



Student Competition in Evaluation

Case study

EVALUATION OF THE PROJECT OPPORTUNITY FOR SUCCESS

NOVÁ ŠKOLA, O.P.S

Pilot round, December 2, 2016

The Request for Proposals in this document was developed for the Student Competition in Evaluation for educational purposes.

It does not entail any commitment on the part of the Czech Evaluation Society (CES), Nová škola, o.p.s. or any other subject mentioned in the case study.

We thank Nová škola, o.p.s. for graciously agreeing to let us use the project *Opportunity for Success* as a case study for the Pilot Round of the Competition. We also thank Mr. Jan Zajíc, Director, Nová škola, o.p.s. for his input in preparing this case.

Introduction

Your consulting firm has been invited to respond to the attached Request for Proposals issued by Nová škola, o.p.s. to evaluate the theory of change of the project Opportunity for Success and the potential of the project to achieve its intended outcomes. Nová škola, o.p.s. is also the project implementer.

Nová škola, o.p.s. is interested in evaluating the project Opportunity for Success to assess the adequacy of the project formulation (logic) and its key activities in relation to the objectives, evaluate target groups' perceptions of the project and verify the achievement of project preliminary outcomes during the first year of project implementation.

Your proposal should demonstrate your understanding of the assignment, i.e., understanding of the project and the requested evaluation services. Specifically, the proposals should include your elaboration of the project intervention logic, proposed methodological approach and an evaluation matrix including all key evaluation questions and corresponding indicators. You are also required to consider potential methodological challenges of your proposed solution and propose a strategy to mitigate these challenges. You should also provide a brief description of how your team has demonstrated at least three Formal Standards of Conducting Evaluations in developing its proposal. Section 2.1 of the RFP identifies the proposal requirements in more detail.

The Evaluation Steering Committee will assess proposals using the criteria identified in section 2.3. Based on these criteria the Committee will recommend one of the proposals to Nová škola, o.p.s. The team that developed the recommended proposal will be declared the winner of the 2016 Student Competition in Evaluation.

Rules

1. The team's designated contact person will receive an e-mail from Competition organizers with the Competition case.
2. Teams can begin work on the case upon receipt of the document from the contact person.
3. Submissions must be emailed back to Competition organizers at soutez@czecheval.cz and cc'ed to mensikova@czecheval.cz as **one PDF file** by 2.30 pm on the Competition day.
4. **Coaches must not communicate with their teams** once the case document has been received by the team contact person.
5. Judges must not be able to identify team members. Throughout their submission, teams should refer to themselves only by an imaginative, non-revealing code name, such as Best Consultants, and must not identify the university or city where the team is located.
6. Name your submission document with the name of your team, e.g. Best Consultants.pdf
7. Judges may take up to one month to select the best submission. All teams will receive feedback.

Questions or problems

In case you have any urgent questions or experience technical issues on the day of the competition, please email soutez@czecheval.cz. However, be advised that Competition organizers will not provide any further information on the evaluated project than is already stated in the RFP.

1. Project profile

1.1. About Nová škola, o.p.s.

[Nová škola, o.p.s.](#) (The New School, a charitable organization) is a nongovernmental, non-profit organization. Since 1996, it has been supporting inclusive education of minorities, foreigners and otherwise socially and culturally disadvantaged children and youth. Although headquartered in Prague, most of the organization's current projects are being implemented throughout the Czech Republic. The main target groups of these projects are socially disadvantaged children and youth, yet the projects also work with teachers and the general public.

Through its projects, Nová škola, o.p.s. strives to create an open and friendly environment without prejudice, conditions for equal opportunities, improvements in communication between the mainstream society and minorities, as well as to create and promote practices in education, which will strengthen civic and multicultural society.

Nová škola, o.p.s. pioneered the introduction of Roma teaching assistants in primary schools. It continues to support these assistants through accredited courses and projects. The organization also aims for a conceptual solution of issues associated with inclusive education, among others, through a membership in the Czech Society for Inclusive Education (CSIE), which is also a key partner of the project Opportunity for Success.

Activities of Nová škola, o.p.s. are organized around the following four pillars:

- support of teacher assistants and introduction of the concept of school assistants
- promotion of literacy
- promotion of the Roma language as a living language
- direct support of children

Nová škola, o.p.s. relies in its activities heavily on the efforts of volunteers, particularly in programs of direct support, a significant portion of which is represented by after-school tutoring.

1.2. Project description

The project **Opportunity for Success** (hereinafter “the Project”) is a three-year initiative, which was launched on August 1, 2016 and will last till July 31, 2019. The Project introduces mechanisms of direct support and counselling in education of pupils from socio-economically disadvantaged and culturally different environment. It supports activities of school assistants and special education teachers while simultaneously developing skills of teachers within the framework of Further Education of Teachers. The project also aims to create conditions for the

formation of a long-term development concept of inclusive education through the activities of inclusion coordinators, creating individual school strategies etc.

According to the analysis of the Ministry of Labour and Social Affairs (MLSA)¹, there are between 95 000 and 115 000 people living in socially excluded localities in the Czech Republic, of whom 40% are children under the age of 15. The number of inhabitants of these localities has increased by about half in the last nine years. The Roma population makes up the majority in three-quarters of those localities. Most adults from socially disadvantaged Roma families do not have secondary education and 15% of them have not completed primary education.²

The MLSA analysis also pointed to the high school dropout rate of children from excluded localities; compared to the national average, children from socially excluded localities are 13 times more likely to drop out from the primary education provided within mainstream education.³ As the primary reason for school failure, the analysis indicated that households are less well equipped to prepare children for school and that parents are not ready to support their children in studying. A lack of communication between schools and families of disadvantaged Roma pupils represents another difficulty.⁴

On the other hand, there is also a lack of support for schools, which are under increasing pressure to ensure inclusive education of pupils from socially disadvantaged and culturally different environment. For example, more than 80% of school principals name the lack of assistants as the major challenge in the development of inclusive education in their schools.⁵

The Project responds to the causes of the barriers to the education of pupils from socio-economically disadvantaged and culturally different environment and implements measures to eliminate these barriers, in line with the national strategic documents such as the Education Policy Strategy until 2020 (Ministry of Education (MoE), 2014), Strategy for Roma Integration (Government of the Czech Republic, 2015), Social Inclusion Strategy 2014-2020 (MLSA, 2014) and the Action Plan for Inclusive Education for the Period of 2016-2018 (MoE, 2015).

The Project is being implemented in six primary schools that educate pupils from socially disadvantaged families.

¹ GAC, spol. s.r.o. (2015). *Analýza sociálně vyloučených lokalit v ČR*. [online, cit. 2015-11-29]. Dostupné z: <http://www.esfcr.cz/file/9089/>

² Agentura pro sociální začleňování (Úřad vlády ČR). (2015). *Analýza determinantů pracovní aktivity obyvatel sociálně vyloučených a sociálním vyloučením ohrožených oblastí* (na datech UNDP Roma Study 2011) [výzkumná zpráva, zpracovala agentura MEDIAN; online, cit. 2015-04-16]. Praha: Agentura pro sociální začleňování. Dostupné z <http://www.socialni-zaclenovani.cz/vyzkum-bezna-zakladni-skola-dava-chudymromskym-detem-dvojnásobnou-sanci-na-ziskani-prace>.

³ GAC, spol. s.r.o. (2015). *Analýza sociálně vyloučených lokalit v ČR*.

⁴ CAHROM (Committee of Experts on Roma Issues). (2015). *Thematic report on inclusive pre-school education for Roma children*. Strasbourg: Council of Europe. [online, cit. 2015-12-8] Dostupné z: <http://www.coe.int/de/web/portal/cahrom>.

⁵ ÚIV (Ústav pro informace ve vzdělávání). (2010). *Rychlá šetření 1/2010 – závěrečná zpráva*. Praha: Ústav pro informace ve vzdělávání.

1.2.1. Project objectives

The project focuses on the equalization of opportunities in education for children and pupils from socio-economically disadvantaged and culturally different environment. The main goal of the project is to establish effective mechanisms for prevention of school failure of these pupils. The goal will be achieved by fulfilling the following objectives:

1. Setting a more intensive and effective cooperation among schools, teachers and families of disadvantaged pupils.
2. Improvement of an after-school preparation of disadvantaged pupils.
3. Involvement of disadvantaged pupils in leisure activities related to school activities.
4. Strengthened school counseling focused on inclusive education, support for pupils with special educational needs, with an emphasis on students from socio-economically disadvantaged and culturally different environment.
5. Establishment of a network of teachers (inclusion coordinators) capable of providing methodological guidance to other teachers in terms of educating pupils from socio-economically disadvantaged and culturally different environment.
6. Increased teachers' proinclusive competencies, formulation of individual strategies for school development in the field of inclusive education.
7. A strengthened system of sharing experience and good practice.

1.2.2. Key activities

All activities carried out during the project will aim at promoting inclusive education with a specific emphasis on the educational needs of pupils from socio-economically disadvantaged and culturally different environment. Specifically, the project will implement the following key activities (KA):

- Supporting education of pupils from socio-economically disadvantaged and culturally different environment directly in their families (through school assistants; KA03).
- Facilitation and intensification of communication between the school and the families of disadvantaged pupils (particularly through the work of school assistants and cooperating teachers; KA03, KA04).
- Supporting teachers in their direct work with disadvantaged pupils in classes (through the help of school assistants with organizational and administrative tasks; KA03).
- Supporting disadvantaged pupils via after-school tutoring and preparation for classes (provided by cooperating teachers with the help of school assistants in the afternoon clubs and during activities with their families; KA04).
- Establishing leisure activities for disadvantaged pupils directly in their school environment (provided by cooperating teachers and school assistants in the afternoon

clubs which will take place at least twice a week and besides tutoring and leisure activities will also provide room for informal meetings with pupils' parents; KA04).

- Supporting school assistants via the role of a Mentor for school assistants and cooperating teachers; throughout the school year there will be three meetings of school assistants with the Mentor in Prague, which will focus on didactic support, selection and training of specific techniques and procedures. Once a year, the Mentor will facilitate a training course for school assistants and cooperating teachers coupled with an analysis of case studies (KA04).
- Increasing the scope of direct specialized pedagogical work with pupils with special needs and of special teacher's counselling (through establishing the role of Special Education Teacher and Inclusion Coordinator in each school; KA05).
- Evaluating the inclusiveness of school orientation, supporting pro-inclusion-oriented counselling, creating an individual school strategy for school development in the field of inclusive education (through activities of Inclusion Coordinators and an expert for inclusive education; KA05, KA06).
- Delivering further education courses for teachers focused on inclusive education and supporting the education of pupils from socio-economically disadvantaged and culturally different environment (through mandatory and optional further education courses; KA06).
- Continuous evaluation of the above activities, sharing examples of good practice through methodology developed in the project, organization's website and conferences (KA02, KA07).

The project implementer places a great emphasis on sharing best practices and that is why the organization plans to collect examples of good practice throughout the project and publish them together with other materials developed during the project on its website www.asistentpedagoga.cz (a professional website for teachers' assistants and school assistants). Nová škola, o.p.s. further agreed to regularly (at least twice a year) disseminate preliminary results from the project among school directors, teachers and other participants involved in regular expert meetings organized by the project partner, the CSIE.

1.2.3. Target groups and other stakeholders

The Project has several target groups, their list and brief description of each is provided in the following table.

Target group	Description
Teachers	Teachers and other school staff of the six partner primary schools involved in the Project. Their approach toward education determines the educational path of many pupils who come from socio-economically disadvantaged and culturally different environment. Besides their peers, the relationship of these pupils to education is most influenced by their teachers with whom they spend a significant amount of time. In order to establish a positive school climate and a team atmosphere in the classroom,

	teachers need to be open and tolerant given that an open and tolerant team is a necessary condition for one to actually learn. Therefore, the Project lays a great emphasis on further professional development of teachers; besides the acquisition of knowledge and skills, it also strives to deliberately influence teachers' attitudes. In total, the Project should support 146 teachers, teachers' assistants and school assistants.
Pupils' parents	Parents' approach to their children's education plays a crucial role in building the motivation of children to studying and also in the level of their absenteeism from class. Hence, parents play a very important role in the (in)ability to apply inclusive education principles to the educational system.
Managers of schools and educational facilities	Directors of the six partner schools involved in the Project, inclusion coordinators who also belong to school management and cooperating teachers in the area of promotion of inclusive education of pupils from socio-economically disadvantaged and culturally different environment, pupils at risk of early dropout and pupils needing supportive measures. Managers of schools and school facilities are key figures in the educational process as it is they who determine the overall direction of the school.
Primary school pupils with special educational needs and pupils at risk of early dropout from education	Primary school pupils with special educational needs and pupils at risk of early dropout from education, particularly primary school pupils from socio-economically and culturally different environment who are enrolled in partner schools involved in the Project. Primary school pupils from socio-economically and culturally different environment can, with appropriate support during their studies, achieve much better results. The disadvantage of these pupils primarily stems from a lack of support of education in their families. Based on qualified estimates of managers of all six partner schools involved in the Project, there are 285 pupils in these schools that belong to this target group.

Nová škola, o.p.s. is implementing the Project in cooperation with other partners. Besides the Czech Society for Inclusive Education (CSIE), the key partners are the following six primary schools where the project activities are being implemented:

- Primary school Zlonice, district of Kladno
- Primary school Rokycany
- Primary school Šluknov, district of Děčín
- Primary school and kindergarten Pernink, district of Karlovy Vary
- Primary school Kutná Hora
- Primary school Jaroměř-Josefov, district of Náchod

1.2.4. The project team and other personnel

The Project team of Nová škola, o.p.s. consists of a Project Manager, Project Administrator, Financial Manager and an Accountant, all of them part-time.

In each school, there is also a Special Education Teacher and an Inclusion Coordinator, both part-time. In addition, the Project team includes an Expert on methodology of assistance and work with pupils' families (who advises school assistants, inclusion coordinators and cooperating teachers on methods of working with families of disadvantaged pupils), an Expert on methodology of education and outputs (who provides methodological guidance to special

education teachers, inclusion coordinators, school assistants and cooperating teachers, including in the area of the afternoon clubs and tutoring) and a Mentor for school assistants and cooperating teachers; they all are involved in the Project on a part-time basis.

1.2.5. Project Budget

The total project budget amounts to CZK 19,992,322, of which CZK 16,522,580 (approximately 83%) is allocated to spendings on direct project activities such as salaries and bonuses for school assistants, special education teachers, experts, inclusion coordinators, lecturers, managers of key activities on the part of the project implementer and other actors involved in the Project. This amount also comprises the costs of purchasing small electronics (a laptop, projector, tape recorder, etc.), costs associated with renting rooms and providing refreshments at conferences organized by the project implementer in the Czech Republic.

The Project is financed from the Operational Programme Research, Development and Education, the Managing Authority of which is the Ministry of Education, Youth and Sports (MoE).

1.2.6. Monitoring and evaluation

Nová škola, o.p.s. agreed to an ongoing monitoring and evaluation of the key project activities. At the beginning of the project, the project staff administered standardized questionnaires developed by the National Institute of Education (NIE) to teachers and pupils in the partner schools involved in the project. These questionnaires are included in the appendices of this RFP.

2. Evaluation Requirements

The Steering Committee is seeking a consulting team to undertake an evaluation of the project Opportunity for Success to assess:

- the appropriateness of the project theory of change, including the choice of project key activities in relation to the objectives,
- target groups' perceptions of the project,
- the potential of the project to achieve its intended outcomes based on the evaluation of preliminary outcomes achieved in the first year of the project from August 2016 to June 2017.

The expected start date of the consultancy is January 2017. A final evaluation report should be presented to the Steering Committee by November 30, 2017.

The evaluation team is further expected to adhere to the Formal Standards of Conducting Evaluations and the Evaluator's Code of Ethics of the Czech Evaluation Society while designing and carrying out this evaluation.

2.1. Proposal requirements

Proposals should include at least the following:

- The project intervention logic, including the verification of logical coherence between activities and objectives of the project and identification of potentially missing elements in the project logic.
- Description of your evaluation approach (incl. proposed methodology).
- Evaluation matrix, which will include a list of key evaluation questions along with one to three outcome indicators per question and proposed data sources. The matrix must clearly indicate which indicators relate to which question.
- A sample of three questions for one of the proposed methods (*e.g., If you have proposed to carry out individual interviews, draft three questions that you will ask your interviewees*)
- Anticipated methodological challenges of the proposed approach and suggested mitigation strategies, i.e., how you are going to deal with or eliminate these challenges.
- A brief description how your team has demonstrated at least three [Formal Standards of Conducting Evaluations](#) by the Czech Evaluation Society in developing its proposal.

The Steering Committee does not require that proposals include a budget.

2.2. Technical specifications

The proposal **must** meet the following technical specifications:

- Maximum of (12) pages. This limit excludes the cover letter, cover page and table of contents. Text over 12 pages, including any appendices, will not be read or scored.
- Standard paper size (A4, 21 x 29,7 cm) with 2.5 cm margins on each side, with a font size of at least 11 pt. (10 pt. in tables).

2.3. Judging criteria

Submissions will be assessed by the following criteria:

Criteria	Weight
Understanding of the requirement: Demonstration of an understanding to the project and evaluation needs of Nová škola, o.p.s.	5%
Intervention logic: Clarity, completeness and appropriateness of the presentation of project logic.	15%
Evaluation matrix: Appropriateness and clarity of evaluation questions, appropriateness and feasibility of project outcome indicators.	25%
Evaluation design and methods: Appropriateness of (and rationale for) the evaluation design, data collection and analysis plan, quality of proposed methods, incl. sample questions.	25%
Challenges and mitigation strategy: An assessment of challenges and how these will be addressed.	10%
Innovation: Innovative ideas or detailed practical suggestions.	5%
Standards: Demonstrated understanding of selected Formal Standards of Conducting Evaluations and their appropriate application in the Proposal.	5%
Proposal: Quality of the proposal (writing and format)	10%
Total	100%

Appendices

Appendix 1: Project schedule by key activity

Appendix 2: NIE Questionnaires: Lukas, J. (2012). *School Readiness for Inclusive Education. A Questionnaire for Teachers*; Vojtová, V. and Fučík, P. (2012). *Preventing problems in pupils' behavior. A Questionnaire for Pupils*.