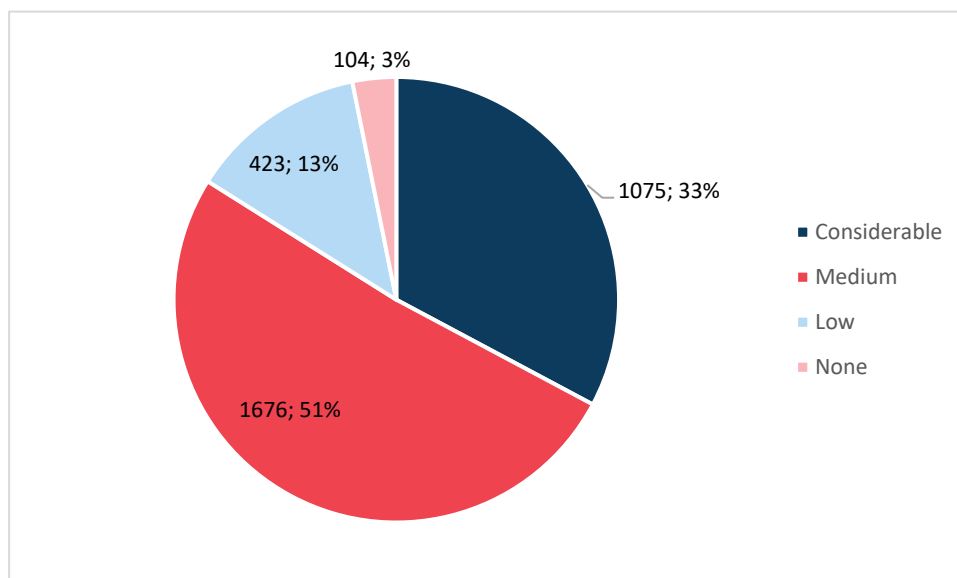N=19565; Question: What benefit did this education programme have for your work? Source: Evaluation report for the 2021/2022 school year, Teaching portfolios

Webinars

80% of the trainees perceived a considerable or medium benefit of the webinars (including the 4 information and educational programmes) for their work. The year-on-year data show that the contribution of webinars increased slightly after the implementation of the VP, as did the acceptance of lecturers. The webinars were generally rated positively, with the best ratings for the 2021/2022 school year being the lecturer's expertise in the topic and responses to specific questions.

Chart 3 Year-on-year evaluation comparison - webinars
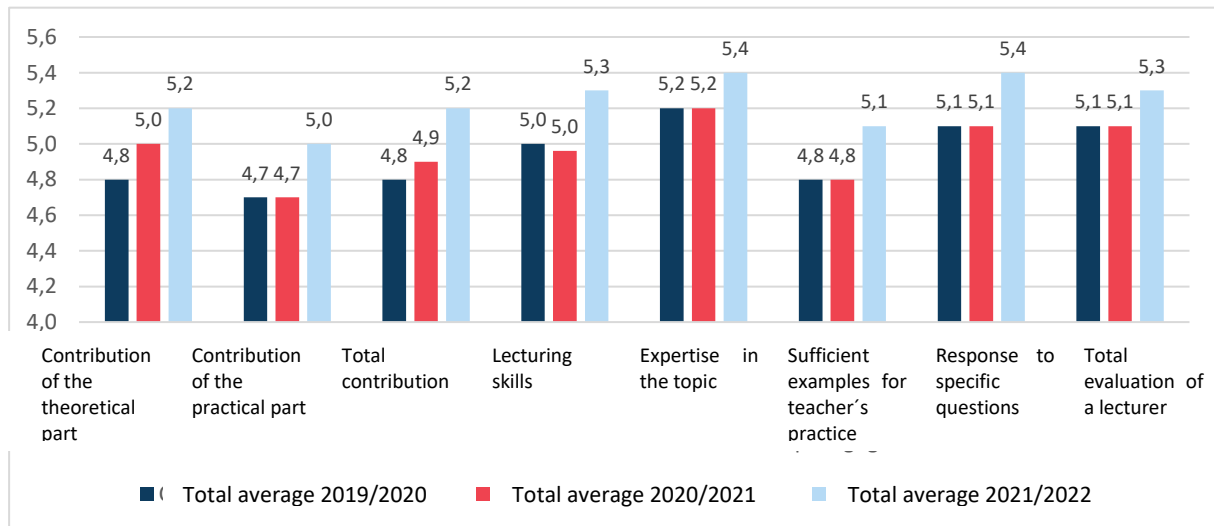
N=1467 (2019/2020), 2766 (2020/2021), 846 (2021/2022); Question: How did each aspect of the training programme benefit your work? Source: Evaluation report for the 2021/2022 school year, Teaching portfolios

Individual and personalised support for teachers

Individual and personalized support in the form of mentoring, coaching, expert services and consultative support was newly enriched with supervision. An analysis of the teaching portfolios for the 2021/2022 school year shows a very positive assessment of the benefits of coaching at 94% (considerable and medium benefits). The evaluation of the benefits of mentoring and expert services is also at a high level. In this school year, 86% of teachers see a considerable or medium benefit from mentoring. In the context of expert services, such a benefit is perceived by 83% of support participants.

The evaluation of the teaching portfolios of the supervision participants shows that 75% of the trainees reported a considerable or medium benefit of supervision for their work, improvement of the situation in the teaching staff or personal development.

Chart 4 Supervision - contribution to the work, improvement of the situation in teaching staff or personal development
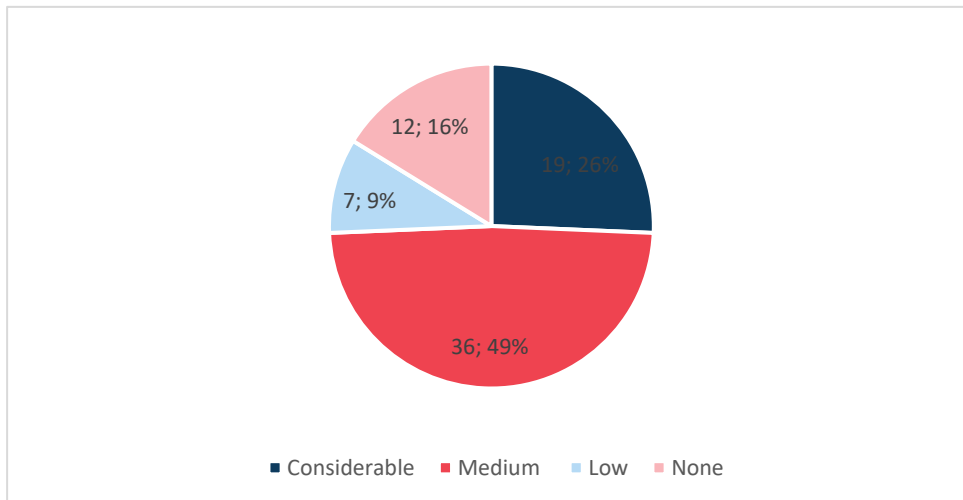
N=74; Question: How did the supervision provided by the APIV B project benefit your work, improve the situation in the teaching staff or your personal development? Source: Evaluation report for the 2021/2022 school year, Teaching portfolios

As shown in Chart 5, 76% of participants were also motivated by supervision to further self-development. Ongoing communication between project representatives and supervisors confirmed that most of the schools that used supervision within the project plan to use it in the future.

Chart 5 Supervision – motivation for further self-development
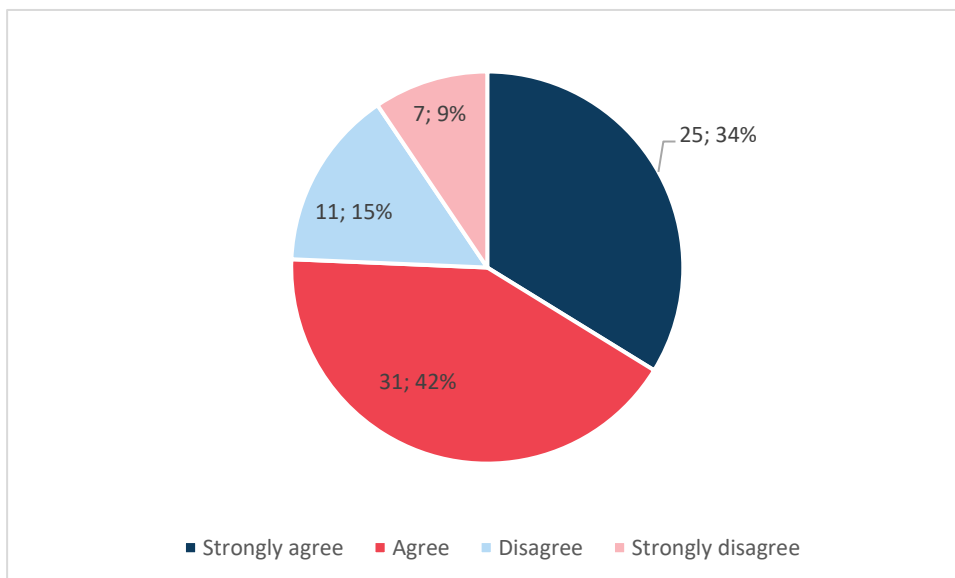
N=74; Question: Did the supervision motivate you to further self-development?; Source: Evaluation report for the 2021/2022 school year, Teaching portfolios

Platforms for teachers and ŠPP

In the case of support for education counsellors, school special educators or school psychologists, their training in DVPP could have taken place, but only from the position of a senior educational worker or

teacher, i.e., the project did not provide DVPP-type training for specialised staff in the field of SV. A new form of support was integrated into the project in its last phase, i.e., largely as an extension of the project - the so-called platforms for sharing experience among school counselling staff. According to the results of the internal evaluation, most participants were rather or completely satisfied with the benefits of the platform (scores 4-6 on a 6-point scale were chosen by 78%) and almost all (94%) would definitely or rather recommend the platform as a type of training to other colleagues.

Chart 6 Evaluation of the overall benefit of the platform for teachers and ŠPP

N=248; Rating of the overall contribution of the expert platform on a scale from 1 (completely dissatisfied) to 6 (completely satisfied); Source: Evaluation report for 2021/2022 school year

Training of public administration representatives (state and local government)

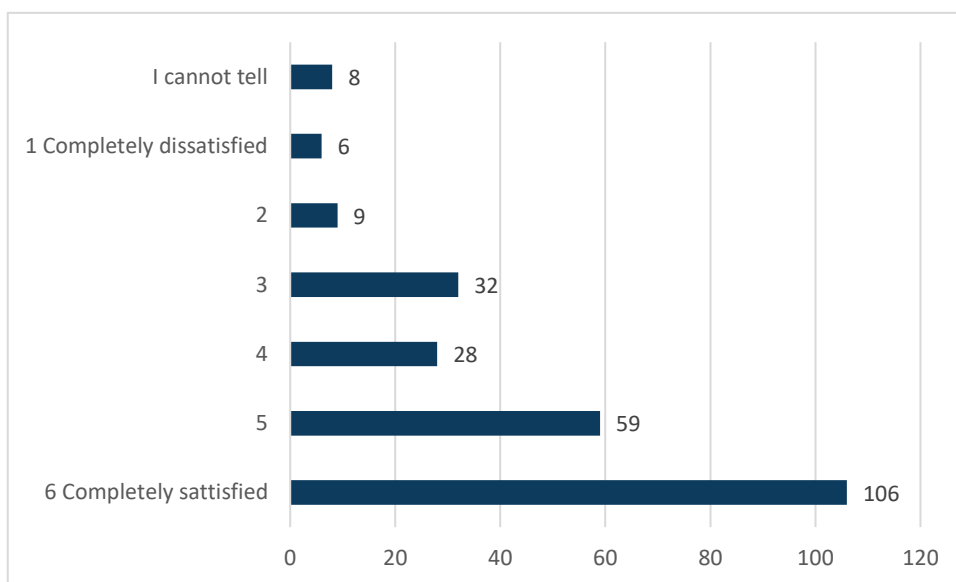The target groups of the project also included public administration staff; local or state governments. According to the evaluation data, participant satisfaction was high (over 70% of participants scored 4-6 on a six-point satisfaction scale).[4]

Awareness of school representatives in different areas of SV

The main objective of the Exit Survey Report was to describe the benefits of APIV B support in schools participating in the regional network of APIV B schools and school facilities. The report of the exit survey addresses, among others, improving schools' awareness of various practices of SV. According to the principals' statements, there has been an improvement in awareness in all areas[5] surveyed during the schools' involvement in the APIV B project. The smallest improvement occurred in the area where the level of awareness was already the lowest to begin with (*Counselling within the region to provide assistance in a specific situation where children/pupils/teachers/parents are not coping with*

---

[4] Source: Evaluation report for 2021/2022 school year (ImpR 77)

[5] 1. Procedure for determining types and grades of PO in children and pupils; 2. Cooperation of the school with the PPP and SPC in setting PO; 3. Procedure for establishing PO on level 1; 4. Administration related to PO of children and pupils; 5. Providing PO in teaching according to the specific diagnosed and undiagnosed types of children´s / pupils´ SVP; 6. Counselling within the region to provide assistance in a specific situation where children/pupils/teachers/parents are not coping with inclusion in the educational process of the school.

inclusion in the educational process of the school). Here too, at least a slight improvement was declared by the vast majority of directors (92 %)[6], with about half rating the shift as a "moderate/medium improvement". In the final phase of the project, school directors of the regional network perceive at least a slight improvement in all submitted SV[7] areas. K The biggest shifts according to directors occurred in the areas of *Teacher Cooperation with AP and Teacher Cooperation with ŠPP*. According to the directors, *School Climate, IVP Writing and Communication with Parents* have also improved significantly. As with directors, teachers perceive a shift in all areas surveyed, most notably in the area of *Teacher Cooperation with AP*. According to teachers, there has also been significant improvement in the areas of *School Climate and Communication with Parents of Children/Pupils*. In addition, this part of the questionnaire survey found a slight increase in the proportion of diagnosing teachers (from 29% in the baseline survey to 34% in the exit survey)[8].

Shifts in the competences of teachers and school directors

As shown in chart 7, the vast majority of directors of participating schools (91% strongly agree, agree) stated in the exit survey that the APIV B project had increased their professional and managerial competences in the field of SV.

Chart 7 Increased professional and managerial competences of school principals as a result of participation in the APIV B project
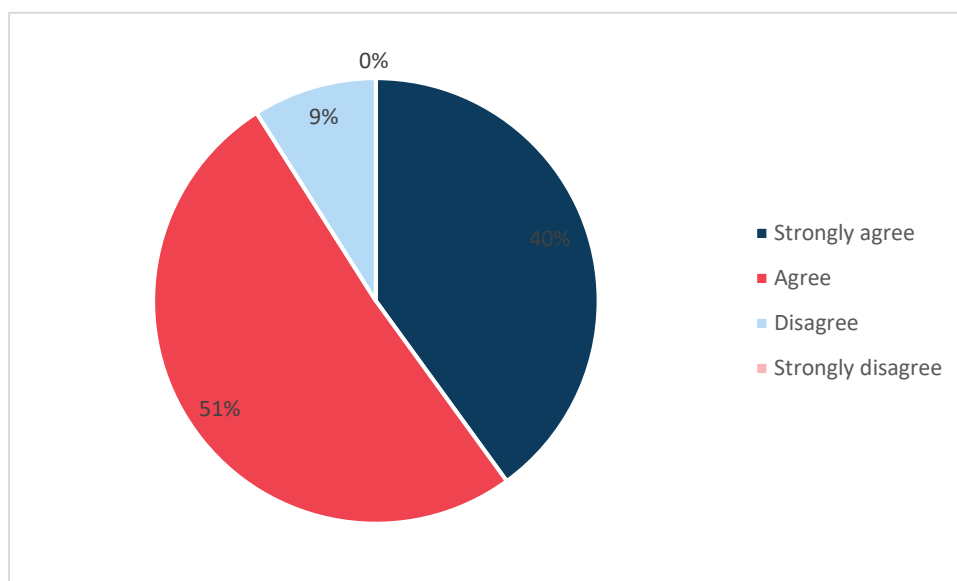
N=231; Question: (directors) Do you think that the APIV B project has increased your professional and managerial competences in the field of SV?; Source: Final report of the exit survey in schools participating in the APIV B project.

---

[6] Source: Final report of the exit survey at the schools participating in the APIV B project, N = 231.

[7] 1. Cooperation of teachers with teaching assistants; 2. Cooperation of teaching staff with School counselling centre; 3. Communication with children´s /pupils´ parents; 4. School climate; 5. Writing IVP/PPLP; 6. Organisation of teaching in a heterogeneous classroom; 7. Personal and professional development; 8. Diagnosis of children/pupils with SVP; 9. Legislation; 10. Teaching methods for children/students with different learning needs; 11. Cooperation with PPP/SPC; 12. Reporting, administration related to the provision of support to children/pupils with SVP; 13. Different forms of evaluation; 14. Others.

[8] Source: Final report of the exit survey at the schools participating in the APIV B project, N = 2743.

Also, the majority of supported teachers participating in the exit survey (81% strongly agree, agree) stated in this survey that the APIV B project had increased their professional or personal competences for the education of children/pupils with SVP (Chart 7).

Chart 8 Increased professional or personal competences for the education of children/pupils with SVP as a result of participation in the APIV B project - teachers
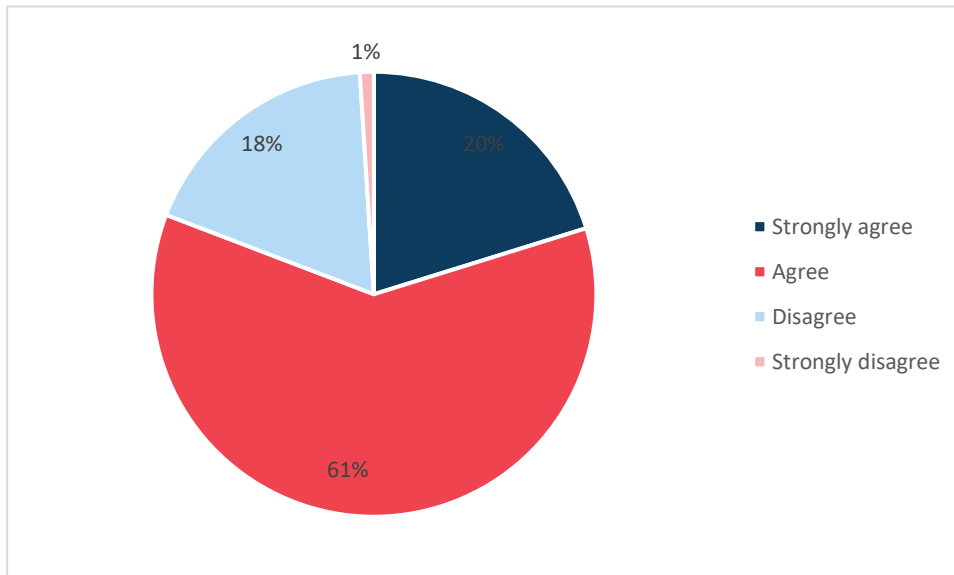
N=2743; Question: (teachers) Do you think that the APIV B project has increased your professional or personal competences for the education of children/pupils with different educational needs? Source: Final report of the exit survey in schools participating in the APIV B project.

Transfer of knowledge and skills into practice

Beyond the exit survey, the summary reflective report reports on the transfer of knowledge and skills into practice. In school practice, the most obvious impact of support is in the implementation of pedagogical diagnostics, development and evaluation of IVP and PLPP. Thus, specific methods are applied in school teaching and knowledge from the field of pedagogical assessment of pupils' progress is applied. The supported teachers transferred specific psycho-hygienic strategies and relaxation methods related to the prevention of burnout syndrome from the DVPP into practice. They have used their knowledge in this area in communication with parents of children/pupils, peers, in setting priorities, in changing habits, in private and in teaching children and pupils. The transfer into school practice has also occurred in school management in a number of specific organisational, administrative or communication measures.

Evaluation of the current state of the school in the field of SV from the directors' point of view

In the exit survey, the majority of principals surveyed (61%) rated the current state of the school's
provision of inclusive education[9] as above average[10], and 9% even rated the current state of the school
as ideal. The high rating of the current state of SV in schools corresponds to the high rating in the
individual areas of SV. According to the exit survey, the schools involved in the regional network
perform best in their ability to include pupils with SVP in mainstream education in the area of Teacher
Cooperation with AP, which is also the area where, according to both directors and teachers, the
greatest improvement has occurred during the APIV B project. Similarly, the School Climate area is
rated highly above average by the directors of the participating schools, with 30% of directors rating it
as ideal[11], and 58% as above average. Other areas that are currently at a high level, according to the
directors, include Cooperation between the school and the PPP/SPC, Cooperation between teachers
and the ŠPP, Management of administration and communication with parents of children/pupils. In
teachers' ratings of improvement in each area, School Cooperation with PPP/SPC was rated as the area
with the lowest rate of improvement.

The ability to modify the ŠVP by school management should have been positively influenced by the
presence of the DVPP "Support measures for the education of pupils with SVP - modification of content
and learning outcomes for pupils and students" designed for all levels of education – MŠ, ZŠ, SŠ, ZUŠ,
SVČ. The content of the training programme is a modification of RVP, ŠVP and IVP. Lecturer index
analysis reveals adoption of VP topic over a period of 6 months to June 2022. An important indicator
of lecturer quality is obtained by an online questionnaire. Table 3 shows ratings reflecting high
satisfaction with the performance of lecturers presenting this topic at all levels of training. Reliability
of the data on topic ratings for schools at ZUŠ is less reliable due to the low number of respondents.

**Table 3 Number of evaluations and adoption of DVPP "Support measures for teaching pupils with
SVP - adaptation of content and outputs for management"**

	Number of ratings	Average evaluation of lecturers
MŠ	87	5.03
ZŠ	201	5.12
SŠ	52	5.41
ZUŠ	13	5.23

The scale of the lecturer index ranges from 1 (completely dissatisfied) to 6 (completely satisfied). Greater or moderate
dissatisfaction is between 1 - 3; the middle of the scale, i.e., neutral attitude, is between 3 and 4; above 4 is moderate or
greater satisfaction. For the evaluation it is necessary to take into account the number of evaluations. The larger these
numbers are, the higher the quality of the data.

---

[9] The current state of the school's provision of SV is made up of several evaluated aspects: 1. Cooperation of
teachers with teaching assistants; 2. School climate; 3. Cooperation with PPP/SPC; 4. Cooperation of teaching
staff with the School counselling centre; 5. Reporting, administration related to the provision of support to
children/pupils with SVP; 6. Communication with children´s /pupils´ parents; 7. Writing IVP/PLPP; 8. Legislation;
9. Organisation of teaching in a heterogeneous classroom; 10. Personal and professional development; 11.
Diagnostics of children/pupils with SVP; 12. Teaching methods for children/students with different learning
needs; 13. Different forms of evaluation; 14. Others.

[10] Source: Final report of the exit survey in schools participating in the APIV B project, N = 231.

[11] Source: Final report of the exit survey in schools participating in the APIV B project, N = 231.

Summary evaluation based on data from field surveys

The fulfilment of sub-criteria EQ A.1.6 and A.1.8 was also evaluated from the data of a field survey of a sample of 30-35 schools involved in the regional APIV network carried out by the external evaluation team as part of the processing of each of the 4 interim external evaluation reports.

The support from the APIV B project was generally perceived by the representatives of the participating schools as beneficial throughout its duration. At the beginning of the project, over 90% of school directors and APIV school guarantors found the support very useful or useful. The support provided during this period was also described as very useful or useful by 80% of the teachers surveyed. In the following year, the contribution of each type of support was evaluated. Ratings of "very useful" and "useful" averaged 60%. In subsequent years, the usefulness of the support provided was generally rated as very high by the directors of the participating schools, with benefit ratings (responses of 'very useful' and 'useful') ranging up to 95%. For school guarantors, it increased by 17% between the 2020/2021 and 2021/2022 school years. Teachers' ratings of the benefits of support were consistently high, above 90%.

The outcome criteria were investigated as the project moved into the peak and late phases of implementation, i.e., in the 3rd and 4th IR of the external evaluation, i.e., in the 2020/2021 and 2021/2022 school years. The results of the field survey show that school representatives are convinced of their ability to plan and implement teaching in accordance with the SV objectives, i.e., they are able to provide pupils with specific needs with support measures of levels I to III, while the provision of these measures does not negatively affect other pupils without the identified support and the functioning of the class as a whole. A slight difference in the evaluation is evident between school management and teachers, where the belief in the ability to successfully provide PO for pupils with SVP is more significant in the group of senior teaching staff. Charts 8 and 9 show the year-on-year comparison of responses from school management and teachers. Between the 2020/2021 and 2021/2022 school years, the confidence of the directors of the participating schools in the school's ability to plan and implement instruction in line with the SV goals was strengthened.

Chart 9 Ability to plan and implement teaching in accordance with the objectives of SV - directors
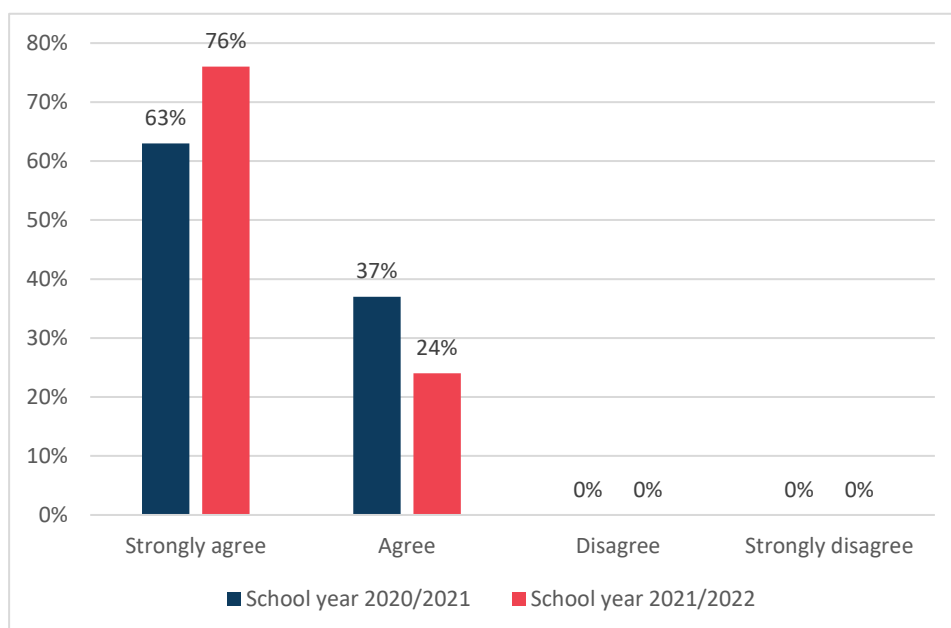
N=30 (2020/2021), 29 (2021/2022); Question: (directors) In your opinion, are you able to plan and implement teaching in line with the objectives of SV? Do you manage to provide PO to pupils with SVP?; Source: Field survey within the 3rd and 4th IR of the external evaluation.

Chart 10 Ability to plan and implement teaching in accordance with the objectives of SV - teachers
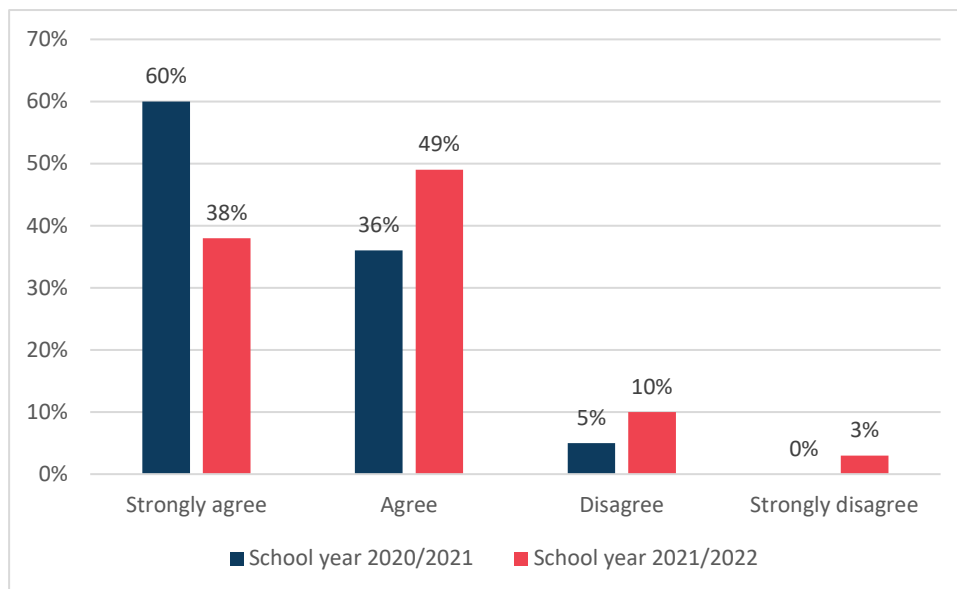
N=42 (2020/2021), 32 (2021/2022); Question: (teachers) Do you think you are able to plan and implement teaching in line with the objectives of SV? Do you manage to provide PO to pupils with SVP?; Source: Field survey within the 3rd and 4th IR of the external evaluation.

The fieldwork also assessed the feeling of overload due to the introduction and adherence to new procedures in school practice. In the 2020/2021 school year, there were very few cases of teachers who definitely felt overloaded, and approximately 25-30% of teachers and directors felt a partial level of overload. This has changed for the 2021/2022 school year and the level of overload perceived as significant (responses definitely yes) has increased to 35-40%. On the contrary, there were fewer cases where school representatives, both teachers and directors were sure they did not feel overloaded; the values decreased by about 10% for both directors and teachers.

The results of the field survey are further developed by the exit survey. Directors were significantly more likely than teachers to report that teachers are more exhausted (65% directors, 46% teachers) and more frustrated than before (40% directors, 27% teachers). Teachers' frustration and exhaustion is also linked by the exit survey to their general support for SV. About half of the teachers (54%) whose attitudes towards SV have worsened over the past few years also reported being more frustrated than before (Strongly agree or Agree), and 71% of those whose attitudes have changed for the worse also reported being more exhausted than before.

Evaluator´s conclusions

Individual surveys of target groups carried out throughout the duration of the project, including target group surveys carried out by the external evaluator, demonstrate the perceived benefits of the different types of support provided by the project. The deepening of the professional qualification of senior teaching staff by increasing their awareness and work leading to improvement of personal and professional competences is reflected in the evaluation of the current state of the school. The satisfaction of schools participating in the APIV school network with support provided by the Support

Centres was investigated in the framework of continuous field surveys by the external evaluator. The investigations have documented a proactive approach by representatives of the Support Centres. The level of communication between CP representatives and schools in relation to the fulfilment of contractual obligations of schools was carried out at a high level, partly as a result of the intensive communication, causing "non-independence" of schools, e.g., in their unwillingness to independently fulfil the administrative obligations arising from their involvement in the project and transferring these obligations to CP representatives.

5.5 Sharing examples of good practice within regional networks of cooperating schools

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

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

Sources of information:
- *1st - 4th Interim evaluation report*
- *Structured interviews with KA managers and HPM*
- *Structured interviews with regional methodologists*
- *Evaluation report for 2021/2022 school year*
- *Final report on the exit survey in schools participating in the APIV B project*

The transfer of good practice examples in the APIV B project took place on several levels. At the beginning of the project, training programmes for senior teaching staff worked well. These took place between neighbouring participating schools at a regional level, with representatives from these schools meeting repeatedly at one of the schools. In this way, the directors or other VPP gained contacts to their colleagues, could inspire each other, cooperate, etc.

Similar networking also took place at the level of the APIV school guarantors, the school staff organising the APIV B services at the school during the period of participation in the project. The evaluation report for the 2021/2022 school year provides a satisfaction survey of APIV school guarantors. Satisfaction with a total of 11 school guarantor meetings in the past year was rated favourably. The three highest ratings on a 6-point scale were chosen by 85% of respondents. A full 92% of school guarantors said that the meetings helped them to share experiences from teaching and project practice. In addition, 74% of supervisors documented making new contacts with colleagues from other schools, and of these, more than two-thirds believe that they will last in the future (66% strongly agree and 13% agree).

The survey published in the Evaluation Report for the 2021/2022 school year showed that the school guarantors who attended the regular meetings were aware of their regional importance, although the main focus of the meetings was to provide information regarding the completion of services and the formalities associated with the completion of project activities. APIV school guarantors acknowledged the benefit of networking. They also consider networking to be sustainable, given the relatively long period they have met each other and therefore shared school practice. The usefulness of bringing stakeholders together at the same level, where school leaders can discuss issues they know well, is

also illustrated by the evaluation of school director networking. A qualitative survey of 14 school directors within the APIV school network showed an even stronger positive effect, assuming that the contacts made would be maintained and further exploited. At the third level is the networking of teachers in the context of teacher support platforms. Teachers perceive the benefits of networking, but these are shorter online experiences without a repeat effect. "*On one occasion they felt it was beneficial to have someone to talk to. At the same time, the evaluation showed that teachers do not have much hope for the long-term sustainability of these contacts,"* commented the internal evaluator of the project. She also noted that the teachers' short experience with this format may have played a role.

Internships have been identified as one of the main pillars to support the sharing of school experiences. 68 internships took place, involving 128 people. Although the plan to implement the internships was eventually fulfilled, due to the change in conditions associated with the COVID-19 pandemic this type of support was significantly neglected in the project. It only ran fully for a few months in the 2021/2022 school year. The evaluation of the teaching portfolios showed that 84% of the participants are able (strongly agree, agree) to use the knowledge in practice. An even higher proportion of participants saw a considerable or medium benefit in completing an internship. Participants reported that they share their experience not only with their peers in the school where they teach (95%), but also with the school administration (49%).

According to the regional methodologist, the networking efforts of individual schools depend significantly on the openness of the school management: "*Every school is different in this regard. It also varied from region to region. Representatives of some schools feel that they can do everything themselves, while in others it was felt that they did not want to open up because then they would not be caught by outsiders. In the project, so much of the total energy was oriented towards the internal environment of the school, i.e., meeting the marginal support, that there was little left for building external links. Schools have been largely overwhelmed with resolving their own problems, in such a situation they are not easily pushed into networking unless it is a current significant need. From our point of view, we sometimes had the impression of creating activity for activity's sake."*

The above-mentioned platforms for teachers and members of school counselling centres were also launched in the project extension as a new opportunity to share participants' experiences. There were 48 platforms implemented for teachers (out of 48 planned). According to the Evaluation Report for the 2021/2022 school year, the platform helped 90% of the participants to share their experiences. 26% of participants reported that the platform helped them make new contacts that they believe will last in the future.

Leaving aside the sharing of examples of good practice in terms of networking, a rich reservoir of examples of good practice is the web-based interactive application Zapojmevšechny.cz for co-education. The app contains methodologies, activities and domestic and international inspiration in the field of SV in the form of videos, podcasts, articles, sample documents, sample job descriptions, interactive tests and method sheets. (also dealt with under EQ A.1.1 and A.1.2). The final report from the exit survey shows that 12% of directors [12] regularly use the app. "*The app is the holy grail. It's*

---

[12] Source: Final report from the exit survey in schools participating in the APIV B project , N = 231.

something that is available to teachers immediately. There are tons of examples of good practice that are easy to find, the content can be downloaded as an off-line book. It's an amazing resource for teachers," commented the internal evaluator of the project.

Evaluator´s conclusions

The APIV B project, within its various key activities, has exerted all the necessary energy to kick start the transfer of examples of good practice between schools in the APIV school network. During the implementation of the project, this area was systematically supported and the project target groups confirmed its benefits.

5.6 The contribution of APIV A and APIV B projects to the implementation of inclusive education in schools

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

Sources of information:
- *case studies at 5 participating and 5 non-participating schools*

Representatives of the selected schools (5 schools participating in the project and 5 non-participating), which agreed to participate in the case study at the beginning of the project, went through a set of questionnaires at the beginning of the case study. Thus, 10 profiles were created containing the basic parameters of the school. The in-depth information obtained from the initial questioning was used to create profiles of individual schools in terms of the implementation of inclusive education.

The initial questioning was followed by in-depth questioning on a selected topic related to SV representing a significant issue at the school. Thus, another part of the case study was prepared, which, in addition to a comprehensive view of the selected issue in the field of SV, also provided details on the management of processes in the school and a more detailed idea of the prevailing school climate. The school climate was further analysed through online questionnaires for parents dedicated to this topic. In addition, a survey of the founders of all schools in the case study was included. This survey was carried out again after two years.

Due to the then current events associated with the closures of schools as a result of government anti-epidemic measures, the follow-up investigation within the case study was devoted to the topic of the concept of compulsory distance education in relation to pupils with SPV.

The conclusion of the case study was devoted to an in-depth description of the concept of teaching in accordance with the principles of joint education of the selected child/student with SPV.

The individual interviews were linked to the perception of the benefits of the support provided by the APIV B project. Although school representatives expressed differing views on the impact of the project support on the issues discussed, it can be stated that the prevailing opinion admits awareness of the presence of educational support at schools. However, the majority of school representatives interviewed questioned the direct impact of the project on the area of inclusive education discussed. Thus, the interviews did not show that the provided support had a direct impact on the challenges faced in individual schools.

Evaluator´s conclusions

For the reasons set out below, the case study has retreated from the original intention of the ZD to compare supported and non-supported schools against each other to provide an in-depth excursion into the specific problems of SV.

Interviewing representatives of the schools involved in the case study did not confirm the direct influence of the support provided within the project on resolving individual challenges related to the area of SV. Interviewed school representatives were generally unable to specify how the presence of support from the project had manifested itself in relation to each of the case study themes. At the same time, the case study was sized in such a way that the questioning gradually moved from general topics towards detailed. Thus, it may be the case that in the early years of the case study surveys, when general topics were surveyed, school representatives did not yet feel the direct impact of the project, whereas towards the end of these surveys, when a direct impact could already be identified, they were already being asked about the potential positive impact on the level of individual pupils' issues. While the interviewee could, for example, refute the direct impact of the project on the interviewed area, he or she could perceive this impact in a secondary topic that did not make it into the case study. It was also evident from the interviews that school representatives perceive support from projects at a general level. Often there are multiple projects running concurrently in one school, and school representatives are not aware of which project it is, nor which project affected them when, how, and in what topic. In general, it can be said that they are only aware of a certain shift, which may not only concern a specific skill, but also the general perception of the issue itself. The perception of the general presence of the project bringing information about the field of inclusive education was evident from the answers of the respondents of the participating schools. In conclusion, the mere presence of the project in a given school was able to influence the mindset of individual educational stakeholders. The testimonies of representatives of non-participating schools allow us to suspect differing and mutually incomparable levels of inclusive education in schools across the Czech Republic - the case study included schools fully applying the principles of SV already before the amendment to the Education Act and others rejecting them due to their own specifics (e.g., in the case of a school in a Prague housing estate, where almost a quarter of each class consists of foreign pupils), and thus the confluence of many factors affecting the level of inclusive education in schools.

5.7 Cooperation between relevant projects

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

Sources of information:
- *1st - 4th Interim evaluation report*
- *Structured interviews with KA managers*
- *Structured interviews with KA Cooperation coordinators*
- *Structured interviews with the Call guarantor and project administrator*
- *Questionnaire survey of participants of expert panels (via internal evaluation)*
- *Interim evaluation reports*

Cooperation between the system projects was more on the level of information. Each project addressed a unique topic and, by design, the projects were set up so as not to overlap each other. This fact implies that there was not much room for intensive project cooperation or the creation of joint outputs. The projects thus cooperated in areas where they interacted and where mutual communication was useful for the projects.

MŠMT representatives note that cooperation has met its purpose. Information was exchanged between projects. Cooperation was also intended to lead to the creation of some shared vision of issues in school practice, and in certain areas this was happening through cooperation. Project synergies also occurred in relation to the target groups. Related topics were presented at expert panels of other system projects.

Cooperation with a number of organizations, institutions, the professional public and academia was also established as part of the implementation of the projects.

A good example of cooperation between the systemic projects APIV A, APIV B, PPUČ, SYPO, SRP and KSH is the creation of a Support Package focused on pedagogical diagnostics and formative assessment. The package consists of activities delivered by the projects - some of them compile publications on the subject, other training programmes, some provide training to schools or carry out methodological webinars. The aim was to link these activities in such a way as to create one common output and to support the target group of teachers in a more systematic way.

Evaluator´s conclusions

Cooperation between the projects was more in terms of mutual information between system projects, exchange of experience, mutual provision of data and participation in expert panels. The setting of the projects focusing on unique topics shows that there was no cooperation between the projects in the form of joint outputs. Despite this, the cooperation can be considered effective. Cooperation between projects has contributed to better coordination of projects and more systematic targeting of project activities. Synergies between projects occurred in relation to target groups (see, for example, the Support Package on Pedagogical Diagnosis and Formative Assessment). Cooperation as a compulsory activity proved to be successful.

5.8 Unintended impacts of APIV projects

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

Sources of information:
- *1st - 4th Interim evaluation report*
- *Structured interviews with KA managers*
- *Structured interviews with school guarantors of the APIV project, senior education workers and education workers*
- *Structured interviews with representatives of cooperating entities[13]*
- *Interim evaluation reports*

---

[13] They are representatives of the Agency for Social Inclusion, People in Need, Committee for Roma Education and the non-profit organisations Nová škola a Učitel naživo.

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

APIV A project
- Promoting the image of NPI ČR as a professional institution in the professional pedagogical and academic community in the Czech Republic and abroad.
- Cooperation with organisations and institutions focusing on the specific issue (working groups of MŠMT, faculties of education, etc.), establishing new contacts and opportunities to further develop them.
- Direct cooperation with schools focused on their specific problems via action research, where complicated cases of students with difficulties are dealt with directly at schools as part of the research (students with ASD and other neurological disabilities or disorders).
- Viewership of methodological webinars by other interested groups - teaching staff, ČŠI staff and academics.
- Establishment of cooperation and communication across the initially fragmented Deaf community (in terms of views on the content of the RR for the ČZJ),
- Obtaining high professional credit abroad in connection with the creation of the RR for the ČZJ.
- Development and validation of unique feedback mechanisms in KA 5. This is a very comprehensive, sophisticated, professional and unique methodology that is transferable to other projects.

APIV B project
- Establishing contacts and cooperation with educational organisations. Cooperation between state agencies and the non-profit sector. The opportunity to share experience in the areas they deal with on a daily basis. The ability to enforce changes based on a better insight into the field provided by non-profit organisations (People in Need, Nová škola, Meta). Extending the areas and services offered and provided by non-profit organisations.
- Mutual cooperation among lecturers, exchange of experience and ideas on how to train in the future in regular seminars on focused development of lecturing skills and at expert panels.
- Sharing examples of good practice outside project activities as well. This applies to senior school managers immediately after the end of activities as well as in reflection with other members of the faculty of teachers in meetings or other events. Newly gained knowledge is passed on to teachers who did not attend the training event.
- Establishing new contacts and comparing experience with other schools similar in size or location or schools which are different.
- Establishing closer cooperation with representatives of pedagogical and psychological counselling centres.
- Obtaining new information and ideas about new opportunities in employment management. Personal and professional development. Introducing innovations to schools thanks to the project.
- Developing new topics important for schools and related to students´ lives.

Evaluator´s conclusions

Both projects had unintended impacts in addition to their intended impacts. All unintended impacts can be assessed as positive. Unintended impacts further contribute to achieving systemic change.

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

Effectiveness

Effectiveness is evaluated based on the assessment of whether better results could have been achieved with specified inputs (funds, human resources, time) or whether the resources could have been used more effectively.

The use of available resources (financial resources, human resources, time) and the implementation of project activities can be assessed as efficient. The evaluator is not aware of any area(s) whose higher preference (to the detriment of others) is likely to lead to better overall project results. An example of efficiency can be seen in KA 5 of the APIV A project, where, after an unsuccessful implementation in the form of external delivery, it was possible to implement outputs more efficiently in the form of personnel costs. Another example is the transfer of training programmes to webinars (not only in the context of the COVID-19 pandemic), thanks to which a larger number of people were trained and the overall project outputs were better disseminated in the field. From this point of view, the efficiency criterion can be considered fulfilled.

However, it should be noted in this regard that the choice of alternative solutions was very limited in the implementation of the projects, and alternative solutions were not the subject of our investigation. Both projects fulfilled the activities prescribed by the Call and their tasks were so unique that alternative solutions could not consist in deviating the project activities away from the conditions given in the Project Charter.

Efficiency

Efficiency is evaluated based on whether the specific result could have been achieved with lower inputs (funds, human resources, time). The necessity of individual project activities and related costs to achieve specified outputs (results) were assessed as well.

The efficiency criterion was fulfilled. The project was implemented according to the approved project application, including changes, and there was no increase in funding. No project activity (or any of its parts) was identified as being redundant in terms of its influence on attainment of the stipulated outputs and the project's results. In this respect, the projects represent a coherent and logical set of activities. For the resources available, outputs have been achieved to a very high standard and are generally well received.

Given the specificity of the projects evaluated (project activities and project outputs), it is very difficult to find relevant data for comparison in order to make a more detailed and objective assessment of the cost-effectiveness criterion. For these reasons, it is not possible to make a relevant assessment of the inputs used and outputs achieved by the project.

Impact

Impact evaluation is primarily based on assessment of the effects (benefits) of project activities and outputs.

The outputs of the APIV A project are at a very high level and, according to experts, have even exceeded expectations in terms of quality. The outputs of the APIV B project are also generally positively evaluated by the target groups. The target groups consider the outputs of the projects to be beneficial. The projects have succeeded in achieving the expected changes in the education system. The impact criterion can thus be considered to be met.

Sustainability

Evaluation of this criterion is based on assessment of whether the project's outputs and results will be sustainable even after termination of its implementation.

The sustainability of the projects was not established in the framework of the IPs call, however, the project teams made efforts to ensure that the outputs of the projects would be used after the completion of the projects. Most of the outputs of the activities are also expected to be used after the end of the project implementation. Usability will be ensured by the core activities of NPI ČR as well as by other organizations, or the outputs are freely available to schools through the web portal. Ensuring the sustainability of individual outputs is described in detail in section 4.1. The sustainability criterion can thus be considered to be met.

Relevance

Relevance is evaluated based on assessment of the need for the project.

The relevance criterion can be assessed as fulfilled. The need for the project is relevantly defined and described in the Project Charter. During the implementation of the project, no facts have been recorded that would significantly affect the relevance of the project in this respect.

7 Evaluation of the work with recommendations during the implementation of the evaluation

Table 4: Evaluation of incorporated recommendations from the previous report

Evaluation report	Recommendation	Description	Incorporation of recommendations
IR 1	Strengthening of staff capacities	In terms of the successful implementation of the whole project, it was recommended to strengthen the research team for KA 1 and KA 2 APIV B due to the excessive volume of activities in providing support to the regional network of schools.	The recommendation has been taken into account. During the next evaluation period, administrative capacity was strengthened to provide support to the regional network of schools. Currently, many of the administrative tasks that previously had to be performed by CP staff or lecturers themselves are handled centrally.
IR 1 IR 2	Strengthening the team of lecturers	It was recommended by the APIV A project to optimise the criteria for the selection of lecturers to allow for the involvement of other education professionals in the project in order to meet the demand of the schools involved in the APIV B project.	The recommendation has been taken into account in an alternative way. The project teams have taken several steps to strengthen the team of trainers: - the so-called lecturers-implementers, who had completed a certified course in the past years within the framework of the NIDV and NÚV core activities, were contacted - the conditions for the involvement of "excellent lecturers" have been negotiated, subject to the approval of the Steering Committee. - trainers were offered refresher training by APIV A - the possibility of training trainers through webinars and other simplified forms of training for trainers on the APIV B side of the project was discussed, - an increase in the basic pay rate of lecturers to increase their interest, increased support for lecturers and also their evaluation. The above steps have led to the strengthening of the team of lecturers without the need to change the criteria for the selection of lecturers.
IR 1	Offer of VP topics	To further emphasize the specifics of individual types of schools and educational institutions in the retraining of trainers in individual topics and to adapt the topics to the needs of the schools involved in the regional network.	The recommendation has been taken into account. The offer of VP for SŠ, ZUŠ and SVČ has been extended. The APIV B project also prepared its own VP that covered the identified needs of the target groups.

IR 1	Reduction in the number of info-seminars for the public	In order to save economic and human capacities, the evaluator recommended considering ways to optimize the number and scope of info-seminars for the public. In turn, use the acquired capacities for the benefit of their wider promotion so as to increase overall visitor numbers.	The recommendation has been taken into account in an alternative way. The project promoter and the management of KA 3 APIV B did not reflect the recommendations that emerged from the investigation under IR 1. The implementer considered the number of one-off events in the form of info-seminars to be adequate. Modifications in the implementation, rather than strengthening their quality at the expense of quantity (mainly related to the greater space left for preparation and addressing the audience), aimed at more successful outreach to the parental public (given that so far the seminars had been attended mainly by representatives of the teaching staff).
IR 1	Creation of comprehensive material specifying the objectives of the survey carried out under KA 2 of the APIV A project	The project documentation (ImpR No. 1 to 5) lacked material that would sufficiently describe the research design, specify the objectives of the research, the individual methods of investigation, etc. At the same time, the research methods were modified depending on the findings from the previous work. The recommendation was to refine and update the research design in a coherent form.	The recommendation has been taken into account. Within the 9th ImpR, a comprehensive design of the monitoring survey was added, which describes in detail the objectives of the research and its planned course. The Research Design of the Teacher Self-Efficacy Survey for Inclusive Education was also documented. The activity was thus sufficiently framed and described.

IR 2	Participation of representatives of the sector in expert panels and provision of feedback from MŠMT to project implementers.	The usability of the outputs of KA 2 and KA 4 of the APIV A project would be greatly helped if decision-making representatives participated in expert panels where individual aspects of inclusive education and identified problems are widely discussed and the information obtained can be very beneficial for the work of MŠMT. In the event that the staff capacities of MŠMT do not allow participation in the expert panels, it would at least be advisable for the project implementer to be provided with feedback from MŠMT with information on whether and how the outputs are being handled, or what direction the implementer should focus on.	The recommendation has been taken into account. To increase the usability of the APIV A project outputs, a seminar was organised for the main user of the outputs - MŠMT, which focused on the results of the research for the needs of education policy, the most important findings, and enabled a broader discussion on proposals for systemic or targeted measures to improve school practice in the field of inclusive education. The seminar was attended not only by representatives of the decision-making area, but also by staff of the Czech School Inspectorate, the APIV B implementation team, core activities of NPI ČR and other stakeholders who can use the results of the research for their work and share their experience at the seminar. Representatives of MŠMT stated that despite the lack of feedback, MŠMT uses the outputs and they are a very valuable basis for the draft amendment of Decree No. 27/2016 Sb., on the education of pupils with special educational needs and gifted pupils, as well as for the formulation of the Education Policy Strategy until 2030. The findings of the monitoring are also used to set the focus of subsidy titles.
IR 3	Reduced number of organised expert panels within the APIV A project	Since expert panels are one of the essential channels through which the project outputs are disseminated to the professional public, the evaluator recommends that the number of expert panels be reduced not to devaluate the channel by an excessive number of events.	The recommendation has been taken into account in an alternative way. The number of expert panels is specified in the Project Charter. Expert panels and their topics have already been planned within APIV A and any failure of any EPs might cause problems within KA. EPs are also one of the evaluation mechanisms where usefulness and applicability of the individual KA outputs are verified. Accordingly, implementation of expert panels is important. Moreover, with the project being extended, the planned EPs can be distributed over a longer time period, they will not be cumulated. Hence, the number of planned EPs has not been reduced within APIV A, nonetheless, the recommendation was taken into consideration in the bounds of KA 7 Cooperation where the number of organised EPs was not increased in the extended period until the end of 2022 (it would be extended in any case).

Within the 4th IR, the evaluator did not identify any recommendations for the final phase of implementation of the APIV A and APIV B projects.

Evaluator´s conclusions

Most of the recommendations arising from the external evaluation were taken into account by the APIV and APIV B project teams, or an alternative way of addressing the evaluation findings was chosen.

The evaluator states upon the assessment of the development of identified barriers that the APIV A and APIV B project teams search for ways how to eliminate the barriers that have occurred and apply constructive solutions to problems that have arisen.

8 Evaluation of cooperation with the Contracting Authority and stakeholders

Cooperation with the Contracting Authority

Cooperation with the Contracting Authority was based on a predetermined procedure. All necessary assistance from the Contracting Authority was provided to a sufficient extent, especially feedback on the methodology. The evaluator appreciates the client's flexible approach to the refinement of the evaluation design during the evaluation, taking into account the progress of project implementation and fulfilment of the external evaluation objectives.

Cooperation with the project team

The project implementation team provided all the required documents for the preparation of the evaluation as well as all the necessary assistance.

9 Conclusions and recommendations

- The project activities were carried out within the expected scope. All key activities of the APIV A and APIV B projects have been successfully completed or there is a significant expectation they will be completed by 31.12.2022, have produced the outputs set out in the Project Charter and have achieved the set target values of indicators (or have met them to such an extent that there is no penalty for not meeting them). Projects have also flexibly adapted to changing conditions in the context of the COVID-19 pandemic and the war in Ukraine, and the changing needs of target groups.
- The projects have succeeded in achieving the expected changes in the education system. Most of the outputs of the activities are also expected to be used after the end of the project implementation. The key activities of both projects met their objectives and fulfilled their purpose.
- Throughout the project implementation, the project teams implemented adequate measures to eliminate risks and barriers to successful project implementation. The identified risks and barriers were overcome and both projects were successfully completed and achieved their objectives. Lessons learned from the selection of relevant measures are transferable to other projects planned for the new programming period 2021-2027.
- The internal evaluation of both projects appears to be reasonable, sufficient and corresponding to good evaluation practice. The internal evaluation was appropriately integrated into project activities and its outputs were used and reflected in project implementation. The internal evaluation contributed to the quality of the project outputs.

- Individual surveys of target groups carried out throughout the project, including target group surveys carried out by the external evaluator, demonstrate the perceived benefits of the different types of support provided by the project. The deepening of the professional qualification of senior teaching staff by increasing their awareness and work leading to the improvement of personal and professional competences is reflected in the evaluation of the current state of the school. The satisfaction of schools participating in the APIV school network with the support provided by the Support Centres was investigated in the framework of continuous field surveys by the external evaluator. The investigations have documented a proactive approach by representatives of the Support Centres. The level of communication between CP representatives and schools in relation to the fulfilment of contractual obligations of schools was carried out at a high level, partly as a result of the intensive communication, causing "non-independence" of schools, e.g., their unwillingness to independently fulfil the administrative obligations arising from their involvement in the project and transferring these obligations to CP representatives.

- The APIV B project, within its various key activities, has exerted all the necessary energy to kick start the transfer of examples of good practice between schools in the APIV school network. During the implementation of the project, this area was systematically supported and the project target groups confirmed its benefits.

- Interviewing representatives of the schools involved in the case study did not confirm the direct influence of the support provided within the project on resolving individual challenges related to the area of SV. However, the perception of the general presence of the project bringing information about the area of inclusive education was evident from the respondents' answers. In conclusion, the mere presence of the project in a given school was able to influence the mindset of individual educational actors. The statements of representatives of non-participating schools suggest differing and mutually incomparable levels of inclusive education in schools across the Czech Republic, and thus the confluence of many factors affecting the level of inclusive education in schools.

- Cooperation between the projects was more in terms of mutual information between system projects, exchange of experience, mutual provision of data and participation in expert panels. The setting of the projects focusing on unique topics shows that there was no cooperation between the projects in the form of joint outputs. Despite this, the cooperation can be considered effective. Cooperation between projects has contributed to better coordination of projects and more systematic targeting of project activities. Synergies between projects occurred in relation to target groups (see, for example, the Support Package on Pedagogical Diagnosis and Formative Assessment). Cooperation as a compulsory activity proved to be successful.

- Both projects had unintended impacts in addition to their intended impacts. All unintended impacts can be assessed as positive. Unintended impacts further contribute to achieving systemic change.

The evaluator finds that some of the recommendations concerning the setting of conditions for the implementation of system projects financed from OP JAK in the new programming period are valid. The recommendations reach beyond the scope of the external evaluation of APIV projects and are more general.

Table 5: Recommendations for setting up system projects in the new programming period 2021-2027

Number	Recommendation	Context of the recommendation (link to findings and conclusions)
1)	Many varied activities should not be cumulated, where each KA represents a very complex deliverable in one IPs	The scope of the APIV A project was planned very broadly. Each expert APIV A KA deals with a completely unique topic of inclusive education and each KA deals with very complex deliverables consisting of many individual activities. If many varied and demanding/challenging activities cumulate in one project, they are very difficult to coordinate. This is the reason why we recommend not cumulating many different activities in one project where each KA represents a very complex deliverable. An example is the APIV A project, which includes monitoring of the implementation of inclusive education (based on research principles), development of the pedagogical diagnostic tool for foreign pupils and creation of the reference framework for ČZJ. These are all very challenging and complex activities. A detailed analysis is provided in section 4.2 Risks and Barriers of this ZZ and in the sections on risks and barriers in the individual IRs.
2)	Where projects should be linked to each other, project continuity, the follow-up activities must be properly planned in terms of the time and content/information.	APIV A and APIV B were planned as projects linked to each other in some activities. This specifically involved the activities KA 3 APIV A Creation of DVPP and KA 2 APIV B Education. The linkup proved to be problematic during implementation of the projects. The problem was that the projects failed to continue the process in the linkup activities, either in time or content, and the setting of KA 3 of the APIV A project does not correspond to the needs of the APIV B project. The progress of implementation of the projects shows that there is a solution to link them up, but it is connected with certain complications (in the case that projects are implemented by two different organisations), each project has a different approach to management, different internal setting to project teams, etc.). The interconnection between the activities could be coordinated more easily if it was within one project. Should projects be linked up, emphasis should be placed on every detail as early as in the stage of project planning. A detailed analysis is provided in section 4.2 Risks and Barriers of this ZZ and in the sections on risks and barriers in the individual IRs.
3)	More systematic use of outputs on the part of the core activities of NPI ČR and MŠMT	A precondition for meeting the objectives of key activities in APIV A is the use of their outputs or replication of outputs on the part of MŠMT or core activities of NPI ČR. The project team continually takes steps to allow that the project outputs are adequately used by NPI ČR or MŠMT, nonetheless, KA managers frequently lack adequate feedback. The expected effects of key activities should be supported by more systematic use of the outputs on the part of the core activities of NPI ČR and MŠMT, more systematic involvement of MŠMT in project activities, expert panels, etc.

		The recommendation follows from the findings of KA 2 under IR 2 and findings from KA 3 in IR 3 (findings related to EQ A.1.1 and A.1.2). Based on these findings, recommendations were also identified in terms of ensuring the participation of representatives of the decision-making sector in expert panels and providing feedback from MŠMT to project implementers (IR 2).

10 Analysis of the evaluation process and recommendations

The evaluator finds the evaluation design to be appropriate to the requirements of the contract and to answer most of the evaluation questions.

The exception to this is EQ A.2., for which the case study method was set up to answer this question in participating and non-participating schools. The implementation of the case studies was influenced by the fact that the APIV B project did not work with a representative sample of schools, the starting position of the participating schools was different from the state of implementation of inclusive education in schools not participating (the network of schools included schools with rather poorer results, which faced certain problems in the implementation of inclusive education). At the time of implementation of the APIV projects and their external evaluation, there were a large number of projects and programmes focusing on aspects of inclusive education (funded by OP RDE, regional budgets, etc.) and almost every school received support for the implementation of inclusive education. While the case studies of a sample of schools may have provided an in-depth insight into the problem of inclusion and its progression in individual schools, this information was not suitable for generalising conclusions, comparing developments in individual schools or determining the net effect of the project in the participating schools (using the counterfactual method). The chosen method was thus intended to answer EQ A.2, i.e., "How did the implementation of the APIV A and APIV B projects help schools and teachers in implementing Section 16 of the Education Act as amended by Act No. 82/2015 SB?" but had its limits.

The required survey on the level of parental support for inclusive education also proved problematic in addressing question A.2. The interconnection between pedagogical work in the field of inclusion must be conceptualized comprehensively as the sum of the work of teachers in the field of inclusive education, the contribution of the ŠPP, the level of school climate, school conditions in the field of inclusion and, last but not least, the cooperation of children/pupils and parents. As a rule, parents of pupils may not be able to assess the quality of this planned shift of the school and the work of teachers in the area of supported topics of inclusive education. The views of pupils' parents tend to be political in nature and are highly subjective. There is only a very weak link between the specific work of the teacher in the field of inclusive education and its improvement and the perception of this topic among the parental public. Investigations among the parental public thus proved to be impractical. In addition, the aforementioned political and subjective nature of parents' views also resulted in the majority of schools involved in the case studies rejecting the parental opinion survey.

The evaluation design of the ongoing evaluation had to take into account the time aspect of the project implementation process. For example, some surveys among target groups should have been carried out only in the second or third evaluation period, as the status of implementation of key activities or their outputs in the initial phases of the projects did not yet have enough users and therefore it did not make sense to evaluate its benefits.

The nature of the ongoing evaluation also had an impact on the uncertainties related to the evaluation period. As the implementation of the projects was ongoing and the field survey and the subsequent preparation of the Interim Evaluation Report also took some time, the findings of the field investigations or the conclusions of the evaluator may have been outdated in some respects by the time the Interim Evaluation Report was completed.

The external evaluation managed to link some technical investigations with planned internal evaluation activities. In order not to overload the field, it was not desirable, for example, to send a similar questionnaire to schools in quick succession. Moreover, by linking evaluation activities with internal evaluation, in some cases a larger sample of the survey target group was reached.

During the preparation of the interim reports, an unexpected situation related to the COVID-19 epidemic occurred that affected some evaluation activities. Based on the consultation with the Contracting Authority, the deadline for the submission of the 3rd Interim Evaluation Report was adequately postponed until 31 December 2020 so that the field survey could be properly implemented.

The Contracting Authority has sufficiently ensured the independence of the evaluation on its part. However, the involvement of the APIV A and APIV B project teams (i.e., the evaluated entities) in the commenting process on the evaluation reports seemed to be somewhat problematic.

We also make the following recommendations on setting up external evaluation of system projects:

- For systemic projects, review the internal evaluation plan so that duplicative investigations are avoided and external and internal evaluation activities are carried out synergistically.
- The commenting process of the Interim Evaluation Reports was unreasonably long, which resulted in the conclusions and recommendations being outdated at the time of acceptance of the Interim Report. We recommend that the comment process (e.g., number of rounds and number of commenters) be limited.
- The complexity of the project and the high expertise of the key activities made the evaluator's work difficult. In addition, there were changes in terminology and different terminology was used between follow-up projects, making it difficult for the evaluator to navigate the projects. There were also uncertainties in the definition or reporting of indicators. The evaluator was often expected to have an insight into the implementation of project activities at the same level of expertise and detail as the implementers of the activities being evaluated. When commissioning an external evaluation and accepting evaluation reports, it must be considered that evaluation methods (except perhaps participant observation) do not allow these expectations to be met and the evaluator does not have the opportunity to grasp the project activities in as much detail as the people who implement the activities.
- We recommend reducing the requirements for printed versions of reports. Given the relatively large number of technical annexes, we recommend considering whether to require a printed version of the full report for archiving purposes only in one printed counterpart without technical annexes and to work with the digital version of the documents for other purposes.

11 List of sources and literature

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

Project Charters

Key activity schedules

Overviews of key outputs to meet indicators

Project implementation reports and their annexes (ImpR 18, 19, 20 and 21)

Output from internal evaluation of the project

Call in OP RDE Individual system projects II

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

1st, 2nd, 3rd and 4th Interim evaluation report within "Evaluation of individual system projects supported from PA 3 OP RDE – II, part II: Evaluation area A – Evaluation of APIV projects"

12 List of abbreviations

AJ	English language
APIV A	The "Co-education and support of schools step-by-step" project
	Execution of the Action Plan on Inclusive Education – methodological support
APIV B	The "Support for co-education in pedagogical practice" project
ASZ	Agency for Social Inclusion
ADHD	Attention Deficit Hyperactivity Disorder
CATI	Computer Assisted Telephone Interviewing
CEFR	The Common European Framework of Reference for Languages
CP	Support Centre
ČJ	Czech language
ČR	Czech Republic
ČŠI	Czech School Inspectorate
ČZJ	Czech Sign Language
DPP	Agreement for the performance of a work assignment
DV	Distance learning
DVPP	Further Education for Education Workers
EDUin	Information Centre for Education
EO	Evaluation question
G. Meet	Google Meet (electronic application for online communication)
G. Classroom	Google Classroom (application for online communication)
HPM	Senior Project Manager
InspIS SET	Electronic Testing Inspection System
IPo	Individual project: others
IPs	Individual systemic project
IQ	Intelligence quotient
IT	Information technologies
JÚ	Jedlička Institute
IVP	Individual education plan
KA	Key activity
KIPR	Quality-inclusion-Consulting-Development
KSH	Complex system of evaluation
LMR	Mild mental retardation
LMP	Mild mental disorder
MAP	Local action plan
MAS	Local action group
MČ	Municipal District
Meta	Society for opportunities of young migrants
MS Teams	Microsoft Teams (application for online communication)
MŠ	Kindergarten

MŠMT	Ministry of Education and Sport
MV	Monitoring committee
NAUTIS	National Institute for Autism (z.s.)
NIDV	National Institute for Further Education
NJ	German language
NÚV	National Institute for Education
NPI ČR	National Education Institute of the Czech Republic
OMJ	Different native language
OP	Expert panel
OPLA	Expert platform
OP VVV	Operational Programme Research, Development and Education
ORP	Municipality with extended powers
OSPOD	Authority for social and legal protection of children
PAS	Autism Spectrum Disorder
P-KAP	Support for regional action planning
PLPP	Pedagogical Support Plan
PO	Priority axis
PO	Support measures
PP	Educational worker
PPP	Pedagogical-psychological counselling centre
PPUČ	Preparation of teacher´s work
PR	Public relations
PZ	Interim Report
RR	Reference framework
RR ČZJ	Reference Framework for Czech Sign Language
RVP	Framework Education Programme
ŘO	Governing body
ŘV	Steering Committee
SERRJ	Common European Reference Framework for Languages
SKAV	Standing Conference of Associations in Education
SPC	Special Pedagogical Centre
SRP	Strategic management and planning in schools and territories
SŠ	Secondary school
SV	Co-education/inclusive education
SVČ	Leisure centre
SVP	Special educational needs
SYPO	System of support for the professional development of teachers and directors
ŠIKK	School inclusive concept of the region
ŠPP	School counselling centre
ŠPZ	School counselling facility
ŠVP	School curriculum

TEIP	Teacher Efficacy for Inclusive Practices
VP	Education/Training programme/module
VOŠ	College
VPP	Senior education worker
ZoR	Implementation report
ZŠ	Elementary school
ZUŠ	Elementary school of art
Ž-c	Foreign pupils
ŽoZ	Application for change

13 List of Appendices

Appendix I.1 Technical report: Implementation of individual key activities[14]

Appendix I.2 Technical report: Overview of indicators and status of their fulfilment

Appendix I.3 Technical report: Case studies

Appendix I.4 Technical report: Updated theory of change

Appendix II.1 Reports on structured interviews with KA managers

Appendix II.2 Field survey at schools (research plan, scenarios, records, evaluation)

Appendix II.3 Field survey at Support Centres

Appendix _II.4_ reports on structured interviews - others

Appendix III Dashboard

---

[14]