



# **Evaluation of the system project „SYPO - System of Support for the Professional Development of Teachers and Headmasters“**

Ministry of Education, Youth and  
Sport

## **Progress Report 1**

November 2020  
Final version



EUROPEAN UNION  
European Structural and Investing Funds  
Operational Programme Research,  
Development and Education



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## Executive Summary


This document presents the 1st Progress Report "Evaluation of the SYPO System Project" (hereinafter also Evaluation). The SYPO project is an individual system project which is implemented within the framework of PA3 OP RDE "Equal access to quality pre-school, primary and secondary education". The main objective of the project is to ensure a comprehensive system of professional support for teachers and headmasters, which will contribute to increasing their professional development and thus to improving the quality of the education system. The SYPO project is about halfway through its implementation, it was started on 1 January 2018 and the planned completion of the project is 31 October 2022.

Surveys for the purposes of this report were conducted from March to June 2020. The methods used include desk research of available information, meta-evaluation and individual interviews with project representatives. The main sources of information are surveys which were conducted among participants in project activities - questionnaire surveys, focus groups and telephone conversations. The main conclusions are drawn on the basis of triangulation of the methods used.

Based on the analysis and surveys, it can be stated that **most KAs are implemented according to the planned schedule** and meet current needs. To ensure the topicality of the project and its activities, internal evaluations are used which are implemented with regard to the current state of the project and the needs of the individual key activities. With regard to the project implementation phase, it is not possible to expect the complete implementation of the changes to the current situation, which were expected as a result of the project. **However, on the basis of the inquiries carried out for the purposes of this report, it can be stated that half of the project's sub-objectives have already been met or are being met and most of the remaining objectives are at least partially met, meaning that activities intended to contribute to the objectives have been launched.** Two sub-objectives related to KA Quality (To create and pilot-verify the FETS quality management system guaranteed by MEYS and To train the professional staff ensuring the evaluation of FETS quality) are not fulfilled as this KA was launched on 1 January 2020 and due to legislative changes, there are changes in its Settings. This KA activity will be evaluated in the 2nd Progress Report.

One of the main objectives of the project is to create a system of methodological cabinets at the national, regional and area levels. The project has already created a network of three pilot cabinets (Czech Language and Literature, Mathematics and its Applications and Informatics and ICT). **All three national and 42 regional methodological cabinets were staffed.** However, methodological cabinets at the area level have so far only been established (for this reason, surveys within area cabinets focused only on procedural and organisational settings of cabinets and expectations from participation in methodological cabinets) and there is networking of other employees in education. This is partly problematic from the point of view of some participants and will need to be supported by the SYPO project. In addition, the activities of the area methodological cabinets were interrupted by extraordinary measures and further activities of the area methodological cabinets are expected from September 2020. It will mainly be a direct support of employees in education through project activities. **The involved employees have already been provided with their own support within the project and methodological cabinets (e.g. in the form of face-to-face seminars, e-learning, workshops or webinars) and participants are generally satisfied with the form and functioning of methodological cabinets and individual forms of support.** Some members of the methodological cabinets, especially from the regional level, would welcome closer cooperation between the national and regional levels.





**In the project, a network of regional ICT methodologists (KIM) was built at the level of individual regions.** There is a great demand from schools for ICT support. For this reason, the team is constantly expanding and additional KIMs have been added in the busiest areas to enable the project to provide sufficient support both online and, if the problem is more serious, directly in schools. **The surveys show that thanks to this support, the vast majority of schools managed to solve their ICT problems.**


Another area which the project deals with is setting up a system of support for professional development for school leaders. Standing Conference of Headmasters was set up in the project and serves as a platform / body setting up support for school management. Furthermore, the creation of a model of the system of support for the professional development of school management is underway. It should be a model of a comprehensive, continuous and modular system of support for school management. **Representatives of school management involved in the project consider the creation of the Model to be beneficial and useful.** The model should be piloted at the beginning of 2021. **In the meantime, the project is piloting the school management's own support, within which area conferences, workshops and follow-up group and individual consultations have been organized. Participants in these activities are satisfied in almost all respects and especially appreciate the opportunity to share experiences with other participants and the possibility of individual support in case of problems.**

The SYPO project aims to support work with Graduate teachers, which is currently unsystematic and it depends on each school what support system they will chose. A Model of the system of support for graduate teachers has been created and is being piloted. It contains instructions and recommendations on how to proceed with the adaptation of graduate teachers and works with schools which use the so called triads). **The intention is to set up the cooperation of this triad at school with the objective of supporting graduate teachers.** The project also includes its own support for all representatives of the triad, support consists of face-to-face seminars, e-learning and practical workshops. **Participants in activities focused on graduate teachers are satisfied with the mentioned activities, as they bring a clear plan with set steps, a sophisticated methodology of how to proceed in mutual cooperation and support to graduate teachers to all members of the triad.**

Within the project, courses are implemented for internal members of the project (e.g. for regional ICT methodologies, for members of methodological cabinets, etc.). **The courses for the members of the methodological cabinets were evaluated positively by the participants and based on that, they were made available to the professional public (teachers), which managed to train more than 1000 participants beyond the planned project (240 participants were planned to be trained).** Project representatives create webinars focused on subject didactics which are available to registered participants and are subsequently published on the YouTube channel of the SYPO project after some time. Thanks to the experience with this type of training, the implementers were able to react quickly to the unexpected situation associated with the COVID-19 pandemic due to which the schools were completely closed and it was necessary to switch to a remote form of teaching. Project representatives began creating and publishing webinars with focus on the introduction and use of online teaching. **Focus group participants said that after the announcement of the national quarantine, webinars gained in importance and were an important support for teachers at this time plus they contributed to the promotion of the SYPO project.**

The creation and distribution of the project newsletter, which is directly sent to approximately 14,000 contacts and is also available on the project's website and Facebook also contributes to the promotion and awareness of the project. The Facebook profile regularly publishes information about already implemented and planned project activities and adds links to contributions on the website and YouTube channel on which the project webinars are also published. The knowledge of the project is





evident from the implemented questionnaire survey where more than a half from a randomly selected representative sample of schools and their employees know the SYPO project.

**The SYPO project also cooperates with other ISP within its activities, most often in the form of expert panels,** where representatives of the SYPO project participate in expert panels of other projects and representatives of these projects are invited to the expert panels of the SYPO project. Furthermore, there is a regular cooperation of projects through meetings of project managers within the organisation of NPI CR and with some projects SYPO also cooperates at the regional level, at the individual level or they cooperate in creating materials and outputs and share them. On the other hand, cooperation with other projects is, in addition to these significantly positive elements, also accompanied by the risks and hindrances mentioned in the following paragraph..

**The identified risks of the project may include problematic or insufficient involvement of participants in some project activities,** especially in KA Cabinets (methodological cabinets) and KA Graduate teachers (self-support). **The main hindrance to successful implementation associated with these risks is the long-term "overcrowding" of schools by various ESF projects,** which may result in the SYPO project, e.g. lack of experts, duplicate implementation of some activities by the SYPO project and other projects, etc.

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## 1. Findings – Answers to Evaluation Questions

The evaluation of the SYPO project included in the First Progress Report the processing of all evaluation questions and sub-questions evaluating the implementation: key project activities and outputs, project expectations and objectives, risks and hindrances to project implementation including a more detailed evaluation of key project activities such as methodological cabinets, management, support, graduate teachers and evaluation. The cooperation of the project with other projects, the knowledge of the project by the public and the unintended impacts of the project were also evaluated. In terms of methods, evaluation methods were used the application of which is described in more detail in Annex I in the chapter Methods used for the purposes of this report. In addition to the use and processing of secondary sources of data and information, there was also a direct collection of data within the questionnaire survey (CAWI), individual interviews, focus groups and telephone follow-up. The answers to the individual evaluation questions can be found below.

### 1.1. Evaluation question 1.1 Does the implementation of key activities and outputs correspond to the planned schedule and current needs of the project implementation?

The answer to this Evaluation question was processed on the basis of methods: desk research (Implementation report and its annexes, Progress self-evaluation report and others), meta-evaluation, analysis of secondary data from IS MS2014 + (values of monitoring indicators, financial progress of the project). The information obtained was subsequently deepened and verified in individual interviews with team managers of key activities. The specific implementation of the individual methods is given in Annex I in the chapter Methods used for the purposes of processing this report.

**Based on the performed analysis and performed investigations, it can be stated that most of the KAs are carried out according to the planned schedule and correspond to current needs.** To ensure timeliness, internal evaluation activities are implemented which include representatives of other KAs, so that these KAs are implemented in accordance with the needs of objective groups and project participants. If changes are needed, project representatives respond to the situation by requesting changes in order for the activities to match the project settings. So far, the project has not reported any achieved values in the monitoring indicators to which it has committed itself. At this stage of the project, the reporting of achieved values was not expected. The target values of the project should be fulfilled at the end of the project (31 October 2022). From the financial point of view, the progress financial milestone as of 31 December 2019 set out in the decision on the provision of the subsidy was fulfilled. A higher amount of costs to be reimbursed was charged than it was set in the milestone. In terms of drawing funds, the project is being implemented according to the set expectations.

Individual KA are implemented as follows:

- **KA Management** – The implementation of KA corresponds to its planned settings. The project is set up and managed according to the PRINCE 2 methodology. The project has set up templates for project management. Every three months, implementation reports and payment requests to MEYS are submitted.
- **KA Cooperation** – This KA is implemented without major changes compared to the original plan and schedule. The main activities in this KA are Professional cooperation panels, Professional conferences and cooperation with other ISP.



- **KA Evaluation** - The activities within this KA are being implemented according to the planned schedule and no major changes have been made compared to the original settings. KA Evaluation provides data collection and feedback according to the needs of other KAs (especially Graduate teachers, Management and Cabinets), so that these KAs are implemented in accordance with the needs of objective groups and project participants.
- **KA Cabinets** – According to the representatives of KA Cabinets, this KA is implemented according to the original expectations and settings and so far there have been no significant negative changes compared to how the project was originally planned (a network of 3 pilot methodological cabinets was created, models of professional support system were created, ICT network of methodologists was created and its own school support was launched). The piloting was planned to be expanded by three other methodological Cabinets.
- **KA Quality** - In KA Quality, it is necessary to fundamentally adjust the setting of key activity due to changes in the legislative framework of FETS (amendment to Act No. 563/2004 Coll., On employees in education), on the basis of which this KA was to be implemented at the time of submitting the application for aid. Thus, it will not be possible to implement KA5 according to the originally set intentions and the beneficiary must react to the changes and negotiate possible scenarios for the implementation of KA to correspond to the new and possibly also the existing form of the law. At the time of processing the 1st Progress Report, the new process and direction of this KA were being processed by the recipient. The proposed change was discussed with the representatives of the material section at MEYS (section II) and with the project steering committee. After it has been approved by the steering committee, it should be submitted for approval to the MA OP RDE.
- **KA Management** - In the overall schedule of the key activity, there was a time shift in the activity Model of the system of support for the professional development of school management, which partially does not correspond to the original plans. The resulting shifts caused unexpected events associated with the creation of the Director's Standard document which the Model was supposed to follow. The Director's Standard was delayed by MEYS and the CSI. They are processing the document and were supposed to complete the document in 2018 but this did not happen. The complications were resolved by the implementation of other activities and the subsequent commencement of work on the Model even without the existence of the final version of the Standard. Thus, there was no non-fulfilment of activities by the KA.
- **KA Support** – It is possible to implement KA according to the planned schedule and no major changes have been made compared to the original settings and schedule. Some activities show a higher activity of the SYPO project than originally planned, for example, when courses for members of regional and area methodological cabinets were also made available to the general public or webinars were created to support online teaching during coronavirus. It is expected that based on the changes in KA Quality, it will be necessary to adjust the form of education for this KA. At the same time, it will be necessary to expand activities and educational materials in connection with the support of three newly emerging methodological cabinets.
- **KA Graduate teachers** - There has been no major change in this key activity compared to how the activity was originally planned and set up. The Model of the system of support for graduate teachers is underway, as well as activities aimed at self-support for graduate and introductory teachers and school management.
- **KA Public** - KA is successfully implemented according to the planned schedule and only minor adjustments have been made. Within KA, a Strategic Marketing Communication Plan was created, media outputs are being created and an online project environment is being built and managed.



## 1.2. Evaluation question 1.2 To what extent are the objectives and sub-objectives of the SYPO project and the changes to the current situation that were expected as a result achieved?

The answer to this Evaluation Question was processed on the basis of the following methods: desk research (Implementation reports and their annexes, Progress Self-Assessment Report, evaluations processed within the KA Project Evaluation, etc.) and Theory of change. This information was subsequently deepened and verified in individual interviews with team managers of the key activities. The specific implementation of the individual methods is given in Annex I, chapter Methods used for the purposes of processing this report.

Based on the operationalisation of the project objective and the expected changes as a result and the Theory of change made during the processing of the Initial Report of this evaluation, the project objective can be divided into 16 sub-objectives of the project which will contribute to the objective. With regard to the project implementation phase, it is not possible to expect the complete implementation of the changes to the current situation, which were expected as a result of the project. **However, the inquiries carried out for the purposes of this report show that eight sub-objectives have already been or are being implemented and six objectives are being partially implemented, which means that activities have been launched to contribute to the objective but have not yet been used in daily practice or their contribution cannot be assessed. Two sub-objectives are not fulfilled, they are objectives related to KA Quality (To create and pilot-verify the FETS quality management system guaranteed by MEYS and To train the professional staff providing FETS quality assessment), which needs to be fundamentally modified due to changes in the FETS legislative framework based on which this KA was to be implemented.** At the time of processing the 1st Progress Report, the new process and direction of this KA were being processed by the recipient. A detailed description of the fulfilment of individual sub-objectives is given in the following table.

**Table 1 Fulfilment of partial objectives of the project Table**

Sub-objectives of the project which will contribute to the fulfilment of the objective / to the expected change	Related key activity	Fulfilment of the goal
To provide internal and external feedback on the implementation of project activities, attitudes and opinions of actors participating in project activities and cooperating on the project and to provide incentives to modify or revise individual processes and project outputs.	KA Evaluation	<p><b>The goal is being fulfilled.</b></p> <p>This goal is fulfilled mainly thanks to the direct cooperation and communication of the KA Evaluation with other KSs to ensure the topicality and relevance of individual KAs. Background studies and evaluations of the activities of KA Cabinets (including ICT support), KA Graduate teachers, KA Management and KA Support were processed.</p>
To analyse the educational needs of selected target groups of the project in order to possibly adjust key activities so that they meet their needs.	KA Evaluation	<p><b>The goal is being fulfilled.</b></p> <p>This objective is fulfilled mainly thanks to the direct cooperation and communication of the KA Evaluation with other KAs to ensure the topicality and relevance of individual CAs. Background studies and evaluations of the activities of KA Cabinets, KA Graduate teachers and KA Management were processed.</p>





Sub-objectives of the project which will contribute to the fulfilment of the objective / to the expected change	Related key activity	Fulfilment of the goal
To build a knowledge base for the management of system changes and to synthesise the outputs of previous and existing projects through the organisation of expert panels.	<b>KA Cooperation</b>	<p><b>The goal is being fulfilled.</b></p> <p>SYPO professional panels are held properly as expected, the SYPO project organised five panels which are also attended by representatives of other projects. At the same time, representatives of the SYPO project visit expert panels of other ISP. "Consensus outputs" are processed from expert panels and contain proposals and recommendations of the expert panel in the given area. Consensus outputs consist of: Current state (problems), Proposal of future state (partial objective), Benefits, Measures (output), Activities (how the output will be achieved) and they should serve as a basis for the management of educational policy in regional education.</p>
To design and pilot-test a model of a comprehensive, continuous and modular system of professional support for teachers through a network of methodological cabinets.	<b>KA Cabinets</b>	<p><b>The goal is being partially fulfilled.</b></p> <p>Models of the system of professional support for individual methodological cabinets were created within the national methodological cabinets. At the time of processing the report, the Models had been finalised and challenged. The models are also pilot-tested by creating networks of three methodological cabinets. Schools were provided with their own support in the form of webinars and workshops.</p>
To create organisational-institutional, personnel and content conditions for the operation of the system of methodological cabinets.	<b>KA Cabinets</b>	<p><b>The goal is being partially fulfilled.</b></p> <p>A manual of Methodical cabinets was created. All three national and 42 regional methodological cabinets were staffed. The networking of teachers into the area of methodological cabinets is underway, which, according to the beneficiary, will probably take place continuously until the end of the project implementation. At the time of elaboration of the 1st Progress Report, an introductory meeting of the area of methodological cabinets took place only in some regions.</p>
To pilot-verify and implement a system of methodological cabinets at the national, regional and selected area levels.	<b>KA Cabinets</b>	<p><b>The goal is being partially fulfilled.</b></p> <p>A network of three pilot methodological cabinets was created at the national, regional and area levels (Czech language and literature, Mathematics and its applications and Informatics and ICT). However, Methodological cabinets at the area level have so far only been established with a minimum of the following activities. The creation of three other methodological cabinets followed beyond the original plan (Pre-school education, Primary education, Science education).</p>
To create a network of ICT methodologists (as part of the methodological cabinet of Informatics and ICT) at the regional level and to verify the content and scope	<b>KA Cabinets</b>	<p><b>The goal is being fulfilled.</b></p>



Sub-objectives of the project which will contribute to the fulfilment of the objective / to the expected change	Related activity	key	Fulfilment of the goal
of support for digital development of schools across educational areas and in school management.			A network of regional ICT methodologists (KIM) was established at the level of individual regions. There is a great demand from schools for ICT support. For this reason, the team is constantly expanding and additional KIMs have been added in the busiest areas to enable the project to provide sufficient support.
To create and pilot-verify the FETS quality management system guaranteed by MEYS.	<b>KA Quality</b>		<p><b>The goal is not being fulfilled.</b></p> <p>In the KA Quality, it is necessary to fundamentally adjust the setting of key activity due to changes in the legislative framework of FETS (amendment to Act No. 563/2004 Coll., On employees in education), on the basis of which this KA was to be implemented and which was relevant at the time of submitting the application for aid. Thus, it will not be possible to implement KA5 according to the originally set intentions and the beneficiary must react to the changes and negotiate possible scenarios for the implementation of KA to correspond to the new and possibly also the existing form of the law. At the time of processing the 1st Progress Report, the new process and direction of this KA were being processed by the recipient. The proposed change was discussed with the representatives of the material section at MEYS (section II) and with the steering committee of the project, after approval by the steering committee and management meeting of MEYS it should be submitted for approval to the MA OP RDE.</p>
To design and pilot-verify a model of a comprehensive, continuous and modular system of school management support, especially in the field of pedagogical management.	<b>KA Management</b>		<p><b>The goal is being partially fulfilled.</b></p> <p>The model was delayed because its processing was linked to the creation of the Director's Standard, which was jointly elaborated by MEYS and the CSI. Project representatives assisted in the preparation of the Standard and participated in the preparation of the version which was submitted for approval in the summer of 2019. Subsequently, the assumption in the project was changed and the Standard is only recommended for the created Model. Work on the Model was resumed and the piloting of the Model was postponed to 2021. The project piloted the school management's own support (conference areas, workshops, consultations) in order to use already piloted forms of support for the purposes of the Model.</p>
To pilot-verify and implement the system of activities of the permanent conference of directors.	<b>KA Management</b>		<p><b>The goal is being fulfilled.</b></p> <p>In the preparatory phase, the structure, statutes and rules of procedure of the SCH were created. Furthermore, the competence profile of the board member was determined, as well as the procedure for selecting members and the commission, and the selection of board members was carried out. SCH has 37 members from more than one hundred applicants, 24 directors and three representatives of the professional public were selected, the remaining</p>



Sub-objectives of the project which will contribute to the fulfilment of the objective / to the expected change	Related activity	key	Fulfilment of the goal
			members were nominated from among MEYS and CSI. The task of the SCH was to help with the implementation and updating of the Model of the system of support for the professional development of school management. In the first year of the development of the Model, these activities did not take place, so the SCH focused on cooperation on the Director's Standard document. The SCH also participated in the preparation of the Strategy for Education Policy until 2030+ and in the reflection on the overall state of education in the Czech Republic.
To train professional staff of methodological cabinets from the regional to the area level.	<b>KA Support</b>  <b>KA Cabinets</b>		<b>The goal is being fulfilled.</b>  The members of the regional methodological cabinets who took part in e-learning and the follow-up full-time seminar were trained. Webinars are available for members of regional and area methodological cabinets, which were focused on innovations in individual subjects of the field. In the next phases of the project, the training of the professional staff of the methodological cabinets will continue and other forms of education (e.g. workshops) will be involved.
To train professional staff providing FETS quality assessment.	<b>KA Quality</b>		<b>The goal is not being fulfilled.</b>  In KA Quality, it is necessary to fundamentally adjust the setting of the key activity due to changes in the legislative framework of FETS (amendment to Act No. 563/2004 Coll., On employees in education), on the basis of which this KA was to be implemented at the time of submitting the application for aid. Thus, it will not be possible to implement KA5 according to the originally set intentions and the beneficiary must react to the changes and negotiate possible scenarios for the implementation of KA to correspond to the new and possibly also the existing form of the law. At the time of processing the 1st Progress Report, the new process and direction of this KA were being processed by the recipient. The proposed change was discussed with the representatives of the material section at MEYS (section II) and with the steering committee of the project, after approval by the steering committee it should be submitted for approval to the MA OP RDE.
To train defined target groups - teachers and headmasters - in sub-topics related to the support for graduate teachers and the outcomes from the network of methodological cabinets.	<b>KA Graduate teachers</b>		<b>The goal is being fulfilled.</b>  As part of their own support, courses were implemented for all representatives of the triad (Graduate teachers, introductory teacher and school management). The support itself consists of two six-hour face-to-face seminars, two eight-hour e-learning and practical four-hour workshops, which were converted to an online form at the time of coronavirus.
To design and pilot-test a comprehensive, continuous and modular support system for graduate teachers.	<b>KA Graduate teachers</b>		<b>The goal is being fulfilled.</b>



Sub-objectives of the project which will contribute to the fulfilment of the objective / to the expected change	Related activity	key	Fulfilment of the goal
			The piloting was launched during 2019 and due to the high demand for activity, the number of schools having the opportunity to participate in the piloting increased from 34 to 50. A second wave of piloting is being processed and it will start in autumn 2020.
To ensure that the professional public is informed about the objectives and outputs of the project through professional conferences.	<b>KA Cooperation</b>		<p><b>The goal is being partially fulfilled.</b></p> <p>Representatives of the project participated in the implementation of the conference which took place in December 2019 in Prague and was processed by NIDV. This conference mainly focused on the topic of graduate teachers where six workshops were held. The workshops were organised by the SYPO project and two of them provided foreign experts on the topic. An organisation in Prague with a professional emphasis on the topic of Cabinets and Management is planned for 2021.</p>
To build positive reactions among teachers and the professional public – especially to the effective forms of professional development of employees in education, not only to classic courses of further education of employees in education but also especially to innovative forms of professional development of teachers. These include mentoring and listening among teachers, analysis of forms and methods of work, observation, joint planning and subsequent reflection.	<b>All KAs</b>		<p><b>The goal is being partially fulfilled.</b></p> <p>The SYPO project does not implement activities which would directly build positive reactions to effective forms of professional development of employees in education, however, within the implemented activities of its own support of employees and managers in education (e.g. in the form of webinars, face-to-face seminars, consultations, etc.) the project contributes to supporting the use of innovative methods of the development of employees in education. The survey conducted among representatives of the professional public shows that employees in education are usually provided with sufficient support for their professional development. Within the SYPO project, activities implemented within methodological cabinets, webinars and others contribute to this objective.</p>



### 1.3. Evaluation questions 1.3 and 1.5 Are there risks that threaten the implementation of the project and the achievement of the set objectives? What does the implementation team consider to be the biggest hindrances to successful implementation during the project?

In accordance with the Initial Report, Evaluation question 1.3 "Are there risks that threaten the implementation of the project and the achievement of the set objectives?" is merged with evaluation question E1.5 "What does the implementation team consider to be the biggest hindrances to successful implementation?" Hindrances can be perceived as causes of risks and for each risk, causes will be listed separately.

The answer to this Evaluation Question was processed on the basis of information from all methods used in the preparation of this Evaluation. More detailed information on the methods used can be found in Annex I in the chapter Methods used for the purpose of this report.

Project representatives maintain their own risk register which records all identified risks and on the basis of which project representatives respond to risks and manage them. **As part of the preparation of this Evaluation, 11 risks were identified which were entered in the risk register. In terms of the severity of their impact, the risks were assessed mainly as moderate (nine risks) and in two cases the severity was assessed as low. The greatest severity of the identified risks (12 out of 25) lies in the problematic or insufficient involvement of participants in project activities, especially in KA Cabinets (area methodical cabinets) and KA Graduate teachers.** These risks were also identified by project representatives who work with them and address schools, educators and other projects to involve a sufficient number of participants in the activities.

**The main hindrances to successful implementation include the long-term overcrowding of schools by various ESF projects, which leads to several risks (e.g. lack of experts, duplicate activities of the SYPO project and other projects, etc.) threatening the project implementation.** The setting of public procurement rules within the OP RDE, which is beyond the scope of legal obligations and complicates or delays the implementation of certain activities, is also considered a hindrance.

More detailed information can be found in Annex II in the attached file Risk register.


### 1.4. Evaluation question 1.4 Does the course of activities in KA3 Evaluation correspond to good evaluation practice?

The answer to this Evaluation Question was processed on the basis of desk research. This information was subsequently deepened and verified in individual interviews with team managers of the key activities. Subsequently, an expert panel was set up and used to evaluate the activities carried out within KA Evaluation. The specific implementation of the individual methods is given in Annex I in the chapter Methods used for the purposes of processing this report.

The final mark for the implementation of KA Evaluation assigned by the expert panel is 1.5 (evaluation as in school). **The expert panel agreed that the internal evaluations of the SYPO project are carried out in accordance with good evaluation practice. Evaluations are used effectively to materially manage the implementation of key activities.** Evaluations are carried out mainly in the form of questionnaire surveys, among the participants in the activities (addressing the entire basic set) or by a sample survey on a sample of respondents. Furthermore, qualitative surveys (interviews) are carried out among project implementers. These survey methods are used methodologically correctly. To increase the practicality and validity of evaluations, it is recommended, in accordance with good







evaluation practice, to increase the emphasis on the triangulation of evaluation methods. The expert panel is aware that the activities of KA Evaluation are implemented for internal purposes and serve toward a better set up of the project and are not impact evaluations that should comprehensively assess the impact of the project. **For this reason, the set methods and procedures for the purposes of the project and the KA Evaluation are considered to be set appropriately.**

More detailed information on the specific way of performing the method can be found in Annex I in the chapter Expert panel for evaluation of KA Evaluation.

### **1.5. Evaluation question 2 To what extent do the key actors consider the (significant) outputs / activities of the project to be beneficial / well usable and why?**

The answer to this Evaluation question was processed on the basis of desk research and meta-evaluation methods. This information was subsequently deepened and verified in individual interviews with team managers of key activities. Subsequently, four questionnaire surveys were conducted among participants in activities in KA Management (survey among participants in self-support - 187 answers, i.e. return 37%), KA Support (survey among participants in face-to-face seminar and e-learning - 156 answers, i.e. return 67% and a survey among webinar participants - 182 responses, i.e. return of 30%) and KA Graduate teachers (a survey among participants in self-support and piloting of the Model of the system of support for graduate teachers - 410 responses, i.e. return of 56%).

The questionnaire surveys were followed by three focus groups (Focus Group for the participants of KA Management, Focus group for Webinar Participants in KA Support and Focus group for KA Graduate teachers), which served to verify and deepen the results of the questionnaires. The specific implementation of the individual methods is given in Annex I, chapter Methods used for the purposes of processing this report.

The answer to this evaluation question is processed for the three key activities examined KA Management, KA Support and KA Graduate teachers. No investigations focused on KA Quality were carried out in this report, as the activity was launched according to the set schedule until 1 January 2020 and at the same time changes in the content of KA were being made as a result of the planned legislative changes. At the time of processing this 1st Progress Report, the beneficiary was processing a new setting and direction of KA Quality which was pre-negotiated with the representatives of the MA so that there could be a change in the setting of KA. For this reason, further investigations in that KA will be carried out only in the 2nd Progress Report and in the Final Report.

## **KA6 – Management**

Within this KA, piloting of forms of self-support takes place so that it is possible to subsequently use them in the creation and piloting of the Model of the system of support for professional development of school management. Area conferences, workshops, individual and group consultations have already been implemented in the project. The planned support also includes benchlearning and online support. According to the Team manager of this KA, conferences, workshops and consultations are held regularly and interest in them is still growing thanks to the quality of activities.

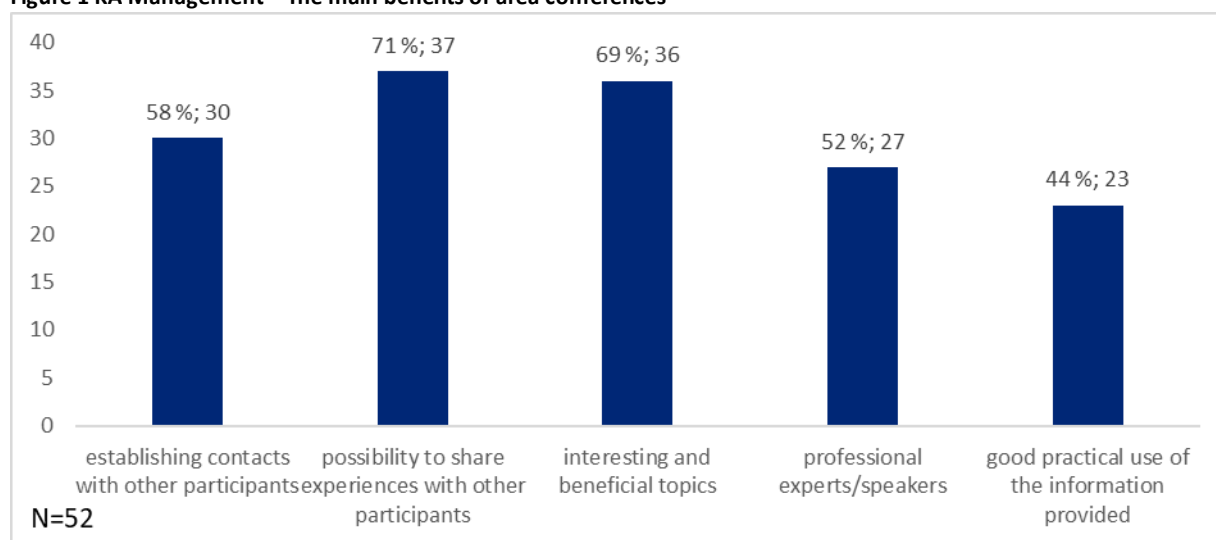
**The questionnaire survey among participants in activities implemented within KA6 Management (area conferences, workshops, group and individual consultations), which was completed by a total of 187 respondents, shows that these activities are generally assessed as beneficial.** The majority, i.e. 154 respondents (82% of answers) at least occasionally use the experience gained from the activities offered by SYPO in daily practice. Participants most often (19 out of 46 respondents) use



experience in the field of people management and communication with people, work with technologies (e.g. cloud solutions are used by 7 out of 46 respondents), time management and planning (6 respondents). An important part of the project for respondents is also establishing new contacts and sharing experiences / knowledge with other participants. The benefit of the project is confirmed by the fact that the vast majority of respondents have already recommended it (93%, i.e. 174 respondents) and if the project has not already been recommended by respondents, about half of these respondents (54%, i.e. 7 respondents) plan to recommend it to their colleagues).

Participants of area conferences are satisfied with this activity in almost all respects. Satisfaction prevails mainly in the organisation of conferences (95%, i.e. 178 respondents) and their factual focus (93%, i.e. 174 respondents). Lecturers / lecturers at conferences are also evaluated positively (89%, i.e. 166 respondents). Respondents consider the conference area to be beneficial (82%, i.e. 154 respondents). The main benefits of the activity are mainly the possibility of sharing experiences with other actors (71%, i.e. 37 respondents) and interesting and beneficial topics of conferences which can be applied in daily practice by according to majority (69%, i.e. 36 respondents).

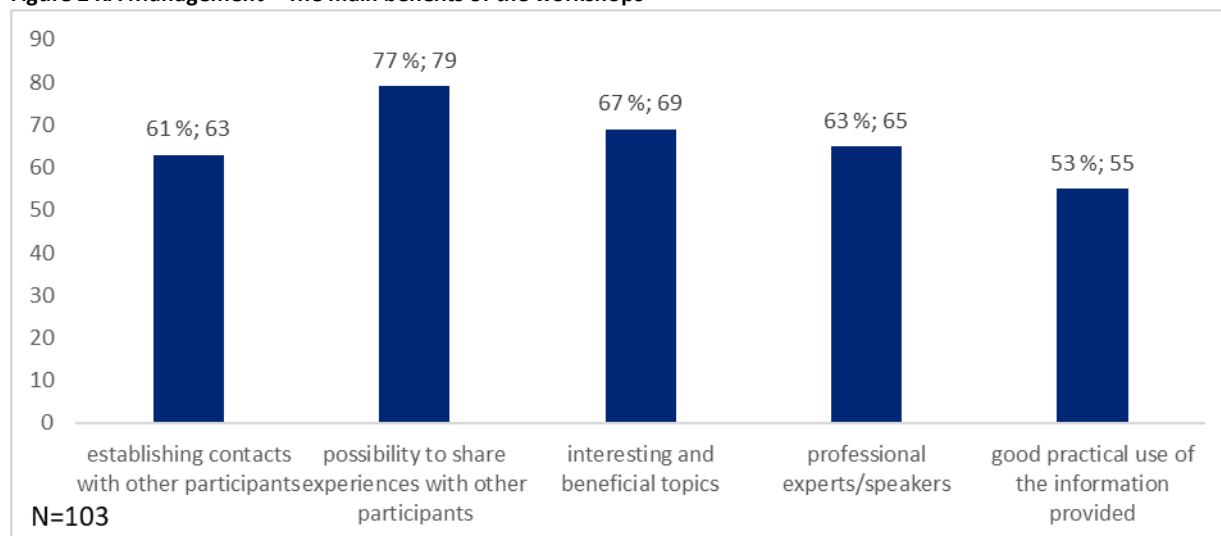
**Figure 1 KA Management – The main benefits of area conferences**



*Multiple answers could be selected.*

Respondents who participated in the workshops are generally satisfied with this activity. Satisfaction was expressed mainly with regard to the organisation (95%, i.e. 124 respondents), with lecturers / experts of the workshops (88%, i.e. 115 respondents) and with the factual focus of the workshops (86%, i.e. 112 respondents). Respondents are also mostly satisfied with the sharing of experiences between participants (82%, i.e. 107 respondents) and with the benefits of workshops (80%, i.e. 104 respondents). The workshops met the expectations that respondents had (78%, i.e. 102 respondents). The main benefits of the workshops are the possibility to share experiences with other participants (77%, i.e. 79 respondents), and interesting and beneficial topics (67%, i.e. 69 respondents).

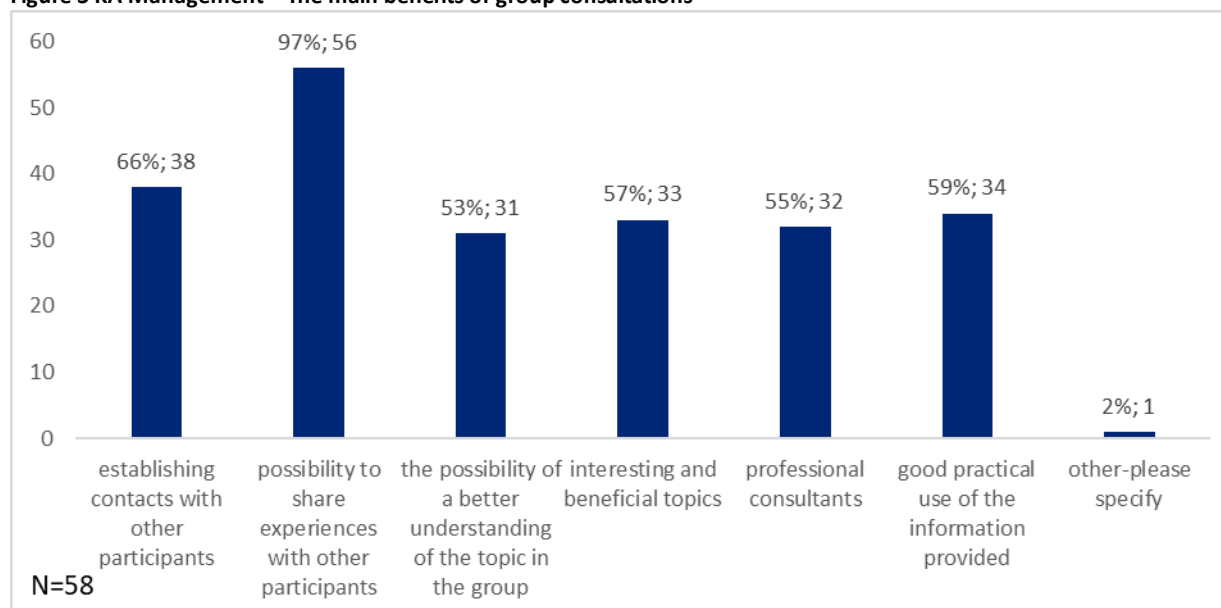
**Figure 2 KA Management – The main benefits of the workshops**



*Multiple answers could be selected.*

Participants in group consultations are almost unconditionally satisfied with this activity in all its aspects and consider it activity to be beneficial. Respondents are satisfied with the organisation (98%, i.e. 61 respondents), consultants (98%, i.e. 61 respondents), factual focus (95%, i.e. 59 respondents) and fulfilment of expectations / ideas about group consultation (90%, i.e. 56 respondents). Sharing experiences is considered to be the main benefit of group consultations (97%, i.e. 56 respondents).

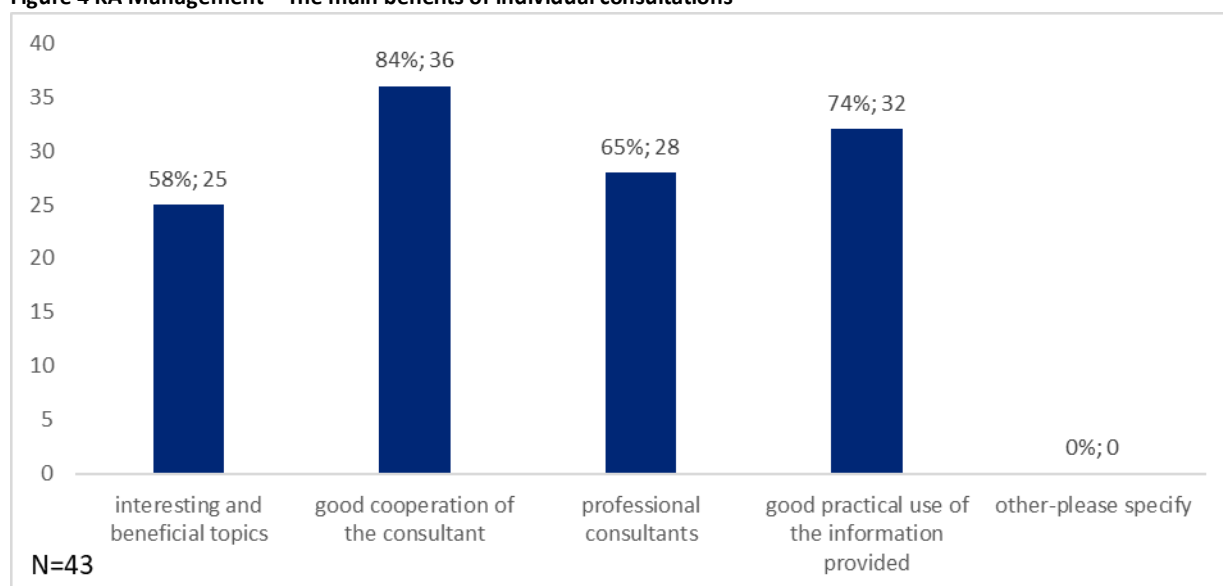
**Figure 3 KA Management – The main benefits of group consultations**



*Multiple answers could be selected.*

Respondents are satisfied with the activity of individual consultations in all respects and consider it to be beneficial. Satisfaction prevails mainly in the organisation of consultations (96%, i.e. 43 respondents) and with consultants (96%, i.e. 43 respondents). Respondents see the benefit of this activity in good cooperation of the consultant (84%, i.e. 36 respondents) and good usability of the obtained information in daily practice (74%, i.e. 32 respondents).

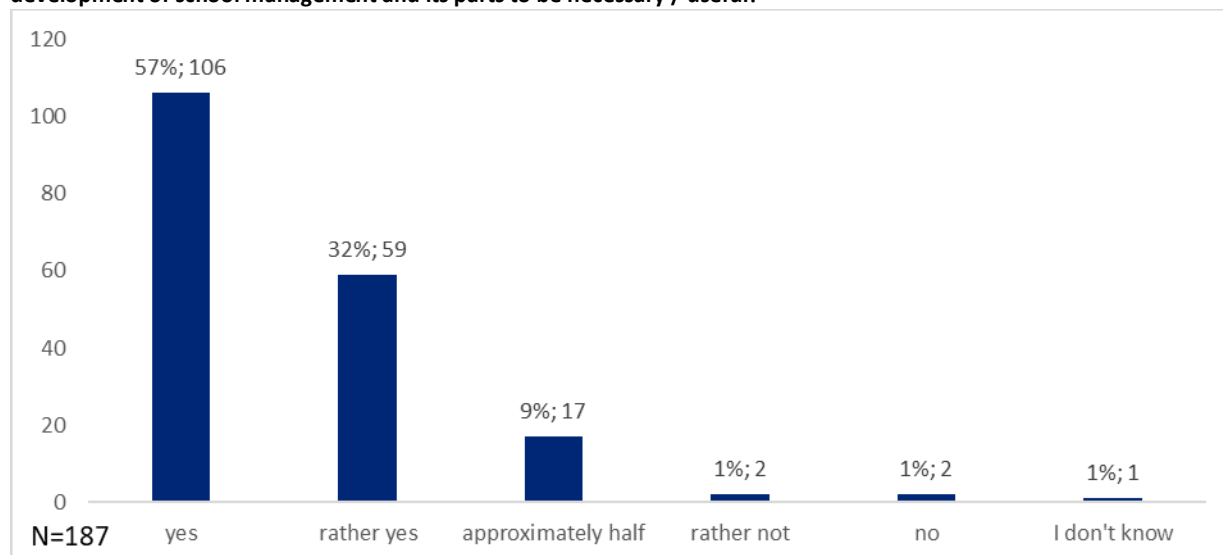
**Figure 4 KA Management – The main benefits of individual consultations**




*Multiple answers could be selected.*

**Respondents consider the creation of the Model of the system of support for the professional development of school management to be beneficial (89%, i.e. 165 respondents) for the school environment.** The main benefit of the model is considered to be the creation of a comprehensive system of support for school management (76%, i.e. 125 respondents). The model will also be useful in that it will provide practical instructions and recommendations on how to proceed in the development of school management (73%, i.e. 120 respondents).

**Figure 5 KA Management – Do you consider the creation of the Model of the system of support for the professional development of school management and its parts to be necessary / useful?**



Within the SYPO project (KA Evaluation), an internal evaluation of area conferences and workshops carried out in KA Management was performed. The evaluation of both of these activities was mostly positive and the results of the internal evaluation largely coincide with the results of the questionnaire survey carried out in this report. In the case of area conferences, the organisational support, technical support and thematic focus are mostly positively evaluated, the conferences met the expectations of the participants and were considered beneficial especially in the area of support for personal and



professional development. The internal evaluation of the workshops shows satisfaction with the organisation of the workshops. According to the project, the evaluation of individual and group consultations should take place in 2020.

**According to the participants of the focus group, the SYPO project provides comprehensive support to school management and covers a wide range of topics, from which interesting topics can be selected for everyone at different stages of their careers.** It is positively assessed that the project pilots innovative methods and work procedures in teaching / school management. The result is a set of specific recommendations for educators / managers for the active use of these methods and working procedures in daily practice. Furthermore, the cooperation of school headmaster and the transfer of experience between principals within all activities is evaluated positively.

**Focus group participants appreciate that the project helps principals in specific situations of school management where they need to find a solution to a problem, by finding a solution individually with the tutor / mentor, or by working in a group of several principals in consultation with the tutor / mentor.** Workshops for managers with appropriately selected topics and speakers were also evaluated as beneficial. Individual consultations for directors are evaluated positively, directors highly welcome and appreciate individual approach. In some cases, the consultant came directly to a specific school to discuss the needs with the headmaster, which subsequently resulted in materials for use in daily practice.

In the context of possible initiatives to improve key management activity, the focus group participants suggested, for example, the creation of a comprehensive manual for headmasters to cover a wide range of their development needs (e.g. managerial development, development in pedagogical leadership of school staff, etc.) as there is currently no such solution and directors would be interested in making progress in as many areas as possible (see the previous part of the sentence). Headmasters would welcome support on how to lead educators (e.g. mentoring, coaching, supervision, etc.).

More detailed information can be found in Appendix I in the chapters of the KA Management Questionnaire survey and Focus group Management.

## KA 7 – Support

According to its team manager, the activities in this KA are created in cooperation mainly with KA Cabinets. Within the Support, educational programs are created for the employees of the SYPO project, but especially for employees in education. Educational programs created by KA Support take several forms. These are webinars (which constitute the majority), full-time courses and e-learning. Webinars focused on industry innovations were originally intended only for members of methodological cabinets, but according to the KA Team Manager, they had greater potential, so they were also offered to the professional public, thanks to which five times more participants were trained than expected. According to the team manager, the SYPO project has considerable experience in creating webinars, which is evaluated positively by other entities (e.g. other OP RDE projects, webinar participants, etc.).

Two questionnaire surveys were conducted to evaluate the activities in KA7 Support among the participants in the activities. The first focused on face-to-face seminars and e-learning. A total of 156 respondents participated in this questionnaire survey. The survey shows that these activities are generally assessed by the respondents as beneficial. Participants from the activities most often use experience in the field of digital technologies (e.g. online teaching, working with Ozobot, Google applications, Geogebra and Microsoft applications) (i.e. 11 out of 21 respondents), specific methodological examples and aids in mathematics (i.e. 5 out of 21 respondents). An important part of

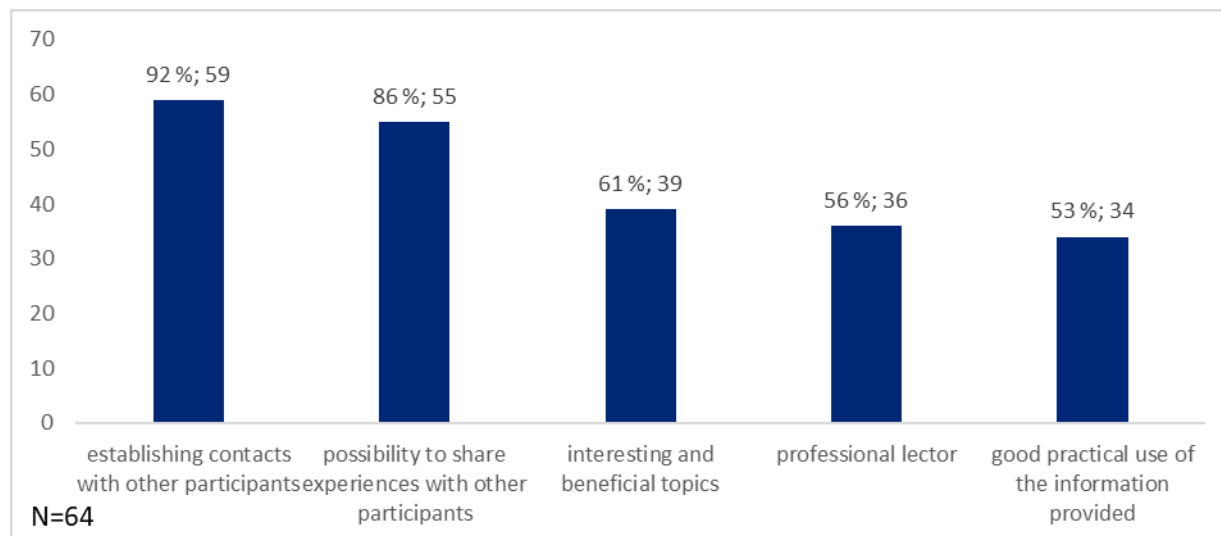




the project for respondents is also establishing new contacts (92%, i.e. 59 respondents), sharing experience / knowledge with other participants (86%, i.e. 55 respondents) and discovering interesting and beneficial experiences (61%, i.e. 39 respondents). The second survey was focused on the evaluation of the first wave of webinars in the field of industry news. A total of 182 respondents took part in this questionnaire survey. The survey was divided according to the areas on which the webinars focused: Czech language and literature (i.e. 32 respondents), Mathematics and its applications (i.e. 119 respondents) and Informatics and ICT (i.e. 104 respondents). The survey shows that webinars in all three fields are generally rated as beneficial. Participants from the activities most often use their experience with games in mathematics lessons (i.e. 20 out of 63 respondents), work with Geogebra (i.e. 7 out of 63 respondents), the Czech language corpus (i.e. 4 out of 63 respondents), the debate on the digital footprint (i.e. 5 of 63), Ozobots (i.e. 2 of 63 respondents) and Bootstrap (i.e. 2 of 63 respondents). The benefit of the project activities is confirmed by the fact that the vast majority of respondents have already recommended or plan to recommend the SYPO project and its parts to their colleagues (97%, i.e. 176 respondents).

**Respondents are satisfied with the face-to-face seminars in all respects and consider them beneficial.** Participants are mainly satisfied with the organisation (94%, i.e. 81 respondents), lecturers (86%, i.e. 73 respondents) and the factual focus of face-to-face seminars (86%, i.e. 74 respondents). Respondents identify the greatest benefits of the activity as establishing contacts (92%, i.e. 59 respondents) and the subsequent possibility of sharing experiences with other participants (86%, i.e. 55 respondents). Furthermore, respondents appreciate the topics of seminars (61%, i.e. 39 respondents) and the professional approach of lecturers (56%, i.e. 36 respondents). Confirmation of the usefulness of face-to-face seminars is that the majority of respondents use the acquired knowledge in daily practice (75%, i.e. 156 respondents).

**Figure 6 KA Support – The main benefits of full-time seminars**

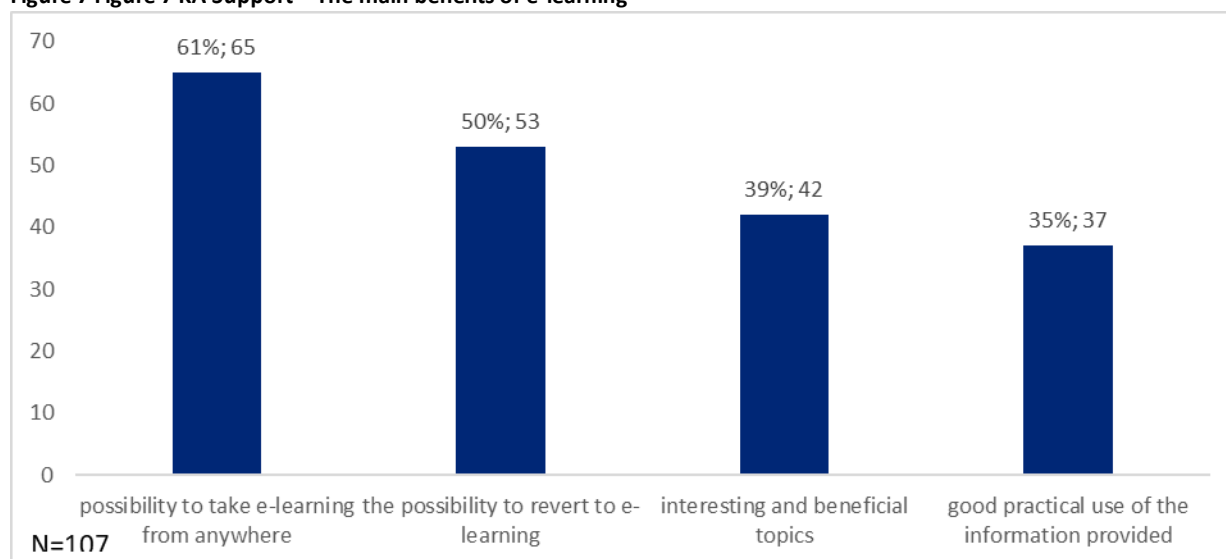


*Multiple answers could be selected.*

**Respondents are satisfied with the e-learning activity in most respects and consider it to be beneficial.** Satisfaction prevails mainly when it comes to the organisation / technical provision of e-learning (89%, i.e. 95 respondents), with which the vast majority of respondents are satisfied. Roughly two thirds of respondents are satisfied with other areas of factual focus (69%, i.e. 74 respondents), benefits (65%, i.e. 70 respondents) and fulfilment of expectations (65%, i.e. 70 respondents), while the remaining third stated mostly that they were about half-satisfied. Respondents see the benefit of this activity mainly in the possibility of completing e-learning from anywhere (61%, i.e. 55 respondents) and at the same time the possibility to return to it again (50%, i.e. 53 respondents). Confirmation of

the usefulness of the full-time seminar is that the majority of respondents use the acquired knowledge in daily practice (75%, i.e. 156 respondents).

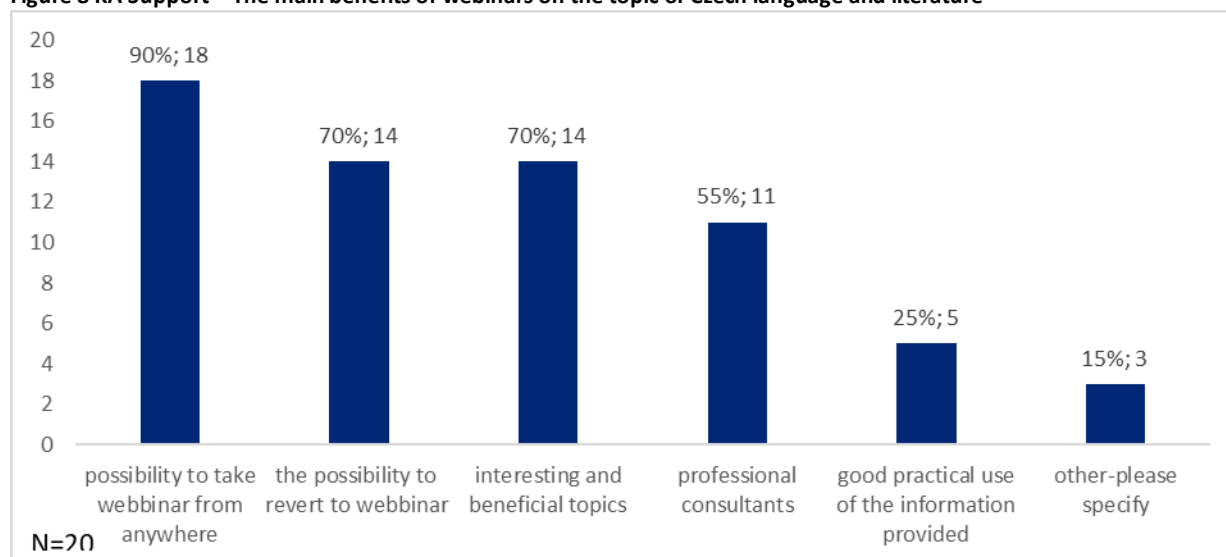
**Figure 7 KA Support – The main benefits of e-learning**



*Multiple answers could be selected*

**Respondents who participated in webinars on Czech language and literature are satisfied.** They mainly expressed satisfaction with organisation / technical provision of webinars (88%, i.e. 28 respondents) and with lecturers (87%, i.e. 28 respondents). Respondents consider the main benefits to be the opportunity to attend a webinar from anywhere (90%, i.e. 18 respondents) and the opportunity to return to the webinar (70%, i.e. 14 respondents). The webinars met the expectations of half of the respondents, the remaining half were approximately half-satisfied.

**Figure 8 KA Support – The main benefits of webinars on the topic of Czech language and literature**



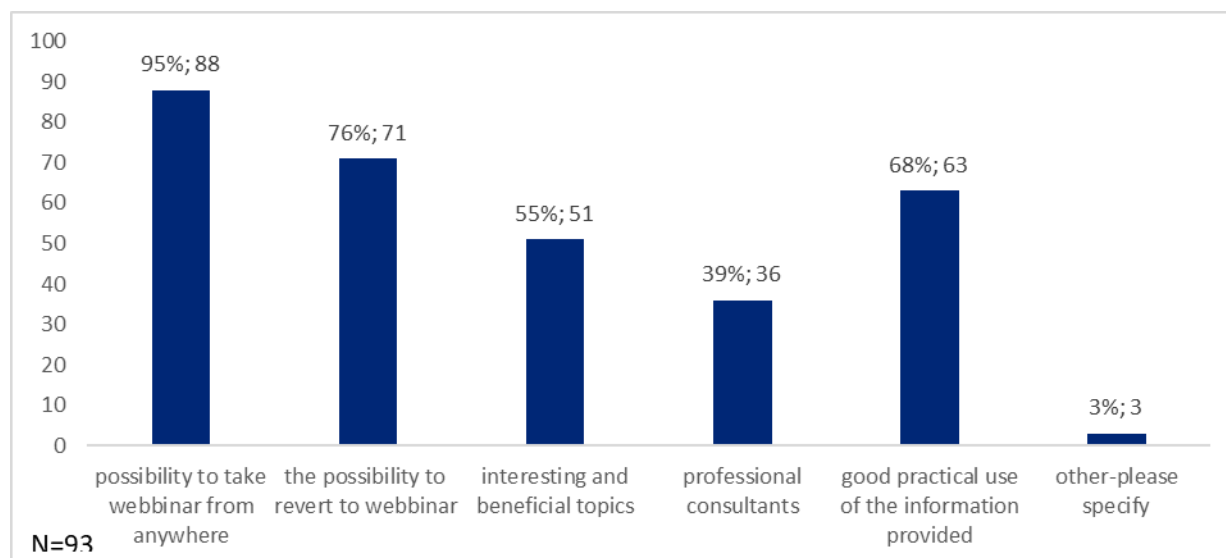
*Multiple answers could be selected*

**Respondents who participated in webinars on Mathematics and its applications are satisfied.** They mainly expressed satisfaction with lecturers (90%, i.e. 107 respondents), organisation / technical support (88%, i.e. 115 respondents) and factual focus (88%, i.e. 115 respondents), none of the respondents expressed dissatisfaction with any of these factors. Respondents consider webinars to be beneficial (83%, i.e. 99 respondents) and perceive as the main benefits the possibility to attend



webinars from anywhere (95%, i.e. 88 respondents) and the possibility to return to the webinar (76%, i.e. 71 respondents). Most respondents applied the knowledge from the webinar in daily practice.

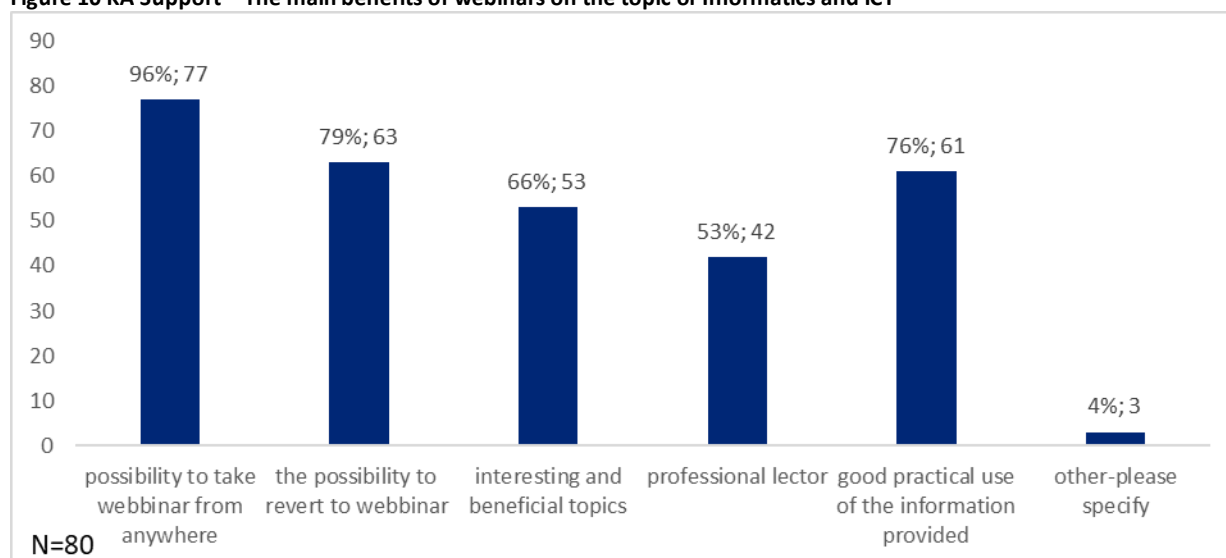
**Figure 9 KA Support – The main benefits of webinars on the topic of mathematics and its applications**



*Multiple answers could be selected*


**Respondents who participated in webinars on Informatics and ICT are satisfied.** They mainly expressed satisfaction with organisation / technical support (95%, i.e. 99 respondents), webinar lecturers (95%, i.e. 94 respondents), factual focus (90%, i.e. 89 respondents), fulfilment of expectations (81%, i.e. 78 respondents) and the benefit (82%, i.e. 80 respondents), none of the mentioned points received dissatisfied reviews. Respondents consider the main benefits to be the opportunity to attend a webinar from anywhere (96%, i.e. 77 respondents) and the opportunity to return to the webinar (79%, i.e. 63 respondents).

**Figure 10 KA Support – The main benefits of webinars on the topic of Informatics and ICT**



*Multiple answers could be selected*

The activity of webinars on innovations in the field was also evaluated by an internal questionnaire survey conducted after the end of the webinar among its participants. These questionnaires show that



the webinars met the expectations of the participants and contributed to their professional growth. Webinars are evaluated positively in all respects – e.g. technical support, content, lecturers and more.

**Focus group participants said that after the announcement of the national quarantine (due to the coronavirus epidemic), webinars gained in importance and were a significant support for teachers at this time.** The SYPO project managed to respond very quickly and webinars focusing on online teaching were created. The number of webinars offered by other institutions has also increased. **The focus group participants stated that the response of the SYPO project during the coronavirus period and the emergence of new freely accessible webinars dealing with the current situation significantly contributed to raising awareness of the project and also to a better perception of the project. One focus group participant stated that all schools in her district were networked for further collaboration thanks to project support during the coronavirus pandemic.**

**The main advantages of webinars over traditional full-time training courses are, according to the participants more time, less costs, selection of experts and availability.** These advantages were also confirmed by other participants, especially in the sense that if for some reason they do not like the webinar, they can turn it off and start doing other things, choose another topic (expert, etc.). Webinars are usually held in the afternoon or evening and at the same time it is usually possible to watch them recorded, which also allows viewers to return to interesting passages and share webinars with other colleagues. In addition, webinars make it possible to focus on specific topics for which it could be complicated to ensure a sufficient number of participants in the case of full-time training, as one webinar will cover the entire Czech Republic. This applies in particular to specific professional topics.

Some webinars of the SYPO project (innovations in the field) are published on the website over time but related materials (e.g. presentations) are not published together with them, which was perceived negatively by some participants of the focus group. According to the participants, the annotations of the individual webinars are very similar and in some cases inaccurate. The annotation should provide accurate and complete information on the topic of the webinar or the usability of the outcomes from the webinars, on the share of didactic focus and on the intended audience of the webinar, etc. Focus group participants would welcome a webinar sorting system on the SYPO project website for better orientation. Classification should be possible in terms of the field focus of webinars, whether they are intended for the professional development of participants, for sharing of practice and experience, for the development of didactics, etc. A similar sorting system would also make it easier for newly involved teachers to find their way around.

More detailed information can be found in Annex I in the chapters KA Support Questionnaire survey - full-time seminar and e-learning, KA Support Questionnaire survey - Webinars and Focus group Webinars.

## KA 8 – Graduate Teacher

In this KA, the Piloting of the Model of the system of support for graduate teachers and its own Support for graduate teachers and school management is also provided. According to the Team manager of this KA, there was great interest in the first wave of piloting from the schools, and for this reason the number of schools included in the piloting was increased compared to the original plans. KA representatives partially face the problem of ensuring sufficient participants, especially when it comes to the activities of their own support.

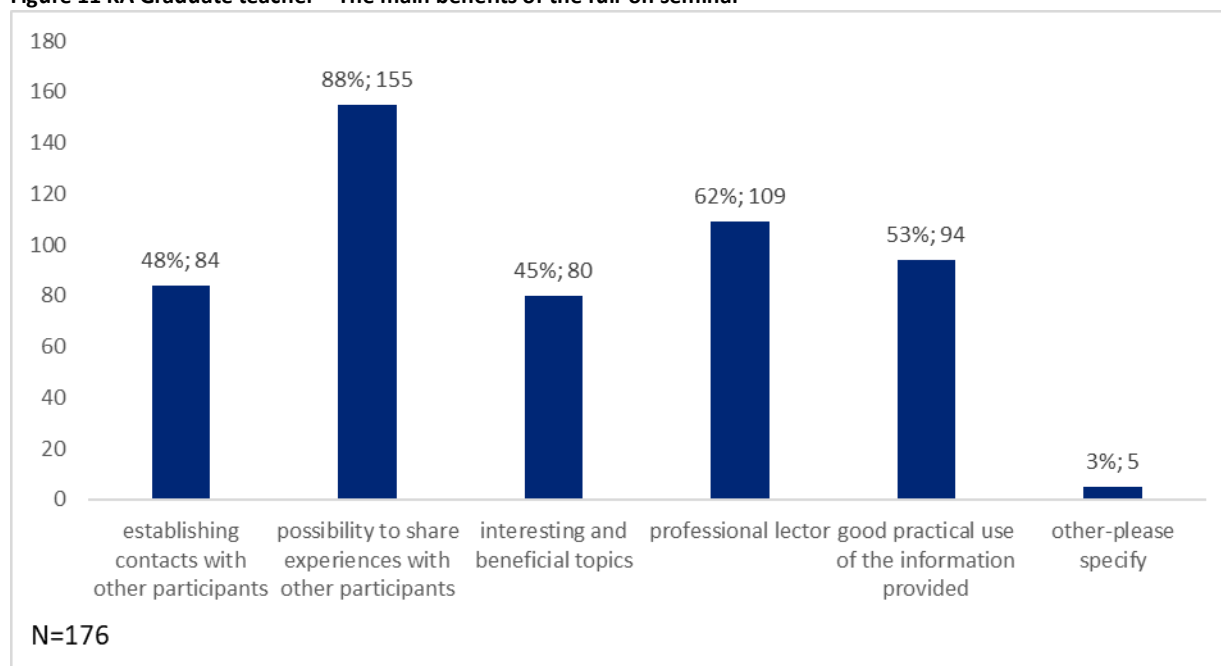
**The questionnaire survey among the participants in the activities carried out within the KA8 Graduate teachers (full-time seminar, e-learning and workshops) shows that these activities are generally assessed as beneficial.** A total of 410 respondents answered the questionnaire survey. There



is greater satisfaction with on-site activities (seminars and workshops), while in some areas there is partial dissatisfaction in some areas (the reasons for dissatisfaction are given below in the section which describes e-learning in more detail). **Piloting support for graduate teachers, including the creation of a Model of the system of support for graduate teachers, is also considered to be beneficial.** The majority of respondents (76%, i.e. 226 respondents) use the experience gained from activities or piloting in daily practice at least occasionally. The participants most often use the experience in the field of self-assessment, balance circle, professional portfolio, mentoring and cooperation at all levels (parent, colleagues, triad - consisting of a graduate teacher, introductory teacher and leader). An important part of the project for respondents is also establishing new contacts and sharing experiences / knowledge with other participants. The benefit of the project is confirmed by the fact that the vast majority of respondents have already recommended (76%, i.e. 313 respondents) or plan (32%, i.e. 31 respondents) to recommend the SYPO project and its parts to their colleagues.

**Respondents are mostly satisfied with the face-to-face seminar in all respects and consider it to be beneficial.** Respondents are mainly satisfied with the quality of lecturers (91%, i.e. 274 respondents), with the organisation of the whole activity (86%, i.e. 256 respondents) and with the factual focus of the seminar (71%, i.e. 214 respondents). The most common experience that respondents use in daily practice is a balance circle (a technique that helps to clarify certain information or resources in one place without determining the order and where they write in a circle with mostly eight sections (i.e. 42 out of 137 respondents) , the use of procedures for introducing graduate teachers into school practice (i.e. 38 out of 137 respondents), mentoring (i.e. 18 out of 137 respondents), an adaptation plan (i.e. 16 out of 137 respondents) and a professional portfolio (i.e. 10 out of 137 respondents). The activity is beneficial for more than half of the respondents (59%, i.e. 178 respondents) who consider the possibility of sharing experiences (88%, i.e. 155 respondents) and the professional approach of lecturers (62%, i.e. 109 respondents) to be the main benefits. Respondents consider it problematic that the seminars are attended by representatives of different levels of schools (kindergartens, primary schools, secondary schools) which are very different so it complicates the cooperation of participants and the transfer of experience. Respondents would welcome the distribution of seminars for representatives of institutions of the same level of teaching and similar size.

**Figure 11 KA Graduate teacher – The main benefits of the full-on seminar**

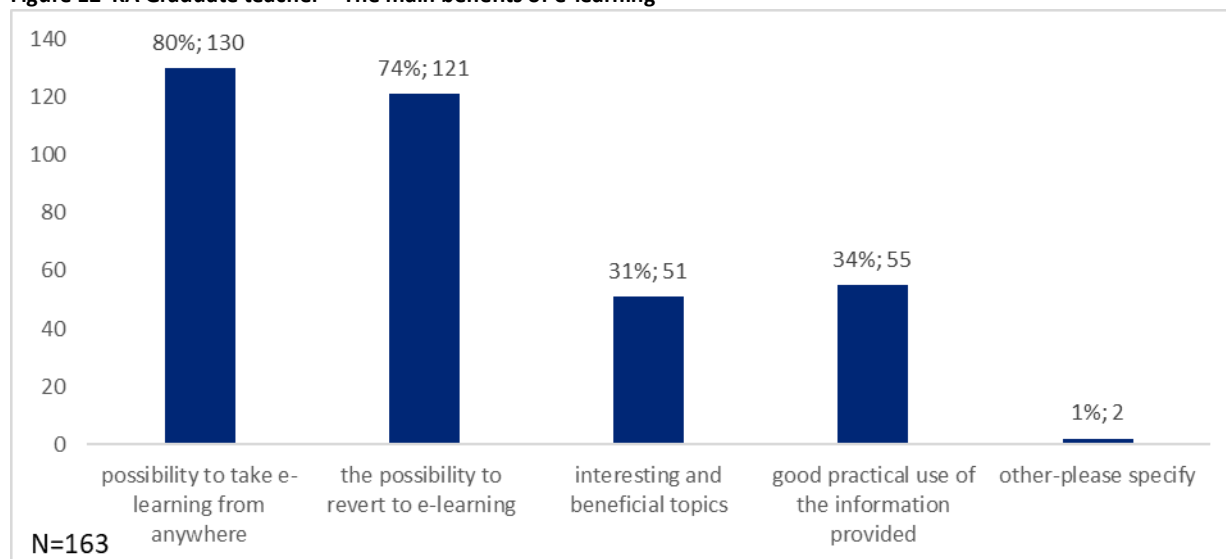


*Multiple answers could be selected.*



**Respondents are mostly satisfied with the e-learning activity and consider it beneficial.** Satisfaction prevails mainly when it comes to the organisation of e-learning (76%, i.e. 229 respondents) and with its factual focus (63%, i.e. 190 respondents). Respondents see the benefit of this activity in the possibility of completing e-learning from anywhere (80%, i.e. 130 respondents) and at the same time the possibility to return to it (74%, i.e. 121 respondents). Expectations were met for half (51%, i.e. 154 respondents) of the respondents where the main shortcomings of the activity are less useful topics (56%, i.e. 32 respondents) and poorer usability of the information obtained in daily practice (51%, i.e. 29 respondents). Some respondents negatively evaluate time intensity and the excessively theoretical focus of e-learning.

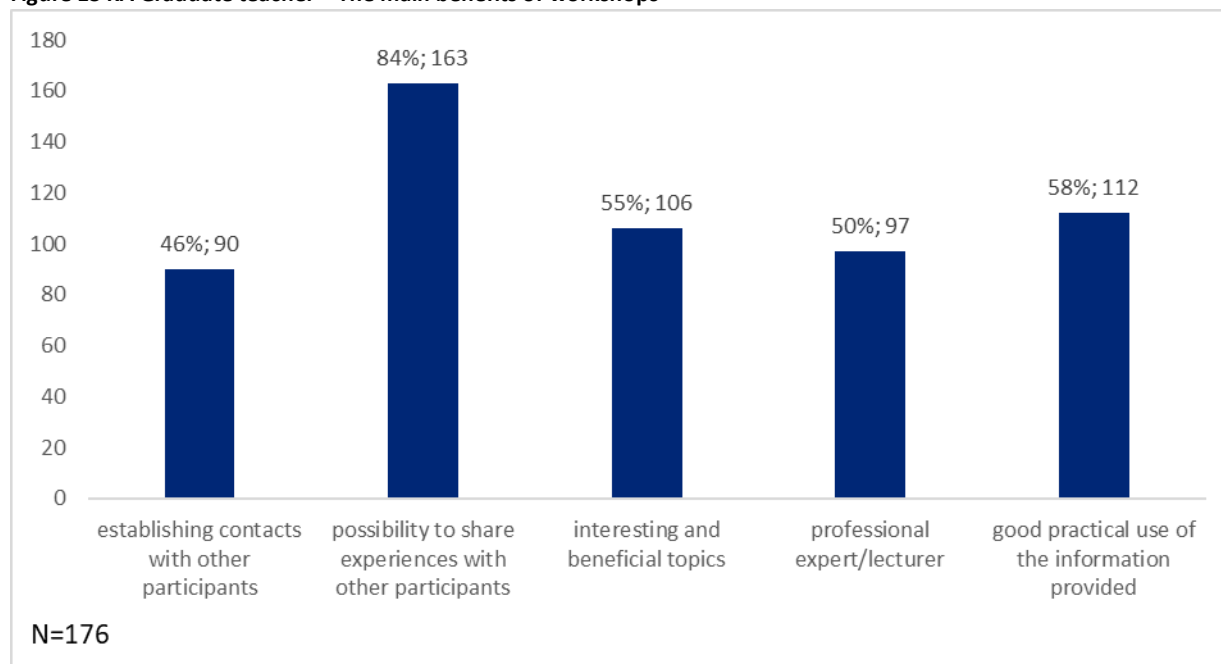
**Figure 12 KA Graduate teacher – The main benefits of e-learning**



*Multiple answers could be selected.*

**Respondents who participated in the workshops are generally satisfied with this activity.** They mainly expressed satisfaction with their organisation (87%, i.e. 261 respondents) and with workshop lecturers / experts (87%, i.e. 261 respondents). Respondents are also mostly satisfied with the possibility of sharing experiences between participants (84%, i.e. 163 respondents) and the usability of information in daily practice (58%, i.e. 112 respondents). The workshops largely (60%, i.e. 180 respondents) met the expectations that respondents had. More than half (55%, i.e. 165 respondents) of participants would participate in the workshops again. Some respondents would welcome workshop participants to be divided according to the level of institution in which they work.

**Figure 13 KA Graduate teacher – The main benefits of workshops**

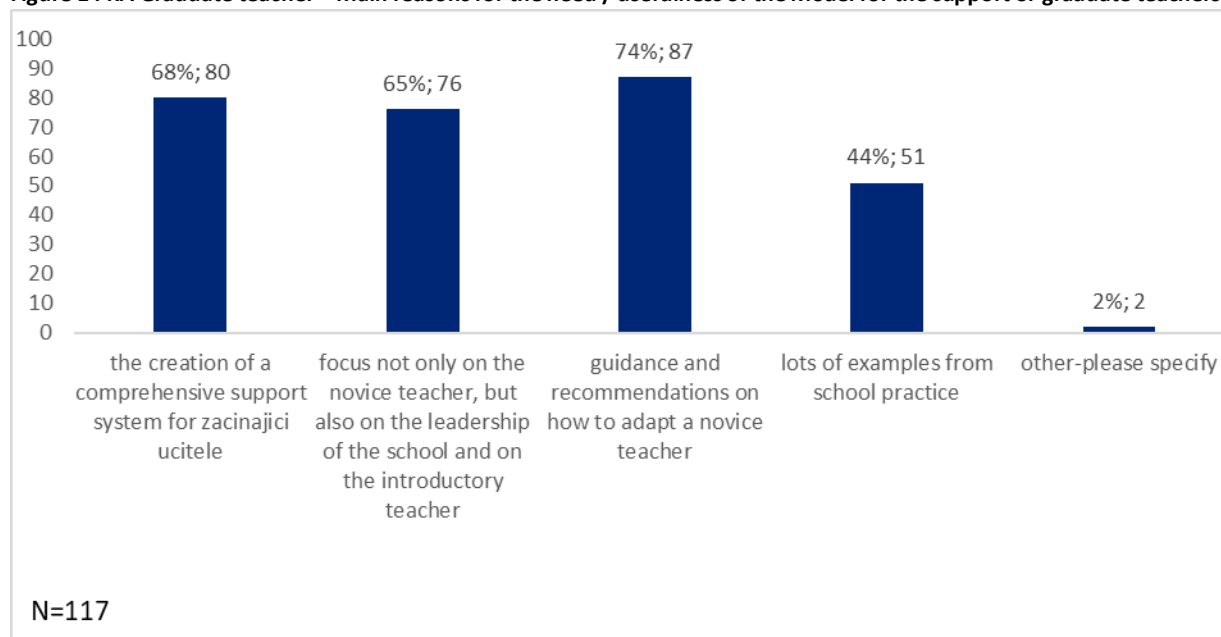


*Multiple answers could be selected*

**Respondents consider the piloting of support for graduate teachers to be beneficial and the creation of the Model of the system of support for graduate teachers to be useful (78%, i.e. 117 respondents).**

They consider the main benefits of the Model to be the creation of instructions and recommendations on how to proceed with the adaptation of graduate teachers (74%, i.e. 87 respondents) and at the same time the creation of a comprehensive support system for graduate teachers (68%, i.e. 80 respondents). For the respondents, participation in the piloting of the Model is also beneficial (70%, i.e. 105 respondents) due to the acquisition of new relevant information (80%, i.e. 66 respondents) and experience for the adaptation period of graduate teachers (69%, i.e. 72 respondents). The majority of respondents (84%, i.e. 126 respondents) are satisfied with the cooperation of the triad involved (graduate teachers, introductory teacher and leader). The vast majority of respondents use the acquired experience in daily practice or plan to use it in the future (78%, i.e. 117 respondents), where the most common experience used is self-assessment (i.e. 10 out of 45 respondents), balance circle (i.e. 8 out of 45 respondents), mentoring (i.e. 6 out of 45 respondents) and cooperation at all levels (parent, colleagues, triad) (i.e. 5 out of 45 respondents).

Figure 14 KA Graduate teacher – Main reasons for the need / usefulness of the Model for the support of graduate teachers




Multiple answers could be selected

Participants stated that **involvement in the project and its activities contributed to a better setting of work with graduate teachers and their introduction into the functioning of schools**. The participants agreed that **systematically speaking, the cooperation of the triad is designed perfectly within the project**. Thanks to the Model of the system of support for graduate teachers, all three members of the triad have a clear plan with defined steps, a sophisticated methodology and they know how to proceed in mutual cooperation and support of graduate teachers. In the case of graduate teachers, however, it is also necessary to work more specifically and adapt best practices to specific cases.

According to the participants of the focus group, **participation in the project contributed to a better and more systematic setting of the introduction of graduate teachers**. In some cases, the professional blindness associated with many years of experience has been eliminated and they have realised that graduate teachers have specific needs and need a lot more attention and help. **In this way, schools will be better processed for the arrival of graduate teachers and will be able to provide them with the necessary support**. Participation in the project in some cases also contributed to the establishment of better relationships on a personal level.

Some participants mentioned that the materials and tasks associated with participating in a triad / project are relatively large and time consuming. From the point of view of the participants of the focus group, the difficulties were mainly caused by the teachers. The representative of the graduate teachers confirmed the same workload and burden on the side of the graduate teachers. At the same time, however, the methodology provided was highly appreciated, mainly due to its complexity and sufficient necessary information.

The participants of the focus group evaluate all methods of education used in the project positively (full-time seminars, webinars, e-learning, mentoring). The advantage of face-to-face seminars, which are often reserved for at least half a day and which contain several teaching blocks on different topics, lies in the possibility of personal contact with other participants and lecturers, according to the participants. Conversely, webinars have other advantages, such as saving time and costs associated with the absence of related travel. The advantage of e-learning also lies in the possibility to implement



it anytime and from anywhere. From the point of view of graduate teachers, full-time activities were awarded, where it was possible to share experiences with other participants.

Focus group participants would welcome more practical activities for working with graduate teachers, such as mentoring, coaching, supervision, etc., to be included in the project and schools, which were more of a sample in the project. However, these forms of cooperation with graduate teachers have great potential and impact. The participants of the focus group evaluated positively, especially mentoring and new methods in teaching. It was, for example, the inclusion of the balance circle method and its usability and benefits in daily practice.

More detailed information can be found in Annex I in the chapters Questionnaire survey Evaluation of the SYPO project – Graduate teachers and Focus group Graduate teacher.

### **1.6. Evaluation question 3 To what extent does the system of methodological cabinets work / has it worked?**

The answer to this Evaluation question was processed on the basis of desk research and meta-evaluation methods<sup>1</sup>. This information was subsequently deepened and verified in individual interviews with team managers of KA Cabinet. Subsequently, questionnaire surveys were conducted among members of individual levels of methodological cabinets (national methodological cabinets - 21 answers, i.e. return 50%, regional methodological cabinets - 156 answers, i.e. return 67%, area methodological cabinets - 284 answers, i.e. return 33%).

The questionnaire surveys were followed by two focus groups (Focus groups for members of regional methodological cabinets and Focus group for teachers networked within the area of methodological cabinets) and telephone interviews to verify and deepen the results of the questionnaires. The specific implementation of the individual methods is given in Annex I in the chapter Methods used for the purposes of processing this report.

## **National Methodological Cabinets**

According to the team manager of KA Cabinets, the national methodological cabinets work according to the original intention and fulfil their intended function and duties, for example in the case of creating methodological manuals. According to him, the advantage of national methodological cabinets is that representatives of the academic environment, the field (employees in education and managers of schools and school facilities) and representatives of associations that have an interest and influence in the field of education meet in one place. Such a grouping has not existed until then and it helps to build relationships among the various actors in education.

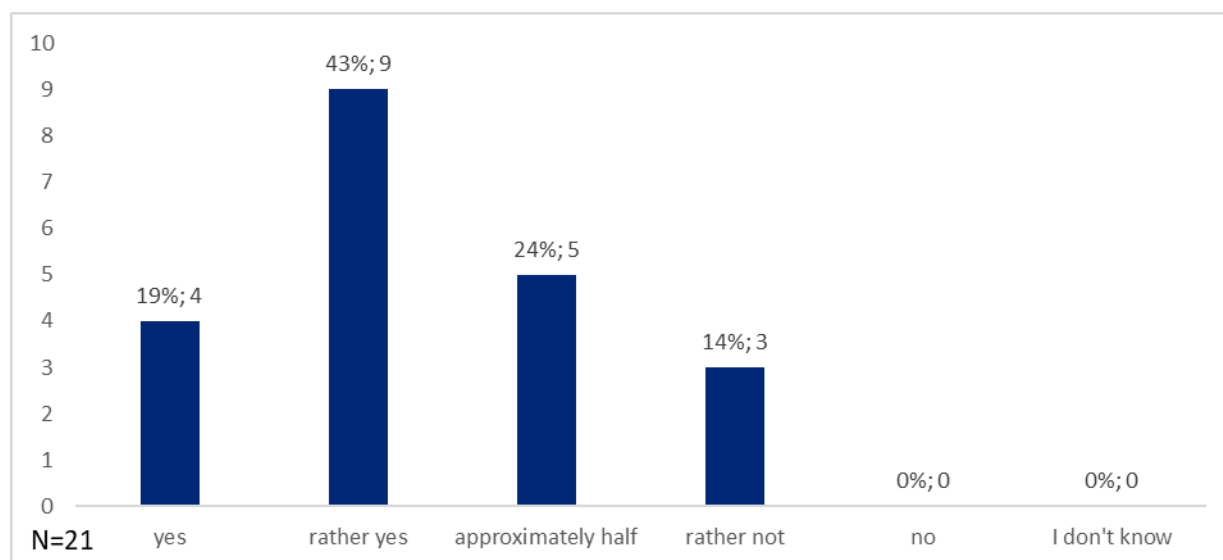
The questionnaire survey shows that participants were most motivated to participate in national methodological cabinets by the opportunity to participate in changes in education (participation in strategic documents, changes in methodology, teacher development, etc.), the opportunity to participate in teacher support and share experience. A total of 21 respondents completed the questionnaire survey. Participation in the national methodological cabinet met the expectations of

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<sup>1</sup> KA Evaluation activities have not yet focused on the evaluation of area methodological cabinets, therefore the meta-evaluation was not used for the evaluation of area methodological cabinets.

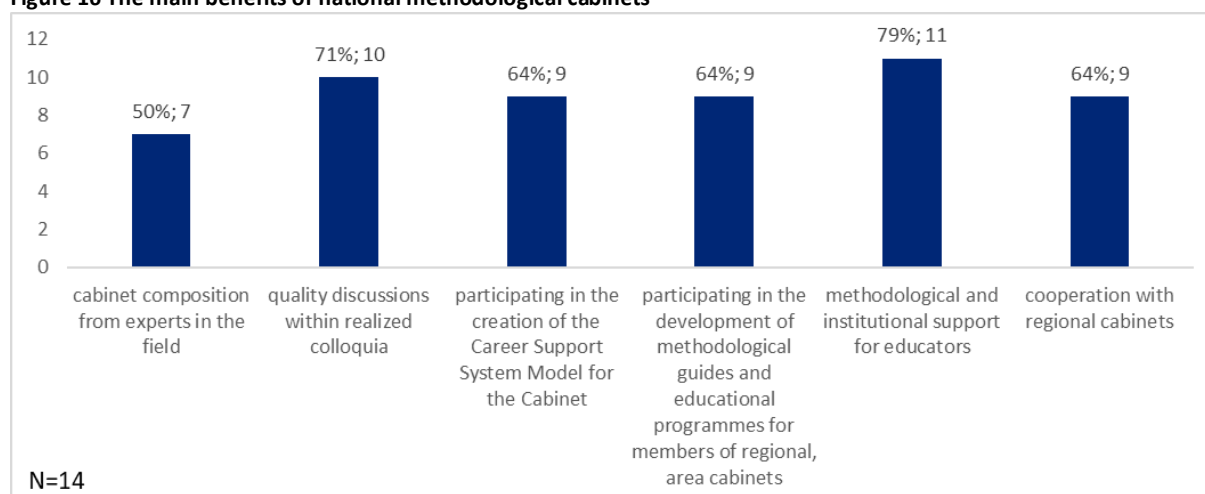
approximately two thirds of respondents (62%, i.e. 13 respondents). Respondents whose expectations were not met named dissatisfaction with staffing the methodological cabinet as the main reason (14%, i.e. 3 respondents), mainly due to the inappropriate proportion of members in the national methodological cabinet according to their profession (predominance of institutional representatives over pedagogical and school leaders).

**Figure 15 Did participation in the national methodological cabinet meet your expectations / ideas?**



**Two thirds of respondents consider methodological cabinets to be beneficial (67%, i.e. 14 respondents).** The main benefits include methodological and institutional support for teachers (79%, i.e. 11 respondents) and quality discussions within national colloquia (71%, i.e. 10 respondents). **The processed Model of the system of professional support is mostly considered usable in daily practice (66%, i.e. 14 respondents).** Some respondents consider it unusable in daily practice, mainly due to the excessive theory contained in the model, excessive emphasis on the curriculum and unnecessary robustness which may discourage the applicant from a properly thorough reading.

**Figure 16 The main benefits of national methodological cabinets**




*Multiple answers could be selected*

Half of the respondents are satisfied with the organisation of national colloquia (43%, i.e. 9 respondents), more than half are satisfied with cooperation with other members of the national methodological cabinet (57%, i.e. 12 respondents) and half of respondents are satisfied with







cooperation with regional methodologies Cabinets (42%, i.e. 11 respondents). The majority of respondents stated that within regional methodological cabinets they at least occasionally meet and receive support for the use of modern teaching aids and innovative learning methods (86%, i.e. 18 respondents). Almost all members of the national methodological cabinets have already recommended or plan to recommend the SYPO project and its activities to other persons / colleagues (90%, i.e. 19 respondents).

As part of the SYPO project (KA Evaluation), an internal evaluation of national methodological cabinets was carried out. This evaluation leads to similar conclusions as from the surveys conducted for the purposes of this report, i.e. that the main motivation for involvement in national methodological cabinets was the possibility of influencing the direction of methodological cabinets and thus the state of Czech education. The internal evaluation shows that the main expectations from the methodological cabinets before joining the project were members in the field of sharing experiences and networking of active teachers of the same professional qualifications. The surveys conducted in this report show that the expectations of the majority of respondents (62%, i.e. 13 respondents) have been met.

More detailed information can be found in Annex I in the chapter Questionnaire survey of the National Methodological Cabinet.

## Regional Methodological Cabinets

According to the team manager of KA Cabinets, in some cases there were duplications with regard to the focus of regional methodological cabinets and KAP activities (or other structures - e.g. LAGs). However, the cooperation has been set up and is going well in most cases. According to the team manager, the project is beneficial in that it creates a system and brings a comprehensive structure across the country, as opposed to how different structures vary from region to region. According to him, this should also contribute to increasing the level of education, as regional governments do not have the necessary expertise to lead the field of education and training.

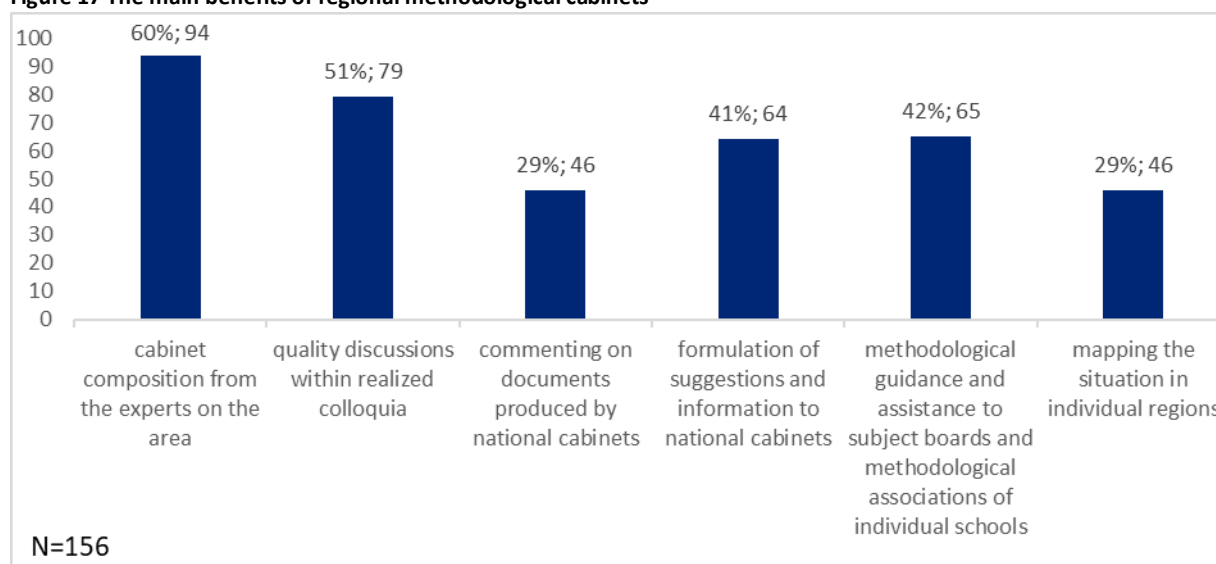
The questionnaire survey shows that respondents were most motivated by the opportunity to participate in regional methodological cabinets to participate in changes in education (e.g. participation in strategic documents, changes in methodology, development of teachers, etc.). (A total of 44 respondents commented on this possibility in an open-ended question). The questionnaire survey was completed by 156 respondents involved in regional methodological cabinets. Another motivation of the respondents was the opportunity to participate in the support of teachers and the opportunity to share their experiences (36 respondents) and to be at the source of new information as soon as possible (21 respondents). The expectations of half (50%, i.e. 78 respondents) of the respondents were fulfilled and more than a third stated that they were approximately half-fulfilled (36%, i.e. 56 respondents). In case of non-fulfilment, the respondents mentioned the main reason to be the inactive functioning of the area methodological cabinets as the main reason (52%, i.e. 8 respondents).

**Almost three quarters of respondents consider regional methodological cabinets to be beneficial (73%, i.e. 114 respondents).** The main contribution of regional methodological cabinets is considered to be the composition of the methodological cabinet of active teachers in the given area (82%, i.e. 94 respondents). The second mentioned benefit was a quality discussion within the implemented colloquia and methodological guidance (69%, i.e. 79 respondents) and support for subject commissions and methodological associations of individual schools (57%, i.e. 65 respondents). None of the respondents stated that they were dissatisfied with the staffing of the methodological cabinet. The majority of participants were satisfied with the organisation of colloquia (77%, i.e. 121 respondents). Three quarters of the respondents were satisfied with the cooperation within the



regional methodological cabinet (79%, i.e. 143 respondents). A significant part of the respondents could not express to what extent they are satisfied with the cooperation with other regional methodological cabinets (38%, i.e. 59 respondents), among the remaining respondents the satisfaction with this cooperation prevailed (35%, i.e. 55 respondents). The part of the respondents who were not satisfied with the cooperation mentioned worse cooperation and partly also the differences in individual regions complicating the cooperation (71%, i.e. 12 respondents) to be the main reason for dissatisfaction.

**Figure 17 The main benefits of regional methodological cabinets**



*Multiple answers could be selected*

A quarter of respondents were not able to answer whether they are satisfied with the management and cooperation with the national methodological cabinet (26%, i.e. 41 respondents). Among the remaining respondents, satisfaction or half-satisfaction with the leadership and cooperation of national methodological cabinets prevailed (38%, i.e. 60 respondents). Dissatisfaction of some respondents was most often found in the poorly set form of cooperation with national methodological cabinets (80%, i.e. 16 respondents), then in lower interest in cooperation from national methodological cabinets (45%, i.e. 9 respondents) or in lower willingness of the national methodological cabinets to reflect the feedback and requirements passed from the regional methodological cabinets (40%, i.e. 8 respondents).

The majority of respondents stated that they meet within regional methodological cabinets with support for the use of modern teaching aids and innovative learning methods on a regular basis or at least occasionally (70%, i.e. 125 respondents). According to half of the respondents, thanks to the regional methodological cabinets, the latest knowledge in the field of subject didactics is disseminated and shared (50%, i.e. 78 respondents) while thanks to national methodological cabinets, the latest knowledge in the field of subject didactics is disseminated and shared by approximately half. **The majority of respondents consider the processed Model of the system of professional support to be usable for practice (66%, i.e. 103 respondents).** The experience gained from working in regional methodological cabinets is occasionally used by half of the respondents (46%, i.e. 72 respondents), another third use it regularly or frequently (35%, i.e. 54 respondents). On the contrary, a tenth of respondents have never used it, mainly because they have not gained any new experience. Almost all respondents would recommend the SYPO project and its activities or plan to recommend it to other people and colleagues (92%, i.e. 144 respondents).



Within the SYPO project (KA Evaluation), an internal evaluation of regional methodological cabinets was performed. This evaluation leads to similar conclusions as from the surveys conducted for the purposes of this report, i.e. that the main motivation for involvement in regional methodological cabinets was to share experiences with other teachers and obtain new information in the field of industry news. The internal evaluation shows that the main expectations from the methodological cabinets before joining the project were members in the field of professional development and coordination of field innovations and their involvement in teaching. The inquiries carried out in this report show that these expectations are at least partially met.

Participants in the focus group stated that they participated in methodological cabinets so that they could meet other educators and share their experiences with each other. Another reason for joining the methodological cabinets was the opportunity to be at the source of new information and at the same time the opportunity to participate in the planned changes. The participants of the focus group stated that they expected that specific problems in individual subjects would be solved within the methodological cabinets, which has not yet happened. According to the participants, the changes should be proposed from below (from practitioners) in order to be implemented in areas where they are needed and to be changes for the better.


According to some participants in the focus group, the interest of teachers in participating in methodological cabinets was relatively low and it was problematic to network schools and their teachers in the area of methodological cabinets. In an effort to network schools, in some cases there was little interest from school management in participating in the project. Other participants said that it was easier to establish cooperation among teachers in smaller schools and in smaller cities. It is considered to be more effective to contact educators in person, as such a response cannot be expected in an electronic communication from a stranger. **According to the participants of the focus group, even outside the SYPO project there are a too many activities for employees in education and teachers are overwhelmed.** According to the participants of the focus group, this is one of the main reasons for the lack of interest of teachers to participate in the methodological cabinet. The second reason may also be scepticism that similar activities have already taken place here and have not been very successful.

Rather than theoretical manuals and advice, educators would appreciate more practical examples and specific activities (e.g. workshops) focused on innovative methods and forms of teaching. There is a relatively large stock of materials but these materials are processed at different levels of quality.

According to the participants of the focus group, the regional methodological cabinets are relatively well set up and they cooperate and meet (in person or online). The participants of the focus group stated that the feedback on the meeting from the participants was positive. The participants of the focus group were generally satisfied with the composition of the methodological cabinets. It was evaluated positively if representatives of schools from different levels of the education system (e.g. primary and secondary schools) were involved in the methodological cabinet.).

**The participants of the focus group stated that they are not very satisfied with the cooperation and leadership of the national methodological cabinets towards the regional methodological cabinets.** The contents of national and regional / area methodological cabinets differ. According to the participants of the focus group, the communication between the members of the regional methodological cabinets and the members of the national methodological cabinet was very low. For this reason, the participants of the focus group (regional cabinets) do not feel very motivated and supported to work by the national methodological cabinet.





**According to the respondents of the telephone survey, the main factor for the functioning of regional methodological cabinets is active teachers involved in methodological cabinets who are motivated to change something and are interested in sharing their experiences with others.** The role of the Expert regional methodologist is also important. Together with the chairman of the methodological cabinet, he looks after good functioning of the methodological cabinet. **The main shortcomings in the functioning of methodological cabinets are considered to be the difficult involvement and motivation of teachers to participate in methodological cabinets, which is caused by overloading them with activities in various projects and the administrative burden associated with it.** From the point of view of some respondents, the unclear setting of the role of methodological cabinets and their tasks / activities is also considered difficult. Participants in regional methodological cabinets would also welcome greater support from national methodological cabinets. Almost all respondents stated that communication from national methodological cabinets towards regional methodological cabinets is insufficient and they only receive a limited amount of information. Some respondents stated that this problem may be caused by the non-transmission of information by the chairmen / coordinators of the regional methodological cabinets to the members of the methodological cabinets.

The main benefits of KA Cabinets, which should be reflected in the future, are a creation of a network of methodological cabinets, the possibility of sharing experiences among teachers and passing information across levels of methodological cabinets, which should contribute to changing teaching of some subjects and unification of FEP / SEP and the level of knowledge / skills at the same levels of the education system. Some respondents stated that the functioning of methodological cabinets would benefit from better publicity and information about their role and activities. At the same time, some respondents would welcome better financial support for the regional methodological cabinets and positions within them in order to ensure better organisation or to delegate part of the teachers to participate in the regional methodological cabinets, which would ensure long-term participation in them.

More detailed information can be found in Annex I in the chapters of the Questionnaire survey of the regional methodological cabinets and the Focus group of the regional methodological cabinets.

## Area Methodological Cabinets

The survey within the area cabinets focused on the procedural and organisational settings of the cabinets and finding out what are the expectations from participation in the methodological cabinets, as at the time of the survey, the area cabinets were at the beginning of the process of networking teachers. The group of members of the area methodological cabinets had only met once. The results within the area of methodological cabinets should therefore be read only as an elementary work experience from participation in the project.

Area methodical cabinets are established in all districts. In the area methodological cabinet, there is one paid person for the project - the chairman of the area methodical cabinet. The chairman brings together other people (approximately six people per area methodological cabinet) who are members of the area methodological cabinet. According to the team manager of KA Cabinets, it is expected that other participants in methodological cabinets will join this structure in individual areas, who will be involved in the official structures of methodological cabinets through decrees. The area of methodological cabinets will be followed by its own direct support for members of methodological cabinets, for example in the form of workshops and webinars.

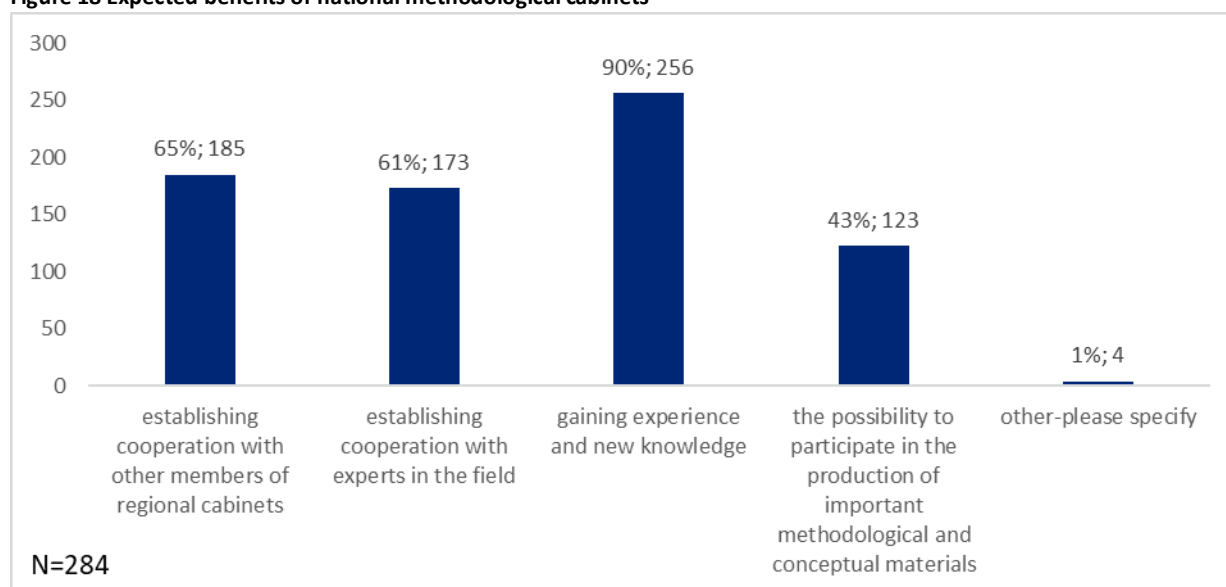
The questionnaire survey, which was completed by a total of 284 respondents, shows that most respondents were motivated to participate in the area of methodological cabinets the possibility of sharing good practice with other teachers (i.e. 42 out of 210 respondents), and the possibility of





cooperation between schools (i.e. 34 out of 210 respondents), an effort to increase students' interest in mathematics (i.e. 32 out of 210 respondents) and an effort to contribute to improving the quality of education (i.e. 31 out of 210 respondents). The main benefits expected from the area methodological cabinets are the respondents, they mentioned gaining new experience and knowledge (90%, i.e. 256 respondents), establishing cooperation with other members of the area methodological cabinets (65%, i.e. 185 respondents) and experts in the field (61 %, i.e. 144 respondents).

**Figure 18 Expected benefits of national methodological cabinets**



*Multiple answers could be selected*

**Three quarters of respondents (72%, i.e. 203 respondents) are satisfied with their previous experience with the SYPO project.** Among the reasons for dissatisfaction, the small possibility to participate in the outputs of the methodological cabinet, the ambiguity of the programme, the meeting objectives of the methodological cabinet or excessive administration were mentioned. Almost all respondents have already recommended or plan to recommend the SYPO project and its activities to other people or colleagues (91%, i.e. 259 respondents).

The participants of the focus group were motivated to participate in the SYPO project by the possibility of sharing and exchanging experiences with other teachers. Participants expect that thanks to participation in the area methodological cabinets, they will receive new information and materials from colleagues which they will then be able to use in teaching. On the contrary, they will also share their experience with others. Another reason for involving participants in the SYPO project was the opportunity to participate in changes in the educational system and the way of teaching individual subjects.

**According to the participants, the main benefit of building a network of methodological cabinets could be the unification of framework educational programmes and requirements for teaching individual subjects. The area level will allow the collection of comments from the lowest level (directly from teachers), this information will be passed on with the objective to point out what is wrong according to teachers.** At the same time, there could be a unification of views because according to the participants, the orders from MEYS are currently different from the needs of schools and employees in education.





More detailed information can be found in Annex I in the chapters of the Questionnaire survey of the area methodological cabinets and the Focus group of the area methodological cabinets.

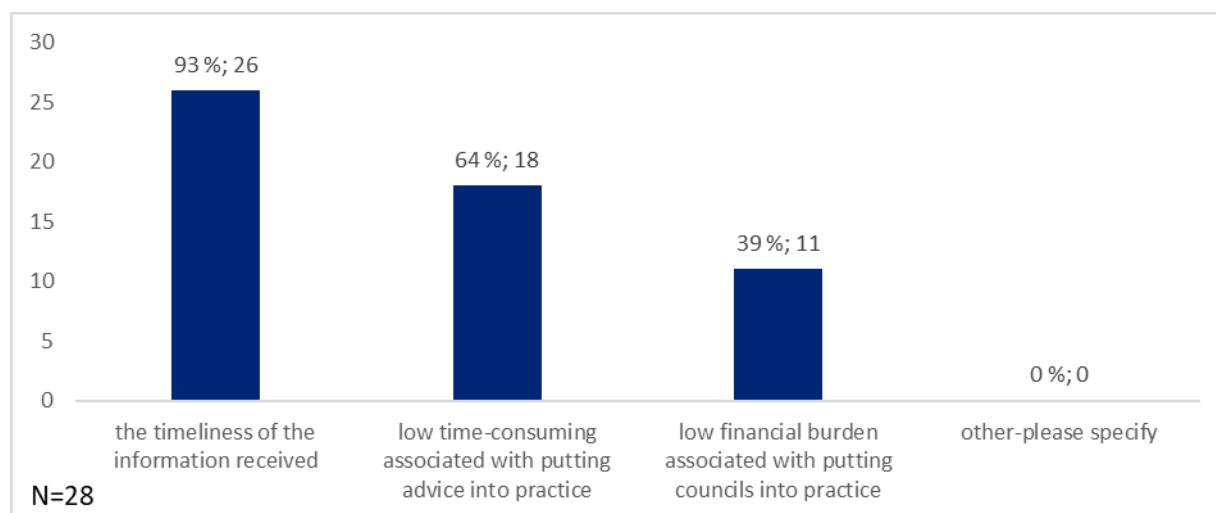
## ICT Support

The project created and staffed a network of ICT methodologists at the regional level. Subsequently, an initial consultation with a questionnaire survey was conducted on a sample of 424 schools, finding out primarily the interest of schools in methodological support in the field of ICT. This survey showed that most schools (almost 80%) would be interested in ICT support. The initial consultation is followed by the provision of support to schools, this support was evaluated by an internal questionnaire survey of the project, which shows that support is evaluated positively in all respects (expertise methodology, usefulness, content of support, organisational support, etc.).

According to the KA Cabinets team manager, a great need for school support in the field of ICT was identified in some regions and in these regions there was an increase in the number of regional ICT methodologists (KIM) who advise schools with problems online and also provide support directly in schools. According to the team manager, the KIM network should contribute to the promotion of ICT-focused materials that will be created in other projects - such as PRIM (Support for the Development of Informatics Thinking) and PODG (Support for the Development of Digital Literacy). KIM have received training in digital educational resources, which are the outputs of these projects.

**The questionnaire survey conducted for the purposes of this report, which was completed by 45 respondents, shows that the majority of respondents involved in individual consultations met the expectations (91%, i.e. 29 respondents) and they consider them beneficial and applicable in daily practice (62%, i.e. 28 respondents).** The main benefits are the topicality of the information obtained (93%, i.e. 26 respondents), low time required for the implementation of advice in daily practice (64%, i.e. 18 respondents), low financial costs associated with the implementation of advice in daily practice (39%, i.e. 11 respondents). Respondents (83%, i.e. 53 out of 64 consultations) usually managed to solve their problem thanks to the consultation.

**Figure 19 The main benefits of individual ICT consultations**



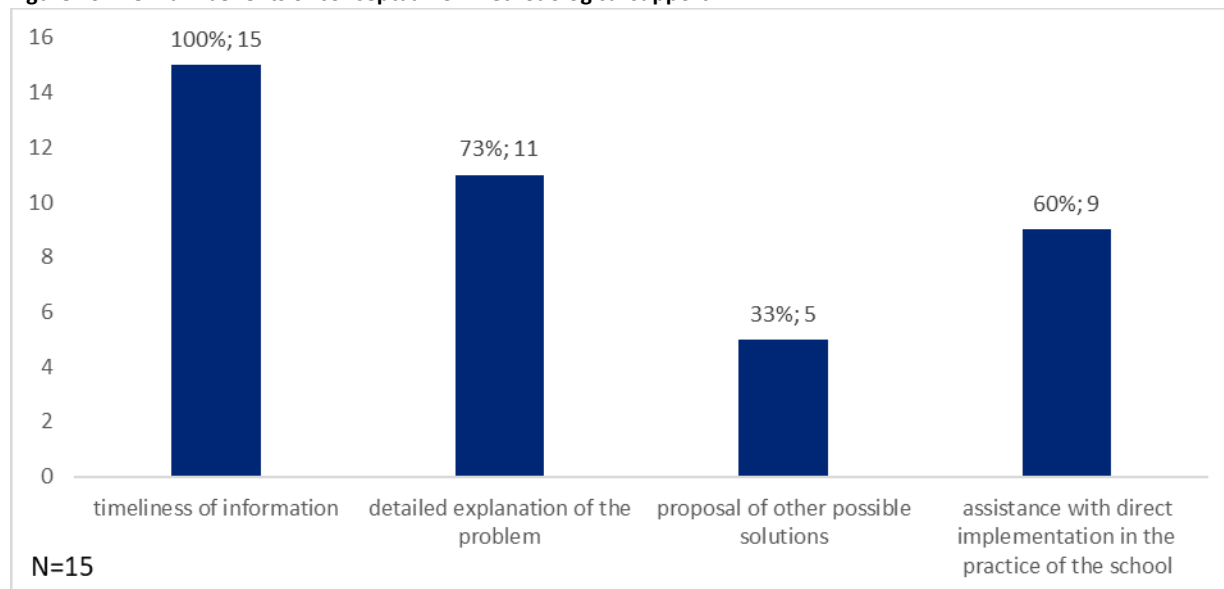
*Multiple answers could be selected*

**The questionnaire survey shows that all respondents involved in conceptual ICT methodological support (100%, i.e. 15 respondents) stated that their expectations have been met and they consider them beneficial and applicable in daily practice.** The main benefits are seen by the respondents in the



timeliness of the information obtained (100%, i.e. 15 respondents), the detailed Explanation problem (73%, i.e. 11 respondents) and assistance in direct implementation in school practice (60%, i.e. 9 respondents). In most cases, the respondents managed to solve their problem thanks to the consultation (91%, i.e. 31 out of 34 consultations).

**Figure 20 The main benefits of conceptual ICT methodological support**



*Multiple answers could be selected*

### 1.7. Evaluation question 4: To what extent does the public know the project?

The answer to this Evaluation Question was processed on the basis of desk research, this information was deepened and verified by an individual interview with the team manager of KA Public. Subsequently, questionnaire surveys were conducted among the professional public concentrating on the evaluation of the environment in which the SYPO project is implemented and on the knowledge of the project (respondents were headmaster and teachers in kindergartens, primary schools, secondary schools, universities + founders and other employees in public administration of the Czech Republic – e.g. representatives of MEYS, NPI CR, school unions in the regions, etc. - the questionnaire was completed by 1131 respondents) and among the general public which focused on the perception of the prestige of the teaching profession, and on the analysis of the online environment. The specific implementation of the individual methods is given in Annex I in the chapter Methods used for the purposes of processing this report.

**The SYPO project implements activities which contribute to the ongoing acquaintance of the public with the project and its activities. One of the main activities is the creation and distribution of the project's newsletter, which is sent directly to approximately 14,000 contacts and is also available on the project's website and Facebook. The Facebook profile regularly publishes information on already implemented and planned project activities and adds links to contributions on the website and the YouTube channel on which the project webinars are published. During the COVID-19 pandemic, there was a significant increase in the number of webinar views. The knowledge of the project is evident from the survey, where more than half of the respondents from a randomly selected representative sample of schools and their employees in education know the SYPO project.**

The project has created a strategic communication plan, which focuses primarily on communication through professional media that have a chance to reach the relevant part of the population (especially teachers). Project representatives do not promote the SYPO project as such, but always in connection





with specific activities and activities in which teachers in the field are involved. The objective of communication is not primarily the PR of the project, but the presentation of real results that can have an impact on how the project is perceived. Representatives of some media themselves turn to representatives of the SYPO project to obtain information and write articles on specific topics in education (e.g. ICT Support, Graduate teachers or Methodological cabinets). The project has its own newsletter, which is sent to customers who subscribe to it on the website, is made available on the project's website and Facebook and is sent to email lists from the NPI database (approximately 10,000 contacts) as well as to contacts in the project's own directory (over 4 thousands of relevant contacts).

The questionnaire survey conducted among the professional public shows that the SYPO project is known to more than half of the respondents from a randomly selected representative sample of schools. The survey also shows that the respondents most often learned about the project from the school management, then from the NPI CR website (formerly NIDV) or were directly approached with an offer to participate in project activities. The project is known mainly to employees in education of the school or school facility and then to the managers of the school or school facility. The largest representation among the respondents who know the SYPO project were representatives from secondary vocational schools, then from primary schools and nursery schools. Elementary school representatives who know the project most often work at a school with more than 150 pupils. In terms of regions, most respondents who know the project come from the Moravian-Silesian Region, the Hradec Králové Region and the Capital City of Prague. More detailed information can be found in Annex I in the chapter by the general public.


A questionnaire survey aimed at the general public found out how the prestige of the teaching profession is perceived by the general public. This regulation is more telling in the context of the knowledge of the general public and follows on from a similar survey regularly conducted by the Centre for Public Opinion Research (CPOR), which assesses the prestige of 26 professions. This survey shows that primary school teachers are considered the fifth most prestigious profession. The survey carried out for the purposes of this report shows that the position of an educational professional is rated as the sixth most prestigious of the options offered. In both surveys, a doctor and a nurse were placed in front of the teacher position. In the CPOR survey, a scientist and a university teacher were placed in front of the primary school teacher. As part of the investigation for the purposes of this report, a judge, a firefighter and a police officer were also placed in front of the teacher.

Part of the survey was also to determine the prestige of employees in education according to the individual levels of education at which they operate and on which the SYPO project is focused. The position of a teacher at a secondary school and subsequently at a higher vocational school is the most prestigious, while the position of a teacher at a kindergarten is considered the least prestigious. Detailed information can be found in Annex I in the chapter Questionnaire survey of the SYPO project prestige of the teaching profession.

**The website** of the SYPO project (<http://www.projektsypo.cz/>) had a total of 12,127 users and 19,910 visits in the period from 6 March 2019 to 31 December 2019, with more than half of visitors leaving the site immediately. Most visits were recorded in October and at the turn of November and December. The users were most often from the Capital City of Prague (more than a fifth) and Brno. About 17% (2,400) of users returned to the site repeatedly. Users access the website most often from a computer (approximately two thirds). More than half of the visitors (i.e. 56%, 7,128 visitors) came to the site directly after entering the web address of the project, another part of the visitors came to the site via links on Facebook or searched the site via Google.

**The Facebook page** of the SYPO project (<https://www.facebook.com/projektsypo/>) as of 30 June 2020 was marked "I like it" by 1,069 people and further 1,276 chose to follow it. In recent months, comments





have been shared on average once a day. These posts regularly have around five "Likes" and 1 to 10 people usually share these posts. Comments concentrate on the promotion of project activities (e.g. webinars) or on the sharing of articles and contributions where the SYPO project or its activities and members appear. Several phenomena are evident from the analysis of the Facebook page for 2019. The biggest increase in "I like it" took place in the second half of June, and a quarter smaller increase occurred at the turn of October and November. October also dominates page views. The impact of contributions on the site which is exclusively organic (i.e. unpaid), again prevails at the turn of October and November.

**The Youtube channel** of the SYPO project (<https://www.youtube.com/projektsypo>) has 1,410 subscribers and the total number of views of all videos reaches almost 159,000. The first video was recorded on 10 December, 2019. An increasing trend in channel activity is evident. In the first three months of activity, 16% (12) of videos were created and another 84% (68) were added in the last three months of April, May and June 2020. It is also possible to observe an increase in video viewings. An average of three to four hundred viewers watched the first part of the videos devoted to innovations in the field. The second part of the videos, which focuses on coronavirus support and online learning, has more than a thousand views for almost all videos. The most watched videos with more than 12 thousand views, are "Self-correcting tests in Microsoft Forms" and "Online teaching in MS Teams". "Introduction to Google Classrooms" has over 10 thousand views.

**The Instagram account** of the SYPO project (<https://www.instagram.com/projektsypo/>) is the least used social network of the project, with a total of 18 contributions and 66 subscribers.

Regarding the mention of the project in the media in 2019, online media dominate, with a total of 75 mentions. The project was mentioned eight times in the press (3x Lidové noviny, 2x Hospodářské noviny, MF Dnes, Studenta and Vlasta) and once on television (Czech Television - Events). Of the total number of mentions, five of the cases were negative, 16 ambivalent, 19 neutral and the rest positive.


### 1.8. Evaluation question 5: How is the cooperation progressing and what mutual results have been achieved?

The answer to this Evaluation Question was processed on the basis of desk research. Information related to the cooperation was deepened in individual interviews with representatives of other ISP and telephone interviews with participants in cooperation platforms. The specific implementation of the individual methods is given in Annex I in the chapter Methods used for the purposes of processing this report.

Key collaboration activity is a mandatory part of all ISP. Based on the findings, it can be stated that **the SYPO project cooperates with other ISP most often in the form of expert panels, where SYPO project representatives participate in expert panels of other projects and representatives of these projects are invited to SYPO project expert panels.** Panels are mostly evaluated positively by the projects and according to the representative of one of the projects it is the most useful form of sharing and cooperation between ISP. **Furthermore, there is a regular cooperation of projects through meetings of project managers within the organisation NPI CR which is also evaluated positively. SYPO also cooperates with some projects at the regional level, at the individual level or they cooperate in the creation of materials and outputs and their sharing.**

On the contrary, the representatives of some projects evaluate the cooperation in the form of meetings organised by MEYS negatively, mainly because it is not coordinated in an unideal way. IP representatives would welcome more project cooperation from the MEYS level and meetings with clearly defined themes and objectives.





More detailed information can be found in Annex I in the chapter Cooperation of the SYPO project with other ISP.

### **1.9. Evaluation question 6: What were the unintended impacts of the SYPO project?**

All methods implemented for the purposes of this report (desk research, meta-evaluation, individual interviews, questionnaire surveys, focus groups) were used to identify unintended impacts. Based on the information obtained, the process of tracing was used for the identified unintended impacts and a map of causal chains for these impacts was created. The testing of causal mechanisms (chains) will be addressed in the following report (2nd Progress Report). The specific implementation of the individual methods is given in Annex I in the chapter Methods used for the purposes of processing this report.

During the implementation, two unexpected observed phenomena were identified. Due to the nature of these phenomena, it is possible at this stage to create a map of causal chains. Causal tests of whether the real impacts of the observed phenomena have been confirmed will be processed and carried out in the next evaluation period and in the following evaluation reports. The description of the observed phenomena and the method of their identification is given below:

#### **1. Externality (observable phenomenon) in the creation of materials for training members of methodological cabinets of the regional and area level.**

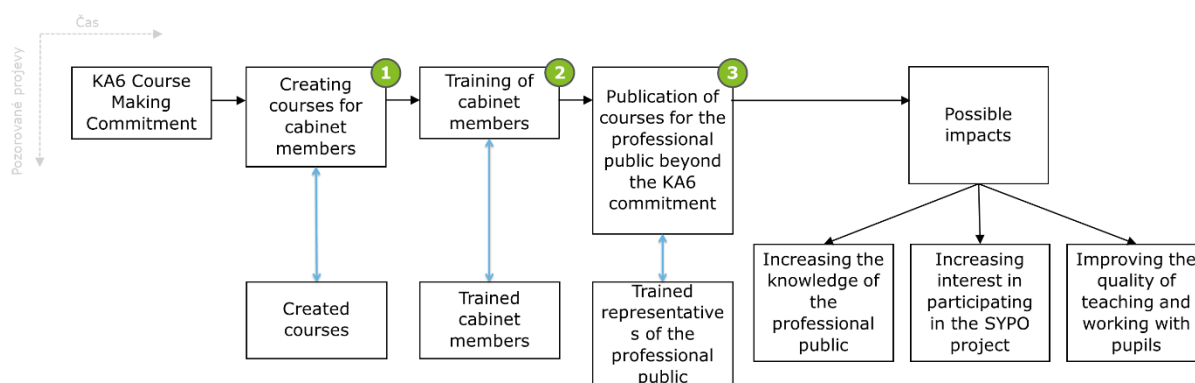
Within KA Support, trainings (on-line) were created for members of methodological cabinets at the area and regional level. 240 participants were trained in them. Based on the positive feedback, the training was also made available to the professional public (teachers). For this reason, there was an unplanned activity which was not included in the programme and more than 1,300 participants were trained.

Confirmation of the positive externality is confirmed by an interview with a representative of the KA who states that the project was not intended for teaching to the general professional public. The empirical footprint is clearly demonstrated by 1,300 trained professionals.





## Causal chain map<sup>2</sup>:



The next report (2nd Progress Report) will examine the unintended effects of this training. Process tracing does not only seek causal inference, i.e. the derivation of whether a certain event leads to a certain consequence, but also seeks causal Explanation, i.e. the answer to the question of how the cause causes its consequence. The answer to this "how" is a detailed description of the so-called causal mechanism and convincing empirical evidence that the mechanism is really present. The "Stalk in the Wind" method will be used to test for possible impacts, as the identified potential impacts may be caused by a number of other factors and it is almost certain that the footprint we tested is not the only factor leading to these impacts. Therefore, if the empirical trace is confirmed when using this method, the relevance of this causal chain will increase, but it will not be confirmed definitively. Conversely, if the trace is not confirmed, it does not necessarily refute the hypothesis, but it will be slightly weakened. This method is suitable for the purposes of this testing, as the expected impacts may affect only a part of a wide area (professional public, schools, etc.) and may not be detected by testing (e.g. due to the setting of samples of respondents, etc.), which when using this methods does not mean that the hypothesis was refuted, but only slightly weakened. At the same time, the identified expected impacts are closely related and this method least weakens other hypotheses if some of them are confirmed. This is a way to confirm the hypothesis, but also not refute other possible impacts of other hypotheses.<sup>3</sup>

The expected impacts of training more professionals include increasing knowledge among the professional public and improving the quality of teaching and work with pupils in schools. Dissemination of materials among the general professional public could also contribute to increasing interest in participating in the SYPO project.

<sup>2</sup> The map of causal chains represents activities on the timeline divided in points 1-3 which resulted in certain intended and unintended impacts. Unintended impacts labeled "Potential Impacts" are examined as hypotheses.

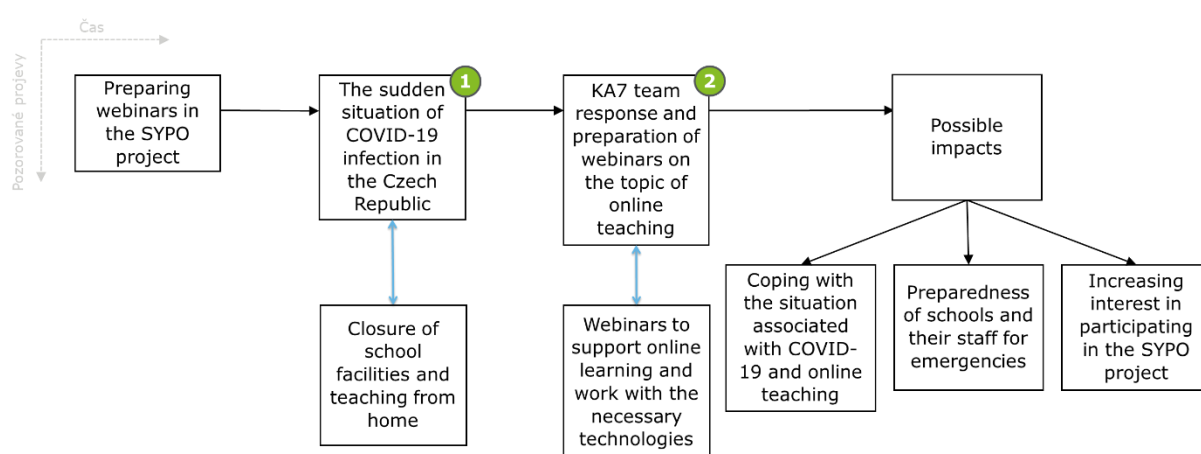
<sup>3</sup> Process tracing: examination of causality in case studies [online]. Available at: from: <https://www.sav.sk/journals/uploads/03061031Mazak%20-%20zalomena%20-%20OK.pdf>

## 2. Externality of creating teaching materials for the professional public during coronavirus infection.

The KA7 team of the SYPO project responded to the quarantine measures related to the coronavirus epidemic and created a set of webinars on the topic of online teaching. The objective of the webinars was to provide support to schools and their staff with a situation that no one had experience with and no one was processed for.


Confirmation of the success and positive impact of webinars is confirmed by a questionnaire survey in which respondents comment very positively on this type of webinars and webinars were equally positively evaluated by participants in focus groups.

### Causal chain map<sup>4</sup>:



The next report (2nd Progress Report) will examine the unintended effects of this training. Process tracing does not only seek causal inference, i.e. the derivation of whether a certain event leads to a certain consequence, but also seeks causal Explanation, i.e. the answer to the question of how the cause causes its consequence. The answer to this "how" is a detailed description of the so-called causal mechanism and convincing empirical evidence that the mechanism is really present. The "Stalk in the Wind" method will be used to test for possible impacts, as the identified potential impacts may be caused by a number of other factors and it is almost certain that the footprint we tested is not the only factor leading to these impacts. Therefore, if the empirical trace is confirmed when using this method, the relevance of this causal chain will increase, but it will not be confirmed definitively. Conversely, if the trace is not confirmed, it does not necessarily refute the hypothesis, but it will be slightly weakened. This method is suitable for the purposes of this testing, as the expected impacts may affect only a part of a wide area (professional public, schools, etc.) and may not be detected by testing (e.g. due to the setting of samples of respondents, etc.), which when using this methods does not mean that the hypothesis was refuted, but only slightly weakened. At the same time, the identified expected impacts are closely related and this method least weakens other hypotheses if some of them are

<sup>4</sup> The map of causal chains represents activities on the timeline divided in points 1-3 which resulted in certain intended and unintended impacts. Unintended impacts labeled "Potential Impacts" are examined as hypotheses.



confirmed. This is a way to confirm the hypothesis, but also not refute other possible impacts of other hypotheses.<sup>5</sup>

The expected impacts of creating webinars to support online learning include managing the unexpected situation associated with the occurrence of coronavirus and the subsequent closure of schools. The created webinars could also contribute to better preparedness of schools and their staff for similar unexpected situations, and in the case of further necessity to close schools, they will be ready. The creation of these webinars could also contribute to a greater awareness of the project and thus to an increase in interest in participating in the SYPO project.

According to information from the beneficiary, an evaluation of these extraordinary webinars should take place in autumn 2020.

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<sup>5</sup> *Process tracing: examination of causality in case studies [online]. Available at: <https://www.sav.sk/journals/uploads/03061031Mazak%20-%20zalomena%20-%20OK.pdf>*



## 2. Conclusions and Recommendations

### 2.1. Conclusions

Table 2 Conclusions

	Conclusion	Description of the conclusion	ID Recommendation
EQ 1.1	The following sources of data and information were used	Based on the performed analysis and performed investigations, it can be stated that most KAs are carried out according to the planned schedule and correspond to current needs. To ensure timeliness, internal evaluation activities are implemented, which include representatives of all relevant KAs so that these KAs are implemented in accordance with the needs of the target groups and project participants. If changes are needed, project representatives respond to the situation by requesting changes so that the activities match the project settings.	N/A
EQ 1.2	The partial objectives of the project are being fulfilled	<p>Based on the investigations carried out for the purposes of this report, it appears that eight sub-objectives have already been or are being fulfilled. These goals are:</p> <ul style="list-style-type: none"> <li>• <b>To provide internal and external feedback on the implementation of project activities, attitudes and opinions of actors participating in project activities and cooperating on the project and to provide incentives to modify or revise individual processes and project outputs.</b> – There is direct cooperation and communication of the KA Evaluation with all corresponding AAs to ensure the topicality and relevance of individual AAs. Background studies and evaluations of the activities of individual KAs were processed, in which activities with target groups have already been implemented.</li> <li>• <b>To analyse the educational needs of selected target groups of the project in order to possibly adjust key activities so that they meet their needs.</b> – There is direct cooperation and communication of the KA Evaluation with all corresponding KAs to ensure the topicality and relevance of individual CAs. Background studies and evaluations of the activities of individual KAs were processed, in which activities with target groups have already been implemented.</li> <li>• <b>To build a knowledge base for the management of system changes and to synthesise the outputs of previous and existing projects through the organisation of expert panels.</b> – The SYPO project organised five panels which are also attended by representatives of other projects. At the same time, representatives of the SYPO project visit expert panels of other ISP. "Consensus outputs" are processed from expert panels, which contain proposals and recommendations of the expert panel in the given area.</li> <li>• <b>To create a network of ICT methodologists (as part of the methodological cabinet of Informatics and ICT) at the regional level and to verify the content and scope of support for digital development of schools across educational areas and in school management.</b> – A network of regional ICT methodologists (KIM) was established at the level of individual regions.</li> <li>• <b>To pilot-verify and implement the system of activities of the permanent conference of directors.</b> – The structure, statutes, rules of procedure of the SCH have been created. Furthermore, the competence profile of the board member,</li> </ul>	N/A



	Conclusion	Description of the conclusion	ID Recommendation
		<p>the procedure for selecting members and the commission were determined and the selection of board members (37 members) was carried out.</p> <ul style="list-style-type: none"> <li>• <b>To train professional staff of methodological cabinets from the regional to the area level.</b> – Members of regional methodological cabinets participated in e-learning and a follow-up seminar. Webinars are available for members of regional and area methodological cabinets, which are focused on innovations in individual subjects of the field.</li> <li>• <b>To train defined target groups - teachers and headmasters - in sub-topics related to the support for graduate teachers and the outcomes from the network of methodological cabinets.</b> – Courses were implemented for all representatives of the triad (Graduate teachers, introductory teacher and school management), which consisted of full-time seminars, e-learning and practical workshops.</li> <li>• <b>To design and pilot-test a comprehensive, continuous and modular support system for graduate teachers.</b> – The first wave of piloting has taken place and the second wave of piloting is being processed, this will start in autumn 2020.</li> </ul> <p>The goal is being fulfilled.</p> <p>Six objectives are partially fulfilled, which means that activities have been started which are to contribute to the objective but have not yet been used in daily practice, or their contribution cannot be assessed. These goals are:</p> <ul style="list-style-type: none"> <li>• <b>To design and pilot-test a model of a comprehensive, continuous and modular system of professional support for teachers through a network of methodological cabinets.</b> – Models of the professional support system for individual methodological cabinets were created. They were pilot-tested by creating networks of three methodological cabinets. Schools were provided with their own support in the form of webinars and workshops.</li> <li>• <b>To create organisational-institutional, personnel and content conditions for the operation of the system of methodological cabinets.</b> – A manual of Methodical cabinets was created. All three national and 42 regional methodological cabinets were staffed. The networking of teachers into the area of methodological cabinets is underway, which, according to the beneficiary, will probably take place continuously until the end of the project implementation.</li> <li>• <b>To pilot-verify and implement a system of methodological cabinets at the national, regional and selected area levels.</b> – A network of three pilot methodological cabinets was created at the national, regional and area levels (Czech language and literature, Mathematics and its applications and Informatics and ICT). However, Methodological cabinets at the area level have so far only been established with a minimum of the following activities. The creation of three other methodological cabinets followed beyond the original plan (Pre-school education, Primary education, Science education).</li> <li>• <b>To design and pilot-verify a model of a comprehensive, continuous and modular system of school management support, especially in the field of pedagogical management.</b> – The model was delayed as its elaboration was linked to the creation of the Director's Standard which was also delayed. The piloting of the Model was postponed to 2021. The</li> </ul>	





	Conclusion	Description of the conclusion	ID Recommendation
		<p>project piloted the school management's own support (area conferences, workshops, consultations) in order to be able to use already piloted forms of support for the purposes of the Model.</p> <ul style="list-style-type: none"> <li>• <b>To ensure that the professional public is informed about the objectives and outputs of the project through professional conferences.</b> – Project representatives participated in the implementation of a conference focused mainly on the topic of graduate teachers, where the SYPO project participated in the implementation of practical workshops. An organisation in Prague with a professional focus on the topic of Cabinets and Management is planned for 2021.</li> <li>• <b>To build positive reactions among teachers and the professional public – especially to the effective forms of professional development of employees in education, not only to classic courses of further education of employees in education but also especially to innovative forms of professional development of teachers. These include mentoring and listening among teachers, analysis of forms and methods of work, observation, joint planning and subsequent reflection.</b> – The SYPO project does not implement activities which would directly build positive reactions to effective forms of professional development of employees in education. Within the SYPO project, activities implemented within methodological cabinets, webinars and others contribute to this objective.</li> </ul> <p>Two sub-objectives are not yet fulfilled, they are objectives related to KA Quality (To create and pilot verify the FETS quality management system guaranteed by MEYS and To train professional staff providing FETS quality assessment), which needs to be fundamentally modified due to changes in the FETS legislative framework (amendment Act No. 563/2004 Coll., on employees in education, on the basis of which this KA was to be implemented at the time of submitting the application for aid. At the time of processing the 1st PR, the new process and direction of this KA were being processed by the recipient. The proposed change was discussed with the representatives of the material section at MEYS (section II) and with the project steering committee, after approval by the steering committee it should be submitted for approval to the MA OP RDE.</p>	
EQ 1.3 a 1.5	There are risks and hindrances that partially threaten the implementation of the project	<p>As part of the preparation of this Evaluation, 11 risks were identified and entered in the risk register. In terms of the severity of their impact, the risks were assessed mainly as moderate (nice risks) and in two cases the severity was assessed as low. The greatest severity of the identified risks (12 out of 25) lies in the problematic or insufficient involvement of participants in project activities, especially in KA Cabinets (area methodical cabinets) and KA Graduate teachers. These risks have also been identified by project representatives who work with them and address schools, teachers and other projects to involve a sufficient number of participants in the activities.</p> <p>The main obstacles to successful implementation include the long-term overcrowding of the schools by various ESF projects, which leads to several risks (e.g. lack of experts, duplicate activities of the SYPO project and other projects, etc.) which threaten the project implementation. The setting of public procurement rules within the OP RDE, which is beyond the scope of legal obligations and complicates or delays the implementation of certain activities, is also considered a hindrance.</p>	N/A
EQ 1.4	Appropriately set internal evaluations	<p>Internal evaluations carried out by the representatives of the SYPO project (KA Evaluation) are in accordance with good evaluation practice. Evaluations are used effectively to materially manage the implementation of key activities. The set methods and procedures for the purposes of the project and KA Evaluation are considered to be set appropriately. Activities of KA Evaluation react to the current course of the project and the needs of individual KAs. According to information from the beneficiary, an extraordinary evaluation of webinars, which were created to support schools in online education during the COVID-19 pandemic, is planned for autumn 2020.</p>	N/A



	Conclusion	Description of the conclusion	ID Recommendation
EQ 2	Appropriately set support for school management	Activities within KA Management are generally evaluated positively and are considered beneficial. Participants in the activities are satisfied in almost all respects, the project provides them with comprehensive support in all areas of professional development. Participants in the activities especially appreciate the opportunity to share experiences with other participants and the possibility of individual support when they encounter problems.	N/A
EQ 2	Webinars are evaluated positively and have contributed to a better perception of the project	<p>Focus group participants said that after the announcement of a national quarantine (due to the coronavirus epidemic), webinars gained in importance and represented a significant support for teachers at this time. The SYPO project managed to react to the situation very quickly and webinars focusing on online teaching were created. The response of the SYPO project during the coronavirus period and the emergence of new freely accessible webinars dealing in particular with the needs of the current situation significantly contributed to raising awareness of the project and also to a better perception of the project.</p> <p>The main advantages of webinars over traditional full-time training courses are, according to the participants more time, less costs, selection of experts and availability.</p> <p>There were reservations about the annotation of some webinars (especially focused on the Czech language and literature), which, according to the participants are very similar and in some cases inaccurate. The annotation should provide accurate and complete information on the topic of the webinar or the usability of the outcomes from the webinars, on the share of didactic focus and on the intended audience of the webinar, etc.</p>	<p>05_PZ01</p> <p>06_PZ01</p>
EQ 2	The project contributed to the support of graduate teachers	Activities within KA Graduate teachers are generally evaluated positively and are considered beneficial. The creation of the Model of the system of support for graduate teachers is evaluated positively. The model contains instructions and recommendations on how to proceed in the adaptation of the graduate teachers and at the same time the creation of a comprehensive system of support for graduate teachers. Thanks to the Model, all three members of the triad have a clear plan with set steps, a sophisticated methodology and know how to proceed in mutual cooperation and support of graduate teachers.	N/A
EQ 3	A pilot network of methodological cabinets from the area to the national level was created	Three pilot methodological cabinets were created (Czech Language and literature, Mathematics and its applications and Informatics and ICT). Methodological cabinets were first established at the national level, then at the regional level, and subsequently the networking of other teachers into the area methodological cabinets was started and is still running.	02_PZ01
EQ 3	There are reservations regarding the set-up of methodological cabinets	The system of methodological cabinets is generally considered functional and useful by members of the methodological cabinets. There is a partial dissatisfaction with the networking of other teachers in the area of methodological cabinets, when representatives of regional methodological cabinets face lower interest in participating in the area of methodological cabinets. Cooperation with national methodological cabinets is considered partially problematic by some representatives of regional methodological cabinets as they do not regard their support and leadership as sufficient.	<p>02_PZ01</p> <p>03_PZ01</p>
EQ 4	The SYPO project implements activities which contribute to the ongoing acquaintance of the public with the project and its activities.	One of the main activities is the creation and distribution of the project's newsletter, which is directly sent to approximately 14,000 contacts and is also available on the project's website and Facebook. The Facebook profile regularly publishes information on already implemented and planned project activities and adds links to comments on the website and the YouTube channel on which the project webinars are published. During the COVID-19 pandemic, there was a significant increase in the number of webinar views. The knowledge of the project is evident from the survey, where more than half of the respondents from a randomly selected representative sample of schools and their employees in education know the SYPO project.	N/A



	Conclusion	Description of the conclusion	ID Recommendation
EQ 5	The most common form of IP collaboration is expert panels.	Representatives of the SYPO project participate in expert panels of other projects and the representatives of these projects are invited to the expert panels of the SYPO project. Panels are mostly evaluated positively by the projects and according to the representative of one of the projects it is the most useful form of sharing and cooperation among ISP. Furthermore, there is a regular cooperation of projects by means of meetings of project managers within the organisation NPI CR, which is also evaluated positively. SYPO also cooperates with some projects at the regional level, at the individual level or they cooperate in the creation of materials and outcomes and their sharing.	N/A
EQ 6	Two observed phenomena were identified where there is a high probability of unintended impacts of the project	<ol style="list-style-type: none"> <li>1. Within KA Support, trainings (on-line) were created for members of methodological cabinets at the regional and area level where 240 participants were trained. The training was made available to the professional public (teachers) on the basis of positive feedback. For this reason, there was an unplanned activity which was not included in the programme, when more than 1,300 participants were trained.</li> <li>2. The KA7 team of the SYPO project responded to the quarantine measures related to the coronavirus epidemic and created a set of webinars on the topic of online teaching. The objective of the webinars was to provide support to schools and their staff in a situation that no one had experience with and no one was processed for.</li> </ol>	N/A






## 2.3. Recommendations

Each recommendation includes severity and time criteria:

**Table 3 Time and severity criteria**

Criteria	The description of criteria	The values of criteria
<b>Time criteria</b>	The evaluation determines how long it is going to take for the proposed measure can be implemented so that there is a real improvement in the area covered by the recommendation.	<ol style="list-style-type: none"> <li>1) Recommendation for implementation in a long-term prospect (more than two years).</li> <li>2) Recommendation for implementation in a mid-long-term prospect (between six months and two years).</li> <li>3) Recommendation for immediate implementation (less than six months).</li> </ol>
<b>Severity criteria</b>	The evaluation determines the severity assigned to the impact of evaluated recommendation.	<ol style="list-style-type: none"> <li>1) Low importance – the implementation of the recommendation will lead to a positive change in the situation, which does not represent a serious problem within the scope of activity of MEYS and OP RDE.</li> <li>2) Medium importance – the implementation of the recommendation will lead to a positive change in the situation, which represents a moderately serious problem within the scope of activity of MEYS and OP RDE.</li> <li>3) High importance – the implementation of the recommendation will lead to a very important positive change in the situation, which represents a very serious problem within the scope of activity of MEYS and OP RDE.</li> </ol>

The final evaluation is stated in the "Prioritisation of recommendations". The value given represents the value of the "Severity criteria" column and the "Time criteria" column. The values these numbers amount to are evaluated as follows:

-  1 – 3 points – low priority of recommendation;
-  4 – 6 points – medium priority of recommendation;
-  7 – 9 points – high priority of recommendation.

**Table 4 Recommendations**

ID	Name of the recommendation	Description of the recommendation	Severity criteria	Time criteria	Prioritisation of the recommendation	Implementation steps	Responsibility
01_PZ01	KA Quality setting	It is necessary to adjust the KA Quality in accordance with the valid legislation and have the change of the KA approved by the MA of the OP RDE.	3	3	9	<ol style="list-style-type: none"> <li>1) To adjust the focus of KA Quality</li> <li>2) To discuss the change with the steering committee of the project</li> </ol>	<ul style="list-style-type: none"> <li>• KA Quality</li> <li>• MA OP RDE</li> </ul>



ID	Name of the recommendation	Description of the recommendation	Severity criteria	Time criteria	Prioritisation of the recommendation	Implementation steps	Responsibility
						3) To discuss the change at a MEYS management meeting 4) To approve a substantial change to the project	
02_PZ01	Support for networking into area methodological cabinets	The conducted surveys showed that in some areas there is less interest in the involvement of teachers in area methodological cabinets. It is recommended to support the members of the regional methodological cabinets in the effort to involve other members in the project.	2	3	6	1) To support the members of regional methodological cabinets in an effort to involve other members in the project	<ul style="list-style-type: none"> <li>KA Cabinets</li> </ul>
03_PZ01	Revision of cooperation between NK and KK	The investigations revealed that in some cases there may be dissatisfaction with the cooperation between national and regional methodological cabinets.	2	2	4	1) More detailed analysis of the problem 2) Revision of the set cooperation between NK and KK	<ul style="list-style-type: none"> <li>KA Cabinets</li> <li>KA Evaluations</li> </ul>
04_PZ01	Coordination of IP cooperation by MEYS	IP representatives would welcome more project cooperation from the MEYS level and IP meetings to have clearly defined themes and objectives.	2	2	4	1) A set-up for cooperation and coordination of ISP by MEYS	<ul style="list-style-type: none"> <li>MEYS section 2 and MEYS section 4</li> </ul>
05_PZ01	Refinement of webinar annotations	According to the participants of the webinars (especially Czech language and literature), some annotations are very similar and sometimes inaccurate. The annotation should provide accurate and complete information on the topic of the webinar or the usability of the outcomes from the webinars, on the share of didactic focus and on the intended audience of the webinar, etc.	1	2	2	1) Revision of existing annotations 2) Greater emphasis and accuracy in creating annotations	<ul style="list-style-type: none"> <li>KA Supports</li> </ul>
06_PZ01	Possibility to sort webinars by their focus	To implement a webinar sorting system on the SYPO project website for better orientation. Classification should be possible in terms of the field focus of webinars – whether they are intended for the professional development of participants, for sharing practice and experience, for the development of didactics, etc.	1	2	2	1) To introduce a webinar classification system	<ul style="list-style-type: none"> <li>KA Support</li> <li>KA Public</li> </ul>





ID	Name of the recommendation	Description of the recommendation	Severity criteria	Time criteria	Prioritisation of the recommendation	Implementation steps	Responsibility
07_PZ01	<b>Distribution of seminar participants according to school levels</b>	In order to increase the effectiveness of cooperation and transfer of experience, participants would welcome the division of seminars (especially in KA Graduate teachers) for participants according to the level of the school at which they work (kindergarten, primary school, secondary school)	1	2	2	1) To divide seminars for participants from different school levels	<ul style="list-style-type: none"> <li>KA Graduate Teachers</li> </ul>
08_PZ01	<b>Verification of findings from this evaluation</b>	<p>The surveys carried out for the purposes of this report identified findings which could partially contribute to a better project design. It would be appropriate to further examine these areas and then, if necessary, start implementing relevant activities and measures.</p> <p>These findings are as follows:</p> <ul style="list-style-type: none"> <li>- KA6 Management – to consider creating a comprehensive manual for directors.</li> <li>- KA8 Graduate teachers - inclusion of more practical activities for work with graduate teachers such as mentoring, coaching, supervision, etc.</li> <li>- Regional methodological cabinets - teachers would appreciate more practical examples and specific activities (e.g. workshops) focused on innovative methods and forms of teaching.</li> </ul>	1	2	2	1) More detailed analysis of identified findings 2) Possible adjustment of relevant KA	<ul style="list-style-type: none"> <li>KA Evaluation</li> <li>KA Management</li> <li>KA Graduate Teachers</li> <li>KA Cabinets</li> </ul>



## List of References

In this Progress Report, the following sources of data and information were used.

### Methodological, evaluation and other documents

- Input analysis of the state of the environment
- Implementation reports and their annexes (1-9 ZoR)
- Aid application and its annexes
- Progress self-evaluation report of the project System of support for the professional development of teachers and headmasters (SYPO) for 2018
- Progress self-evaluation report of the project System of support for the professional development of teachers and headmasters (SYPO) for 2019
- Evaluation report from the piloting of school management's own support 2019
- Progress report from the evaluation of the piloting of the Methodological cabinets I.
- Report on the implementation of webinars on innovations in the field - 1st wave
- Report on ICT methodological support of schools 2019
- Formal standards for conducting evaluations – available at:  
[https://czecheval.cz/dokumenty/ces\\_formalni\\_standardy\\_evaluaci\\_short\\_5\\_.pdf](https://czecheval.cz/dokumenty/ces_formalni_standardy_evaluaci_short_5_.pdf)



## List of Abbreviations

Abbreviation	Explanation
CPOR	Centre of Public Opinion Research
CR	Czech Republic
CSI	Czech School Inspectorate
EQ	Evaluation Question
ES	Elementary School
FETS	Further Education for the Teaching Staff
ICT	Information and Communication Technologies
ISP	Individual Systemic Projects
KA	Key Activity
MA	Managing Authority
MESS A	Project Mutual Education and School Support Step by Step. Implementation of the Action Plan for Inclusive Education - Methodological Support
MEYS	Ministry of Education, Youth and Sport
NIDV	National Institute of Further Education
NPI	National Pedagogical Institute
NS	Nursery School
ODMP	Other Directly Managed Organisations
OP RDE	Operational Programme Research, Development and Education
PR	Progress Report
SCH	Standing Conference of Headmasters
SEP	School Education Programme
SME B	Project Support for Mutual Education in Pedagogical Practice
SMP	Project Strategic Management and Planning in Schools and Territories
SS	Secondary School
SWT	Support for the Work of Teachers
SYPO	Project System of Support for Professional Development of Teachers and Headmasters
YC	Youth Club
YH	Youth House





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## Appendix

### Main conclusions in a form of presentation



MSMT\_SYPO\_1.  
Prograss Report.pptx


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***This appendix is not included in printed document. This document was delivered in electronic version as well (CD – 2 copies). The appendix is available in electronic version of this document (MS Word) and as a separate document attached with pdf version.***



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I confirm that the report has undergone a comment procedure on the part of the Ministry of Education, Youth and Sports and that no comments have been submitted by the Ministry of Education, Youth and Sports on this version of the report that would prevent the acceptance of this report.

Team Leader

Ing. Pavel Kaše



Signature



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