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Evaluation of individual systematic projects supported by PO 3 OP RDE-II

Part II: Evaluation area C – Evaluation of the PPUČ project

1ST INTERIM REPORT

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2 Executive summary

Evaluation area C – Individual systematic project PPUČ "Supporting Teaching Practice" is the part of the evaluation of Systematic and Conceptual Projects supported by PA 3 OP RDE. Presented interim report of this evaluation is based on the investigations carried out in the first half of 2019.

PPUČ project is now approximately halfway through its implementation. It started on 1st December 2016 and it is supposed to end on 30th November 2021. The total budget of PPUČ project amounts to 98 700 000 Kč. The evaluator considers the scope, level and quality of the ongoing implementation of KA 1 Project management activity to go along with the project application. Project implementation is conducted according to the project documentation and is also regularly monitored by the evaluators. Implementation team of the project detects all potential risks of the project and responds to them by applying the suitable measures. Good project management is also demonstrated by the small amount of changes conducted inside the project (related to the span of the project). The implementation of KA 2 Coordination activity runs according to the project application. The implementation team of PPUČ went beyond the scope of the project boundaries and already in the initial stage of the project actively sought the opportunities for the cooperation beyond the mandatory framework of the project by collaborating with other non-obligatory subjects. The wide scope of the collaborating activities beyond the framework of the project can consequently result in the work overload of the PPUČ team members. Evaluator finds the scope, level and the quality of the KA 3 Evaluation implementation to comply with the requirements of the project application. Implementation teams also went well above the project application requirements and carried out the activities which helped evaluate and acquire a better feedback of the actions completely on their own. This is also perceived very positively by the external evaluators. KA 4 evaluation proceeds according to the scheduled criteria. The activities implemented by the team are off the beaten tracks with regard of the original line-up and are designated to help achieving target group needs. KA 5 implementation is processed according to the project documentation. The stabilised network of pilot schools has been formed and all intended researches are being carried out. Evaluators positively perceive the interested approach of the target groups which was ignited by the project team activities. KA 6 Technical support for methodical materials dissemination and their use by the teachers implementation complies with the requirements of the project application despite the fact that key activity is delayed over the schedule. This delay however have no negative impact on the project implementation and the achievement of its objectives and impacts.

The benefits of the activities and the outputs of PPUČ project under this evaluation as seen by the target groups is carried out by a set of investigations. The results show the following implications: Based on the available data, evaluators consider the provided support to schools to be beneficial. Transfer of information in terms of examples of the best practice obtained at the events attended by the representatives of all involved schools are being regularly carried out. Nevertheless the PPUČ outputs are almost never applied to reach these goals (e.g. online activities like RVP.CZ web) but rather the alternative communication channels of particular schools are being used (partnerships with other schools, involvement in MAP projects etc.). The involvement of target group VŠ is evaluated to be lower than planned. The scope, level and the quality of the project outputs are evaluated by the major actors very positively and beneficial in practical use. The only output that

came out to be perceived negatively was the translation of the European framework of digital abilities of children. The main actors also believe that the group of non-pilot school representatives evaluate all project outputs slightly negative.

Evaluation also looked into the potential risks endangering the project and objectives achievement. Actually no risks that endanger the project have been identified. Evaluator concludes the analysis with the statement that the possibility of either risks or obstacles of the project is minimal.

The last topic covered in this interim report is the unintended impacts of the project. The results of investigation on this topic do not imply any evidence of unintended impacts of the PPUČ project. The project is now halfway through its implementation. The impacts are more likely to emerge at the end of the project.

3 Summary of evaluating procedure since last report and description of future processes

3.1 Focus of evaluation activities

Evaluating procedure is based on the evaluation matrix as it is described in the Inception Report of PPUČ project. The Inception Report focused on a detailed planning of individual evaluation questions (EQ) activities for the 1st and 2nd Interim Report (further on referred to as „PZ“) - i.e. evaluation activities in 2019. Evaluators assume that evaluation activities for 2020 and other years will be planned in detail with regard to results and progress of evaluation questions of 1st and 2nd Interim Report.

Outcomes and conclusions included in this Interim Report are primarily based on analyses of opinions and attitudes of Key Activity Managers and target groups (listed in chapter 3.2 Field Research below).

3.2 Field research

The following field research has been conducted:

Tab no.1 Summary of conducted research

Method	Respondent	Amount	Date
Group interview	Senior Project Managers and KA Managers	1	18.3.2019
Individual interview	Internal evaluators (NÚV)	1	20.3.2019
Individual interviews	Project administrator OP RDE ¹	1	12.4.2019
	Project guarantor	1	8.4.2019
	MŠMT representative	1	8. 8. 2019
Case studies - involved schools (individual/group interviews, evaluation visits)	9 involved schools: Headmaster, school coordinator and EW	9	21.3. – 5.4.2019
Individual interviews	phone Senior project manager of SYPO and APIV B	2	31.1. a 6.2. 2019
Individual interviews	phone Representatives of institutions focusing on education, research and counselling	4 ²	1.4. a 3.4. 2019
	Expert public	4	
	Professionals popularising science and curriculum reform	4 ³	

¹ On request of the project holder the method of data collection was changed when instead of a directed interview the project administrator was sent an e-mail with a set of questions to answer.

² Originally 4 persons were scheduled, one person however cancelled the interview, the other refused to show up due to the lack of interest.

Method	Respondent	Amount	Date
Questionnaire survey	Members of community of practice ⁴	62 (asked 428, respond rate 14,5 %)	22.3.-5.4.2019
Participating observation – Expert panels	Expert panel participation	1	27. 3. 2019

³ Originally 4 persons were scheduled, one person however cancelled the interview.

⁴ Community of practice is the community formed by the project - it associates teachers, pedagogical workers and other persons interested in this issue. Altogether there are 11 communities of practice formed under the project to develop reading, mathematical and digital ability in various education fields (the meetings are held 2x a year, the support could be reached also online).

4 EQ Identification

The main focus of EQ Identification is a regular monitoring of the project implementation and its evaluation, including the fulfilling of the objectives of the project and its correspondence to the project application. The 1st interim report dealt with the questions listed below:

EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?

C.1.1: Do the execution of key activities and the processing of output match the planned time schedule and current needs of project implementation?

C.1.2: To what extent are the objectives of the PPUČ project and changes in the existing situation expected as a consequence being achieved?

This part of the evaluation aims at the verification of the coherence of project implementation plan with actual implementation of the individual key activities of the project so far. Next part of the evaluation will be dealing with fulfilment of KA's objectives - unfortunately this cannot be currently carried out as the early stage of the project does not yet enable evaluators to see the ongoing change. State of the implementation process of individual activities, outputs and objectives was learned from Implementation reports and their appendices. Evaluators had at their disposal ZoR (Realization Report) 1 up to 8. Actual state of key activities of the project was verified by directed interviews with KA managers and field investigations at schools.

State of the implementation process of individual key activities is summarized in a table form in the attachment no.I.1 of this PZ. This summary is based on Product breakdown (which breaks the main KA outputs down to partial ones), project schedule and stage and indicator fulfilment. The project schedule however does not set fulfilment dates for partial tasks under KA which means that the evaluator cannot follow their fulfilment.

This evaluation task also needed updating of the theory of change which is also to be found in the technical attachment no.I.4 of this Interim Report. As the project is approximately almost halfway through its implementation, there are so far no long-term impacts detected (which were identified in Inception Report). Also no modifications of the short-time impacts and results varying from the original set of VZ have been made. The impacts are more likely to emerge at the end of the project.

PPUČ Project

PPUČ Project is divided into 6 key activities under which the partial activities are identified. All activities are being conducted according to the project schedule.

KA 1 Project management

This activity includes project management and documenting of its processes. KA 1 generates management documents (Quality management strategy, Project plan, Product breakdown, Project schedule, Risk management strategy etc.). The task of the KA manager is to coordinate and process implementation reports (ZoRs), to control mechanisms of variation procedures of the project and to fulfil the observation proceedings of the authorities. KA Manager is also responsible for public

contracts and tenders.

Management documents were elaborated during the initial stage of the project. Implementation reports are handed in according to the scheduled plan. Project status reports are passed to Managing Committee on monthly basis. A few significant changes had to be conducted but these had no effect on fulfilling the objectives of the project (increasing the number of communities of practice from 10 to 11, expert replacement and budget modification).

Project PPUČ has - as seen on the correctly implemented partial activities - a potential to achieve its intended objectives. Also the complex support provided to schools have the potential to reach its goals at involved schools. The significant factor is the motivation of school headmasters and education workers. The benefits and applicability of the support and acquired knowledge by the target groups is being analysed in detail under EQ C.2 below.

Based on all available documents (project application, ZoRs and self-evaluation reports) MŠMT representatives regard PPUČ project as the high standard IPs with the good management consisting of excellent project managers. MŠMT representatives also declared they did not find any issues regarding this project. The adjustment and progress of the key activities correspond to the needs of the target groups so the project have a predisposition to achieve all intended objectives. MŠMT representatives did not identify any risks that would endanger the successful implementation of the project (they also believe that project team is perfectly competent to foresee and effectively eliminate the risks that may occur).

Conclusions and evaluations

Evaluator finds the scope, level and the quality of the KA 1 Project management implementation to comply with the requirements of the project application (and its recent version).

Project implementation is conducted according to the project documentation and is also regularly monitored by the evaluators. Implementation team of the project detects all potential risks of the project and responds to them by applying the suitable measures. Good project management is also demonstrated by the small amount of changes conducted inside the project (related to the span of the project). Evaluators believe that the project is well suited to successfully finalise its implementation stage and achieve all of its objectives.

KA 2 Cooperation

The right degree of cooperation is essential in systematic projects and it is also obligatory by the nature of the project. When this condition is met no duplicate data emerge, the processes are optimised and the long-term objectives are achieved. PPUČ project also comes to terms with its requirements. PPUČ project teams declared they actively seek the opportunities for cooperation beyond the mandatory framework of the project. This is achieved by building new communication channels with other projects which at the time of the project application could not yet be identified. Based on the project application requirements the mandatory cooperation is established with KSH, SRP and IMKA projects (IMKA got cancelled, the cooperation was passed over to SYPO project).

Beyond the mandatory framework, the PPUČ also cooperates with other projects:

- P-KAP, APIV-B, SYPO, KPSVL and MOV, the cooperation activity is summarised under attachments I.3 and II.1 of this PZ.
- PRIM – Support of IT thought development, under the University of South Bohemia in České Budějovice.
- PODG – Support of digital literacy development, under the Charles University of Prague.
- MAP II projects, where the cooperation resulted from the stronger emphasis on reading and mathematical literacy in MAP II projects than how it used to be in MAP I projects. This cooperation started completely unintentionally after the initial stages of MAP II projects were launched.
- Projects of the call in Capacity Building for School Development I. (BK 1). Implementation team of PPUČ project declares they asked over 30 projects in initial stages of PPUČ project as these were found relevant to the nature of the PPUČ project. Despite this effort, only a minimal number of the projects took a part in the negotiations or were willing to share the experience.

The focus of KA Cooperation is the arrangement of expert panels. The partial outputs are presented at the expert panels and they also face the opposition there. The number of implemented or planned expert panels for 2019 is 6 (3 for each literacy in spring and also in autumn). Compared to other projects this means quite a time demanding activity for the attendants (usual number of expert panels is 2 in a year). For the sake of cooperation, other IPs representatives are being invited to take part at these expert panels, yet as the information goes, their attendance is more or less minimal and not regular. However, so-called "expert panel forums" are held twice a year which are continuously attended by the other IPs representatives (all 3 literacies are discussed there). They are also willing to meet with PPUČ project representatives at individual basis when needed.

KA Cooperation managers attend the above mentioned expert panels of other IPs and are also present at various operational meetings where the new collaboration opportunities are analysed and activities that are common for two or more projects are coordinated (KA Project manager position was created in summer 2018 by means of the project change). Implementers of PPUČ project meet other project (IPs) implementers at MŠMT representatives meetings with IPs Managers. Where needed, they also get in touch with other IPs project managers via e-mail or phone on their own. Cooperation with other systematic projects (IPs) is carried out in terms of sharing information and outputs and mutual attendance at expert panels or eventually also some instructor activities.

PPUČ project team's activity in terms of the cooperation with other systematic projects and subjects that went well above the framework of the project is evaluated high above the average and can be taken as an example for other projects.

Evaluation conclusions

Evaluator finds the scope, level and quality of the existing implementation of KA 2 Cooperation to comply with the requirements of the project application (and its recent version).

Project teams went well above the framework of the project application and already in the initial stage of the project launched the cooperation activities with other projects. Project teams not only communicate with the subjects and institutions that are essential for their project but also do not

resist other collaboration opportunities. This is also perceived very positively.

The wide scope of the collaborating subjects can consequently result in work overload of project team members - this is considered a slight risk by the evaluator so he suggests to follow recommendation no.3.

KA Coordination is evaluated in detail in EQ C.3.

KA 3 Evaluation

Project charter defines following activities for KA Evaluation: the continuous evaluation of the project, its results and outputs according to the requirements of MŠMT sections II and IV, target group data collection, other project data evaluation and other analytic activities. Evaluation activities are carried out with the cooperation of KA 6 (analytic data processing via ICT tools and technical support) and KA 2 (with the help of expert panels of the project).

Under this KA the internal opposition panel was formed to give the feedback on continuous evaluation. Documents called Quality management strategy and Benefit measurement plan were created for KA Evaluation. The internal opposition panel regularly evaluates project products. All key activities are being continuously monitored and evaluated. Once in a year an evaluation report is processed - this is carried out by all members of the team. First self-evaluating report was processed for the period 12/2016 - 11/2017 and handed over under ZoR 5 in 2018 along with the Project background analysis. Second self-evaluating report was processed for the period 12/2017 - 11/2018 and was handed over in May 2019.

PPUČ project does not have a designated internal evaluator. This role is carried out by the senior project manager who is also responsible for management and processing KA outputs. When in need, a team of methodologists helps with these activities. Project team representatives declared that having a member of team who would be explicitly in charge and responsible of internal evaluation would be much appreciated. Their reasoning is, this project deals with the completely new issue - i.e. basic literacy in all learning areas, while in the meantime the capacities for evaluation activities are insufficient. On the other hand, external evaluators have completely different opinion - they believe that evaluation activities conducted by PPUČ project teams are sufficient and there is no need to expand them.

There were no obligatory parameters for KA evaluation explicitly defined in project application which means that evaluation of all documents generated (evaluation forms, questionnaires, entry analyses) is a collective initiative of the project team. Not all evaluation outputs are on the project output level, which means it is up to the manager of particular KA if he or she finds the activity beneficial and thus worth its evaluation. Under the activity implementation the evaluation questionnaires are constantly generated to give the project teams all required feedback (and later possibly modify some of the processes or its outputs). Also regular evaluation visits take place at pilot schools to identify possible problems or issues. Project team would appreciate better arrangement and adjustment of the evaluation processes so that the evaluation activities can reach a higher standard.

Representatives of MŠMT perceive the project evaluation to be conducted flawlessly with the key activities being carried out above the average.

Evaluation conclusions

Evaluator finds the scope, level and quality of the evaluation implementation to comply with the requirements of the project application (and its recent version).

Project teams went well above the framework of the project and carried out the activities which help to evaluate and acquire better feedback completely on their own. This is also perceived very positively.

KA Evaluation is looked at in detail in EQ C.1.4.

KA 4 Basic literacies - expert panels and communities of practice

Expert panels are organised in order to form a common notion of the nature and significance of basic literacies for educating children at MŠ (nursery schools) and ZŠ (elementary schools), to form the recommendations for MŠMT, IPk and IPs implementers of OP RDE. Expert panels take place twice a year (for all 3 literacies), i.e. 6 expert panels (mini conferences) in a year. Beyond the framework of the project also so-called "expert panel forums" are held twice a year which are continuously attended by the other IPs representatives (all 3 literacies are discussed there). Spring meetings are usually focused on project cooperation while autumn meetings aim at collaboration with teachers. Expert panels sessions are announced to all attendants whose contact details are known (by means of e-mails, social media, intranet or with the help of regional coordinators). The inner circle of the attendants is formed by the stable number of session members (workers paid as DPP/DPČ, cca. 30 EWs). The others are more or less volunteers, yet a lot of members of key partners of the project (CERMAT, NIDV, ČŠI, VŠ etc.) are however included in this group. Attendance and participation of the members of this group is unfortunately quite complicated. The capacity of an expert panel is 30-50 persons. After the session is over, all the materials (hand-outs, videos, etc.) are put on the web of the project so that they are available to all potential people who are interested in the project. The case studies conducted at schools show that the main obstacle preventing EWs from attending expert panels or community of practice sessions is the place where they are held. School representatives have problems with longer distances. That is why project teams started organising the sessions in regional seats of particular regions. Some schools have also problems with letting their teachers attend the sessions as they are chronically understaffed. The solution for this issue is accreditation of these meetings under DVPP system (which means it is easier for headmasters to release their teachers to take part in expert panel session, also PPUČ project has a special fund to cover expenses of the teachers participating on the project).

Under this KA so-called communities of practice are organised (11 - 9 sessions for the 2nd grade RVP, 1 for pre-school education and 1 for the 1st grade) to arrange expert meetings of the particular education field, where the participants share their experience and develop their skills in planning the activities with the children for developing literacy in all learning areas. Communities of practice are under the auspices of the guarantor of particular learning area. In the initial stages of the project these community of practice sessions were intended for pilot school education workers, now the wide public can also take part. Also the places where the community of practice sessions are being held have been changed in favour of destinations that are more available for the session attendants (originally they were held in Prague and only on working days). If the session takes place at one of

the schools, the programme is adapted to its particular needs and the cooperating schools tend to take part. Project team declared they record the increasing interest in community of practice sessions. Each session is attended by cca 30 persons. Case studies and questionnaire investigations detected the very same issue that emerged while arranging expert panels sessions - the place where the sessions are held and long distances attendants need to travel. Potential issues of the project are tackled by project teams by arranging summer schools which are held during summer months and thus are more available for the teachers. Project team also declared that one of the identified problem was finding the experts who are apt to share the literacies knowledge from the learning areas.

Manual for ŠVP creation activity had its completion date of the partial output shifted (from Q2/2018 to Q3/2019) due to the follow-up of the concept of RVP revision (debate over the curriculum modification). Project team expects a delay of this activity regarding this issue. This change will however not affect the achievement of the project objectives.

Other activities that are conducted under KA 4 is the scoping study and the summary of expected education results. Currently the output description is already processed. This document will be however being generated throughout the span of the duration of the project until its very end. According to the information provided by PPUČ project team this document will consist of the description of the initial conditions of the support provided to schools with regard to the development of basic literacies at schools in CZ, opportunities to develop the basic literacies described on the examples of best practice, the possible obstacles preventing the development and the recommendations to reduce these barriers. Project team also promised this document will be written in the way more suitable to the target groups (i.e. it is not to be processed as a case study) - headmasters, teachers (and teachers-to-be), other education workers, institution representatives and also parents of the educated children.

The teachers of the first wave of pilot schools started working on objectives of particular literacies (i.e. OVU of literacies). With the help of the regional coordinators of basic literacies the collection of suggestions regarding the application of these materials at schools take place. Also the requests on application of these materials are being sent by the schools to consultation centre of NÚV.

Under this KA professionals also conduct the researches on examples of best practice being used as a subject of education activity in order to enable teachers achieve objectives of development of basic literacies (i.e. OVU of literacies). These suggestions that could work as a source of inspiration for development of basic literacies across the relevant education fields in the Czech Republic are supposed to be generated in the later stages of the project. This research is mostly conducted by guarantors of particular learning areas. Project team informed that some of these suggestions are already being created (they are actually searched for by communities of practice). First teachers who would be willing to arrange and share their inspirational suggestions were asked to join this activity. So far not many teachers are interested in the activity as the publishing of their experience is perceived very time consuming and difficult. Project team suggested that each guarantor could be accounted for several teachers and actively help them with this issue. The quality of materials created by teachers without the guarantor's participation that are consequently passed to the project team is usually rather low.

The similar situation dominates the researches on international examples of best practice that could be used for development of basic literacies in the field of ZV (elementary education) and PV (pre-school education).

The annual National conferences also take place under this KA. Two of these conferences are being held - the inception one and the final one. The first conference was arranged on the schedule.

Part of the key activity is also the publicity of the project and its promotion towards target groups. Implementation team of the project would however appreciate active involvement of MŠMT. The team also informed about insufficient capacities for effective communication with all target groups of the project.

Conclusions and evaluations

Evaluator finds the scope, level and quality of the KA 4 Basic literacies implementation to comply with the requirements of the project application (and its recent version).

Project teams went well above the framework of the project application and adjusted the scope of their activities according to their actual needs and the needs of the target groups already in the initial stage of the project implementation. Evaluators perceive the positive impact of these actions as seen by both project team and the target groups.

KA 4 is evaluated in detail in EQ C.2 and EQ C.1.5, C.1.9, C.1.10

KA 5 Methodical support - communities of practice and regional Support Centres at schools

The focus of this key activity is the support of the target groups and the experience sharing and transfer with regard to the education planning and implementation according to the concept of basic literacies. Under the KA 5 the activity of consultation centre is implemented, also the teacher motivation to join online communities is being supported or the pilot school support and web seminars organisation are promoted.

KA 5 is also responsible for communities of practice, yet their evaluation is made by KA 4 teams. KA 5 teams also organise community of practice sessions which take place during spring time (total amount of sessions is 11).

The network of cooperating schools was formed under this key activity. The schools were chosen according to the planned criteria (their regional impact, their size and the type etc.) and they were asked to join the project - there were the total of 3 waves of school recruitment that took place. The 1st wave included the schools that were willing to join on their own, the 2nd and 3rd waves were asked in cooperation with ČSI in hand with the investigations on the quality of education at their premises. Some schools left the project. The network had been formed and it originally consisted of 36 schools (the quality of schools differ rapidly according to the project team information). These schools were subject to entry analysis in terms of personal visits of PPUČ implementation team representatives and also by means of the questionnaire investigations, which identified the conditions of literacy development in education methods of the particular school and its further advancement. The objective of this research was the identification of the actual needs of the school

in order to suit the project support for the particular school. The output of this research is the plan of the school development in terms of reading, mathematical and digital literacy development of the children studying at these schools. The initial entrance investigations have already been carried out at all schools of the 1st and 2nd wave of the network. Since February 2019 this research has also been conducted at schools of the 3rd wave under the plan of implementation for ŠKG management and RKG support.

Pilot schools hold the monitoring visits that evaluate support plan evaluation implementation in terms of basic literacies development. These visits are scheduled halfway of the school participation on the project and then after the project is over (1st wave of schools finishes on 30/6/2020, 2nd wave finishes on 1/1/2021 and the third wave finishes on 30/6/2021). The 1st wave schools supported were visited halfway through in the beginning of 2019 in order to detect their needs and requests and to put these into action by modifying project methods. Continuous monitoring of the school plan fulfilment is also the tool for a better education support and coaching. Each ŠKG is responsible for closing of his or her monitoring period by answering a set of questions considering the impacts of the activities that were planned in cooperation with the teachers at the school and which dealt with class education and cooperation between the teachers. There are three dates to hand in these questionnaires each year.

In addition to the above mentioned activities, the project team works on the preparation and organisation of ŠKG, RKG and project team meeting (so-called summer school of PPUČ 2019). This is the event that takes place during the summer holidays of 2019 and its objective is to enforce ŠKG position at schools and to increase the professional and personal preparedness of the school staff for the role of the literacy development leader. So far one such event was carried out (in 2018). More on this topic to be learned in EQ C.2.

Consultation centre NÚV already responds online to the teacher and school requests, yet the teachers are still not too interested. Currently the conception of technical modifications of Consultation centre NÚV is being processed in order to enhance the online tools of school supporting (RKG and SP). This concept is continuously consulted with KA 6 and other key activities implementation team. As a result, the programming of the modified application should take place.

Conclusions and evaluations

Evaluator finds the scope, level and quality of the KA 5 implementation to comply with the requirements of the project application (and its recent version).

The implementation of the key activity proceeds according to the project documentation. The stabilised network of the pilot schools have been formed and all intended investigations are carried out. Evaluators also recognise the positive impact of the team in inducing interest and satisfaction of the target groups with KA activities.

KA 5 is evaluated in EQ C.2 and C.1.5, C.1.9, C.1.10.

KA 6 Technical support for methodical materials dissemination and their use by the teachers

Online application called Teacher profile 21 is being prepared under this key activity. The evaluation of the feedback focuses on the digital skills that could be used in the practice and also on identifying the support for the fields where the help is needed. The teacher profile 21 completion date shifted from Q2/2018 to Q4/2019. Pilot launch of Teacher profile 21 is planned for Q2/2019 and its full functionality is intended for Q3/2019. The delay is caused by the evaluation of the difficulty of this activity and also by the necessary negotiations with SELFIE and DigCompEDU tools developers. This change will however have no effect on the achievement of the project objectives or its impacts. By the time of this evaluation the pilot beta testing of the application content was carried out with the volunteers. Implementation team announced that May 2019 will be the date of the initial stage of Teacher profile 21 tool which is the self-evaluation of the teachers. This tool is however perceived to be of little interest as seen by both target groups and project teams.

In addition to this, the application called Reputation system is being prepared. This tool serves as a storage for sharing education sources for MŠ and ZŠ teachers and it also enables them to evaluate their quality and also the quality of materials from other sources. The Reputation system launch date has been changed from Q2/2018 to Q2/2019 due to the negotiations over the communication strategy of the system with the target group and verifying this solution in pilot school network. This network was not complete until September 2018 (36 MŠ and ZŠ school). Pilot version of reputation system was launched at the end of 2018. This change will however have no effect on the achievement of the project objectives or the following activities. Beta testing of Reputation system have been launched by the time of this evaluation report under the Methodology portal RVP.CZ. According to the project team information this application is expected to go live on 30.6.2019, as scheduled.

The partial objective of Methodology portal innovation is at the stage of the new portal structure and user profile preparation.

Another part of KA 6 activity is the online education modules created to develop reading, mathematical and digital literacy in pre-school and primary education. These modules provide the background to share experience, to get inspired and to get a fresher approach to effective strategies and methods of literacy development.

Conclusions and evaluations

Evaluator finds the scope, level and quality of the KA 6 Technical support for methodical materials dissemination and their use by the teachers implementation to comply with the requirements of the project application (and its recent version).

Implementation of KA proceeds according to the project documentation. Nevertheless, KA 6 is delayed beyond the original schedule. This delay however has no negative impact on project implementation and objective achievement. Evaluator also acknowledges the strong interest of target groups in the future outputs of KA 6.

KA 6 is evaluated in detail in EQ C.2 and EQ C.1.5, C.1.9, C.1.10

EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?

C.1.3: Are there any risks that jeopardise the implementation of the project and the achievement of objectives?

C.1.11: What does the implementation team consider to be the greatest obstacles to successful implementation during the project?

Evaluator considered the logical coherence and conclusions implied by the research and in consequence merged both questions (C.1.3 and C.1.11) under one. The thought that both questions can be dealt with at once comes from the logical consideration - risks of the project can also be perceived as potential obstacles.

Potential risks of the project have been defined in Project charter. Implementation teams also elaborated *Risk management strategy* in the initial stage of the project and *Catalogue of risks* (which is regularly updated on a monthly basis). With regards to a continuous work on these documents by the project management, evaluators focused on potential obstacles that were detected during directed interviews with KA managers and other investigations.

Other obstacles that were detected during the field research at schools involved in the project are to be found in the separate attachment of this report (PZ II.3).

Risks detected on interviews and fieldwork investigations:

Excessive administration load of the project

Excessive administration is perceived as the significant obstacle of all KAs. We are talking about, for instance, reporting travel expenses for reimbursement, reporting work time-sheets or closing of DPP and DPČ.

Detailed risk analysis can be found in the following tab.

High risk is such a risk that might endanger the progress of the project. With the right precaution chosen and the good-quality management applied we could however reach the requested project parameters in scheduled terms. Low risk might insignificantly influence the course of the project yet by applying the suitable operational management strategies the project could be put right back on its track.

Severity of the risk is classified on the scale 1 – 5 (1 = lowest, 5 = highest).

The risk with the higher value of probability/frequency means a frequent occurrence of the risk or a permanent or expected possibility of the risk occurrence. The risk with the lower value of probability/frequency means that occurrence of this risk is improbable and the occurrence of such a risk is very exceptional.

Probability of occurrence/frequency of occurrence of risk is demonstrated on the scale 1 - 5 (1 = almost impossible, 5 = almost certain).

For each of the risks the fitting precaution to foresee/eliminate the risk has been designed.

Tab no.2 Risk analysis

Risk	Probability of occurrence	Risk level	Risk prediction / elimination description
External risks			
Administrative load of the project	5	2	This risk is imminent for all projects funded by European Social Fund. <i>The impacts could only be eliminated by correct adjustment of the project processes by the receiver.</i>

Obstacles identified from field investigation and interviews:

Administrative load of the project

Excessive administration is a very frequent obstacle in all KAs. Implementation of the activities are slowed down by complicated processes like reporting travel expenses for reimbursement, reporting work time-sheets, closing of DPP and DPČ or document verification.

School capacities

Material distribution to all involved schools is insufficient. It is especially the smaller schools (with low capacities) and schools that merged under this project (passing the material between the schools is not efficient enough) that are affected by this obstacle.

Unintelligible nature of concept outputs for teachers (terminology)

The terminology used in concept outputs of the project tends to become an obstacle for understanding the idea. Some of the teachers only read the outputs and never apply them. One of the reason might be the unintelligible nature of the terminology used in these concepts.

Insufficient number of involved education workers in pilot schools

There is a designated number of internal regional coordinators who come to schools and help school coordinators. Project however does not have too much of a control over if or how teachers process the project outputs. This also depends on frequency of meetings between management and teaching staff. Literacy can only be systematically developed in those learning areas which are being educated which means more EWs from school staff should get involved.

Literacies do not exceed beyond the subject domain

Individual literacies (i.e. mathematical, digital, reading) are often perceived as a part of one particular subject or area, i.e. mathematical literacy is a domain of mathematics etc. To put it into different words, some teachers assume that mathematical literacy is to be treated only in Mathematics class,

or digital literacy only in Computer class.

Low number of EWs interested in project

Some of the education workers are not interested in self-development or refreshing their education methods. Some schools also do not support regular meetings of headmaster with pedagogical staff for collective planning, feedback and implementation of education methods. Unwillingness of the teachers can get very significant in terms of joining the on-line activities on the web (Methodology portal RVP.CZ) or their passive approach to evaluating materials in reputation system or using Teacher Profile 21.

Optional activities of the project

The implementation team of PPUČ project defined some activities that emerged in the course of the project implementation. These activities are a by-product of the project. They are not mandatory yet the project team regards them to be beneficial for education (see methodical support for workgroups of reading and mathematical literacy created under IPo MAP II projects or other associated activities). Nevertheless, the activities which are obligatory for the project have a higher priority. In any case, project team is under the risk of work overload.

Evaluator conclusions

Evaluator considers the work of project teams in terms of the risks and obstacles to be appropriate, sufficient and corresponds to available investigation data.

EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?

C.1.4: Does the progress of activity in KA3 Evaluation correspond to good evaluation practice?

In the initial stage of the project there has been a couple of documents processed for KA Evaluation activity: Quality management strategy and Benefit measurement plan. Internal evaluation of the project is based on these documents. Once in a year an evaluation report is processed - this is carried out by all members of the team.

Further on, an internal opposition panel has been formed. It consist of 4 members and it carries out evaluation visits to schools involved in the pilot programme, also negotiates the project products recommendations, system recommendations etc. and also evaluates the support provided by PPUČ project. Once in a year they issue an opposition review.

According to PPUČ project team is KA Evaluation activity not very wide in scope or in terms of following existing possibilities. Actually only 2 obligatory activities are set for this KA:

- 1) Creation of the yearly evaluation report** – all members of the team take part in assembling this document on both project management and the key activity itself. The structure of report is designed by MŠMT and is very risk focused. Each month the risk catalogue is modified and re-evaluated.

2) Communication with internal opposition panel

This issue is mostly tackled by the project manager. Content inputs are prepared by project team members (senior methodologist, content manager, ...). Communication with internal opposition panel is supposed to take place at least twice a year, i.e. internal opposition panel needs to be summoned at least 2x a year. The members of internal opposition panel can also take part in mini conferences of expert panels. According to information of PPUČ project team this is not always possible as the opponents are very busy. Unfortunately, the number of experts who can join the systematic projects is very low. Also, the project needs to have an expert with international outreach. One of the expert with international outreach left PPUČ project (the reason for doing so was the preference of research projects over application projects).

Due to the leaving of the expert and his consequent replacement a significant change of the project had to be made. Project team of PPUČ would appreciate if MŠMT summoned all the experts with international outreach a couple of times a year so that the interconnectedness with Czech projects and quality dimension of the education system can be tackled.

Representatives of the PPUČ project also reported they had been informed by MŠMT authorities about the stricter requirements for internal evaluation (individual methods of internal evaluation for IPs have not been changed, this information was given during the interview with a project manager at MŠMT). The thing is, each project output (even the partial one) needs to go through an evaluation conducted by representatives of opposition group. By spring 2019 the progress and direction of the project was evaluated by internal opponent group on half-a-year basis. The group did not issue any feedback (reports) to any of partial outputs. Project team PPUČ is currently proposing a plan for passing the reports of internal opponent group to MŠMT. This activity will be covered from the back-up funds of the project. Project team PPUČ also informed they collaborated with the section II and the project office to form Register of MŠMT Projects on MS SharePoint platform. This includes sharing of status and situation reports and other IPs material for managing committee meetings and MŠMT projects monitoring.

Project team PPUČ believes that the key activities are correctly adjusted to satisfy the needs of their target groups. In case any issue is identified⁵, the team tries to respond accordingly - e.g. the questionnaires are sent to teachers to learn where the problem is. Based on this feedback, the team knows what needs to be fixed. The cooperation with guarantors also takes place to help find the solution to a particular issue as soon as possible.

Evaluation questionnaires are being regularly issued according to available information to get the feedback to the project team and then make appropriate changes in processes or project outputs (e.g. the questionnaire above). The paper questionnaires that are handed out after the community of practice meetings also need to be mentioned. The return rate of the filled-in questionnaires is very high.

⁵ As an example we can mention the situation when the classification records were sent to schools by regional coordinators. The feedback collected afterwards however showed that schools had problems with application of the handed material.

Considering this KA, project team would appreciate:

- better evaluation process design in terms of corresponding to system requirements of MŠMT and KLIMA action, generating common capacities with MŠMT for implementing these processes and sharing evaluations between the involved parties
- adjustment of better cooperation between the projects (IPs and IPk, ČŠI)
- adjustment of tools and ways of project impacts evaluation, including the system evaluation
- implementation of meetings of the experts with international outreach a couple of times a year by MŠMT to think through the impacts of the project and their sustainability

Representatives of MŠMT perceive the project evaluation to be sufficient and carried out well above the average.

Conclusions and evaluations

Evaluator finds the scope, level and quality of the evaluation implementation to comply with the methodical rules of OP RDE and the requirements of the project application (and its recent version).

EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?

C.1.5: How beneficial do education workers and senior workers at supported schools consider the methodological support provided at all levels to be?

C.1.10: To what extent is experience being passed on to other stakeholders/schools, for example through regional support centres for literacy and online methodological support?

Evaluation of this EQ was carried out according to the results of the case studies, which were collected at 9 schools involved in the project. The case studies should provide in-depth insight into the issue of the development of basic literacy and how schools deal with it. This interim report identified the expectations of schools toward the project as the real impacts of the project are to be perceived in later stages of its implementation. So far only entry parameters, profiles and expectations of schools involved in the case study investigations were processed into this interim report (1st PZ). Fulfilment of school expectations will be processed in 3rd PZ.

The evaluation visits to 9 involved school show that schools perceive the provided support to be beneficial. More on this topic in EQ C.2.

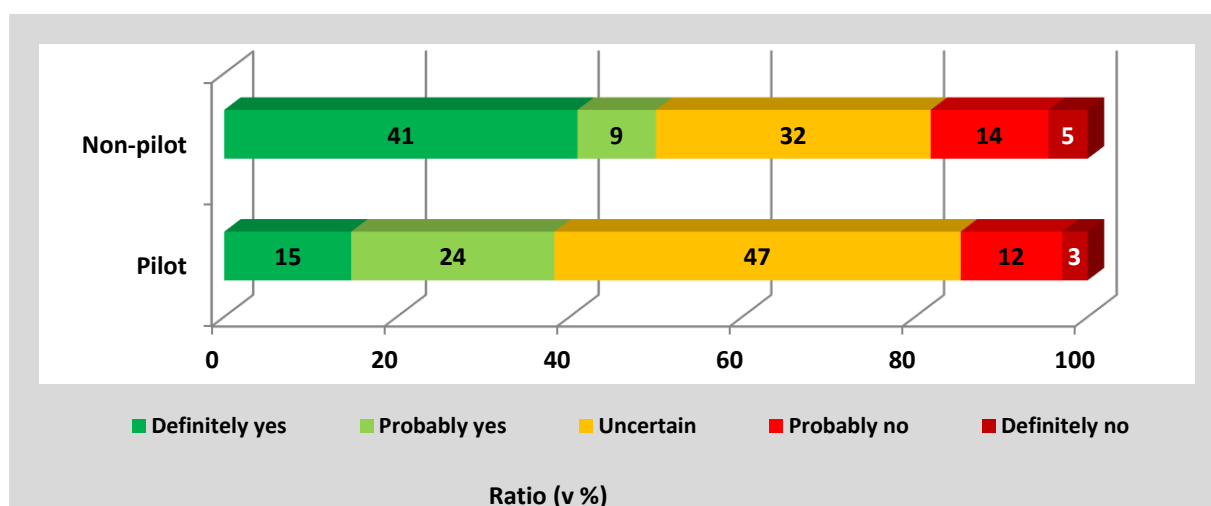
The evaluation of this EQ is also based on the results of questionnaire investigation among attendants of community of practice events and summer school. The objective of this investigation was to learn the expectations of the respondents (benefits of project activities/outputs). The following PZs will analyse the fulfilling of their expectations.

The respondents of MŠ/ZŠ and expert public mostly declare they expect sharing of information and knowledge, inspiration and developing their skills and knowledge, i.e. self-development. Respondents would also appreciate to acquire a concrete inspiration on how to develop basic literacy at their school. They also find it beneficial to meet and network with teachers from other schools. The majority of the respondents did not have any suggestion on arrangements of this meetings in

terms of making them more efficient. If they had a suggestion they implied to put more focus on practical side of the project and reducing the sheer theory. Some of the respondents also mentioned they would appreciate uploading of session recordings on the project web or better time availability of the events.

Last but not least was the question asking if the respondents use the web of Methodology portal RVP.CZ for sharing examples of the best practice online. Figure no.1 shows the visible difference between the answers of respondents from pilot and non-pilot schools. Respondents from non-pilot schools tend to use the web for example sharing more than those from pilot schools (sum of "rather yes" and "definitely yes" answers at non-pilot schools is 50 %, "partially" answer is 33 %). Twenty per cent of respondents do not use the web. Most answers at pilot schools was the partial use of the web for examples sharing - 47 %, then comes the sum of "rather yes" and "definitely yes" answers - 40 %. Fifteen per cent of respondents stated they rather do not use the web or do not use it at all.

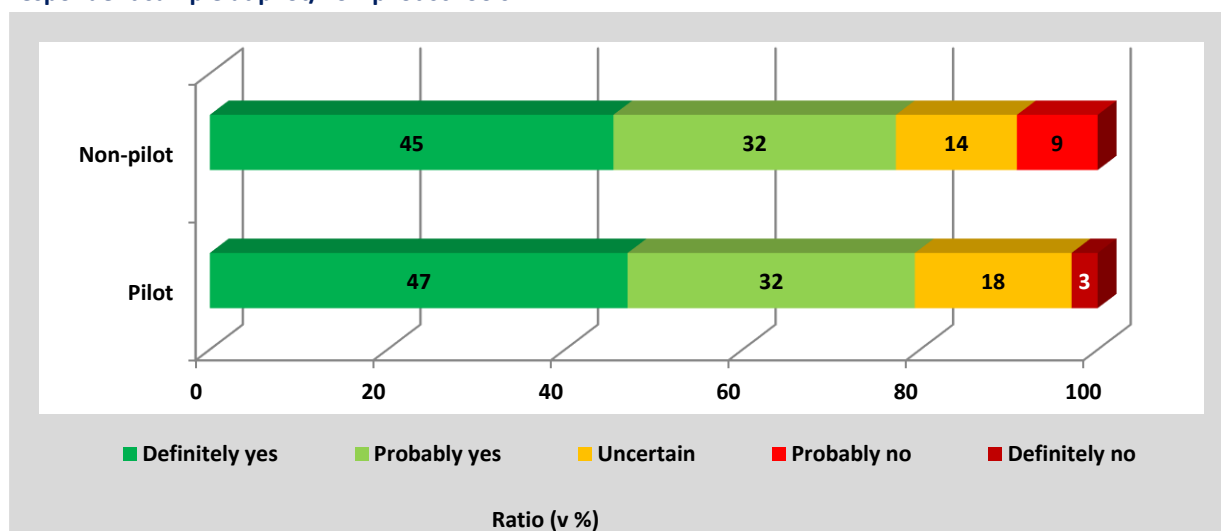
Fig 1 Use of the web for sharing of examples of best practice (Methodology portal RVP.CZ), categories of both pilot and non-pilot schools



Source: project research 2019, N = 56 (N pilot = 34, N non-pilot = 22)

The results of questionnaire investigation among communities of practice and summer school attendants show it is more than 45 per cent of the respondents from both pilot and non-pilot schools who stated they definitely share the acquired knowledge, information and examples of the best practice (see fig.2). More than one third of the respondents stated they rather share the information and the examples. Only a small amount of respondents stated they do not share the acquired information or examples of best practice (sum of "rather no" and "definitely no" answers at non-pilot schools is 9 %, at pilot schools it is 3 %). Those who do not share the information gave the reason for not doing so as being busy or to have attended only one event so far.

Fig.2 Sharing the information and the examples of best practice acquired on project events (in %), respondent sample at pilot/non-pilot schools



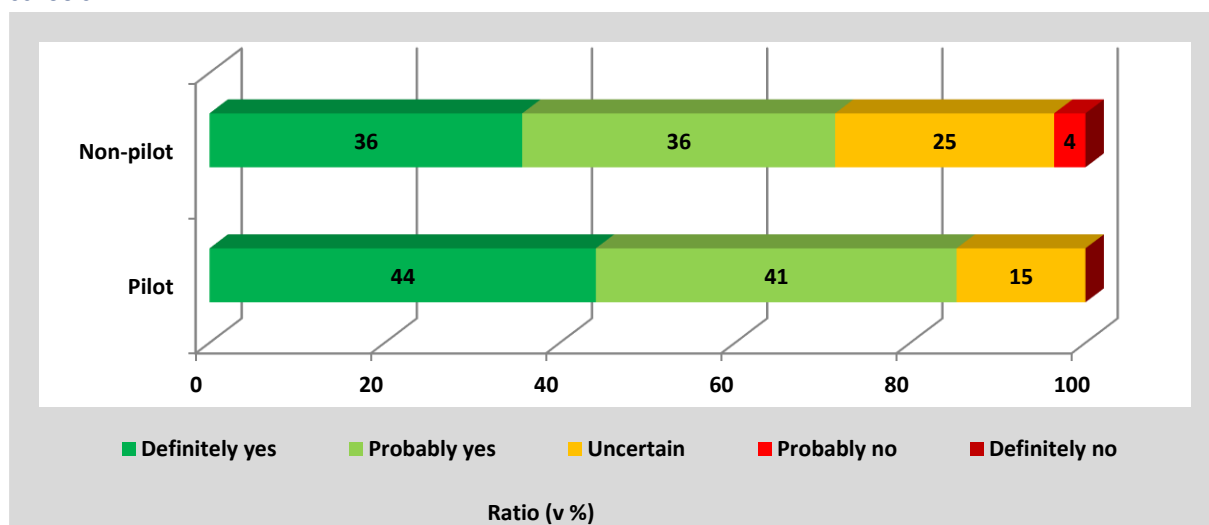
Source: project research 2019, N = 56 (N pilot = 34, N non-pilot = 22)

The figure no.3 shows the applicability of acquired knowledge in daily practice as seen by respondents from both pilot and non-pilot schools. Positive fact is, it is almost 44 % of respondents from pilot schools and 36 % of respondents from non-pilot schools who stated they definitely applicate the knowledge from the project in their daily practice. Further on, 41 % of respondents from pilot schools and 36 % respondents from non-pilot schools said they rather applicate the knowledge at their job. Partial application of the knowledge is admitted by 15 % of respondents from pilot schools and 25 % of respondents from non-pilot schools. Only 4 % stated they do not apply the knowledge in their daily practice. None of the respondents gave the answer that he or she would definitely not applicate the acquired knowledge, information or examples of best practice. Generally speaking, we can say that applicability of acquired info is very high.

Considering the ways of application of the knowledge, the one that prevails is the modification of education in class, the development of basic literacy in all learning areas. Very significant factor was also sharing the information with other teachers and also parents.

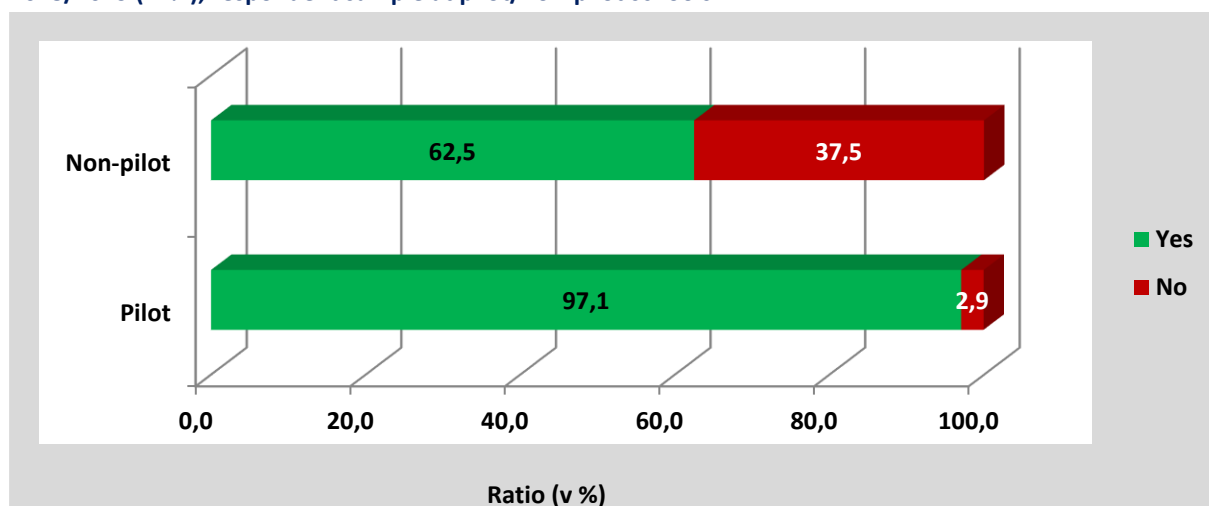
More than 97 % of respondents from pilot schools implemented new or modified school activities for development of basic literacy since 2018/2019 (fig.4). When analysing the same matter with the respondents from non-pilot schools, it was 66 % of them. Only 3 % of pilot school respondents stated they did not apply any modifications, so did more than 33 % of respondents from non-pilot schools.

Fig.3 Applicability of acquired knowledge in daily practice and (in %), respondent sample at pilot/non-pilot schools



Source: project research 2019, N = 62 (N pilot = 34, N non-pilot = 28)

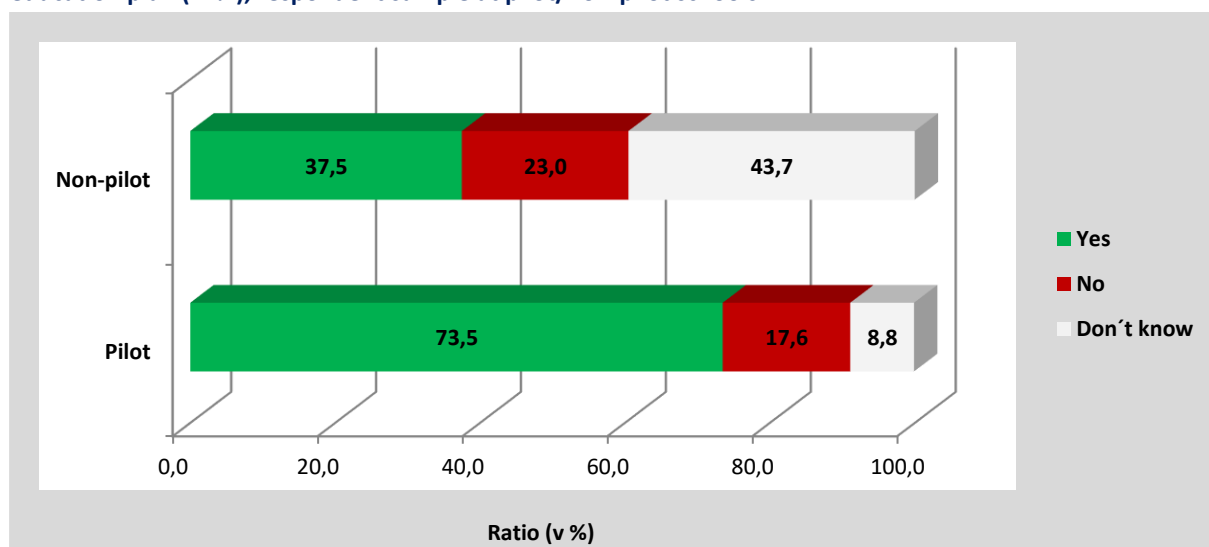
Fig.4 Implementation of new and modified activities for development of basic literacy in school year 2018/2019 (in %), respondent sample at pilot/non-pilot schools



Source: project research 2019, N = 50 (N pilot = 34, N non-pilot = 16)

Almost 75 % of respondents at schools involved in pilot programme stated that objectives of basic literacy development are incorporated in their school strategy, ŠVP or school education plan (Fig. 5). On the other hand, 18 % of respondents stated they do not have objectives of basic literacy development incorporated in their school strategy or education plans while 9 % do not know the answer. Taking into consideration schools that are not involved in any pilot programme - 38 % of respondents say they do have the basic literacy development incorporated in their school strategy, ŠVP or school education plan, 25 % of respondents say they don't. Almost 44 % of respondents do not know if their school has the literacy development strategy in their curricula. Respondents who stated they do not have the basic literacy development incorporated either in their school strategy, ŠVP or school education plan or they do not know the answer were asked if they plan to modify ŠVP or individual school strategy documents by 2021 to enforce the development of basic literacy at their school. Almost 50 % do not know the answer, other 25 % plan this activity, the rest do not plan any change.

Fig.5 Incorporation of objectives of basic literacy development in the school strategy, ŠVP or school education plan (in %), respondent sample at pilot/non-pilot schools



Source: project research 2019, N = 50 (N pilot = 34, N non-pilot = 16)

Sharing of experience and information is one of the basic features of the project. This is carried out on the face to face level (attendance on community of practice events, expert panels or coordinator meetings) or via concept outputs of the project or on-line on the technical support web of Methodology portal RVP.CZ.

The investigations show that respondents get their information mostly at expert panels or community of practice meetings and also on the support web of Methodology portal. Respondents also state they share their knowledge with their co-workers (both formally and informally), with co-operating schools and some also with the parents of the kids.

Regional literacy coordinators were evaluated positively by the respondents and their help was also considered beneficial.

On-line methodical support is also being used by the respondents yet the feedback on its benefits are inconsistent.

Reports and evaluation of this investigation are included in the attachment II.4 of this Interim Report.

Conclusions and evaluations

Based on the investigation data summarised on the previous pages the evaluator considers methodical support of the project beneficial. Information and examples of best practice are shared on events where representatives of involved schools meet and more and more other actors and schools are constantly being engaged. Nevertheless, the outputs of PPUČ are not fully utilised for this - it is more likely the very own communication channels of schools that do the job (cooperation or partnership with other schools, involvement in MAP project etc.).

C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?

C.1.6: Is the Reputation System used by target groups according to the project plan?

C.1.7: Is Teacher Profile 21 used by the target groups according to the project plan?

C.1.8: Are education modules for basic literacy being used by target groups according to the project plan?

The listed outputs of the project (the Reputation system and Teacher Profile 21) were not in operation at the time this report was being developed (once the on-line tools have been launched, the outputs will be evaluated in the following reports). Consequently, the evaluation sub-questions C.1.6 to C.1.8 could not be evaluated or incorporated into the 1st Interim Report.

EO C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?

C.1.9: Is the “University Students” (future pedagogical workers) target group involved in the project according to the project plan?

The methodological and technological support (KA 5 and KA 6) is targeted at active teachers from practice as well as future pedagogues in pre-gradual preparation in the project. This project target group is expected to use the project outputs and participate in the communities of practice, too. We also expect support being given to this TG in creating the Reputation system content and other innovated modules of the Methodology Portal RVP.CZ, including the use of innovated services of the Methodology Portal RVP.CZ.

Involvement of university students in the project was investigated by way of the questionnaire research. The respondents were stakeholders of communities of practice and summer school, where university students were expected to be represented. However, only four respondents took part in the survey. These were students of the department preparing future teachers (student/teacher). Hence, the extent of their involvement is impossible to fully evaluate. According to the information from the PPUČ project team, university students are being invited to mini conferences of expert panels, communities of practice and they can use the Methodology Portal RVP.CZ. The PPUČ project team addresses this target group by way of its partnership with ISDV1 projects (PRIM and DG at the Faculty of Education, Charles University, and Faculty of Education, the University of South Bohemia in České Budějovice). The PPUČ project team is active in online discussion groups in these projects where future teachers take part (e.g., Teachers+). Presently, the representatives of the PPUČ project team find the involvement of university students rather poor and they also believe there is no direct channel created with this target group.

Minutes and evaluation of the foregoing surveys are shown in Appendix II.4. to this IR.

Conclusions and evaluation by the evaluator

The evaluator considers the extent of the current involvement of the University Students target group in the project lower than was originally planned.

In this context, the evaluator recommends the project implementer to establish a direct communication channel in order to strengthen the involvement of University Students in the project and proposes recommendation No. 4.

However, the evaluator states that Universities Students is not the main target group of the project, so the lower involvement in the project than expected at the time the application for a grant was being developed does not significantly endanger the project implementation.

EO C.2: To what extent do the key stakeholders consider (significant) outputs/activities in the project to be beneficial/well applicable, and why?

This EO was evaluated upon developed case studies in a selected sample of nine schools involved in the project. The case studies should provide an in-depth view of how schools develop basic literacy in teaching. In this Interim Report, we looked into the expectations of the schools from the project outputs, because the project impacts on schools will be seen at the end of the project. The 1st IR contains developed input parameters of the schools selected for case studies, their profiles and expectations from the project outputs. The information on how the expectations of school representatives are met will be developed in the 3rd IR.

All schools (as well as all interviewed school representatives) involved in the case studies expect to get inspiration, find out about new methods, trends and opportunities for self-development and be able to carry out good quality workshops thanks to the PPUČ project. Head teachers also expect to get good underlying documentation for any ŠVP alterations and access to good methodological materials on introducing literacy in teaching. Teachers expect to have an access to a place where they can find practical materials which have been well proved in practice and are practical.

All 9 schools stated that their teachers positively appreciate introducing literacies in teaching and they are also professionally prepared. When asked how they proceed with introducing basic literacies in classwork, all respondents stated they are proceeding more or less well with all activities. Nonetheless, they also stated that it always depends on the specific personality of the teacher and his/her interest in his own development as well as his/her students. The greatest identified limit in introducing basic literacies in teaching is the willingness of teachers (to introduce new things in teaching and simultaneously participate in further training). Some school representatives stated that the difficulties lie particularly in the field of digital literacy. Since teachers often lack sufficient training in this area, they are not willing to get involved in digital literacy activities. Some of the interviewed teachers admitted they lacked the proper digital competences. A representative of one of the interviewed schools considers the social situation of children's parents (i.e., socially disadvantaged families) as a limit to introducing basic literacies in teaching. The problem is that children from such families do not have access to books or other aids at home which would help them develop literacies (particularly reading and digital literacy). Difficulties in introducing basic literacies in teaching, if mentioned by the school representatives, were seen in digital literacy rather

than other areas. Among others, this partly links to the issue of obtaining funds for the purchase of the necessary technology.

As the research established, teachers usually get inspiration and methodological support from other teachers, school management and the schools they cooperate with. Similarly, head teachers get inspiration from their teachers and other head teachers. Head teachers positively perceive involvement in the PPUČ project in this area, because they were provided with contacts to teachers/head teachers from other schools and started cooperating with them thanks to the project.

The interviews with the school representatives also looked into whether they receive or received any support in introducing basic literacies in teaching over the last two years. All schools stated they had been given some support in this area. They named for example: Klokanovy školky, eTwinning, Věda má budoucnost, MAP, Šablony pro čtenářskou gramotnost, Šablony I.

Please see below the opinions about project outputs (expectations, or benefits) of school representatives addressed in the implementation of the case studies. It should be emphasised that the majority of respondents was unable to specify their expectations from the project outputs which have not been implemented yet and they have not been made acquainted with yet. When interviewing the respondents, the evaluator explained the expected outputs in detail. However, most of the interviewed could not define their expectations.

- Expert panels
 - Some school representatives have not taken part in the expert panels yet but they are willing to do so in order to get inspiration and share experience.
 - Those who took part in the expert panels assessed them as beneficial and are interested in taking part in future panels.
 - Most stakeholders stated the venue availability being the main problem and limitation to their attendance at the expert panels.
 - Generally, the school representatives expect to get a source of inspiration, share experience and meet other school representatives at the expert panels.
- Summer school
 - The summer school is evaluated very positively by all school representatives who have attended it. The stakeholders like this way of training, the quality of the lecturers, the organization of the summer school, and the opportunity to meet teachers from other schools.
 - Other interviewed representatives expect intensive seminars and a great contribution to their teaching from the summer school.
 - There was one recommendation from the school representatives to separate nursery schools from primary schools in order to ensure even greater improvement of the Summer school quality for the time being since they represent different levels of education and need a different approach.⁶

⁶ However, this information is incorrect since the 2019 Summer School stakeholders are divided into four groups according to their preferences provided to the organisers in the application form: pre-school education, 1st stage of primary school; 2nd stage of primary school; mixed group. The PPUČ project team representatives think the problem is caused by head teachers who are interested in all groups.

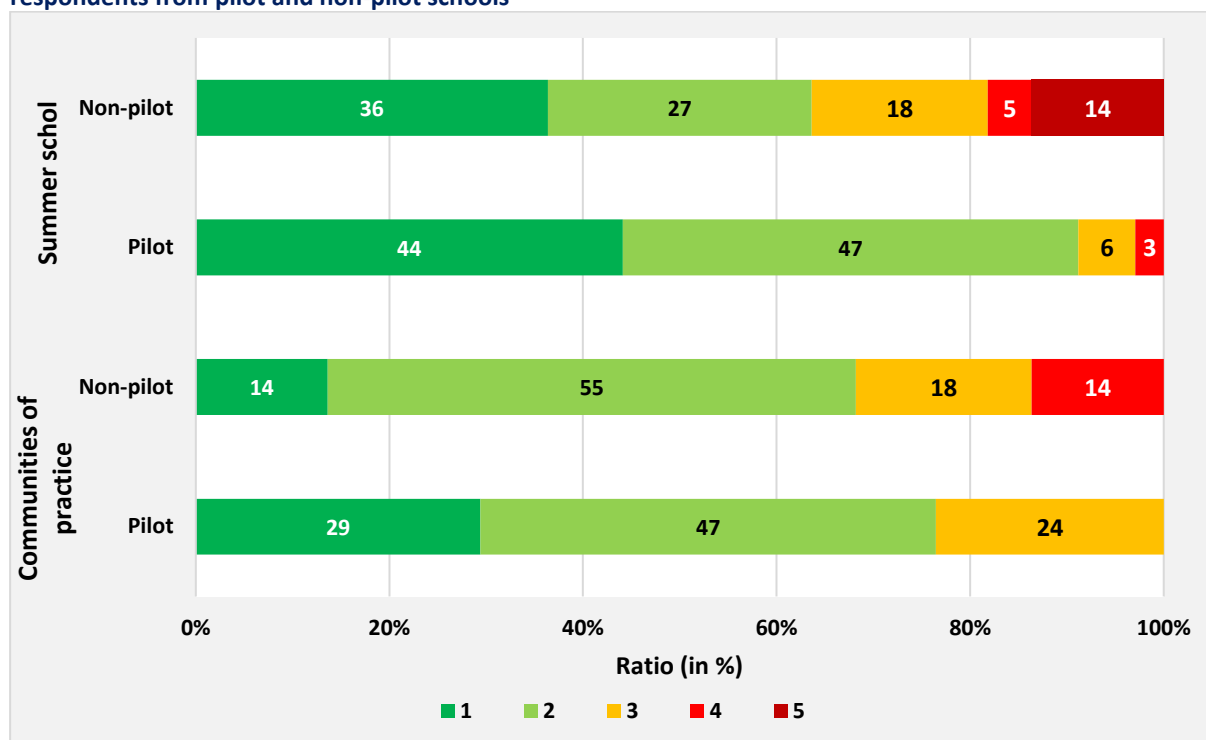
- Communities of practice
 - The communities of practice were evaluated positively by all schools. Some stated that communities of practice were held or will be held at their school, too.
 - Schools defined the same problem for the communities of practice as in expert panels - availability of a venue.
 - Expectations from the communities of practice are networking with other school representatives, getting inspiration and methodological material.
- Overview study and sets of expected results of learning
 - Some school representatives have already had the opportunity to work with the materials and found them absolutely perfect. Thanks to them they found out that a number of activities carried out meet the specific expectations from the learning outcomes.
 - Some school representatives have no experience with these project outputs but think they could be a suitable tool for teachers. Respondents' expectations from the set of expected learning outcomes is a kind of "instruction" for teachers to know what level students should achieve.
- Research into examples of good practice for learning basic literacies across educational branches in the Czech Republic
 - School representatives really cannot wait for the research because they find examples of good practice really beneficial and necessary for getting inspiration when it comes to inspiration from practice
- Examples of good practice from abroad for literacy in primary education (ZV) and pre-school education (PV)
 - Similarly as with the research into examples of good practice, teachers look forward to the examples of good practice from abroad because they can use them directly in teaching
- Manual for creation of school education programmes (ŠVP) together with the strategy for head teachers for innovation of the school curriculum
 - Some school representatives stated their ŠVPs had been newly developed and are not willing to alter them currently. But they will be happy to get inspired if need be.
 - Several school representatives stated that they really look forward to the manual since it will provide guidance on what a ŠVP should look like
- Consultation centre activities
 - Most teachers said they did not use the activities of the NÚV consultation centre, they prefer to use the services of the regional literacy coordinator. They are not thinking of using the activities of the consultation centre, however, they find its activities beneficial.
- Methodology Portal RVP.CZ (Reputation system, Teacher Profile 21, ...)
 - The school representatives find innovation of the Methodology Portal necessary.
 - Some school representatives stated they had not used the Methodology Portal yet but find it very interesting and are thinking of using it and making contributions as well. These respondents expect the Methodology Portal to provide a place for them where all necessary materials and examples of good practice will be available for them.
 - Some teachers stated they did not expect much from the tools of the Methodology Portal. On the other hand, they said they would try to use the tools.

- Education modules
 - Some school representatives do not expect much from the education modules, some perceive them as a good tool for teachers.
 - Some representatives expect to get inspired.

Evaluation of this EO was carried out based on the questionnaire research among participants of the communities of practice and summer school. They were asked about their expectations from the main outputs/activities in the project and their assessment of the contribution of these outputs/activities. The following IR will verify whether the established expectations have been met.

Stakeholders mostly expect to share experience, get inspiration and deepen their knowledge at common meetings of ZŠ/MŠ teachers and the professional public (communities of practice, summer school). Stakeholders of the communities of practice think that the communities of practice as well as summer school meet the objective to encourage shared understanding by teachers and the professional public of what the quality of education in developing mathematical, reading and digital literacy in practice at MŠ and ZŠ is (see Fig. 6). The chart shows a very positive assessment of respondents from pilot and non-pilot schools. Stakeholders most frequently rated their expectations with grade 1 or 2, i.e., completely meet the project objectives or they rather meet the project objectives. Their responses show that the events are beneficial for the stakeholders and meet the objective of the project. The information conforms to the responses to the question of what changes they would make to the common events to increase effectiveness of the knowledge transfer. Respondents' proposals for changes to the events to increase effectiveness correspond with the shown information. The most frequent answers were that they have no proposals or no changes are necessary. Where a proposal was given, it suggested that the events should contain more practice and less theory. Some respondents would welcome saving the minutes from the sessions, e.g., on the project website, and better availability of the events.

Fig.6 Implementation of the project objectives by common events (ratio in %), categories according to respondents from pilot and non-pilot schools

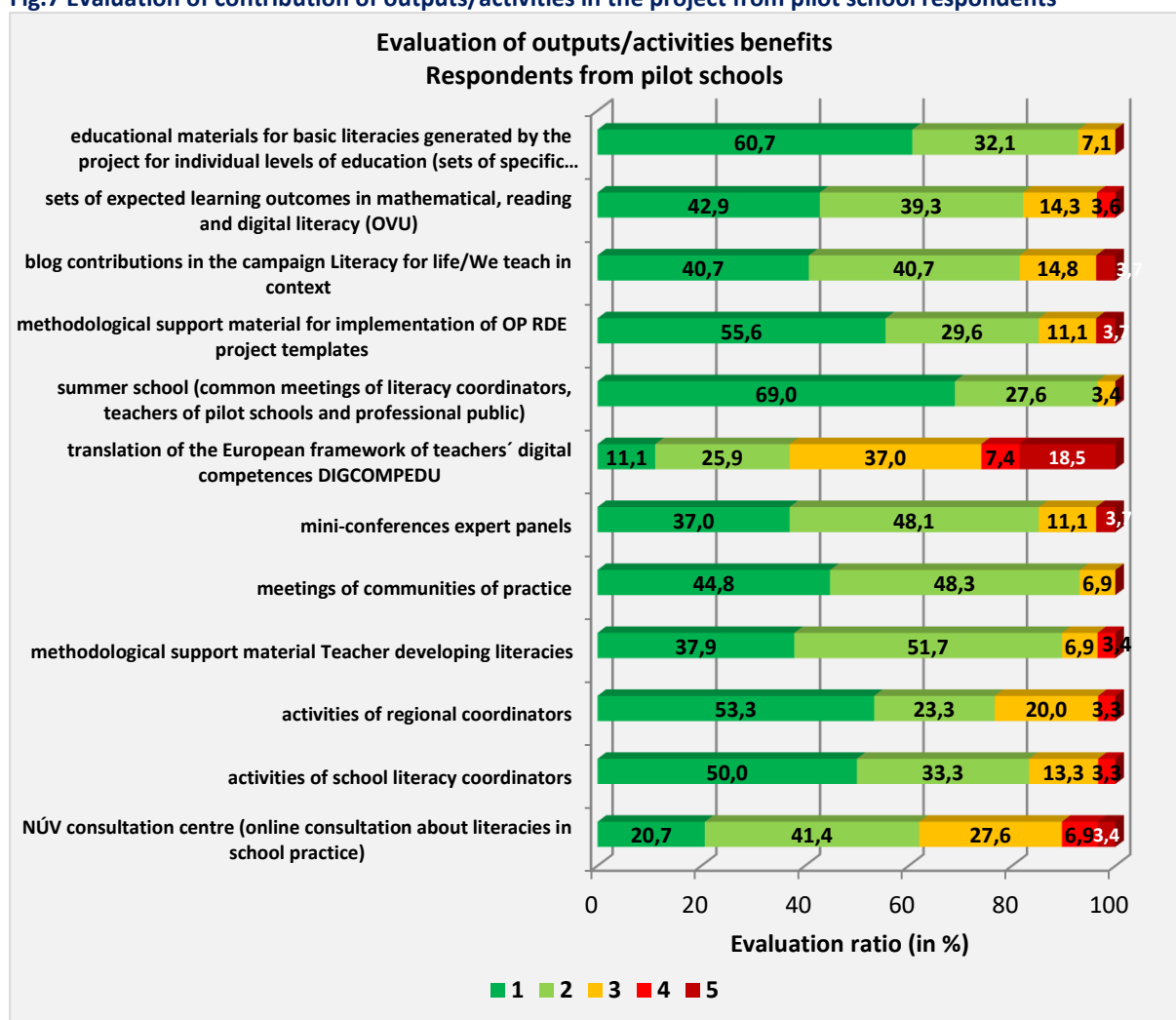


Note 1 = full achievement, 5 = zero achievement

Source: proprietary research 2019, N = 56 (pilot = 34, non-pilot = 22)

Respondents from pilot schools were asked how they personally evaluate the benefits of the current outputs/activities in the project (Fig. 7). The evaluation shows that the outputs/activities in the project are evaluated very positively. The summer school is appreciated as being the most beneficial as well as educational materials for development of basic literacies for individual levels of education and methodological support materials (for the OPRDE project implementation templates, etc.) generated within the project. On the other hand, they find the translation of the European framework of teachers' digital competences DIGCOMPEDU and the NÚV consultation centre (online consultation about literacies in school practice) the least beneficial. Respondents from non-pilot schools evaluated the benefits of the current outputs/activities in the project more critically than respondents from pilot schools (Fig. 8). This part of the respondents find common events, i.e. the summer school, followed by meetings of the communities of practice, most beneficial. They also find methodological support materials (for the implementation of the OP VVV project templates, etc.) beneficial as well as the material "Teacher developing literacies". The NÚV consultation centre (online consulting on literacies in school practice) is found the least beneficial by respondents.

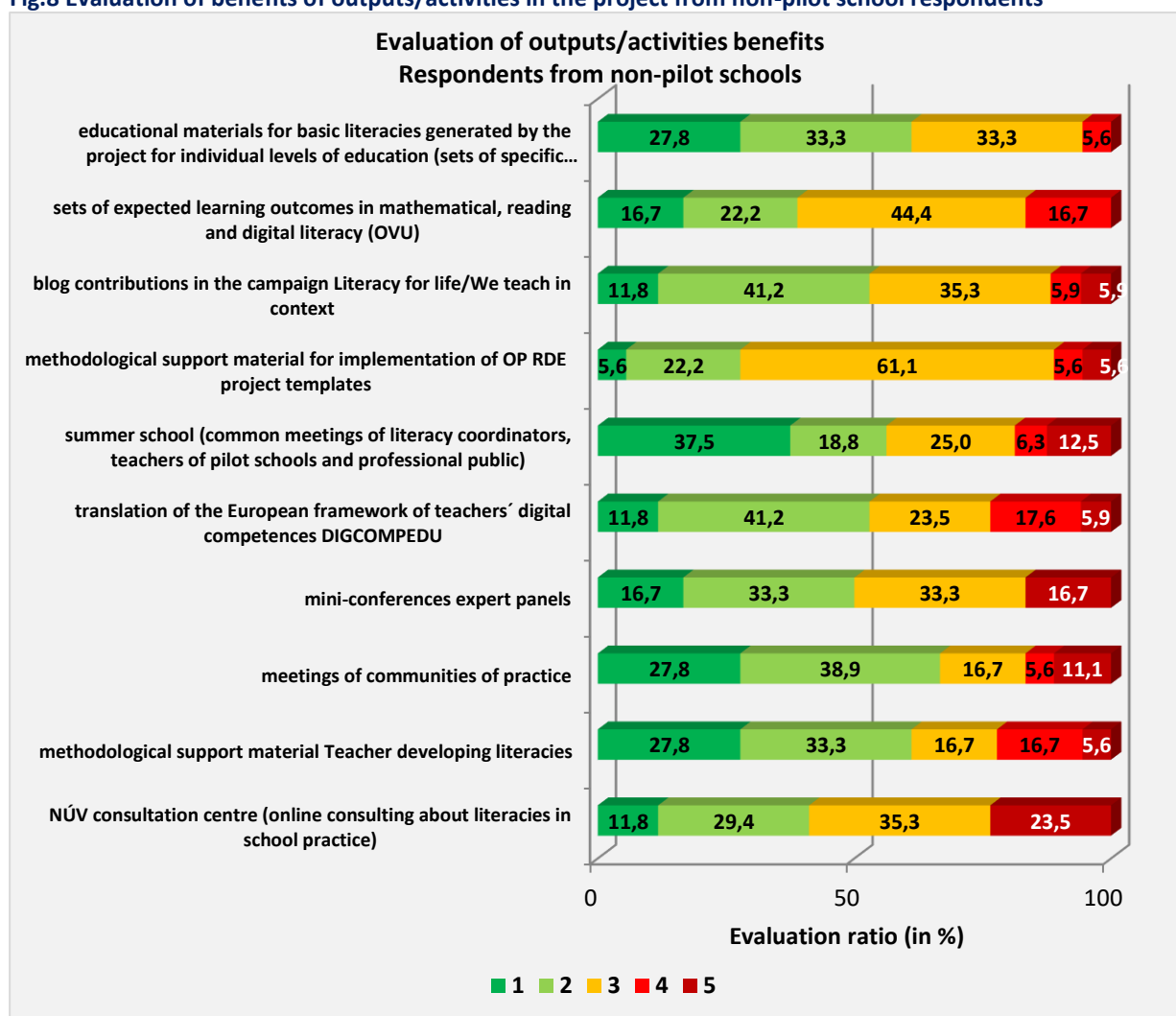
Fig.7 Evaluation of contribution of outputs/activities in the project from pilot school respondents



Note: rating on a scale of 1-5, 1 = most beneficial, 5 = least beneficial, with the rate of individual categories

Source: proprietary research 2019, N = 34

Fig.8 Evaluation of benefits of outputs/activities in the project from non-pilot school respondents



Note: rating on a scale of 1-5, 1 = most beneficial, 5 = not beneficial at all

Source: proprietary research 2019, N = 28

Respondents from pilot and non-pilot schools were asked about the expected benefits of future outputs/activities in the project. The pilot school respondents expect the most from overview studies, followed by innovated manuals for ŠVP generation with the instructions for good practice of working with literacies. The lowest expectations are related to the EMA.RVP.CZ online application, user environment transformation of the Methodology Portal RVP and Teacher Profile 21 online application on the same portal. The respondents from non-pilot schools have more modest expectations. They expect the most from the innovated Manuals for ŠVP generation with the instructions for good practice of working with literacies at school, and the least from the EMA.RVP.CZ online application – similarly as the respondents from pilot schools.

It is positive to see that already now a significant part of the respondents disseminates the information and good practice obtained at common events to other stakeholders. More than 45 % of respondent from pilot and non-pilot schools stated that they definitely disseminate the information and good practice obtained at common events to other stakeholders. More than a third of respondents from both categories stated that they disseminate the information and good practice more often than not. Only a small percentage of respondents stated they do not disseminate good

practice (sum of "rather not" and "definitely not" - 9 % from non-pilot schools and 3 % from pilot schools). Those who do not disseminate the information stated the reason as being their busy time schedule or participation in only one common event.

A significant number of respondents (72 % from non-pilot schools and 85 % from pilot schools, sum of responses "definitely yes" and "rather yes") apply the obtained knowledge in practice, usually by modifying teaching and trying to develop literacies across all subjects. The number of those who prefer not to apply or definitely do not apply the obtained knowledge in practice was marginal.

Respondents were asked whether they use the option to share good practice within the on-line activities (Methodology Portal RVP.CZ). Less than 39 % use the option only partly. Less than 40 % answered they definitely use and use more often than not. More than 20 % stated they prefer not to use it or do not use it at all, without stating the reason. We looked into how respondents use the Methodology Portal in connection with the foregoing. The portal is most often used to get inspiration, watch videos and webinars and reading blogs.

More than 97 % of respondents from pilot schools implemented modified or new activities to develop one of the literacies at their school from 2018/2019. More than two-thirds of respondents from non-pilot schools did so as well. Only about 3 % of respondents from pilot schools stated they had not done any alterations. More than a third of respondents from non-pilot schools have not made any alterations. For a detailed evaluation of the questionnaire research, see the Appendix to the IR.

The research used computer-assisted telephone interviewing with representatives of the professional public (4 persons in total), educational, research and consulting organisations (4 persons in total) and representatives of workers popularizing science and curriculum reforms (4 persons in total) to establish to what extent key stakeholders consider outputs/activities in the project beneficial/well applicable and why. It looked into the perceived benefits and applicability of the main outputs and activities of the PPUČ project by the representatives of future main users of the outputs and recommendations for the improvement of the applicability and benefits of project outputs and activities for target users were defined. Respondents were asked according to a scenario which contained 7 questions. The questions were open-ended, semi-open and closed. The results of the interviews show that the vast majority of the interviewed respondents perceive the project positively and find it beneficial. The vast majority of respondents also believe that the current activities of the project have a positive impact on teaching practice at MŠ and ZŠ. The interviewed persons see the greatest expectations and benefits in examples of good practice⁷, methodological support materials, and innovated Manuals for ŠVP generation. Respondents already very positively assess the communities of practice, expert panels and summer schools. When it comes to the tools on the Methodology Portal, most respondents were concerned about the interest and activities of teachers, but they generally perceive the tools as beneficial. Some outputs/activities in the project could not be assessed by the respondents because they lacked detailed information about the project or have no further information.

⁷ examples of good practice for learning basic literacies across educational branches in the Czech Republic and abroad / examples of good practice from abroad for the topic of literacy in primary education (ZV) and pre-school education (PV)

Only 1 of 12 respondents evaluates the project outputs, or the whole PPUČ project, negatively. The reason stated is - the project is too theoretical, its scientific outputs and methodology cannot be applied in school practice. A further 3 respondents are only concerned about the language of the output from the methodological support materials being too academic, since teachers need comprehensible and clearly written texts.

The record from the implemented telephone interviews is shown in Appendix II.2. to the IR.

Conclusions and evaluator's evaluation

The evaluator states that the key stakeholders assess the extent, level and quality of outputs and activities of the project as beneficial and applicable in practice.

Stakeholders consider beneficial the following outputs and activities of the project nearly without reservations: the generated educational materials, set of expected learning outcomes, blog contributions to literacies for life, methodological support material (Teacher developing literacies and instruction for using templates), communities of practice, summer school, mini conferences of expert panels and regional and school coordinators' activities.

On the other hand, only one output, i.e. the translation of the European framework of digital competences of students, is mostly perceived negatively.

At the same time, representatives of non-pilot schools generally evaluated the project outputs and activities a little more negatively. This is because these schools are not involved in the project and the project implementer does not provide them with detailed information or each output.

EO C.3: How is cooperation proceeding with other relevant projects and what common results have been achieved?

The desk research analysis was used to establish the standard of the cooperation with other relevant projects and common outputs, as well as observation at the expert panel and structured interviews. The obtained information was used as a framework in which structured interviews were held with delegated representatives of relevant projects, specially selected projects SYPO and APIV B (for the minutes see Appendix II.1 to the IR).

Cooperation is obligatory in systematic projects to optimise projects and prevent duplicities. The PPUČ project also complies with this obligation by way of the KA Cooperation. PPUČ project implementers meet other implementers at meetings with the MŠMT representatives and implementers of the Individual systematic projects. They also meet if need be (or are in contact – by telephone, e-mail) with the implementers of some IPs. Cooperation with other systematic projects is carried out particularly in sharing information and outputs and mutual participation in expert panels (or lecturing there). Representatives of the PPUČ project are invited to expert panels of other IPs and they take part in them if possible, e.g. the Strategic management and planning in schools and territories (SRP), System of support for professional development of teachers and head teachers (SYPO). Common project outputs are seldom processed, such as NIDV Inspiromats for the implementers of IPo MAP and/or PR outputs (newsletters, online articles). According to the PPUČ

project team and MŠMT representatives, it is more often cooperation in sharing information and outputs.

Intensive cooperation is proceeding between the PPUČ and IPo MAP II projects. It is quite intensive, based on the transfer of support materials and data for activities in MAP working groups (reading and mathematical literacy) which are compulsory throughout the Czech Republic. The PPUČ project team believes that these groups work well. The ambition of the PPUČ team is to direct their activities and bring know-how on the quality of teaching children and developing their functional literacies. The PPUČ project team also cooperates with the NS MAS and NIDV in this area, the implementer of the IPs Strategic management and planning in schools and territories (SRP), which coordinates the cooperation with MAP projects and can disseminate the literacy know-how in the regional support centre network. The cooperation runs particularly with the part of the project focused on cooperation with the IPo MAP beneficiaries. The representatives of the PPUČ project team send their literacy periodicals to the SRP representatives to MAP's, inform stakeholders of regional events about project outputs, etc. The reason for the cooperation is that MAP have obligatory literacy working groups on which the PPUČ project focuses in its main designation. Cooperation is also proceeding in the form of participation in expert panels. The PPUČ project started publishing the Občasník periodical for MAP in July 2018. The PPUČ project team stated they would like to do more activities but they lack the capacity and time.

The PPUČ project team also cooperates with the SYPO and APIV B projects. They consult the content of the selected expert panels with the representatives of the specific projects, discuss solutions to selected project outputs and share information from the "field". Members of implementation teams of individual projects also moderate/speak at expert panels. Meetings are organised with the representatives of projects and common discussions about harmonising the common goals are held. Minutes from structured interviews with the representatives of the SYPO and APIV B projects are shown in Appendix II.1. to the IR.

There is also intensive cooperation with the KSH (ČŠI) project. An example of cooperation is contacting pilot schools of the 2nd and 3rd round of support upon the criteria ČŠI Good quality school or the preparation of presentations on literacies by the PPUČ specified for head teachers, which is presented at large regional ČŠI conferences. The objective is to better understand literacies, use the offered project tools and relating use of the specific templates.

The PPUČ project implementers also defined the following IPs projects with which they voluntarily cooperate: P-KAP – concept of literacies⁸, KPSVL – sharing strategies and the topic of literacy, MOV. Further projects designated by the OP VVV were projects of the call in Digital Education Implementation Strategy PRIM (University of South Bohemia, Faculty of Education), PDG (Charles University, Faculty of Education), projects of the call in Capacity Building for School Development I.

The participant observation at expert panels verified that the project has very well organised expert panels in which approximately 30-40 persons take part. Topics of the conference are suitably chosen, too. A large number of brief/shorter presentations followed by a discussion by stakeholders and active involvement of stakeholders during the conference, including the creation of common outputs, can be positively appreciated, too. The expert panel was attended by school representatives

⁸ The P-KAP Project has literacies as optional intervention. The project team of both projects cooperate.

as well as representatives of MAS, ČŠI and cooperating projects (e.g., P-KAP, LAMs, core NÚV activities, projects implemented at the PedF UK and PedF MU, etc.). The minutes from the participant observation are integrated into Appendix II.5 to the IR.

MŠMT representatives did not identify any barriers to cooperation between individual projects. They stated, however, that the factor which substantially influences effective cooperation is willingness, interest and sufficient motivation to cooperate. This information is confirmed by the barriers defined by the PPUČ project team: non-cooperation on the part of some projects, insufficient capacity of the implementation teams, insufficient feedback and solutions on the part of the MŠMT. As to the last mentioned, the PPUČ project team appreciated that the MŠMT newly introduced meetings held every three months attended by competent departments and project managers of all IPs projects where content synergies of the projects are discussed. The PPUČ project team stated that the system impacts of projects will only occur by accepting the outputs from project work by adequate interested parties, their critical evaluation and translation into system tools and process charts at the level of the MŠMT, regions, school founders, municipalities as well as at the level of the leadership of individual head teachers.

The links between individual systematic projects and the PPUČ project are shown in the Table below.

Conclusions and evaluator's evaluation

The evaluator evaluates the extent, standard and quality of current cooperation with other relevant projects as conforming to the project application (and its later wording).

The project implementation team went outside the scope of obligatory cooperation specified by the call and started cooperating with other, optional projects as early as during the preparation of the project and application for a grant. It implements the cooperation within the current project implementation not only to the specified extent, but it is also open to expanding it during the implementation with other projects and entities, which is positively appreciated by the evaluator.

The wide range of cooperating projects can result, and it is also happening in some respects, in implementing activities reaching beyond the scope of obligatory activities, which overloads the implementation team. The evaluator perceives a certain risk there and proposes recommendation No. 3.

Table no. 3 Cooperation between projects

		APIV B	SYPO	MAP II	KSH	SRP	Support of digital literacy development (PedF UK)
PPUČ	Characteristics of mutual cooperation	<ul style="list-style-type: none"> • cooperation at the level of mutual participation in expert panels, cooperation between both projects; • cooperation in sharing good practice (e.g. webinar preparation, creation and implementation); • cooperation in project worker meetings to inform each other on the project progress; • continuous consultation about online teacher training 	<ul style="list-style-type: none"> • cooperation in mutual participation in expert panels, cooperation between both projects; • cooperation in sharing good practice (i.e., webinar preparation, creation and implementation); • cooperation in project worker meetings in order to inform each other about the current progress of the projects; • continuous consultation about online teacher training 	<ul style="list-style-type: none"> • mutual sharing of information • cooperation in the transfer of support materials and data for activities in the MAP working groups; • participation in expert panels; • coordination of cooperation with the regional project; • the Literacy for Teachers blog (Gramotnosti.pro učitele) offers PPUČ for teachers and IPo MAP implementers commented resources concerning literacies in school practice; 	<ul style="list-style-type: none"> • sharing of information • mutual cooperation in preparing underlying documentation for conferences • participation and reading papers at expert panels 	<ul style="list-style-type: none"> • participation in educational events for IPo MAP beneficiaries • preparation of underlying documentation for obligatory working groups of mathematical and reading literacy for IPo MAP 2 beneficiaries • publishing of periodicals • sharing of information and outputs 	<ul style="list-style-type: none"> • sharing of information and mutual cooperation • participation in expert panels

PPUČ	Characteristics of mutual cooperation			<ul style="list-style-type: none"> • spring meetings at PPUČ conferences are focused more on cooperation between projects, literacy working groups in the Ipo MAP; • MAP implementers, working groups and schools get methodological support for the development of literacies in the PPUČ project; use of literacy support centres organised in PPUČ, on the part of MAP. 			
	Perceived barriers to cooperation	Not strictly identified barriers – a barrier can be perceived in a different focus and form of expert panels	Not identified	Not identified	Not identified	Not identified	Not identified

Note: There is still cooperation proceeding with projects Support of pre-literacies in pre-school education, Enhanced quality of students' education, development of key competences, areas of education and literacies, both projects are implemented by the Faculty of Education, Charles University.

EO C.4: What were the unintended impacts of the PPUČ project?

The unintended impacts of the PPUČ project draw on the desk research method and complementary data mining method. A further method used was the so-called process-tracing method, the main objective of which is to establish causality. The objective of these analyses is not only to detect the unintended impacts of the project, but also to identify the causal chain.

The evaluator carried out a wide range of research among various target groups. The established results were afterwards compared with the theory of change, shown in the Inception report. The evaluator states upon the established findings that no unintended impacts have occurred in the project so far. The main reasons are the fact that the project is presently not even half way through its implementation. And the project was set by an experienced project team which apparently managed to define all results and impacts as early as during the preparation of the project application. The unintended impacts of the project could manifest in its second half, though.

The evaluator again draws attention to the fact that there is a relatively broad and unexpected cooperation in preparing the application for a grant between the IPo MAP II projects. Such cooperation can potentially result in an unintended impact of the project. The evaluator will carefully monitor and evaluate the above-stated in the next interim reports.

Conclusions and evaluator's evaluation

No unintended impacts of the PPUČ project have been established by the research.

5 Conclusions and recommendations

Main conclusions from the project management and implementation:

- The evaluator considers the scope, standard and quality of the implementation of KA 1 Project management as conforming to the project application. The project is being implemented according to the management documentation and simultaneously, its implementation is regularly monitored. The project implementation team reveals potential risks of the project and responds to them by the measures taken. The good quality of project management is evidenced by the small number of changes to the project (small in terms of the scope and duration of the project).
- As to KA 2 Cooperation, the current implementation conforms to the project application. The project implementation team went outside the scope of obligatory cooperation specified by the call and started cooperating with other optional projects as early as during the preparation of the project and application for subsidy. The wide range of cooperating projects can result, and it is also happening in some respect, in the implementation of activities exceeding the scope of obligatory activities and subsequent overloading of the implementation team. The evaluator perceives a certain risk there and proposes recommendation No. 3.
- The evaluator considers the scope, standard and quality of the implementation of KA 3 Evaluation as conforming to the project application. The project implementation team went outside the scope of the evaluation of the project specified by the call and carries out further activities in project implementation upon its own initiative and other activities for better evaluation and feedback, which is positively appreciated by the evaluator.
- KA 4 concept of basic literacies runs in accordance with the project application. The project implementation team went outside the scope of the obligations specified by the call and introduced a wider range of activities in the project implementation according to the anticipated needs of the project and target groups. The evaluator positively appreciates that such introduced project activities are positively appreciated by the respective target groups.
- The implementation of KA 5 Comprehensive methodological support is carried out in accordance with the developed management documentation. A stable network of pilot schools has been created with the specified research being conducted. The evaluator positively appreciates the interest and positive rating of the KA 5 activities by the respective target groups.
- KA 6 Technological support for dissemination of methodological materials and for teachers working with them conforms to the implementation of the project application. The evaluator notes that the implementation of the whole KA 6 is delayed against the planned time schedule. Nevertheless, the present delay has no negative impact on the implementation of the whole project nor does it endanger the fulfilment of its outputs and objectives.

Main conclusions following from research carried out

The primary objective of the research was to establish expectations of individual target groups from the outputs/activities in the project. The following key findings have been established:

- Considering the findings above, the evaluator considers the methodological support provided to schools by the project as beneficial. Information and good practice obtained at common events from the involved schools is being transferred to other stakeholders/schools on a regular basis. In any case, the PPUČ project outputs are not being fully used (in on-line activities - Methodology Portal RVP.CZ), as opposed to their own communication channels between specific schools (partnership with other schools, involvement in the local MAP project, etc.).
- According to the evaluator, the extent of the current involvement of the University Students target group in the project is lower than originally planned. In this context, the evaluator recommends that the project implementer establish a direct communication channel in order to strengthen the involvement of University Students in the project and proposes recommendation No. 4.
- The key stakeholders assess the extent, level and quality of the projects' outputs and activities as beneficial and applicable in practice. The only exception to the group of project outputs is – the translation of the European framework of digital competences of students, which is adversely perceived.
Looking at the key stakeholders, the group of non-pilot schools evaluates all outputs a bit more negatively.
- Generally, no risks posing a threat to the project implementation and achievement of the objectives were identified. The evaluator assesses the established risks as minimal, just as they do the barriers.
- Basically, no observations relating to unintended impacts of the project have arisen from the implemented research so far. The project is presently entering the second half of its implementation. The project impacts will manifest more or less at the end.

The following recommendations **to the project implementer** have been made upon the results and findings from the research implemented so far for the next phases of the project implementation:

Table no. 4 Recommendations

Number	Name of recommendation	Description	Context of recommendation (link to the findings and conclusions)
1)	To improve comprehensibility of conceptual outputs for teachers	To cooperate more in generating conceptual outputs with teachers in order to increase their comprehensibility for teachers.	School representatives and some representatives of other target groups stated that some conceptual outputs are difficult to understand because the language is too academic for them. See EO C.1.3, C.1.11
2)	Optional project activities	Emphasis should be placed on the implementation of obligatory activities in the project. When implementing activities outside the scope of the project there is a risk of overloading of the implementation team.	The PPUČ project implementation team defined the activities which occasionally occurred during the project implementation and the team implements them because they are perceived as beneficial for education (see the methodological support for reading and mathematical literacy working groups created in the IPo MAP II

Number	Name of recommendation	Description	Context of recommendation (link to the findings and conclusions)
			projects or related to its activities). See EO C.1.3, C.1.11, C.3 and KA 2.
3)	Greater involvement of university students in the project	The evaluator recommends strengthening communication and presenting the project to university students. This should lead to their greater involvement in the project, primarily KA 5 and KA 6, where university teachers are one of the target groups.	The questionnaire research and interviews with the project team showed that university students are minimally involved in project activities. According to the project setting up they should be actively involved in KA 5 and KA 6 which are targeted not only at active teachers, but also future teachers in pre-dual preparation. See EO C.1.9
4)	Higher number of addressed pedagogical workers	The evaluator recommends further cooperation with school coordinators, implementation of participant events where networking of pedagogical workers and transfer of information are carried out, and continuing promotion of literacies being introduced into teaching.	The PPUČ project implementation team and some respondents stated that dissemination of literacies among teachers is more complicated in some cases, it is influenced by the individual interests of teachers themselves as well as the approach of the school management and the differing pace of each school, which influences the transfer of literacy knowledge. Every school is active in a different way and the transfer of information and materials is given particularly by the activity of the school coordinator (in case of pilot schools) and influenced by teachers' interest. See EO C.1.3, C.1.11.
5)	Literacy exceeding the branch domain	The evaluator recommends that the implementation team continue the activities which help eliminate these prejudices (publication of materials, participant events, work with pilot schools, etc.).	The individual literacies (i.e. mathematical, reading, digital) are often perceived by target groups as branch-related, i.e. mathematical literacy is the domain of mathematics, etc. In simple terms, teachers believe that, for example, mathematical literacy relates only to mathematics (subject), or digital literacy to computers/IT (subject), and accordingly, they should be taught only in the specific subject. See EO C.1.3, C.1.11.

6 List of sources and literature

Application for a grant for the PPUČ project, including all appendices and applications for change
Reports on the implementation of the project
Data and information about the project in MS2014+
Information about project activities on the website and in other presentations by the implementer (NÚV)
Output from internal evaluation of the project
Additional documents from the implementer (NÚV)
Call in OP RDE Systematic Projects I

LIST OF ABBREVIATIONS

CATI	Method of data collection – Computer Assisted Telephone Interviewing
CAWI	Method of data collection – Computer Assisted Web Interviewing
CP	Travel order
CS	Target group
EO	Evaluation question
GDI	Group Depth Interview
IDI	Individual Depth Interview
KA	Key Activity in the Project
MŠMT	Ministry of Education, Youth and Sport
N	Number
NÚV	National Institute for Education
OP RDE	Operational Programme Research, Development and Education
IR	Interim Report
PA	Priority Axis
PP	Pedagogical worker
PPUČ	Support of Teachers' Work
PV	Pre-school education
RKG	Regional Literacy coordinator (role in the project, DPČ personnel)
MA	Managing authority
SP	Communities of practice
ŠKG	School literacy coordinator (role in the project, DPP worker)
ZV	Primary education

LIST OF APPENDICES

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Appendix I.2 Technical report - Overview of indicators and status of their fulfilment
Appendix I.3 Technical report - Matrix of IPs cooperation
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Appendix II.1 Scenarios and minutes from structured interviews with project managers and MŠMT representatives
Appendix II.2 Scenarios and minutes from interviews with professional public representatives

Appendix II.3 Case studies at schools (research plan, scenario, minutes)

Appendix II.4 Questionnaire research amongst Communities of practice stakeholders

Appendix II.5 Participant observation at the mini-conference of the expert panel

Appendix III Dashboard