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

Part II: Evaluation area C

– Evaluation of the PPUČ project

2ND INTERIM REPORT

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2 Executive summary

Evaluation area C – Individual systemic project PPUČ "Supporting Teaching Practice" is the part of the evaluation of system and concept projects supported by PA 3 OP RDE. Presented interim report of this evaluation is based on the investigations carried out in the second 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.

Under this evaluation it is monitored to what **extent do management activities and implementation of PPUČ project go along with the project application**. Evaluation looked in detail into several project aspects: the proceeding of key activities implementation and processing of their outputs according to the planned schedule and current needs of project implementation; the rate of achievement of its intended objectives and expected changes to be conducted inside the project; existence of potential risks endangering the project and objectives achievement, existence of obstacles to successful project implementation; progress of evaluation activity inside the project. **Implementation of key activities of the project** is constantly carried out according to project the application and original schedule. Good project management is also demonstrated by the small amount of changes conducted inside the project (related to the span of the project). Also, the continuous monitoring of current needs of the project implementations is being carried out. The proceedings of implementation are adapted to these requirements.

The current stage of the project does not allow observing changes of actual state of the project or achievement of its objectives (most of the outputs are to be processed in other stages of the project). On the other hand, there are no signs implying that the key activities objectives, outputs and intended changes are not going to be achieved.

Evaluation also looked into the potential risks endangering the project and objectives achievement and obstacles to its successful implementation. Based on the conducted research the project team did not identify any new risks that would jeopardise implementation of the project or achievement of its objectives. Similar to conclusions made in the 1st Interim Report the greatest problem that complicates the progress of the project is the administrative demands of the project. Other conducted interviews also did not detect any other risks that would jeopardise the implementation of the project. **Considering the obstacles**, which are perceived under this evaluation report as the barriers that emerged on the way of the project implementation, the receiver identified one new case of the possible threat – it is the merging of NIE with NIFE. Project team informed that the ongoing transformation of the organisations have the biggest impact on NIE employee morale and performance and can in the worst case scenario lead into leaving of some of its employees. At the same time operability of the organisations in course of regular agenda can be affected by this for several months to come.

The last aspect that has been evaluated from the point of view of project management and project implementation are **evaluation activities carried out inside the project**. Evaluator finds the scope, level and quality of KA 3 Evaluation to comply with all mandatory conditions of the project. As already mentioned in the 1st Interim Report, the evaluator believes the evaluating activities are

satisfactory and that receiver complies with the ethical codex of the evaluator and respects all formal evaluation standards.

In terms of cooperation with other relevant projects and results of this cooperation the project activities of the receiver keep being evaluated to be highly satisfactory to the point they could be used as an example for various other projects of this kind. Receiver responded to the recommendation on reducing non-obligatory activities of project cooperation as described in the first interim report. The scope and the quality of on-going cooperation is preserved on a high level. The strongest form of cooperation is still to be found with SYPO, APIV B and SRP projects. The focus of cooperation lies in usual aspects as described in the first interim report, e.g. the cooperation on objective coordination and project outputs, setting and implementation of project activities and mutual sharing of information. Nevertheless the scope and the extent of mutual cooperation have been successfully developed during the stage of the 2nd Interim Report.

The last topic covered in this interim report is **the unintended impacts of the project**. The result of investigation on this topic gives the evidence of the first unintended impact of the PPUČ project. The usual form and contents of the regular meetings between IPs and MEYS have been influenced by MEYS Section II (Department 20) which is also in power of organisation of these meetings. The project is now halfway through its implementation. It is supposed that the impacts are yet to emerge under way of the project implementation.

3 Introduction and report context

3.1 Report purpose

The purpose of the report is sharing the results of continuous monitoring of the project implementation and its evaluation, including the fulfilling of the objectives of the project and its correspondence to the project application.

3.2 Objectives and focus of PPUČ project

The objective of PPUČ project “Supporting Teaching Practice” is to support education worker competences in developing reading, mathematical and digital pre/literacy (basic literacies) in preschool and elementary school education. Project aims at enforcing development of basic literacies in all education fields of curriculum at both nursery and elementary schools and helps increasing schooling quality for each educated child. This can be achieved by systematic methodological and technological support of teachers in area of preparation, teaching and feedback.

Project is implemented through six key activities, where actual activities focused on change in the area of introducing literacy into education are KA 4–6, followed by KA 2, which is supposed to work as an interconnecting element between project implementation outputs and other IPs. The key activity KA 1 is dedicated to the project management, KA 3 develops evaluation activities.

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

4.1 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 „IR“) - 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).

4.2 Field research

The scope of the research respects requirements as stated in tender documentation. The provided solution itself is based on the plan of activities as defined in Inception Report while at the same time taking into account current state of the project implementation. The scope and the methods of the research implementation has been regularly consulted and agreed on by the contractor.

Under the 1st Interim Report, when it was still not possible to break evaluation into benefits and impacts of the project, the teams instead focused on evaluation of process questions in relation to progress of project implementation, its direction toward objectives fulfilment and expectations of the key actors. Under the 2nd Interim Report teams analyse the fulfilments of the recorded expectations. The objective of the field research was interviews with relevant actors involved in implementation of project activities and actors with competences and knowledge to form expectations and their fulfilment in relation to project activities.

The following field research has been conducted:

Tab 1 Summary of conducted research

Method	Respondent	Amount	Date
Group interview	Senior project managers and KA managers	1	19.9.2019
Individual interview	Internal evaluator (NIE)	1	19.9.2019
Individual interviews	Project administrator OP RDE ¹	1	2.10.2019
	Project guarantor	1	11.10.2019
	MEYS representative of relevant section	1	10.10. 2019
Individual interviews phone	Senior project manager of SYPO and APIV B	2	20.9. 2019
Participating observation – Expert panels	Expert panel participation	1	27. 3. 2019
Individual interviews phone	9 involved schools	9	14.11. – 22.11.2019

4.3 Recapitulation of the progress for the following stages

The 3rd Interim report which is due to 18.10.2020 consists of investigations and evaluations that are focused primarily on answering following evaluation questions:

- **EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?**
- **EQ C.3: How is cooperation proceeding with other relevant projects and what common outcomes have been achieved?**
- **EQ C.4: What are the unintended impacts of PPUČ project?**

In order to get answers for above mentioned evaluation questions for the 3rd Interim report it is anticipated the following groups of respondents are going to be questioned in the course of the project fieldwork:

- Project team representative (receiver) – project manager, evaluator of the project;
- KA Managers;
- MEYS representative of relevant section and subsidy provider (project administrator);
- Project guarantor;
- Representatives of schools involved in the project, including school management, education workers and school coordinators;
- Representatives of organisations involved in schooling and education;
- Representatives of organisations active in education, research and consultancy;
- Specialised public;
- University students of pedagogical fields;
- Expert panels participants;
- Selected representatives of other IPs and IPo cooperating under KA 6.

¹ On request of the project holder the method of data collection was changed when instead of a directed interview the project manager was sent an e-mail with a set of questions to answer (due to low time availability of the manager).

5 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 2nd 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 verified Realization Reports 1 up to 10 (ImR 11 had been submitted for the verification process). Actual state of key activities of the project was verified by directed interviews with KA managers and MEYS representatives.

State of the implementation process of individual key activities is summarized in detail in the Technical Report (attachment no.1) of this IR. The project schedule however does not set fulfilment dates for partial tasks under KA which means that the evaluator cannot follow the partial fulfilment only the achievements in general project outputs.

Under this evaluation task the method of process tracing was also carried out (see EQ B.5).

Evaluation conclusion

Based on the detailed analysis of implementation progress of individual project activities and qualitative research (individual/group interviews) with receiver and MEYS representatives, it is clear that the project activities proceed in anticipated scope and according to the original schedule.

Based on the detailed analysis of implementation process of project activities (as seen in ImRs – Implementation Reports) and qualitative research data with actors involved in the project the evaluator finds the scope, level and quality of the evaluation implementation to comply with the scheduled plan and acquired project outputs are fully responding to the actual needs of the project and achievement of its objectives. Implementation teams regularly deal with all potential risks by applying a suitable precaution to effectively eliminate the threat.

Based on the analysis of available data of project activities and reports of actors involved in the project, there were no signs indicating that preconditions of successful implementation of the project are not going to be met.

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.

The risks and obstacles of the project were also analysed under the 2nd Interim report by means of investigation between the receiver and MEYS representatives. The observed findings of these interviews follow.

Risks

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* that are regularly updated on a monthly basis.

Outside the original risks identified under the first Interim Report there are no other risks in competence of project teams found by either the receiver or MEYS representatives. The new risk that has been identified is NIFE and NIE merge which is being tackled by project teams in cooperation with MEYS and NIFE representatives..

Obstacles

As opposed to 1st Interim report several important changes have been detected considering the two already identified obstacles:

Non-obligatory activities of the project

Evaluator concludes that this obstacle has been eliminated thanks to the precautions taken by the receiver. Project team reduced their activities that were focused on individual work groups of MAP II project (particularly work groups for reading and mathematical literacies) that emerged from the actual needs of these groups and which were actually obligatory for all MAP II projects. This covered particularly the handing of support materials and data for MAP work groups activities, issuing Newsletter for MAP or informing regional events participants on project outputs. Instead, project teams got involved more significantly in general methodological support focused on all MAP II projects with the help of SRP project.

Nevertheless evaluator preserves all recommendations for PPUČ that were elaborated in previous stages of project implementation and find these findings to be valid for all future activities.

Merging of NIE and NIFE

Project team declared that on-going migration of NIE and NIFE organisations will have a great negative impact on motivation and performance of all workers involved in the project and can potentially result in some of them leaving the team and the project itself. At the same time operability of the newly formed organisation in terms of regular NIE agenda can be affected by this issue for several months to come. MEYS representatives admitted that these obstacles and risks exist, yet they still believe they are only a temporary issue that can be easily dealt with. They also believe that the positive aspects of organisations merging outweigh the negative aspects that result from this fusion. One of the possible positive aspects of the fusion is the opportunity to distribute PPUČ project outputs on a larger scale by means of NIFE networking activity, which has been already tested under the obligatory KA Cooperation activity.

Other obstacles described in the 1st Interim report are still valid and will be tested by various investigations also under the 3rd Interim report.

Evaluation conclusions

Evaluator did not identify any risks or obstacles that would jeopardise implementation of the project or achievement of its objectives. Based on the conducted research on the project implementation and data of qualitative investigations it is clear that the level and quality of the risk management of the project complies with the original plan. All possible risks are being detected on time and are dealt with accordingly by applying the appropriate measures to overcome the newly emerged issues and secure the smooth and seamless progress of project implementation with no negative impacts on achievement of its objectives.

Detailed information is to be found in attachment no. II.

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 several documents were 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. Twice a year they gather to form general recommendation, internal opposition team members also work on opposition reviews for individual outputs and indicators.

According to PPUČ project team all evaluation activities are similar to those carried out under the 1st Interim report.

Conclusions and evaluations

By analysing materials on evaluation progress, evaluation outputs and directed interviews with representatives of receiver and MEYS the evaluator verified the evaluation practice of the receiver. Based on these materials, evaluator finds the scope, level and quality of the evaluation implementation to comply with the requirements of the project. Evaluator also believes that internal

evaluation is appropriate and suitably incorporated into the already conducted PPUČ activities. The resulting outputs of the projects are continuously reflected and made use of in future stages of the project implementation.

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 phone interviews collected at 9 schools involved in the project which follow up on the conducted case studies of the 1st Interim report. The objective of these interviews was to find out how schools manage to develop basic literacies in practice as compared to previous investigations. These findings should provide in-depth insight into the issue of how the project outputs on development of basic literacies are perceived and how schools get involved in the project implementation.

Benefits of methodological support

According to the research data the most frequent way of methodological support devoted to introducing basic literacies to education by representatives of addressed schools (i.e. headmasters, coordinators and education workers) is received from other teachers of corresponding education subjects in the same school grade, then from the school management and also various cooperating schools. Several respondents also receive the support from PPUČ project team or the extended consultation centre of NIE. This methodological support is perceived to be beneficial and is expected to be made use of in following stages of the project implementation.

Transfer of experience

Regarding the issue of distributing / transferring experience of introducing basic literacies to education to other project actors, situation is as follows. The research confirmed that teachers do exchange relevant information acquired through PPUČ project involvement, particularly on the level of teaching staff of particular school and also between other cooperating schools in the region. One of the addressed schools informed that in the addition to above mentioned forms of cooperation they also introduced the transfer of information toward the parents of educated children.

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

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

C.1.7: Is Učitel21 profile used by the target groups according to the project plan?

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

The project output Reputation system (EMA) was launched on the 1st of July 2019 in live version (pilot run since 1.12.2018), project output of Učitel21 profile was put in action on the 1st of August 2019 in pilot run. Since both products are closely connected with ongoing innovation of user profiles

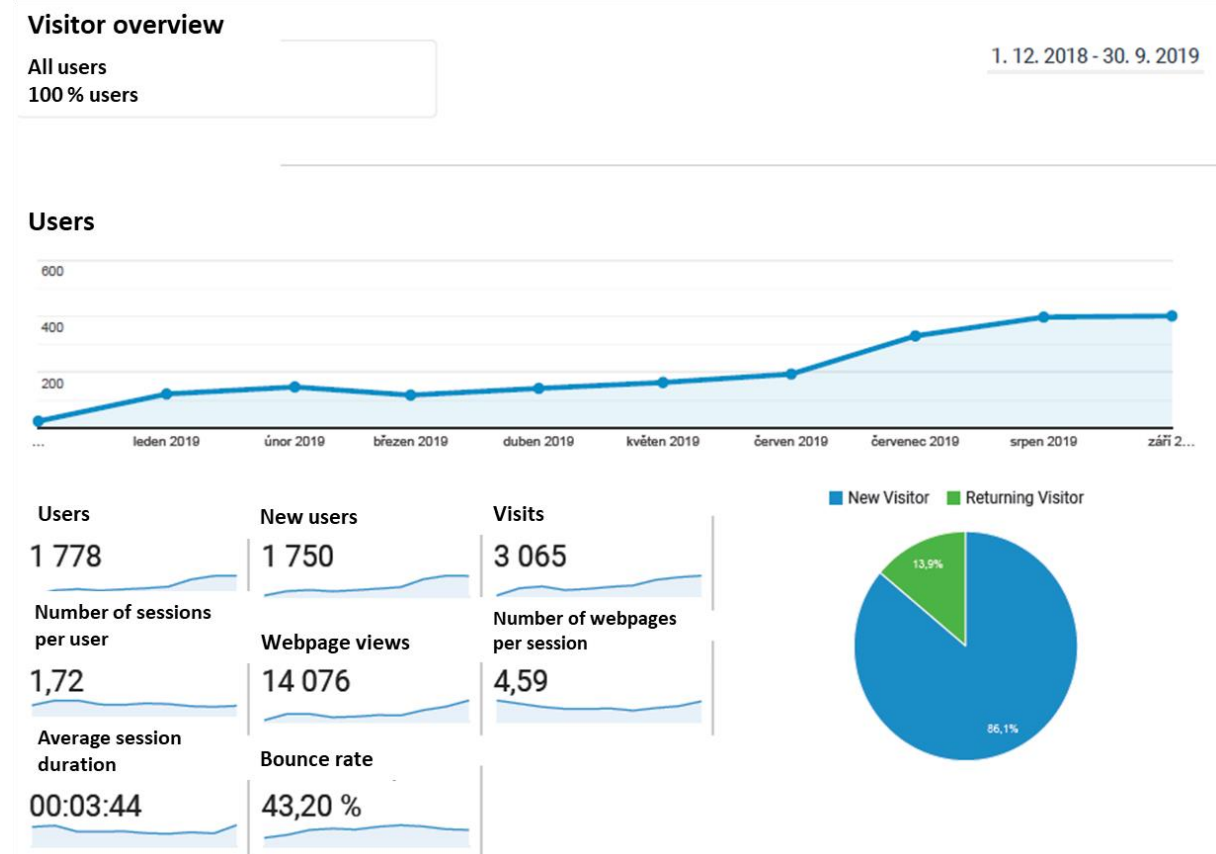
of Methodological portal RVP.CZ (which will be launched in fall 2019) and serious dissemination of the products will take place in 2020, it is impossible to thoroughly evaluate these outputs now and project teams will need to wait for them until the time of proceeding of forthcoming reports. This is the reason why evaluation questions C.1.6 up to C.1.8 are only briefly analysed in the 2nd Interim report and will be dealt with in detail under the 3rd Interim report.

Figures 1 and 2 show numbers of users of the above mentioned portals for the whole period they have been in use. Reputation system EMA was visited by the total number of 1778 users, out of which 1750 were newly registered users of the period from 1. 12. 2018 to 30. 9. 2019². These 1778 users made 3065 visits, which amounts to 1,72 sessions per user (a session is one visit of a webpage by a user).

The pie chart relates to the total number of webpage views and demonstrates how many per cent is constituted by new users, users who visited the page only once and never returned and users that visited the page and returned at least once. The share of the users who returned to the page made approximately 14 %. The line chart shows the number of unique users during the individual months of reporting period. The significant leap in the number of visiting users is evident since 1st July 2019, when the live run of the application was launched. The increasing number of visiting users came to a halt in the following months (August and September) which could be caused by schools switching to the holiday mode so the beginning of the school year is expected to bring new increase of the application users.

² Pilot run of the application was launched on 1. 12. 2018, yet the application had been in technical stage of the test run and google analytics were already on. This is the reason of the difference in user number (28 users).

Fig 1: Use of EMA (as of 30. 9. 2019)



Source: internal PPUČ project data, 2019

Učitel21 profile was visited by 213 users, out of which 202 were newly registered users of the period from 1. 8. 2018 to 30. 9. 2019³. Recorded 213 users made 246 visits, which amounts to 1,15 sessions per user (a session is one visit of a webpage by a user).

The pie chart relates to the total number of webpage views and demonstrates how many per cent is constituted by new users, users who visited the page only once and never returned and users that visited the page and returned at least once. The share of the users who returned to the page made approximately 10 %. The line chart shows the number of unique users during the individual months of reporting period. The significant leap in the number of visiting users is evident since 1st August 2019, when the pilot run of the application was launched.

³ Pilot run of the application was launched on 1. 8. 2018, yet the application had been in technical stage of the test run and google analytics were already on. This is the reason of the difference in user number (11 users).

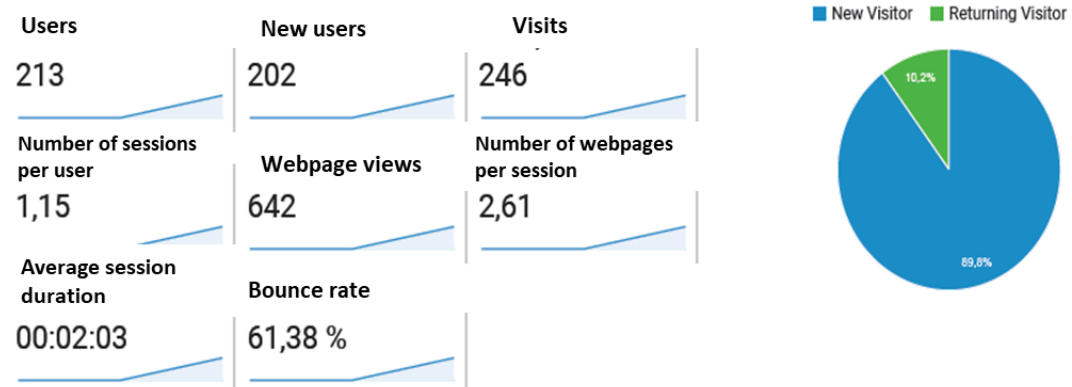
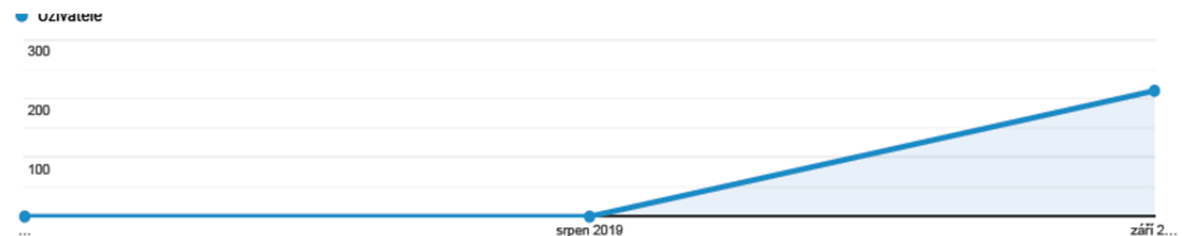
Fig 2: Use of Učitel21 profile (as of 30. 9. 2019)

Visitor overview

All users
100 % users

1. 7. 2019 - 30. 9. 2019

Users



Source: internal PPUČ project data, 2019

In case of Učitel21 profile the collected data are briefer as the application has been running in pilot mode only since 1. 8. 2019. The first two months do not give enough data to elaborate serious conclusions. However, the interest of users in Učitel21 profile is similar to the numbers of interested users when reputation system was in a pilot mode.

Detailed evaluation of both of these project outputs will be carried out under 3rd Interim report in 2020.

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

C.1.9: Is the target group of "University students (future education workers)" involved in the project as planned?

With regard to the fact that the 2nd Interim report did not investigate evaluation question EQ C.2, project teams put the effort to verify this question in form of desk research and interview with project team representatives.

According to the project both methodological and technological support (KA 5 and KA 6) is focused on active teachers with practical experience, but also aims at future education workers who are still in stage of pre-gradual preparation. This target group is supposed to be using project outputs and

also attend community of practice. Also the support of this target group is expected to be reflected in forming contents of Reputation system and other innovated modules of Methodological portal of RVP.CZ, incl. making use of innovated services of Methodological portal of RVP.CZ.

In the course of proceeding of the 2nd Interim report project team of PPUČ reflected all recommendations stated in the 1st Interim report and involved Otevřeno group into opposition activities of PPUČ. Otevřeno group (otevreno.org) gathers students of several teacher training colleges and educational faculties from all over the Czech Republic. Project teams of PPUČ also participated in summer school of KISK (Division of Information and Library Studies), which educates future librarians and university students of educational studies. University students do not yet attend project events designated by PPUČ teams. Due to the fact Reputation system and other innovated modules of Methodological portal RVP.CZ have been launched just recently it is impossible to evaluate student involvement in creation of portal content.

Detailed information is to be found in attachment no. II.

Evaluation conclusions

Evaluator recommends that project implementer should keep developing communication channel with university students and their involvement in the project and suggests applying recommendation No. 3.

Evaluator also confirms his previous statement when he informed the university students are far from being the most important target group of the project so their involvement which is smaller than expected in project application does not endanger the project implementation in any way.

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

The evaluation of this EQ was not scheduled for the 2nd Interim report.

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

The desk research was used to establish the standard for the analysis 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 reports see attachment II.1 to the IR).

The aspect of cooperation is obligatory in all system projects, PPUČ project also complies with this obligation by means of operating KA Cooperation.

The following findings have been acquired through the conducted investigations:

- Cooperation between the projects takes similar form, scope and frequency as demonstrated under the 1st Interim Report (1. PZ).
- The main feature of cooperation is expert panel attendance, sharing materials and outputs of individual projects.
- The closest cooperation is still to be found with SYPO, APIV B and SRP/MAP projects.

- Project team PPUČ influenced the form and content of regular quarterly meetings of relevant MEYS sections and project managers of all IPs projects, where the synergy of project content is mutually discussed. Proactivity of PPUČ toward the form and content of these meetings was appreciated also by MEYS representatives.
- Evaluator finds the fact that PPUČ project reduced the direct support of MAP II projects very positive. Although this activity was optional, it seemed to be a good opportunity for processing obligatory work groups into literacies of IPo MAP II on behalf of MEYS. PPUČ teams had no awareness of this MEYS measure at the time of formulating PPUČ project objectives, so they reached for maximum synergy in cooperation with the local action plan unit. This intervention took a great deal of the project team capacity, yet the mutual negotiations with KSH (ČŠI) and SRP (NIFE) helped to establish a suitable cooperation model. Teams of PPUČ will add this model to the planned design of the anticipated product of „pilot regional centres of literacies“. Reducing of the direct support and PR activities toward IPo MAP II projects (for example suspending of MAP newsletter issuing and publishing) in consequence resulted in releasing capacities of the project team that can be used for actual project activities.
- The reduced cooperation with MAP II projects was replaced by methodological support of SRP project activities provided to MAP II projects.
- Evaluator appreciates the gradual progress of cooperation with the SYPO project. In the course of processing 2nd Interim report this applied to involvement of SYPO in preparation and implementation of Month for literacy event in September 2019.
- There were no obstacles to mutual cooperation identified in any of relevant projects.
- The cooperation is affected particularly in the initial stages by correctly adjusted information sharing and promotion of the project outputs on appropriate occasions.

Interconnection of individual systemic projects are to be found in the table below.

Evaluation conclusions

Evaluator appreciates the approach of the receiver toward the cooperation with other relevant systemic projects that reached beyond the obligatory requirements of the project documentation.

The way of cooperation that has been established by PPUČ teams might be qualified to serve as an example for various other projects of this kind. A constant positive progress has been recorded since the 1st Interim report.

Reducing the direct support of MAP II projects is also evaluated very positively – these activities reached way beyond the obligatory project duties and put too much load on implementation team. Instead, project teams got involved more significantly in general methodological support focused on all MAP II projects with the help of SRP project. For the upcoming stages of the project evaluator will keep following recommendation no. 2.

The cooperation with SYPO project runs seamlessly, for example when organising Month for literacy event⁴.

⁴ This campaign (organised on the occasion of international literacy day - September 8) enabled teachers from all over the Czech Republic to get involved and try and test working with basic literacies in active education. Their experience from the event was afterward shared via social networks and blogs. The ambition beyond this project was to support cooperation across the fields of study and school subjects.

Table 2: Project cooperation

		APIV B	SYPO	MAP II	KSH	SRP	Support of digital literacy development (PedF UK) and Support of IT thought development (PRIM)
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"> • sharing of information and outputs (particularly in order to avoid duplications); • preparation and follow-up on the PPUČ project outputs; • PPUČ representatives prepare underlying documentations for regional network of ICT methodologists; • cooperation in implementing event of <i>Month for literacies</i> 	<ul style="list-style-type: none"> • mutual sharing of information • participation in expert panels; • coordination of cooperation with the regional project; • teachers blog (Gramotnosti.pro učitele) offers PPUČ for teachers and IPo MAP implementers commented resources concerning literacies in school practice; • spring meetings at PPUČ conferences are focused more on cooperation between projects, literacy working groups in the IPo MAP; • with the help of SRP project, the methodological support for literacy development of PPUČ can be received; • use of literacy support centres organised in PPUČ, on behalf of MAP. 	<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; • sharing of information and outputs. 	<ul style="list-style-type: none"> • sharing of information and mutual cooperation • participation in expert panels
	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.

EQ B.5 What are the unintended impacts of the PPUČ project?

Resolution framework

Resolution of the evaluation question lies in the identification of both positive and negative unintended impacts in evaluated projects, where the core of the evaluation is in mapping of the whole intervention (by means of intervention logic) and description of causal chains that resulted in unintended impacts.

Resolution of this evaluation question is based on the combined results of desk research and field investigation. The method of Process tracing will also be applied for the evaluation.

Resolution process

Process of evaluating this EQ is described in following steps:

1) Identification of unintended impacts of PPUČ project

Below you can find the list of unintended impacts identified by already implemented field research.

The unintended impacts of PPUČ project:

- influenced form and contents of the regular meetings between IPs and MEYS

2) Application of basic concepts of process tracing method

In the next step of the process the basic concepts of process tracing method are being applied: causal mechanism concept and its testing based on the empirical evidence are put into action. When applying causal mechanism concept the teams deal with the map of the causal chains of individual unintended impacts.

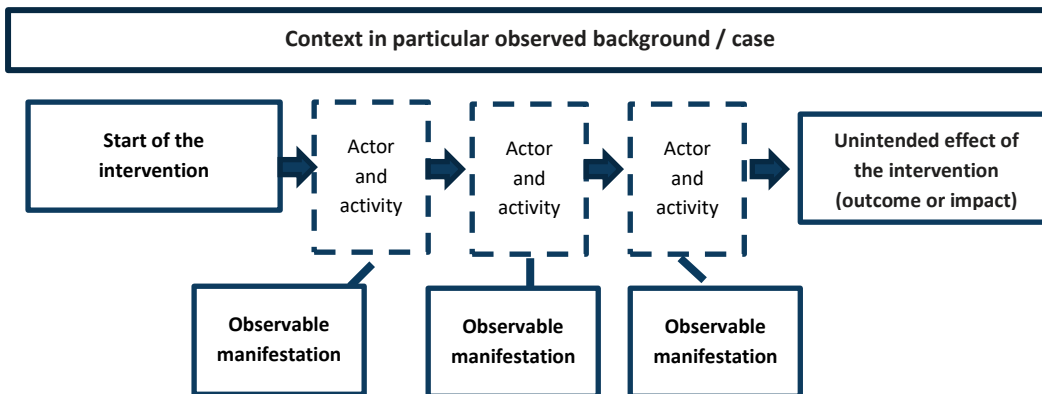
a) map of the causal chains of unintended impacts

Causal chain of process tracing is completely different from causal chains that are usually used in theory of change models. In theory of change the basic perspective is described by axis „inputs - activities - outputs - results - impacts“. Main assumption in process tracing is that the change is always caused by the actors and their activities so the causal change must follow the way activities of various actors influence other actors, their interaction with other actors etc. Causal chain ends in the point where the change (effect / impact) that is supposed to be explained by process tracing is achieved. Below there is the description of processing map of causal chains (scheme) for identified unintended impacts.)

Framework scheme of the causal mechanism (model):

Based on the above mentioned findings it is possible to define following scheme of causal mechanism (chain). This scheme can be used as an illustrative model of the situation (see Diagram no.1).

Diagram 1: Model diagram – scheme



b) empirical evidence

Explaining the cause of the emergence of a particular unintended impact will be proven by the field research that will be verified in researches that are to follow (testing the hypotheses).

Data collection for demonstration of empirical evidence is based on the continuous information processing of implemented and planned field researches.

c) causal tests (testing causal mechanisms/chains)

Methodological approach:

When testing evidence under process tracing method we distinguish following stages:

- 1) Brainstorming of possible empirical evidence to support individual intermediate steps in causal chain.
- 2) Picking the most suitable evidence to collect and test (according to already implemented and planned field researches and acquired data).
- 3) The last step includes the testing itself. For every tested evidence we ask two questions:
 - a. Is the presence of a particular empirical trace essential for confirmation of the link in the causal chain? (If it is so and we can confirm that this evidence does not exist, we are seriously undermining or even invalidating the particular link of the causal chain).
 - b. Is the presence of a particular empirical trace sufficient for confirmation of the link in the causal mechanism? (If it is so and we can confirm this empirical trace, we are seriously supporting or even confirming the particular link of the causal chain).

Practical testing of evidence is led by this logic but when it comes to practical applications it is not quite desirable to start using technical terms like theoretical certainty or sufficient condition. The objective is to give a credible proof that the obtained evidence (and the resulting effect) can be caused accidentally by operation of other mechanism or if it was the tested mechanism that made it happen.

Expectations and limits of process tracing method

The process tracing method assumes the possibility to flexibly reflect the needs of collecting various types of evidence. This is particularly valid when the objective is to evaluate more than just casual chains resulting from theory of change but also the unintended impacts of the intervention itself.

The major limit of process tracing method is the time demanding character of its processing. This is due to the fact it is necessary to combine various data sources and carefully examine their quality and significance for a particular causal chain. This practically means it is impossible to test greater amount of causal chains, but it is appropriate to use process tracing only for a few selected effects (impacts).

Evaluation of individual target groups

Unintended impacts will be monitored and evaluated in following target groups:

Target group	Data source	Expected research date
PPUČ project team representatives	Interviews with PPUČ project team representatives	Continuous (Interim Reports, Final Report)
MEYS representative of relevant section	Interviews of MEYS representatives of relevant section	Continuous (Interim Reports, Final Report)
Relevant target groups of the project	Investigation among education workers of involved schools, members of community of practice, expert public, representatives of institutions focusing on education, research and counselling that are involved in the project, cooperating projects	Continuous (Interim Reports, Final Report)

Next steps of evaluation progress (IR 3, IR 4, FR)

The following activities will be progressively carried out in the upcoming stages of project evaluation:

- Completing and updating the list of identified unintended impacts based on the results of various field researches.
- Elaboration of causal chains of identified unintended impacts.
- Testing individual causal mechanisms (chains) based on empirical evidence (results of conducted field researches).

6 Conclusions and recommendations

Main conclusions resulting from management evaluation and project implementation

- **Coherence of project management and its implementation with the project documentation**
 - Implementation of project key activities goes in line with the project documentation and continuous monitoring of current needs of the project implementation is being carried out. The proceedings of implementation are adapted to these requirements. Implementation teams regularly deal with all potential risks by applying a suitable precaution to effectively eliminate the threat. Good project management is also demonstrated by the small amount of changes conducted inside the project (related to the span of the project).
- **Involvement of „University students“ target group**
 - As opposed to previous interim report the receiver managed to achieve more extensive involvement of the university student target group into the PPUČ project implementation.
 - Evaluator recommends that project implementer should keep developing communication channel with university students and their involvement in the project and suggests applying recommendation No. 3.
- **Risks jeopardising project implementation and obstacles to objective achievement**
 - 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 emergence of either serious risks or obstacles of the project is minimal. The steps taken by the implementation teams to tackle the obstacles and risks result in situation where the identified risks and obstacles have no negative impact on the progress of implementation and securing scheduled outputs and goals of the project.
- **Evaluation activity of the project**
 - Evaluator finds the form of the internal evaluation to be appropriate and suitably connected to already conducted project activities. Internal evaluation is incorporated into individual project activities and its outputs are used and reflected in the following stages of project implementation.

Main conclusions resulting from evaluation of cooperation with other relevant projects and common results of this cooperation

- Evaluator finds the receiver activities in the field of cooperation with other relevant projects to be above standard in the way it can serve as an example for other projects. A constant positive progress has been recorded since the 1st Interim report.
- Reducing direct support of MAP II projects was evaluated very positively – these activities reached way beyond the obligatory project duties and put too much load on implementation team. For the upcoming stages of the project evaluator will keep following recommendation no. 2.
- The cooperation with SYPO project runs seamlessly, for example when organising Month for literacy event.

Main conclusions resulting from evaluation of unintended impacts of PPUČ project

- The data of already conducted investigations has exposed the first findings on unintended impacts of the project. The project is now halfway through its implementation. It is supposed that the unintended impacts will emerge along the way of the project implementation.

Based on the results and conclusions of investigations summarised above, the list of recommendations was put together to be applied in next stages of the project implementation.

Table 3: 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.	In the 1st Interim report school representatives and several other target groups' members stated that some conceptual outputs were difficult to understand because the language was too academic for them. Since this issue is going to be dealt with in the 3 rd Interim report this recommendations therefore remains valid. See EQ C.1.3, C.1.11 of the 1st Interim report
2)	Optional (Non-obligatory) 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.	In the course of 2 nd Interim report implementation team of PPUČ project responded by reducing support distribution to MAP II projects that reached beyond obligatory scope of project activities. Recommendation still remains valid as it is not limited to only MAP projects but also to any other optional activity that can emerge in the course of the project, and can be perceived by PPUČ implementation team to be put forward for the sake of their educational usefulness. See EQ C.1.3, C.1.11, C.3 and attachment II.
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.	In the course of 2 nd Interim report implementation team of PPUČ project responded actively by making first steps for greater involvement of university students in the project. Recommendation still remains valid as it is necessary to further develop university student involvement and at the same time evaluate this issue for the 3 rd Interim report.

Number	Name of recommendation	Description	Context of recommendation (link to the findings and conclusions)
			See EQ 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 education workers and transfer of information are carried out, and continuing promotion of literacies being introduced into teaching.	<p>In the 1st Interim report 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.</p> <p>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.</p> <p>Since this issue is going to be verified and dealt with in the 3rd Interim report this recommendations therefore remains valid.</p> <p>See EQ C.1.3, C.1.11 of the 1st Interim report</p>
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.).	<p>In the 1st Interim report school representatives and several other target groups' members perceived individual literacies to be 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).</p> <p>Implementation team of PPUČ project reflects this recommendation by applying their PR activities (e.g. Gramotnosti.pro web campaign). Since this issue is going to be verified and dealt with in the 3rd Interim report this recommendation remains valid.</p> <p>See EQ C.1.3, C.1.11 of the 1st Interim report</p>

7 Evaluation of processing recommendations of the last report

Table number 4 shows the evaluation of recommendations processing of the previous Interim Report.

Table 4: Evaluation of recommendation processing of the 1st Interim Report

No.	Name of recommendation	Evaluation of recommendation processing
1)	To improve comprehensibility of conceptual outputs for teachers	Since this issue is going to be verified and dealt with in the 3 rd Interim report this recommendation therefore remains valid.
2)	Optional (Non-obligatory) project activities	This recommendation was reflected in the 1 st Interim report by project PPUČ implementation team in reducing support distribution to MAP II projects that reached beyond obligatory scope of project activities. This recommendation however remains valid as it is not limited to only MAP projects but also to any other optional activity that can emerge in the course of the PPUČ project implementation, and can be perceived by its team to be in need of a support for the sake of its educational usefulness.
3)	Greater involvement of university students in the project	This recommendation was responded to by making the first steps for greater involvement of university students in the project. Recommendation still remains valid as it is necessary to further develop university student involvement and at the same time evaluate this issue for the 3 rd Interim report.
4)	Higher number of addressed pedagogical workers	Since this issue is going to be verified and dealt with in the 3 rd Interim report this recommendation therefore remains valid.
5)	Literacy exceeding the branch domain	Implementation team of PPUČ project reflects this recommendation in some of their PR activities (activities to make literacies more attractive to other various school subjects). Since this issue is going to be verified and dealt with in the 3 rd Interim report this recommendation remains valid.

8 List of sources and literature

Application for a grant – PPUČ Project and the appendices thereto
Implementation Reports (ImRs)
Project data and information in MS2014+
Information on project activities on web and other presentations (NIE)
Output from internal evaluation
Additional documents from implementer (NIE)
Call in OP RDE System 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
EW	Education worker
EQ	Evaluation question
FR	Final Report
GDI	Group Depth Interview
IDI	Individual Depth Interview
KA	Key Activity in Project
MEYS	Ministry of Education, Youth and Sports
N	Number
NIFE	National Institute for Further Education
NIE	National Institute for Education
OP RDE	Operational Programme Research, Development and Education
IR	Interim Report
PA	Priority Axis
TG	Target group
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)
ImR	Implementation report
PE	Primary education

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LIST OF ATTACHMENTS

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Attachment II Technical materials for conducted research

Attachment III Dashboard