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

Part II: Evaluation area C

– Evaluation of the PPUČ project

3RD INTERIM REPORT

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1 Executive summary

Evaluation area C – Individual systemic project “Support of capacity building for the development of basic pre/literacies in pre-school and basic education – Supporting Teaching Practice”(PPUČ)¹ is part of the evaluation of systematic and conceptual projects supported by PA 3 OP RDE. The presented Interim Report of this evaluation is based on the investigations carried out by the contractor in the second half of 2020. This Interim Report links to the previous two developed Interim Reports: the 1st IR evaluates the period from the commencement of the project to March 2019, the 2nd IR from April to September 2019. This Interim Report was compiled for the period from October 2019 to November 2020.

The PPUČ project is entering the last year of implementation - it started on 1. 12. 2016 and is supposed to end on 30. 11. 2021. The total project budget amounts to CZK 98.7 million.

Conformity of the management and implementation of the PPUČ project with the project application

Under this evaluation, to what extent management activities and implementation of the PPUČ project go along with the project application is monitored. The evaluation looked in detail at several project aspects: the implementation of key activities and processing of their outputs according to the planned schedule and current needs of project implementation; the rate of achievement of its intended objectives and expected changes to the current situation; the existence of potential risks endangering the project and achievement of the objectives; the existence of obstacles to successful project implementation; progress of the evaluation activity inside the project. **Implementation of key project activities** is carried out according to the developed project management documentation and original schedule. Good project management is also demonstrated by the low number of changes conducted inside the project (related to the span of the project). Regular monitoring of the project implementation and its current needs to which the project's progress is adjusted where necessary, is being carried out.

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

The survey conducted at the involved schools indicates that most of them still positively appreciate all the project outputs and activities, including those newly made available (The Teacher 21 profile and Reputation system). Special note should be made about the summer school activity, which stands out due to the extremely positive evaluation received from all schools. There have been no negative responses to it since the 1st IR.

Risks and barriers

Risks posing a threat to the project implementation and the achievement of objectives as well as barriers to implementing the project were also assessed in the evaluation. The Beneficiary **continuously identifies the risk** of the merger between the National Institute for Further Education (NIDV) and the National Institute for Education (NÚV). A new risk emerged due to the epidemiological situation (COVID-19) and the related measures. The evaluator finds the Beneficiary's reaction to the unexpected risk flexible and prompt, which prevented the project implementation and achievement of its objectives being jeopardized. In some way, the risk also positively influenced the project, since teachers showed increased interest in online forms of events for the target group and materials/video-content, apart from others, published on the project Methodology Portal

¹ Project registration number CZ.02.3.68/0.0/0.0/15_001/0002110.

RVP.CZ. (Framework Education Programme). The Beneficiary also identified a risk of providing sustainability of the project outputs, i.e., its "outreach" to Strategy 2030+. The last risk identified by the Beneficiary was unclear anchorage of the prepared technological innovations of the Methodology Portal RVP.CZ to the communication strategies with teachers within the National Pedagogical Institute of the Czech Republic (NPI ČR).

Another risk of insufficient involvement of teachers at pilot schools in the project and any related insufficient development of literacies across school subjects and forms of teaching was identified in the interviews carried out with MŠMT representatives. The Beneficiary specified the risk in detail, i.e., the risk consists rather in dissemination of the changes and proactivity of other teachers at pilot schools/staffrooms². To eliminate the above-mentioned risks, the intranet for pilot schools has been operated by the Beneficiary for the whole period of the project. It provides information about the current development at the NPI ČR, about the project and happenings outside the NPI ČR for school literacy coordinators. Information is made available to school coordinators on where and how to develop teaching strategies and their reflections focused on literacy. Another risk could be insufficient interest of teachers in using the self-evaluation instrument - Teacher21 profile or insufficient interest in the gramotnosti.pro campaign. The Beneficiary endeavours to respond to such a risk by introducing numerous measures, such as strengthening the cooperation with other projects of the NPI ČR, using the updated approved review of the RVP ZV (Framework Education Programme FEP), etc. Generally, MŠMT representatives evaluate these risks as minor, since they are identified and eliminated in a timely manner, among others, by actions taken by the steering committee.

The Beneficiary and the MŠMT representatives continue to identify a barrier following from the merger of the NIDV and NÚV in the area of the **barriers** perceived in this evaluation report as obstacles which occurred during the project implementation. Among others, the merger between the NIDV and NÚV resulted in the change of the content manager (personnel alteration), inadequate management of the processes by Economic Department 4 of the NPI ČR, poor personnel policy implemented by the staff of the Personnel Department, a completely different approach to PR activities

at the NÚV, NIDV and other projects, unfacilitated change to obligatory activities within the IPS project cooperation – after the merger (cooperation partners changed from external to internal), and a change in the attitude of the MŠMT to the core activities of the Department in charge of the project team. Last but not least, different communication mechanisms between the core and the project have been set up. Generally, the Beneficiary appreciates that the situation has stabilized, however, this did not happen until the new director of the NPI ČR had been appointed on 1 August 2020. The general mindset of the organisation has changed since his arrival, new management of the organisation has been appointed and new measures were introduced by autumn 2020. To give an example, the organisation has introduced a new salary system, personnel system, strategies have been consolidated across the NPI ČR, the project office of the NPI ČR has been operating differently, etc. The Beneficiary perceives the above-stated measures as an opportunity positively contributing to the change. On the other hand, it is posing a threat for the team which "got used to" the original processes and setting. The barrier is being eliminated via common platforms across projects which reinforce and generally anchor the obligatory key activities within the cooperation inside the NPI. Generally, the merger had no direct impact on fulfilling the project schedule, outputs or project objectives.

Evaluation activities carried out inside the project.

The last aspect that was evaluated from the point of view of project management and project implementation were evaluation activities carried out inside the project. The evaluator finds the scope, level and quality of the current KA 3 evaluation similar to the evaluation in the 1st and 2nd IR,

² 3-5 teachers on average are involved at the pilot school.

i.e. good and satisfactory. This conclusion is also made by the MŠMT representatives who participated in the structured interviews. As opposed to the information on evaluation activities stated in the 1st and 2nd Interim Reports, no changes have been carried out except for one - the project team was extended by an internal evaluator (internal evaluation administrator). This was initiated by the PPUČ project management and approved in autumn 2019. According to the plan, discussions were held with the members of the internal opponent panel (online/offline). This is an obligatory activity, the minimum scope of which is determined by the MŠMT and MA administrators. There is a plan of PPUČ products, the internal opponent panel makes a standpoint on each product at the time the work is started, followed by development of expert opinions for the products.

Within the self-evaluation report development process, there were on-going meetings and presentations of underlying documentation from internal evaluators. A plan of opponent expert opinions was created and verified from the procedural point of view. The project team processes the reflections of the communities of practice, as well as reflections with pilot schools. Last but not least, they develop the foregoing self-evaluation reports.

As may be observed, the project team implements the internal evaluation at an above standard level. It was also concluded that the Beneficiary complies with the evaluator's Code of Ethics and adheres to the formal standards of evaluation.

Cooperation

As to the cooperation with other relevant projects and the results, the activities of the Beneficiary are evaluated as very good, even setting an example for other projects. Although the cooperation was specified rather broadly in the call, the PPUČ project team did very well. Face-to-face cooperation was the cornerstone, supported by the positive effects of the merger between the NIE and NIFE (NÚV, NIDV) later. By merging these two institutions, the SRP and SYPO projects became "internal", which also improved the cooperation.

The most intensive cooperation is still being seen with the SYPO project. It is ongoing cooperation, carried out between methodological rooms (e.g., national mathematics rooms) and the KIM network (network of regional ICT methodologists). An example of the cooperation is the presentation of the PPUČ project outputs in the field of literacy to the above-stated rooms. There is also intensive cooperation with the APIV B and SRP projects. The PPUČ and APIV B projects cooperated particularly in the form of mutual participation in expert panels within the cooperation between both projects, sharing good practice (e.g., webinar preparation, creation and implementation), meetings of project workers to share information about the current progress of the projects and joint meetings of the MŠMT and IPs. As to the SRP project, the cooperation consists in participating in educational events for the IPo MAP Beneficiary, expert panels and transfer of information.

As for the other individual systemic projects, the cooperation primarily consists in participating in expert panels or ad-hoc meetings focused on common relevant topics, which recently involves support for schools in remote teaching, for example. The cooperation is proceeding similarly as in the 1st and 2nd Interim Reports, i.e., coordination of the objectives and project outputs, setting and implementation of the activities and mutual sharing of information. However, the scope of the cooperation successfully widened and developed during the development of the 3rd IR.

Unintended impacts of the project

The last topic dealt with in the Interim Report were the unintended impacts of the project. The research conducted in the 2nd IR identified an unintended project impact –on the form and content of regular meetings of IPs and MŠMT projects³, initiated by Department 2 of the MŠMT (Department 20) which is also in charge of their organization. No other unintended impacts were identified in the group interview with the Beneficiary conducted within the 3rd IR. The other research carried out within the 3rd IR identified no unintended impacts. A relatively large amount of research carried out at schools concluded that the participation in the PPUČ project brought the expected impacts and significantly improved cooperation within schools, such as the cooperation and implementation of common projects of the whole school, different classes and school years and/or teachers.

³ The PPUČ project team influenced the form and content of regular quarterly meetings of the relevant MŠMT departments and project managers of all IPs projects, where the content project synergy is discussed. Even the MŠMT representatives appreciated the proactivity of the PPUČ as to the form and content of the meetings.

2 Introduction and report context

2.1 Report purpose

The objective of the evaluation is ongoing monitoring and evaluation of the project implementation, including fulfilment of the identified objectives and evaluation of how the progress of the implementation conforms to the initiation identified in the project application.

2.2 Objectives and focus of PPUČ project

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

The project is implemented through six key activities, where actual activities focused on changing the current status of introducing literacy into education are KA 4–6. KA 2 links to them with the objective to interconnect the outputs of the PPUČ with other OP RDE projects and predict possible cooperation and exchange of experience in contact with target groups, to prevent any "fight" for target groups and the attention of teachers. Project management is conducted under KA 1, evaluation is carried out under KA 3.

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

3.1 Focus of evaluation activities

Evaluation is based on the evaluation matrix described in the Inception report. The Inception report focused on detailed planning of individual evaluation questions, primarily for the 1st and 2nd Interim Reports (hereinafter the "IR"), i.e., evaluation activities in 2019. Evaluation activities for 2020 and the following years were planned in consideration of the development of project implementation and in connection with the resolution of evaluation questions in the 1st and 2nd IR.

The outcomes and conclusions included in this Interim Report are primarily based on analyses of opinions and attitudes of Key Activity Managers and target groups listed in chapter 4.2 Field research.

3.2 Field research

The scope of the research respects the requirements identified in the tender documentation. The provided solution is based on the plan of activities defined in the Inception Report and also takes into account the current state of the project implementation. The scope and the methods of the conducted research have been regularly consulted and agreed on by the Contracting authority.

Under the 1st IR, when it was still impossible to evaluate the benefits and impacts of the project, the teams focused on evaluation of the process questions related to the progress of project implementation, its direction toward fulfilment of the objectives and the expectations of key stakeholders. Under the 2nd and 3rd Interim Reports, the team analysed the fulfilment of the recorded expectations and their comparison between the monitored periods. The objective of the field research was to interview the relevant stakeholders involved in the implementation of the project activities and stakeholders with competences and knowledge to formulate expectations and their fulfilment in relation to project activities.

The following field research was conducted in the monitored periods:

Table 1 Summary of conducted research

Method	Respondent	Amount	Date
Group interview	Senior project managers and KA managers	1	2.10.2020
Individual interview	Internal evaluator (NIE)	1	2.10.2020
Individual interviews	Project administrator OP RDE ⁴		
	Relevant guarantor	1	10/2020
	Representative of relevant	1	4.11.2020
	responsible department of the MŠMT ⁵	1	10/2020

⁴ The methodology of the interview with the project administrator has been changed upon the request of the Contracting authority – instead of structured interviews, the information was established via email correspondence, where a scenario with defined questions was sent.

Method	Respondent	Amount	Date
Individual telephone interviews	Senior Project Manager of the SYPO project and APIV B	2	1.8. – 30.9. 2020
Participant observation expert panels	Participation in the expert panel ⁶ –	1	18.5.2020
Individual telephone interviews	9 involved schools ⁷	9	1.8. – 30.11. 2020

Change to the deadline for submission of the 3rd Interim Report

In connection with a significant increase in the coronavirus epidemic in September and October 2020, which negatively impacted both respondents and project team in many ways, and the declared state of emergency in the Czech Republic, field research was impossible to fully implement, in particular school visits.

Considering the above-stated situation, the Contracting authority and the Contractor agreed to submit this Interim Report by no later than 31.12.2020.

3.3 Recapitulation of the progress for the following stages

The 4th Interim Report is due on 18.10.2021. It consists of investigations and evaluations that focus primarily on answering the following evaluation questions:

- EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application?
- EQ C.2: To what extent do the key stakeholders consider (significant) outputs/activities in the project to be beneficial/well applicable, and why?
- EQ C.3: How is cooperation proceeding with other relevant projects and what common outcomes have been achieved?
- EQ C.4: What were the unintended impacts of the PPUČ project?

In order to get answers to the above-mentioned evaluation questions for the 4th Interim Report the following groups of respondents are anticipated to be questioned in the project field research:

- Project team representative (Beneficiary) – project manager and KA managers, evaluator of the project;
- MŠMT representative of the relevant department and a representative of the subsidy provider (project administrator);

⁵ Due to the respondent's busy programme, evaluators failed to arrange a time to meet him personally several times. Accordingly, they established the information via email correspondence by sending a scenario with defined questions.

⁶ Considering the state of emergency caused by coronavirus (COVID-19), two expert panels (mathematical literacy and digital literacy) were brought forward. The only event held in the spring as originally scheduled was the mini-conference of the reading literacy expert panel. It was held as an online videoconference. The participants were divided into 4 groups with approximately 15 members each. Two groups met in the morning and two in the afternoon, with 2 hours devoted to each group.

⁷ 9 telephone interviews in total were held. The epidemiological situation made it impossible to request and implement more interviews. All interviews were held with the school director (or his/her deputy). At all addressed schools, the director also teaches and is a school coordinator at five schools. The respondent discussed the questions sent in advance with another teacher or the school coordinator at most schools as well.

- Project guarantor;
- Representatives of schools involved in the project (including school management, education workers and school coordinators);
- Representatives involved in schooling and education at the involved schools;
- Representatives of educational, research and consulting organisations;
- Workers popularizing science and curriculum reform;
- Community of experts;
- University students in pedagogical fields;
- Expert panel participants;
- Selected representatives of other IPs and IPo cooperating under KA 6.

4 EQ identification

The objective of the evaluation is regular project monitoring and evaluation of its implementation, fulfilment of its objectives and correspondence with the setting specified in the project application. The 2nd Interim Report dealt with the questions listed below.

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

C.1.1: Do executing key activities and processing of outputs correspond to the planned timetable and current needs of the project implementation?

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

This part of the evaluation aims at verifying the coherence of the project implementation plan with the actual implementation of the individual key activities of the project so far and verifying the coherence with the current needs. The second part of the evaluation deals with fulfilment of the KA objectives, however, it should be noted that the early stage of the project does not yet enable evaluators to see the ongoing change.

Individual activities, outputs and objectives were verified from the Implementation reports and their appendices (for this IR, approved IR 1 to 15 were available). The state of the implementation process of individual activities was verified particularly by structured interviews with KA managers and MŠMT representatives.

A detailed evaluation of the process and fulfilment of planned activities in individual KAs is provided in Appendix 1 - Technical report. The project schedule does not specify deadlines for subtasks under KA, so the evaluator can only monitor fulfilment of the deadlines for main outputs, not individual subtasks.

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

Evaluation conclusion

The detailed analysis of the progress of individual project activities and qualitative research (individual/group interviews) with the Beneficiary and MŠMT representatives shows that the project activities proceed in the anticipated scope and according to the original schedule.

According to the results of the analysis (interim) outputs and progress of the implemented project activities, the project implementation proceeds according to the schedule. Based on the detailed

analysis of the implemented project activities as seen in the Implementation Reports and qualitative research data with stakeholders involved in the project, the evaluator finds the progress of the project and current outputs to respond to the current needs of the project and the achievement of its objectives. The project implementation team identifies potential risks to the project and responds to them with corresponding measures. Neither the information available about the project's activities nor the information provided by the involved stakeholders indicate that the conditions to ensure successful implementation of the project are not being fulfilled.

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

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

C.1.11: Where does the implementation team see the greatest barriers to successful implementation inside the project?

Under the evaluation, questions C.1.3 and C.1.11 were jointly addressed considering the logical links between them and possibility to minimize redundant steps. Addressing both EQs jointly is based on the idea that risks to project implementation can be perceived as potential barriers at the same time.

Under the 2nd and 3rd IR, risks and barriers were identified only by the Beneficiary and MŠMT representatives.

Information established in the interviews is listed below.

Risks

Risks to the project were defined already in the Project Charter. In the introductory phase of the projects, two documents were compiled - the Risk management strategy and the Risk catalogue, which is regularly updated (on a monthly basis).

The Beneficiary continually identifies the risk of merger between the NIDV and NÚV. The merger is thought to cause the following:

- the content manager left the office and a new content manager took over the responsibilities (on 1.1.2020);
- inadequate management of the processes by Economic Department 4, NPI ČR, immediately after the merger, the situation has stabilized since August 2020;
- the day-to-day transfer from the HELIOS salary and personnel system to PERSONIS (1.3.2020);
- poor personnel policy pursued by the staff of the Personnel Department (the project team was not given the option to select the contact person);
- a completely different approach to PR activities at the NÚV, NIDV and other projects, good management is still lacking;
- unfacilitated change to obligatory activities within the IPS project cooperation where the cooperation partners changed from external to internal;
- a change in the attitude of the MŠMT to the core activities of the Department in charge of the project team; different communication mechanisms between the core and the project have been set up.

Generally, the Beneficiary appreciates that the situation has stabilized, however, this did not happen until the new director of the NPI ČR had been appointed on 1 August 2020. The general mindset of the organisation has changed since his arrival, new management of the organisation has been appointed and since autumn 2020, new measures have been introduced. To give an example, the organisation has introduced a new salary system, personnel system, strategies have been consolidated across the NPI ČR, the project office of the NPI ČR has started operating differently, etc. The Beneficiary perceives the above-stated measures as an opportunity positively contributing to the change. On the other hand, it is posing a threat for the team which "got used to" the original processes and setting. The barrier is being eliminated via common platforms across projects which reinforce and generally anchor the obligatory key activities within the cooperation inside the NPI. Upon the established information, the merger is thought to have no direct impact on fulfilling the project schedule, outputs or project objectives.

Apart from the risks established under the 1st and 2nd IR, the Beneficiary identified other risks. Primarily, the newly emerged risk related to the existing epidemiological situation (COVID-19) and the corresponding measures should be mitigated. The PPUČ project team endeavoured to respond to the unexpected risk to the Beneficiary – online methodological support was provided for teachers on the RVP.CZ portal. Articles, webinars, and digital teaching materials are offered as inspiration for online teaching. Those with an open licence are also provided in the EMA catalogue of digital education resources (ema.rvp.cz) which was created within the project.

Generally, there has been an increase in teachers' and parents' demand for web materials. The number of entities interested in project outputs has risen (private entities). It appears that "literacy" activities are difficult to assign "remotely", which is why the options for their online use are still developing. As to this area, cooperation is being developed across the NPI ČR. PPUČ has a number of resource materials which can be used in interactive lessons. However, completely different parameters of online teaching have to be set up in addition to those stated above due to COVID-19.

With respect to the situation, publishing of the pilot study focused on literacies in educational areas/subjects at schools was postponed. Originally, the process was set up to have representatives of the PPUČ project team visit classes and help teachers with teaching. It was necessary to postpone the visits until autumn 2020. In the end, the visits were cancelled (due to the development of the COVID-19 situation), and it was decided that the teachers would use lessons learned in teaching and an online interview would be arranged afterwards with a representative of the project team to share experience. The last risk identified by the Beneficiary was questioning related to the prepared innovation to the RVP Methodology Portal in two stages: 1) external influence, by launching the edu.cz portal; 2) internal change of the director followed by the change in the idea of communication activities of the NPI ČR.

Further interviews with MŠMT representatives identified another expected risk of the insufficient involvement of teachers at pilot schools in the project and any related insufficient development of literacies across school subjects and forms of teaching. Another risk might be the low interest of teachers in using the self-evaluation tool - Teacher21 profile - or low interest in the gramotnosti.pro campaign. Generally, MŠMT representatives evaluate the risks as minor since the Beneficiary quickly identifies and eliminates them (among others, at steering committee meetings). An overview of measures taken by the Beneficiary is shown in greater detail in EQ C.1.6, C.1.7 and C.1.8.

Barriers

The Beneficiary and MŠMT representatives continue to identify **a barrier** following from the merger of the NIDV and NÚV in the area of the barriers perceived in this evaluation report as obstacles which occurred during the project implementation (see above – a barrier and a risk at the same time identified by the Beneficiary).

Conclusions and evaluation

According to the evaluator, the established risks do not jeopardize project implementation or achievement of its objectives. Similarly, no material barriers to implementing the project have been identified. As may be observed from the available findings of the qualitative research and information collected about the project implementation process, the implementing team took adequate action to overcome current barriers and risks which have emerged in the implementation and none of the so far identified barriers should negatively impact the implementation or delivery of the planned outputs and project objectives.

Detailed information is shown in Appendix to IR II.

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

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

The Quality management strategy and Project Benefits Measurement Plan were developed in the initial stage of the project for KA Evaluation. Internal evaluation of the project is carried out based on these developed documents. Within KA Evaluation, Evaluation reports are created on a yearly basis. The evaluation reports are prepared by the whole project team.

As part of this KA, an obligatory internal opponent panel was established (consisting of 4 members) which conducts evaluation visits to pilot schools. The visits consist in discussing recommendations for products of the project, providing systemic recommendations, etc., and evaluating the support from the perspective of the PPUČ project. A joint meeting is held every six months where main recommendations are formulated and members of the internal opponent team process expert opinions on key project outputs.

The PPUČ project team stated that evaluation activities are similar to those under the 1st and 2nd IR. Expert opinions on specific products have been newly introduced at this stage, additionally to the measures specified above. As an example, a reflection of communities of practice⁸ has been developed, as well as reflection with pilot schools. Last but not least, the Beneficiary continues to develop self-evaluation reports. As opposed to the previous Interim Reports, there has been a positive change in this KA – a new internal evaluator has been appointed to extend the project team (internal evaluation administrator). This was initiated by the PPUČ project management and approved in autumn 2019.

Conclusions and evaluation

Evaluation practice of the Beneficiary was verified via studying materials about evaluation progress, outputs of evaluation and structured interviews with the Beneficiary and MŠMT representatives. Based on the above-stated, internal evaluation is thought to correspond and be conveniently linked to the implemented project activities. Internal evaluation is conveniently integrated into project activities and its outputs are used and reflected in the consequential project implementation.

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

C.1.5: How beneficial is the methodological support, provided at all levels for education workers and management of the supported schools?

C.1.10: To which extent is the experience transferred to other stakeholders/schools, for example, via regional centres for support of literacies and on-line methodological support?

This EQ was evaluated based on telephone interviews with a selected sample from nine schools involved in the project. The evaluation linked to the developed case studies from the 1st IR and similar telephone interviews conducted under the 2nd IR. The objective of the interviews was to collect information on how successful schools are in developing basic literacies in teaching compared to the previous research. Interviews were aimed at identifying any changes to the perception of project outputs and involvement of the schools in the project implementation.

Benefits of methodological support

Most frequently, representatives of the interviewed schools (i.e., directors, coordinators, education workers) obtain methodological support for introducing literacy into education from their peers

⁸ Each meeting of the communities of practice (held 2x a year) is followed by, modifications to the tailor-made "product" and new instructions given to the team as to what measures are to be taken.

teaching the same subject at the specific level of education and from school management. As opposed to the survey carried out at schools under the 1st IR, the PPUČ project team and its regional literacy coordinators were identified as an important and very positively appreciated source of inspiration and methodological support. Two of the schools also appreciated the possibility to use the activities of the extended Consultation centre (NPI ČR). Last but not least, the Summer school and literacy workshops organized within the PPUČ project were found to be beneficial as well.

Some interviewees mentioned the positive influence of the project observed primarily in spring 2020, when schools were closed upon the decision of the Czech government. School representatives use their experience obtained within the activities focused on strengthening digital literacy in order to provide distant teaching and they also used information and study materials available on the PPUČ project website.

Respondents introduce the obtained experience in teaching, especially in the field of reading and digital literacy. Focus on digital literacy was also mentioned by the schools because it was necessary due to the epidemiological situation and because the corresponding technical equipment was provided to schools.

Transfer of experience

When it comes to the provision / transfer of experience in introducing basic literacies in teaching to other stakeholders, the situation is as follows. The survey confirmed that schools exchange information obtained under the PPUČ project, i.e., peer-to-peer exchange at one school, and half the teachers share it with twinned schools in the region, and at one school, even with foreign schools within their cooperation. Transfer of experience proceeds in all three types of literacies, most frequently, however, digital literacy, which might be due to the current epidemiological situation. One of the schools stated that teachers actively transfer obtained experience both to their nursery school and elementary school, as well as to other schools in the whole region in collaboration with the Education Department of the Regional Office, at an international conference, for example.

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

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

C.1.7: Is Teacher21 Profile used by the target groups according to the project plan?

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

The outputs from the Reputation system project (EMA) was put into operation on 1 July 2019 in the final version (pilot operation was launched on 1.12.2018), the outputs from the Teacher21 profile project was put into operation on 1 August 2019 in the pilot version. Both products are closely linked to the current innovation of user profiles of the RVP.CZ Methodology Portal (launched in autumn 2019) but it was not until 2020 that more extensive dissemination of products proceeded. Accordingly, the previous Interim Reports could not provide a complex evaluation of the outputs.

The Methodology Portal of the RVP.CZ provides teachers with an on-line environment in which they can inspire each other and share experience. Support is offered to teachers in individual modules (material storage site): Articles, DTM (digital teaching materials), Discussions, References, Wiki, Digifolio, AudioVideo, Blogs, E-learning, etc. Some of the modules on the portal are those already mentioned above: EMA – catalogue of digital education resources; Teacher21 – instrument for teacher self-evaluation using ICT technology.

The visit rate to all modules increased over the specified period in the context of the epidemiological situation (COVID-19). The “Articles” module has recorded the highest visit rate since the beginning of measurements. The Digital teaching materials module – the higher visit rate was influenced by the cooperation with UčíTelka – which made references to the contributions in the DTM module in the individual topical plans of TV broadcasting. Since 2013, the highest ever visit rate was recorded in this period. PPUČ establishes co-operation with providers of materials for teachers (see EMA.RVP.CZ, a meta search engine for materials).

Figure 1 shows the statistics of the visit rate to the EMA reputation system for 2020. The use of the reputation system grew particularly in the early spring of 2020, which was presumably related to the epidemiological situation (COVID-19), where many teachers were looking for supporting materials for distant teaching. A decline in interest is recorded afterwards, to which the Beneficiary responded by introducing several measures to contribute to increasing the visit rate and effectiveness of the EMA instrument. There are the following measures:

1. Completion of innovations of the portal and connection of the services to the user's personal profile, which increases the number of materials in EMA.
2. Implementation of a targeted campaign to "reputators", i.e., attracting part of the educationalist community to actively upload materials to EMA and evaluate them. It would be ideal, according to the Beneficiary, if reputation took place immediately after using the material in teaching (i.e., within 24 hours), otherwise the "trace of the experience" with the material diminishes. This should be kept in mind when setting the design of the campaign.
3. Involvement of more sources for negotiations of EMA partners. Active negotiations are being held with partners and support for individual uploading of materials. EMA is also promoted by the Beneficiary for other projects under the OP RDE, to upload materials to EMA sooner before they are automatically recorded from the Database of outputs from the OP RDE⁹.

In the evaluation period, the average session duration decreased from approx. 4.2 minutes in 2019 to approx. 3.2 minutes, whereas the time was approx. 50 seconds over the whole period of functioning of the EMA reputation system (Figure 1). In the evaluated period (year 2020) page views amounted to 60 % of all EMA page views (i.e., approx. 75 thou. out of 125 thou.). This information confirms more than a twofold growth compared to 2019 (28 thou. page views). Simultaneously, the bounce rate slightly decreased, i.e., the instrument use rate is growing.

The pie chart in Figure 1 shows the distribution of the activity among new visitors and returning visitors. Of the total number of visits to the EMA website in 2020 (14,648 visits) new user activity prevailed (10,227 visits), which can be perceived very positively in terms of dissemination of the knowledge of the instrument. The same trend was shown in the previous evaluation period (in 2019).

As to the EMA instrument, the Beneficiary wants to link the solutions to the current promotion campaign running on <http://inovujeme.rvp.cz/> and social networks <https://www.facebook.com/metodicky.portal>. We should also note the intervention of the OP RDE in the call Digital education strategy implementation II, which involves 17 running projects focused on popularization and dissemination of DIgCompEdu, available on the Techer21 profile. Since using the Teacher21 profile is not an obligatory parameter in these projects, the foreseen synergy might not occur, as reflected by a website of one of the projects¹⁰ linking to the PPUČ outputs and referring to it. However, the Teacher21 profile is not promoted there. For 2021, further measures to increase the

⁹ The Beneficiary proposes increasing the visit rate that the individual storage site (e.g., DB OP RDE) will actively refer to EMA from its sites, particularly when the reputation service is not offered by the site itself.

¹⁰ <http://digitalnikompetence.cz/>

visit rate and attractiveness of the services offered on www.rvp.cz, including EMA and Teacher21 profile, are being prepared.

Evaluation of EMA instrument in terms of fulfilment of objectives

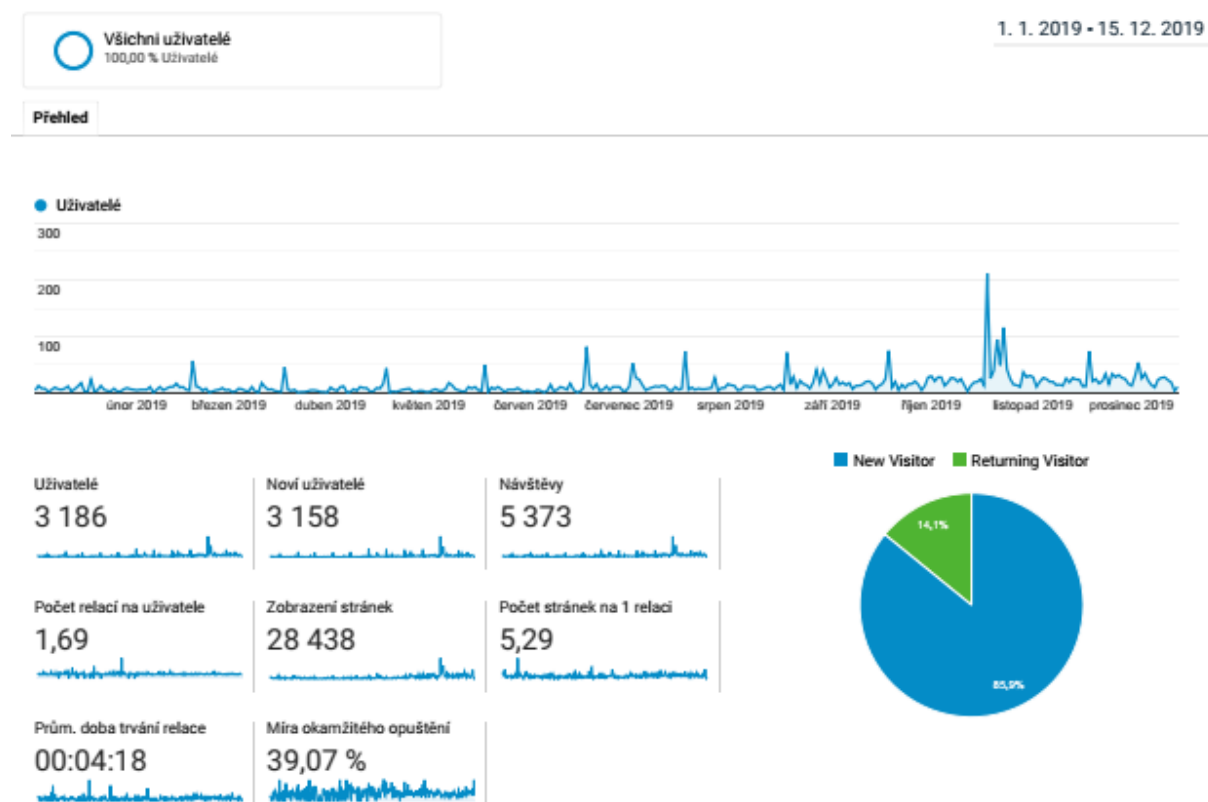
Below is provided the evaluation of the EMA instrument in terms of how the objectives of the specific instruments have been fulfilled. The evaluation was carried out upon information collected from the survey conducted for this Interim Report. The objectives have been partially fulfilled in this respect. The inputs and action taken by the Beneficiary within the implementation of the EMA instrument were found to fulfil the purpose. EMA is a catalogue of digital educational resources. Its greatest advantage is that one site provides a database of references to digital educational resources with an open licence, otherwise saved on several different portals or websites. The second advantage of the catalogue is that users can upload evaluation of the materials, which are then ordered according to their popularity and quality, which allows easier orientation when searching for the right resources for teaching.

As to the operation of the EMA system, it should be noted that the work was officially completed by 1 July 2019. A greater promotional campaign of the system was conducted together with launch of the new User profile, which did not take place until autumn 2020. The total statistics started in 2018 with beta testing of the system.

The visit rate to the EMA instrument is rather low for the time being. Nonetheless, since this is a completely new instrument, measures should be taken towards media coverage to increase its use by educationalists as much as possible as well as to increase uploading by individual educationalists or by other entities. Measures to increase the visit rate are described above.

Figure 1 Use of EMA, for the selected periods of EMA operation

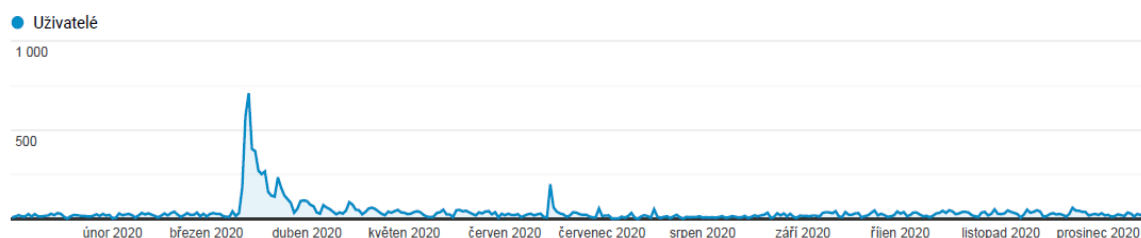
EMA – 2019



EMA – 2020

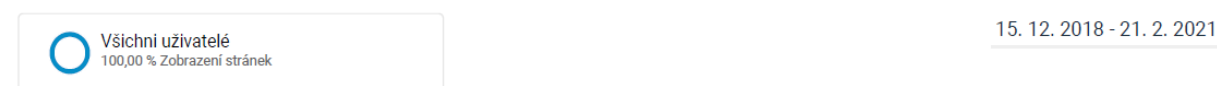


Přehled

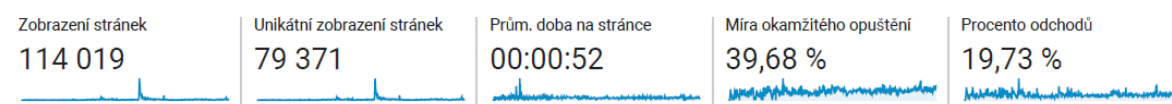
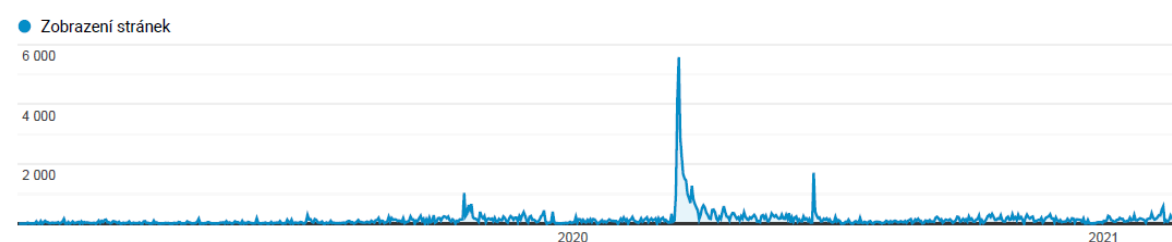


EMA – for the whole period of operation

Přehled



Přehled



Note: User = Users who initiated at least one visit in the specified period. New user = Number of users who visited the site for the first time in the specified period.

Source: internal data of the PPUČ project, 2019 and 2020

Figure 2 shows the visit rate statistics of the Teacher21 profile for 2020. There is a jump in the visit rate in autumn 2020 on the Teacher21 profile website which might have resulted from promoting EMA and PU21 in the network of MAP projects in collaboration with the SRP project in September

2020. There might also be a close link to projects launched under ISDV2 (17 projects for compulsory cooperation with DIGCOMPEDU) which used the instrument at schools in their kick-off stage. The increase in the visit rate could also be linked to distant learning at schools due to the epidemiological situation (COVID-19). The response was not so intensive in the spring of the same year, since distant learning for teachers and students was not obligatory, i.e., it was not required by law. Every teacher could select his/her approach to the learning process. It was also important what technology equipment a school had, i.e., whether the necessary hardware and software were available for teachers. Compulsory distant learning was introduced in autumn 2020.

Steps were taken to increase the visit rate and use the foregoing instruments. In the first place it should be noted that DIGCOMPEDU and PU21 were approved at the meeting of the MŠMT management as a recommended framework of IT skills for Czech education. A presentation was organised for faculties of education in collaboration with the National Accreditation Bureau for Higher Education (NAÚ). In July 2020, a seminar was held for beneficiaries of the OP RDE call ISDV2, who are obliged to develop education modules and methodology linked to the DIGCOMPEDU under one activity. The following measures are being prepared for 2021 by the Beneficiary:

1. Modify the skola21.rvp.cz website as well as any other inputs to the instrument (start cooperation with edu.cz and other portals).
2. Focus more on motivation articles concerning individual parts outside the scope of competences.
3. Make better use of the situation after the approved review of the FEP IS (revize.edu.cz) which was anticipated to accentuate IT skills of students and teachers. IT skills of teachers will be a more requested topic in the system.
4. Strengthen cooperation with other NPI projects (the last joint workshop dealing with this topic was held in 2019), the Beneficiary is planning to organise it again and personalise the underlying documentation from the instrument for communication needs in other projects).

The average session duration in the evaluation period increased to more than 3 minutes as opposed to approx. 2.3 minutes in the previous evaluation period and approx. 3.3 minutes for the whole duration of PU 21 operation. (Figure 2). Page views amounted to 63 % of all page views of PU 21 (i.e., approx. 41.5 thou. of 66.4 thou. visitors) over the evaluation period. This is a substantial increase compared to page views in the previous evaluation period (i.e., in 2019), which amounted to approx. 7 thou. In the evaluation period, there was also a slight decrease in bounce rate (from 57 % to 56.6 %) with an immediate bounce rate of approx. 55% over the whole monitored period. Figure 2 also shows the increase in users of PU21 – from 1,926 users in 2019 to 9,888 users in 2020, with a total number of users of nearly 14 thousand over the whole duration of operation of the instrument. Similar figures were also recorded for new users – in 2019, approx. 1.9 thou., in 2020 nearly 10 thou., a total of nearly 14 thou. Finally, page traffic should be noted as well. With approx. 2.4 thou. visits in 2019, the number of visits increased to nearly 13,000 in 2020. Total number of visits for the whole period of operating the instrument amounts to 19 thou. The foregoing statistics shows that there is growing use of the PU 21 instrument.

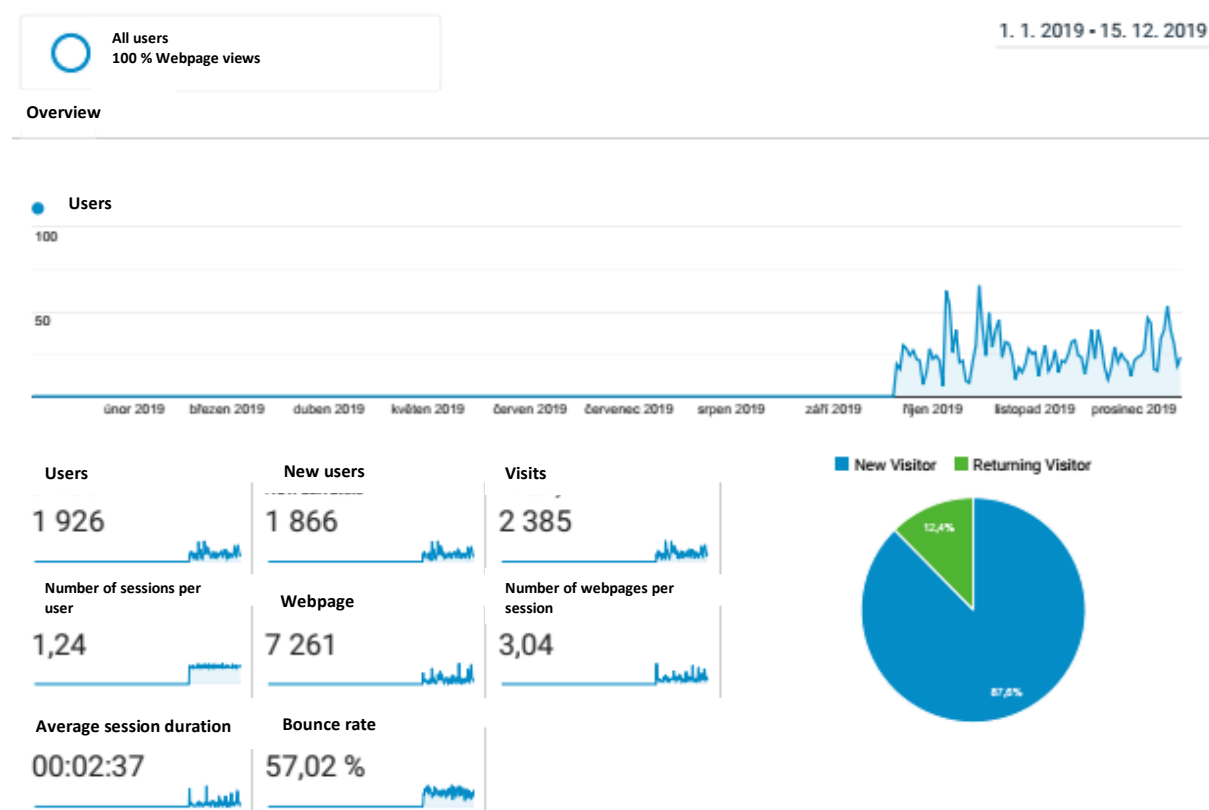
Evaluation of Teacher21 Profile in terms of fulfilment of objectives

Below is provided the evaluation of the Teacher21 profile instrument in terms of how the objectives of the specific instruments have been fulfilled. The evaluation was carried out upon the information collected from the survey conducted for this Interim Report. The objectives have been partially fulfilled in this respect. The measures taken by the Beneficiary in implementing the Teacher21 profile are found to be adequate and flexible in responding to the new situation. PU21 is an instrument for self-evaluation of teachers in terms of ICT technologies, i.e., it helps individuals evaluate their

competences in the field of ICT technologies on which the PU21 focuses¹¹. This is why no data on the individuals are shared or distributed anywhere. Accordingly, dissemination of teachers' experience outside this instrument is restricted. Still, the Beneficiary intends to focus the use of the instrument in a specific communication campaign in collaboration with the core activity of the NPI. The same applies to the Beneficiary's plan to take further action - medialize the instrument to increase its use, i.e., testing of education worker competences in ICT. Measures to increase the visit rate are described above.

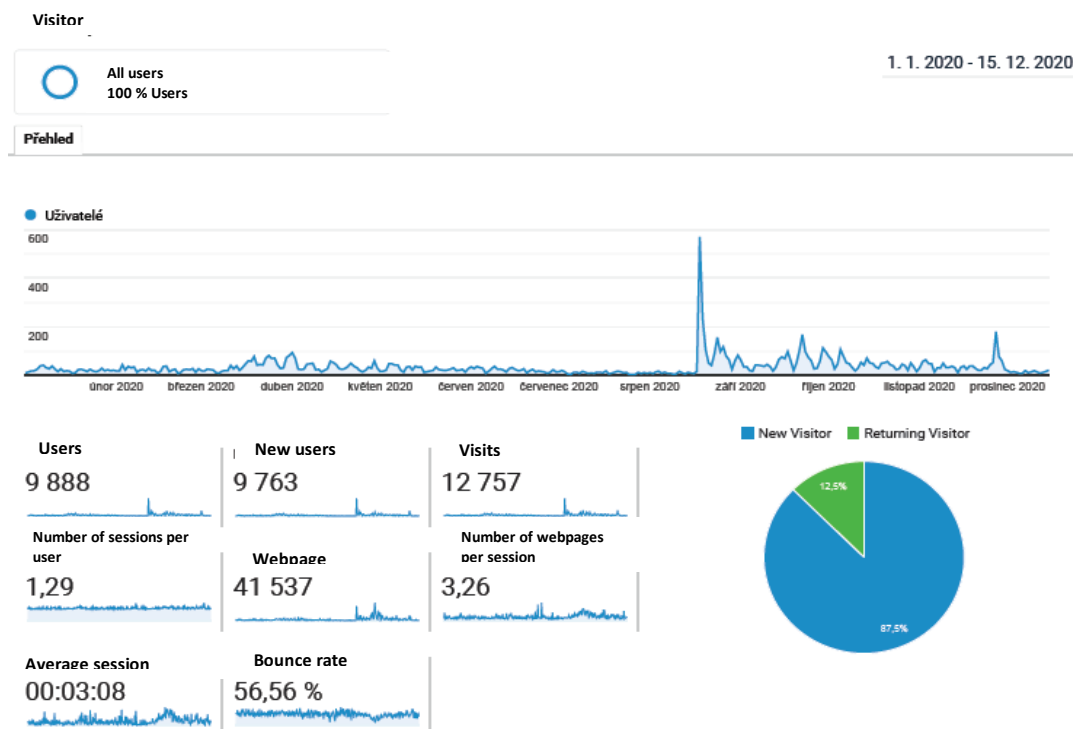
Figure 2 Use of Teacher21 profile for the selected periods of its operation

Teacher21 profile – 2019

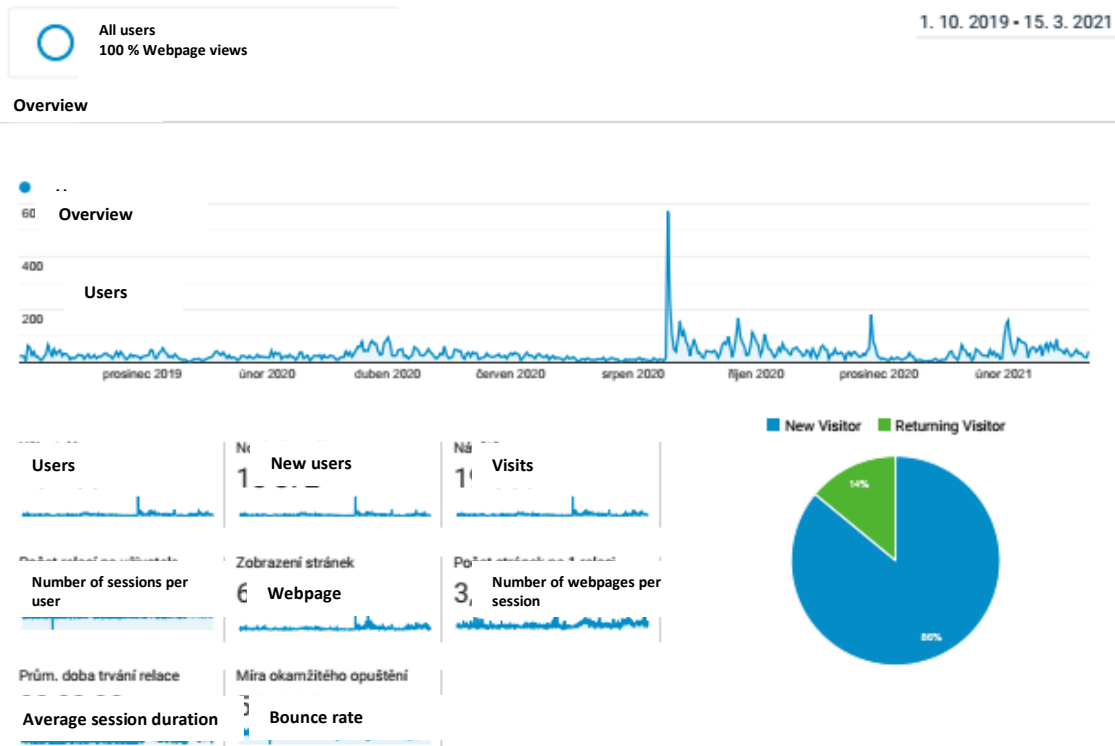


¹¹ The Ucitel21 profile generally focuses on penetration of digital technologies in teaching. It has 6 dimensions, 5 of which relate to the common teaching portfolio (student assessment, communication with parents, browsing for teaching resources). One PU21 dimension also focuses on digital literacy of children and students.

Teacher21 profile – 2020



Teacher21 profile – for the whole period of operation



Source: internal data of the PPUČ project, 2019 and 2020

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

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

With regard to the fact that – similarly as under the 2nd IR – no EQ C.2 survey was intended to be implemented for the 3rd IR, this evaluation question was verified in the form of desk research and interviews with representatives of the project team.

The methodological and technological support (KA 5 and KA 6) is aimed in the project at active teachers from practice as well as future pedagogues in pre-gradual preparation. This target group of the project is expected to use the project outputs and participate in the community of practice at the same time. We also expect support of this TG in the creation of the Reputation system content and other innovated modules of the RVP.CZ Methodology Portal, including the use of the portal's innovated services.

Under the 3rd IR, the PPUČ project team responded to the recommendations shown in the 1st IR and continued looking for solutions to how to involve university students (in preparation for teaching) together with the APIV B project, which is in contact with departments of faculties of education and offers them the possibility to get involved in the PPUČ (such as the possibility to visit EMA and use the outputs). On the other hand, there are difficulties in involving university students: students are open to technologies but they lack enough experience to be able to write contributions to the EMA. Cooperation with the APIV B project might be facilitated by coordination by the MŠMT. It is rather difficult for all projects to timely find out what activities are being implemented by other projects and when they take place. University students as future education workers will be (1) supported within their participation in the activities of the communities of practice. They will also obtain support (2) in creating content for the Reputation system and (3) additional innovated modules of the RVP.CZ Methodology Portal. University students, or students of tertiary technical schools, SPgŠ, are expected (3) to use the innovated services of the RVP.CZ Methodology Portal.

Presently, students can access covid.npi.cz (it is not an activity within the PPUČ project) through which they can get involved. Finally, there are discussions with associations focused on future pedagogues. The Beneficiary has prepared a campaign – spring events of the communities of practice will be aimed at future teachers. In collaboration with the Faculty of Education, Charles University, the Beneficiary is preparing a joint conference proceeding of students and the PPUČ. The association "Otevřeno" which brings together members of faculties of education - students - continues to be involved in opponent procedures.

Finally, it should be noted that the PPUČ project has no metrics for the involvement of university students.

Detailed information is provided in Appendix to IR II.

Conclusions and evaluation

The project implementer was recommended to continue developing the created communication activities towards university students.

The evaluator also confirms its prior statement that university students are not the main target group of the project, so lower participation in the project than assumed at the time the project application was being prepared does not significantly jeopardize project implementation in any way.

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

This EQ was evaluated upon developed case studies in a selected sample of nine schools involved in the project. This Interim Report ascertained the expectations of the schools from project outputs and alterations thereto against the previous survey in the 1st IR. Project impacts on schools cannot be monitored until the final stage of the project.

All the schools (as well as all the interviewed school representatives) involved in case studies expect that they will get inspiration, find out about new methods, trends and opportunities for self-development and be able to carry out good quality workshops thanks to the PPUČ project. School managers also expect they can get good underlying documentation for any modification of the school education programme and access to good methodological materials on introducing literacy in the learning process. Pedagogues were provided with a site where they can find materials which have been tested in practice and are practical.

As the survey established, teachers usually get inspiration and methodological support from their peers or school management. Similarly, school managers get inspiration from their teachers and other school managers. As opposed to the previous survey, the PPUČ project team and its regional literacy coordinators became a significant and positively evaluated source of inspiration and methodological support.

The opinions (expectations and benefits) of school representatives addressed during the implemented case studies concerning individual output/activities in the project are listed below.

- Expert panels
 - Some school representatives have not taken part in the expert panels yet but they are willing to do so to get inspiration and share experience.
 - Those who took part in expert panels assessed them as beneficial and are interested in taking part in future panels.
 - Most stakeholders stated that venue availability is the main problem and limitation to their attending expert panels.
 - Generally, school representatives welcome the fact that expert panels represent a source of inspiration, sharing of experience and provide a platform for meeting and exchanging experience with other school representatives.
- Summer school – meetings of school and regional coordinators (in 2020, it focused on the preparation of workshops within the final conference)
 - The Summer school is continuously evaluated very positively by all school representatives who have attended it. Participants like this way of training, the quality of the lecturers, the organization of the Summer school, the opportunity to meet teachers from other schools. Schools welcome the fact that it is organised outside the school year and teachers can focus exclusively on the organised activities.
 - Others interviewed expect intensive seminars and a great contribution to their teaching from the Summer school.
 - Positive responses have been received on the organisation of the Summer school outside the school year, which gives teachers enough space for a conceptual and uninterrupted focus on their development.
- Communities of practice
 - Communities of practice received a positive evaluation by most schools. Some stated that the communities of practice were held or will be held at their school, too.

- Schools defined the same problem for the communities of practice as in expert panels - availability of a venue.
- The main positive benefits are mainly seen in networking with other schools focused on a specific literacy, obtaining inspiration and motivation for improvement of teaching and obtaining experience and feedback from practice to methodological material.
- Teacher21 profile
 - Some of the addressed schools stated they actively use the instrument on a regular basis and positively evaluate its contribution to their self-development in the field of literacies.
 - Some teachers stated they have not acquainted themselves with it yet, but are planning to do so.
- Reputation system (EMA)
 - Some schools regularly use this output, however, only passively.
 - Teachers expect and positively evaluate a source of good quality and evaluated teaching material to teach literacies.
 - Some teachers stated they have not acquainted themselves with it yet, but are planning to do so.
- School and regional literacy coordinator
 - A large number of schools welcome the role of school or regional literacy coordinators.
 - Apart from the positive benefits considering the transfer of information and materials about the PPUČ project and literacies for the involved schools and teachers, schools appreciate the personal attitude of coordinators and their flexibility and enthusiasm.

The project aims to support education worker competences in developing reading, mathematical and digital pre/literacies (basic literacies) in pre-school and elementary school education. The question of how specifically objectives are being achieved in individual literacies can be answered as follows. There is no metrics set up to measure the impact of PPUČ "specific products" on the transformation of teaching, impacts are considered as a whole. The impacts and results of the PPUČ project cannot be measured via "students' performance", we should be looking at the transformation of teaching, teachers' attitudes, amount of cooperation in the staffroom, etc. Literacies are not an obligatory part of school practice, hence, the work proceeds in the mode of management of opportunities and the "mood" of teachers. The project team has prepared a draft of the final study, with the evaluation of the above-stated.

Table 2 provides a brief overview of the impacts/achievement of literacy development in pre-school and elementary school education according to individual PPUČ project outputs.

Table 2 Accomplishment of the objectives of the project in terms of individual literacies in pre-school and elementary school education

	Nursery schools			Elementary schools			Reflection in teaching, benefits	Link to a specific objective of the project
	Mathematical literacy	Reading literacy	Digital literacy	Mathematical literacy	Reading literacy	Digital literacy		
Teacher21 profile	Not relevant	Not relevant	The application is available, it contains references to other sources to develop digital literacy.	Not relevant	Not relevant	The application is available, it contains references to other sources to develop digital literacy.	<p>Nursery school: The instrument is used for self-evaluation procedures in teaching¹². The project supported the interest in the topic by preparing education modules and materials - http://gramotnosti.pro/tio and forthcoming publication „152 activities“.</p> <p>Elementary school: The instrument is used for self-evaluation procedures in teaching. The project supported the interest in the topic by preparing education modules and materials for the forthcoming publication "152 activities".</p> <p>The visit rate is still rather low, nevertheless, steps are being taken to increase it (see C.1.6-8).</p>	<p>The output fulfils the individual objective "IO 3.2 To create the Teacher21 profile, which will help teachers evaluate their level of use of digital technologies".</p> <p>Within the individual objective IO 3 To create technological support for dissemination of methodological materials and teaching.</p>

¹² DIGCOMPEDU has 6 dimensions, one of them directly focuses on what skills a teacher should have to develop digital skills in children.

Reputation system – contains a number of resources for specific literacies – the EMA system is a metasystem which contains references to the linked repository and webs on which teachers can obtain specific resources and repute them in the EMA as well as share experience in teaching. PPUČ prepares its own materials for sharing and assessment (152 activities for literacy development and online education with 36 lessons), to be completed/published in 2021. EMA will support and enable linking to the resources and evaluate them.							NS: Generally, the interest of nursery schools in online activities is low, which is related to low penetration of PCs and Internet in teaching. The availability of materials has increased, the number of materials offered and recommended by the community is increasing with more and more partners joining EMA. ES: The number of EMA partners is growing together with the number of digital education resources in the system. By connecting the system with the personal user profile on the portal the likelihood of users providing evaluation on the portal and support distinguishing greater/smaller quality in this metasystem will grow. The visit rate is still rather low, nevertheless, steps are being taken to increase it by the Beneficiary (see C.1.6-8).	The output fulfils the individual objective "IO 3.1 To create a reputation system on the RVP.CZ portal, which will facilitate evaluation of the collected methodological materials". Within the IO 3 objective To create technological support for dissemination of methodological materials and teaching.
Reputation system (for all resources, including and apart from PPUČ, PPUČ product 152 activities and education modules PPUČ will be completed in 2021)	42 resources (including and apart from PPUČ, 152 activities and PPUČ modules to be completed in 2021)	40 resources	29 resources	212 resources	443 resources	214 resources		
School literacy coordinator	Distinguishing between individual literacies is not relevant here. The result of capacity building at 36 pilot schools is the interest of all pilot schools in participating in the final conference and preparing workshops and accompanying materials from summer 2019. The benefits of the RKG and ŠKG networks will be shown in results of action research to be completed in the spring 2021.						NS and ES: It has a direct impact on teaching at pilot schools because it transforms teaching alone and facilitates change in their peers. Lessons	The output fulfils the individual objective "IO 2.1 Provide methodical support to regional support centres at schools (or peer-to-peer support centres) which shall emerge within projects organised under the relevant calls of the OP RDE".

		learned will be described in the final study of the project.	Within the individual objective IO 2 Provide methodological support to education workers for development of reading, mathematical and digital literacy and computer science thinking.
Regional literacy coordinator (RKG)	Distinguishing between individual literacies is not relevant here. The result of the support provided by regional coordinators is their participation in preparing the final conference and handing over RKG know-how for the needs of pilot activities of literacy centres. The benefits of the RKG and ŠKG networks will be shown in the results of action research to be completed in spring 2021.	NS and ES: It has a direct impact on teaching at pilot schools because RKG help transform the attitude of school coordinators and their peers. Lessons learned will be described in the final study of the project.	The output fulfils the individual objective "IO 2.1 Provide methodical support to regional support centres at schools (or peer-to-peer support centres) which shall emerge within projects organised under the relevant calls of the OP RDE". Within the individual objective IO 2 Provide methodological support to education workers for development of reading, mathematical and digital literacy and computer science thinking.
Communities of practice	Division into individual literacies is not relevant here. Some communities of practice were held to focus on more literacies and with the objective to support a holistic perspective of learning outcomes of students in school teaching. Outputs from communities of practice are available at https://gramotnosti.pro/spolecenstvixpraxe	NS and ES: As to the collection of feedback from participants, topics of literacies across subjects are an interesting innovation and such meetings facilitate networking of teachers with specific experts. The interest of involved schools in presenting how they share their experience and dead-ends has increased thanks to the communities of practice.	The output fulfils the individual objective "IO 1.2 Create communities of practice (i.e., work groups of expert panels) for individual education areas which enable the reflection of requirements for developing basic literacies in the whole pre-school education curriculum (PE) and primary education (PE)". Within the individual objective IO 1 Design overall concept of basic literacies to allow education workers to share their common idea of quality of education in these areas.
Expert panels	8 panels were organised for each literacy, 24 events in total. All outputs are available at https://gramotnosti.pro/odbornepanely	NS and ES: The panels take place once a year, they directly focus on teachers, the archive of events contains presented procedures, and video content at selected events as well. The impact of activities was investigated	The output fulfils the individual objective "IO 1.1 Create long-term functioning expert panels and a community of teachers as a platform for communication and cooperation which joins prominent specialists and experienced pedagogues from practice". Within the individual objective IO 1 Design overall concept of basic literacies to allow

		by the Beneficiary at pilot schools ¹³ , mobility across the Czech Republic was a limiting factor, more people prefer online panels. Participants most appreciate inspiration and thinking outside regular stereotypes.	education workers to share their common idea of quality of education in these areas.
Summer school	Distinguishing between individual literacies is not relevant here. The result of the Summer school 2020, where school coordinators met with the RKG, is that they will be preparing the final conference together.	NS and ES: Apart from work devoted to the preparation of the final conference, participants appreciated that they could meet other schools and experts and share experience with them.	<p>The output fulfils the individual objective "IO 1.2 Create communities of practice (i.e., work groups of expert panels) for individual education areas which enable the reflection of requirements for developing basic literacies in the whole pre-school education curriculum (PE) and primary education (PE)".</p> <p>Within the individual objective IO 1 Design overall concept of basic literacies to allow education workers to share their common idea of quality of education in these areas.</p>

Note: The source of the information shown in the Table is the research carried out under this Interim Report (i.e., group and individual interviews).

¹³ The Beneficiary regularly conducts interviews at schools and qualitative monitoring of activities. The analysis also used the attendance sheets from the events. The Beneficiary believes it knows schools very well, i.e., it knows which schools were /were not on expert panels and when. The visit rate of the panels has increased thanks to the online format.

Conclusions and evaluation

Generally, all activities and individual project outputs are still positively appreciated by most schools, which also applies to the newly launched deliverables – the Teacher21 profile and Reputation system under the 3rd Interim Report. However, **a special note should be made about the Summer school, which stands out with the extraordinarily positive reflection from absolutely all schools. No negative evaluation in either of the two surveys has been noted so far.**

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

The desk research was used to establish the standard for the analysis of the cooperation with other relevant projects and common outputs, as well as observations from the expert panel and structured interviews. The obtained information was used as a framework in which structured interviews were held with delegated representatives of relevant projects, specifically the selected SYPO and APIV B projects (for the reports, see Appendix 2 to the IR).

The aspect of cooperation is obligatory in all systemic projects, the PPUČ project also complies with this obligation by means of operating KA 2 Cooperation.

The following findings have been acquired through the conducted investigations:

- The cooperation between the projects takes a similar form, scope and frequency as that demonstrated under the 1st and 2nd Interim Reports.
- The main feature of cooperation is participation in expert panels, sharing materials and outputs of individual projects.
- The closest cooperation is still to be found with SYPO, APIV B and SRP/MAP projects.
- After the merger of the NIDV and NÚV, the SRP and SYPO projects became "internal", which improved the cooperation.
- There is ongoing cooperation with IPs SYPO – methodological rooms (e.g., national mathematics room) and the KIM network, with presenting PPUČ outputs to literacies for these rooms (PPUČ team members regularly attend national rooms).
- There is also intensive cooperation with the APIV B and SRP projects. Projects PPUČ and APIV B cooperated primarily in the form of mutual expert panel attendance, sharing good practice (e.g., webinar preparation, creation and implementation), meetings attended by project workers in order to inform each other about current progress of the projects and common meetings of MŠMT and IPs.
- As to the SRP project, the cooperation consists in participating in educational events for MAP, expert panels and transfer of information.
- Cooperation with IPo MAP implementers has been going on (meetings organised for common topics for cooperation, information about EMA sent to the Beneficiary of IPo MAP – in collaboration with IPs SRP).
- Cooperation with conceptual projects under the OP RDE (DG and PRIM) – preparation of the joint digital literacy panel in progress in autumn 2020, continuous monitoring of collected digital education resources for the map of methodological support (digi school).
- Cooperation with the SRP project in preparing events for the Beneficiary of IPo MAP2 concerning basic literacy topics and cooperation on the so-called "inspiromats", for which the PPUČ project provides comments and suggestions.
- The cooperation with the P-KAP project proceeds in the form of participation of PPUČ project team members in P-KAP methodological networks focused on mathematical, reading and digital competences.
- The PPUČ project team drew attention to the fact that should projects have a systemic impact, the process should fall under the umbrella of the MŠMT, not the NPI ČR.

This is about the cooperation between conceptual and systemic projects and their exploitation for the "system".

- MŠMT representatives stated that one of the crucial factors influencing effective cooperation between individual IPs or IPo projects is the willingness, interest and sufficient motivation to cooperate. Effective cooperation between the projects is facilitated by organizing cooperation expert panels as well as participation of project representatives in the events organised by MŠMT – the IPs implementer meetings. An example of effective cooperation between the projects was seen during the emergency situation due to Covid-19, where the projects were planning and preparing support for their target groups together and shared their observations and experience.
- Progressive development of the cooperation with the SYPO project is evaluated positively.
- No barriers to cooperation were identified in any of the cooperating projects.
- The cooperation is influenced by adequately set up periodical mutual exchange of information and promotion of project outputs at appropriate opportunities.

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

Conclusions and evaluation

The Beneficiary's activities in the field of cooperation with other relevant projects are found to be above standard, exceeding the framework of the project application. The manner of cooperation set up by the PPUČ project team is found to be exemplary for other projects. There has been further positive development since the 2nd Interim Report.

Table 3 Cooperation between projects

		APIV B	SYPO	MAP II	KSH	SRP	Support for development of digital literacy (PedF UK) and Support for development of computer science thinking (PRIM)
PPUČ	Characteristics of mutual cooperation	<ul style="list-style-type: none"> • Cooperation at the level of mutual participation in expert panels, cooperation between both projects; • Cooperation in sharing good practice (e.g., webinar preparation, creation and implementation); • Cooperation in project worker meetings to inform each other of the project's progress; • Continuous consultation on online teacher training. 	<ul style="list-style-type: none"> • Sharing of information and outputs (particularly to avoid duplications); • Preparation and follow-up on the PPUČ project outputs; • PPUČ representatives prepare underlying documentation for the regional network of ICT methodologists; 	<ul style="list-style-type: none"> • Mutual sharing of information • Participation in expert panels; • Coordination of cooperation with the regional project; • The teachers' blog (Gramotnosti.pro) offers support for teachers and IPo MAP implementers - commented resources for literacies in school practice; • Spring meetings at PPUČ conferences are focused more on cooperation between projects, literacy working groups in the IPo MAP; • with the help of the SRP project, the methodological support for literacy development of the PPUČ can be received by the MAP implementer, WP and schools; • Use of literacy support centres organised in PPUČ, on behalf of MAP. 	<ul style="list-style-type: none"> • Sharing of information • Mutual cooperation in preparing underlying documentation for conferences; • Participation in and reading papers at expert panels; 	<ul style="list-style-type: none"> • Participation in educational events for IPo MAP beneficiaries; • Preparation of underlying documentation for obligatory working groups of mathematical and reading literacy for IPo MAP 2 beneficiaries; • Sharing of information and outputs. 	<ul style="list-style-type: none"> • Sharing of information and mutual cooperation; • Participation in expert panels.
	Perceived barriers	Not strictly identified barriers – a barrier can be perceived in a different focus and form of expert panels.	Not identified	Not identified	Not identified	Not identified	Not identified

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

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

General approach to solutions

This question focuses on identifying positive and negative unintended impacts in the evaluated projects based on the evaluation principle - mapping of the whole intervention (using intervention logic) and a description of the causal chains which led to the unplanned impacts.

The solution to the evaluation question is based on combining desk research and field research. The "Process tracing method" will be used for the evaluation.

Resolution procedure

The procedure for evaluation of the evaluation question is described in the following steps:

1) 1) Identification of unintended impacts of the PPUČ project

A list of unintended impacts identified upon so far implemented field research is given below.

Unintended impacts of the PPUČ project

- Significant increase in cooperation at the involved schools, either cooperation and implementation of common projects of the whole school, different classes and years in the school and/or teachers.
- Influence on the form and content of regular meetings of the IPs projects with MŠMT representatives:
 - The Beneficiary's contribution to map the situation in the Czech Republic in the field of methodological support for the development of digital literacy at elementary schools.
 - The core of the project activity are different forms of support for teachers and action research in capacity building on the part of schools and staffrooms. The project activities also included regular activities such as mapping initiatives in digital literacy in practice at nursery and elementary schools.
However, when a decision was made "beyond the project" about a specific reflection of the development of digital literacy in the elementary school curriculum (FEP IS), the supporting materials of the PPUČ project and other projects (e.g., Digital literacy OP RDE, www.digigram.cz) became a base for building a new curriculum of the FEP IS, which was not part of the PPUČ project, and the MŠMT developed it in collaboration with the NPI ČR (NÚV).
 - In response to the new design of the curriculum, the PPUČ project went back to the base for the development of digital literacy in the school practice and helped map the existence of topical materials to a "newly fixed" design of the national curriculum.
 - The PPUČ team helped create and fill the digiskola.rvp.cz system, not only with resources under the Digital literacy OP RDE project, but also other resources.
 - Regular methodological support for schools in the topic focused on "support of the national curriculum".
 - The project team was working on the DIGISKOLA product, which was not initially in the project plan, from February to May 2020 outside the scope of obligatory/approved activities.

2) Use of basic concepts of the process tracing method

In the next step, fundamental concepts of the process tracing method are used: the concept of the causal mechanism and its testing upon empirical evidence. As to the use of the causal mechanism concept, it is a form of causal chain mapping for individual unintended impacts.

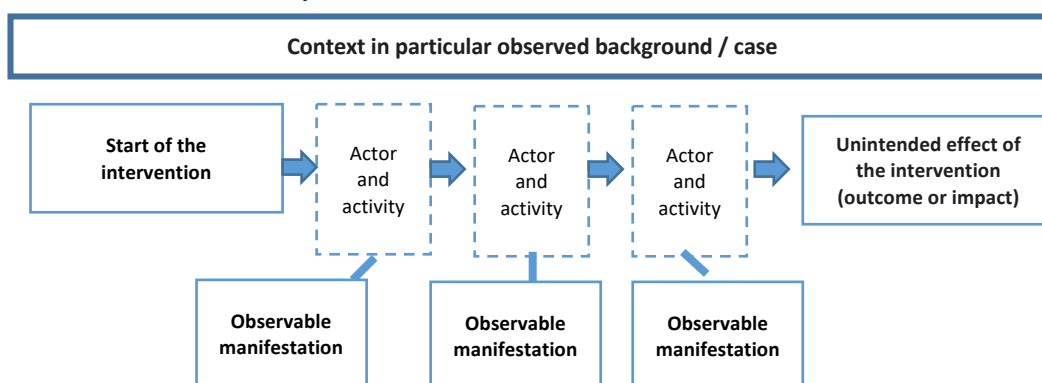
a) map of causal events for unintended impacts

The causal chain in process tracing fundamentally differs from causal chains commonly used for models of the theory of change. In the theory of change, the main perspective is the axis "inputs - activities - outputs - results - impacts". In process tracing, the main presumption is that a change is always caused by stakeholders and their activities, so the consequential chain must monitor how the activities of various stakeholders influence other stakeholders who respond, by which they affect other stakeholders, etc. The causal chain ends at the point where a change happens (effect/impact), and the ambition of process tracing is to explain it. Below, you can find how a map (scheme) of causal chains for identified unintended impacts will be developed.

General scheme of a causal mechanism (example):

We will define the following general schemes of causal mechanism (chain) based on the above stated, which is only an illustrative example at this moment (scheme 1).

Chart 1 Basic scheme – Template



b) empirical evidence

Clarification of the cause behind the occurrence of the specific unintended impact will be supported by evidence from field research and will be further verified in the following surveys (hypothesis testing).

Data collection for providing empirical evidence is based on the continuous collection of information from the implemented and planned field research.

c) causal tests (testing causal mechanisms/chains)

Methodological procedure:

The following phases can be distinguished for testing of evidence within the process tracing method:

- 1) Brainstorming for possible empirical evidence to support individual intermediate steps in a causal chain.
- 2) Selection of the most appropriate evidence to be collected and tested (according to already implemented and planned surveys and attainable data).
- 3) Testing comes in the last step. We pose two questions for each tested piece of evidence:
 - a. Is the presence of a specific empirical trace necessary for confirming the specific causal chain link? (If so, and we manage to provide evidence that such evidence does not exist, we will seriously undermine or completely invalidate the specific link of the causal chain)

- b. Is the presence of a specific empirical trace sufficient to confirm the specific causal chain link? (If so, and we manage to substantiate the empirical trace, we will strongly support or definitively confirm the specific link of the causal chain).

Practical testing of evidence is governed by this logic, however, within the application it is not usually desirable to use expert terms such as theoretical certainty or sufficient condition. The main objective is to provide convincing arguments, whether the evidence found (and final effect) might arise through a different mechanism, or whether it actually very probably arose through the tested mechanism.

Assumptions and limits to the process tracing method

The process tracing method presumes the possibility to respond flexibly to the need to collect various types of evidence, particularly if the objective is to evaluate not only causal chains following from the theory of change, but also unintended impacts of the intervention.

The main limit to the process tracing method is the time necessary for the processing. This follows from the necessity to frequently combine various sources of data and carefully assess their quality and importance for the tested causal chain. This means in practice that it is usually impossible to test a large number of causal chains, but it is appropriate to use process tracing only for several selected effects (impacts).

Evaluation in individual target groups

Unintended impacts will be monitored and evaluated in the following target groups.

Target group	Data source	Anticipated date /deadline of survey
Representatives of the PPUČ project team	Interviews with the representatives of the PPUČ project team	Continuously (Interim Reports, Final Report)
Relevant responsible MŠMT department	Interviews with MŠMT representatives - relevant responsible department	Continuously (Interim Reports, Final Report)
Relevant target groups of the project	Survey among educationalists of the involved schools, members of the communities of practice, academic public, staff popularizing science and curriculum reform, representatives of organisations active in education, cooperating projects	Continuously (Interim Reports, Final Report)

Further procedure for dealing with evaluation questions (IR 4, FR)

The following activities will be carried out in further evaluation:

- Adding to and updating the list of identified unintended impacts upon the findings from further field research;
- Development of causal chains for identified unintended impacts;
- Testing of individual causal mechanisms (chains) upon empirical records (findings from implemented field research).

5 Conclusions and recommendations

Main conclusions from the project management and implementation:

- **Conformity of the project management and implementation with the project application**
 - The evaluator evaluates the scope, standard and quality of the implementation of key activities as conforming to the project application. The project is being implemented according to the management documentation and its implementation is being monitored on a regular basis. The project implementation team identifies potential risks of the project and responds to them with the corresponding measures. Good project management is also demonstrated by the small number of changes conducted inside the project (related to the span of the project).
- **Participation of the "university students" target group**
 - Compared to the situation reflected in the previous Interim Reports, there has been a significant development in integrating this target group into the project implementation initiated by the Beneficiary.
 - The project implementer is recommended to continue developing the created communication channel with university students and their participation in the project.
- **Risks jeopardizing project implementation and achievement of objectives, and barriers to implementing the project**
 - According to the evaluator, the established risks do not jeopardize the project implementation or achievement of its objectives. Similarly, no material barriers to implementing the project have been identified. As may be observed from the available findings from the qualitative research and information collected about the project implementation process, the implementing team took adequate actions to overcome current barriers and risks which have emerged in the implementation and none of the so far identified barriers should have a negative impact on the implementation or delivery of the planned outputs and project objectives.
- **Project evaluation activities**
 - The internal evaluation is found to correspond and conveniently link to the implemented project activities. It is conveniently integrated into project activities and its outputs are used and reflected in the consequential project implementation.
 - A new evaluator has joined the project team, which is positively appreciated by the evaluator.
 - The implementer is monitoring the use and impacts of all its products (e.g., analytics and behaviour of users for the website, for online/participant events it is the participants' feedback, meetings of the implementation team to reflect the activities with the target group). Internal evaluators help activity managers and task leaders by consulting with them on the right form and content of the questions for the target group and its monitoring. Online instruments are more complicated to monitor and evaluate, because finished products have been handed over to the regular activity of the NPI and the implementation of support campaigns depends on the synergy and cooperation with regular employees and priorities of the NPI as a whole in communicating with the target group - nursery and elementary schools.
 - Addressing of the target group is fragmented and it is very complicated to find fundamental synergy and cooperation across the NPI ČR, or an exclusive place for focusing attention on specific products.
 - In the final year of the project, the implementation team is planning to cooperate in addressing target groups and executing pilot communication activities when handing over all

the products to the NPI, once the finalising innovations to the Methodology Portal have been completed.

- The project considerably increased activities in social networks in 2020. This has been reflected by the increasing visit rate of the FB page and that of the group. The Beneficiary's public is growing, so in the final months of the project (August to November), the Beneficiary will be able to "sell" the products and focus attention on the actual needs of teachers.

Main conclusions following from the conducted research

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

- Considering the findings above, the evaluator finds the methodological support provided to schools within the project to be beneficial. Information and good practice obtained at common events from involved schools are being transferred to additional stakeholders/schools on a regular basis. However, the PPUČ project outputs are not being fully used (in on-line activities - RVP.CZ Methodology Portal), as opposed to their own communication channels between specific schools (partnership with other schools, involvement in the local MAP project, etc.).
- At the moment, the visit rate of the EMA and Teacher21 profile instruments is lower because the instruments are new. Nonetheless, the Beneficiary is taking steps to increase their use and is planning to take further measures.
- According to the evaluator, the extent of the current involvement of the university students target group in the project is smaller than was originally planned. One of the three planned activities has not been implemented at all because the conditions for it have not been fulfilled yet (promotion of all the services of the RVP.CZ Methodology Portal – the innovation will be completed in 2021). There are other activities underway (integration into the communities of practice, creation of the content for the EMA Reputation system). Particularly for these activities, the project implementer is recommended to continue developing the activities focused on increasing the number of university students involved in the project (i.e., a suggestion was made to continue implementing recommendation No. 3).
- Generally, no risks threatening the project implementation and achievement of objectives were identified. The evaluator assesses the established risks as minimal. The same applies to barriers. The Beneficiary again mentioned a barrier consisting in the merger of the NIDV and NÚV into one institution (NPI ČR). However, the barrier has been eliminated – by measures taken by the Beneficiary and by establishing processes running in the newly merged institution. MŠMT representatives believe that the project managed to eliminate the barrier and was able to cope with the alteration of the ministry team without any serious impacts on deadlines or the quality of the implemented project activities.
- Currently, only one significant observation related to unintended impacts of the project emerged during the conducted survey. A relatively large number of the addressed schools concluded that the participation in the PPUČ project brought the expected impacts and also significantly enhanced cooperation within the school beyond the framework of the expected impacts, either the cooperation and implementation of common projects of the whole school, different classes and school years, or teachers. Further unintended project impacts will probably be manifested at the end of the project.

Main conclusions following from the evaluation of cooperation with other relevant projects and results of this cooperation

- Although the cooperation was rather broadly specified in the call, the PPUČ project team did very well.
- The Beneficiary's activities in cooperation with other relevant projects are found to be above standard and to set an example for other projects. There has been apparent positive development since the previous IR.
- This primarily relates to the successful cooperation with the SYPO project as well as SRP and APIV-B.
- Cooperation between the projects was affected by the existing epidemiological situation (COVID-19) which prevented the implementation of some participant events.
- Cooperation between projects after the merger of the NIDV and NÚV was also positively assessed, since some projects became "internal" and communication between the projects is easier.

Main conclusions following from the evaluation of unintended impacts of the PPUČ project

- The conducted research currently identified several observations concerning unintended impacts of the project. Further unintended impacts of the project might be expected in the future.
- The group interview with the Beneficiary conducted under the 3rd IR identified an unintended impact - the Beneficiary's contribution to mapping the situation in the Czech Republic in the field of methodological support for the development of digital literacy at elementary schools. A relatively large number of the surveyed schools concluded that participation in the PPUČ project resulted in a considerable expansion of cooperation within the school, as regards cooperation and implementation of common projects of the whole school, different classes and school years, or between teachers.

The following recommendations have been made for the subsequent stages of the project implementation upon the results and findings from the research conducted so far:

Table 4 Recommendations

Number	Name of recommendation	Description	Context of recommendation (link to the findings and conclusions)
1)	Improve comprehensibility of conceptual outputs for teachers	Cooperate in generating conceptual outputs with teachers to improve their comprehensibility for teachers.	In the 1 st IR, school representatives and some representatives of other target groups mentioned that some conceptual outputs are incomprehensible for them since they are written in a too professional a language for their needs. The recommendation still remains valid because its settlement cannot be verified until the 4 th IR. See EQ C.1.3, C.1.11 in the 1 st Interim Report
2)	Project's optional activities	Emphasis should be placed on the implementation of obligatory activities in the project. When implementing activities beyond the scope of the project, there is a risk of overloading the implementation team.	Already under the 2 nd Interim Report, the PPUČ project implementation team responded to such situation by restricted support of projects under MAP II, which was beyond the scope of obligatory activities. However, the recommendation still remains valid because this does not apply only to MAP project activities but any optional activities which might occasionally come up during the project implementation and are found to be beneficial for education by the PPUČ implementation team which endeavours to carry them out. See EQ C.1.3, C.1.11, C.3 and Appendix II.
3)	Greater involvement of university students in the project	The evaluator recommends streamlining communication and presenting the project to university students. This should focus on their greater involvement in the project, primarily KA 5 and KA 6, where university students are one of the target groups.	Already under the 2 nd Interim Report, the PPUČ project implementation team actively responded to this recommendation by taking the first steps to integrating university students into the project. However, the recommendation still remains valid because the involvement of university students in the project should be developed. The rate of involvement can be verified under the 4 th IR. See EQ C.1.9
4)	Greater number of addressed education workers	The evaluator recommends further cooperation with regional and school coordinators, the implementation of participant events which support networking of educationalists and transfer of information, and to continue promoting the introduction of literacies in teaching. To give an example, a final conference, cooperation with SYPO and campaigns to be carried out in the final year of the project.	In the 1 st Interim Report, the PPUČ project implementation team and some respondents stated that dissemination of literacies among education workers is sometimes more complicated, i.e., it is influenced by the individual interest of teachers, the attitude of the school management and the different pace of each school, affecting the transfer of knowledge in literacies. Every school is active in a different way and the transfer of information and materials is provided particularly by the activity of a school coordinator (in the case of pilot schools) and influenced by teachers' interest. As may be observed under the 3 rd Interim Report, such statements or opinions have not been mentioned by the representatives of the addressed schools. Nonetheless, a more detailed verification can be provided once the survey among the respective target groups has been completed. Hence, the evaluator proposes to maintain this recommendation in force. See EQ C.1.3, C.1.11. in the 1 st Interim Report
5)	Literacies exceeding the branch domain	The evaluator recommends that the implementation team continue the activities which help eliminate these prejudices (publication of materials, participant events, work with pilot schools, etc.).	In the 1 st IR, school representatives and some representatives of other target groups perceived individual literacies as branch literacies, i.e., that mathematical literacy is a domain of mathematics, etc. The PPUČ implementation team carries out all its PR activities (general character of the Gramotnosti.pro campaign) based on this recommendation. It should

Number	Name of recommendation	Description	Context of recommendation (link to the findings and conclusions)
			be noted that under the 3 rd Interim Report, such statements or opinions have not been mentioned by the representatives of the addressed schools. Nonetheless, a more detailed verification can be provided once the survey among the respective target groups has been completed. Hence, the evaluator proposes to maintain this recommendation in force. See EQ C.1.3, C.1.11. in the 1 st Interim Report
6)	Coordination of cooperation between projects by the MŠMT	The evaluator recommends that MŠMT representatives coordinate the cooperation across individual projects. It is difficult for project teams to obtain information about the events organised by other projects which they would like to attend in a timely way. Effective cooperation between the projects might increase the impact of the individual projects.	Established under this IR – C.1, resp. C.1.9.
7)	Implementation of measures leading to a higher visit rate of the EMA portal and Teacher21 profile	<p>The evaluator recommends implementing the measures proposed by the Beneficiary to increase the use of these project outputs. There are the following measures:</p> <p>PRO EMA:</p> <ol style="list-style-type: none"> 1. Complete all innovations of the portal and link the services to the user personal profile; 2. A targeted campaign for "reputators"; 3. Use more resources for negotiating partners of EMA; 4. Connect EMA on internal repository and resources at the NPI. <p>PRO DIGICOMEDU¹⁴ and Teacher21 profile:</p> <ol style="list-style-type: none"> 1. Modify the skola21.rvp.cz website as well as any other inputs to the instrument (start cooperation with edu.cz and other portals). 2. Focus more on motivation articles concerning individual parts outside the scope of competences. 3. Make better use of the situation after the approved review of FEP IS (revize.edu.cz) which was developed to 	This recommendation responds to the lower visit rate of the specific portals – see EQ C.1.6-8.

¹⁴ Under the PPUČ project, the Framework has been translated and the translation is used as the content of the Teacher21 profile application. Accordingly, the output of the project is the "translation of the DigCompEDU European framework".

Number	Name of recommendation	Description	Context of recommendation (link to the findings and conclusions)
		accentuate IT skills of students and teachers. The topic of teacher IT skills will be more required in the system; 4. Strengthen cooperation with other NPI projects (the last joint workshop was held in 2019, consider repeating it and personalising underlying documentation from the instrument for communication needs in other projects).	

6 Evaluation of incorporated recommendations from the previous report

The evaluation of the incorporated recommendations from the previous report is shown in the table below.

Table 5 Evaluation of incorporated recommendations from the 1st and 2nd IR

Number	Name of recommendation	Evaluation of incorporation
1)	Improve the comprehensibility of conceptual outputs for teachers	The recommendation still remains valid because its settlement cannot be verified until under the 4 th IR.
2)	Project's optional activities	As to this recommendation from the 1 st IR, the PPUČ project implementation team responded by restricted support to MAP II projects which exceeded the regular framework of obligatory activities in the project. However, the recommendation still remains valid because this does not apply only to MAP project activities but any optional activities which might occasionally come up during the project implementation and which the PPUČ implementation team might find beneficial for education and endeavour to carry them out.
3)	Greater involvement of university students in the project	As to this recommendation from the 1 st Interim Report, the PPUČ project implementation team actively responded to the recommendation by taking the first steps to integrating university students in the project. However, the recommendation still remains valid because the involvement of university students in the project should be developed. The rate of involvement can be verified under the 4 th IR.
4)	Greater number of addressed education workers	The recommendation still remains valid because its settlement cannot be verified until under the 4 th IR.
5)	Literacies exceeding the branch domain	The PPUČ project implementation team carried out some PR activities in terms of this recommendation (making literacies more attractive for other branches, etc.). However, the recommendation remains valid until the 4 th IR where its impacts on the target groups in question will be adequately verified.

7 List of sources and literature

Application for a grant for the PPUČ project, including all appendices and applications for change
Reports on the implementation of the project
Data and information about the project in MS2014+
Information about project activities on the website and in other presentations by the implementer (NPI ČR)
Outputs from the internal evaluation of the project
Supplemental documentation from the implementer (NPI ČR)
Call in OP RDE System Projects I

LIST OF ABBREVIATIONS

CATI	Method of data collection – Computer Assisted Telephone Interviewing
CAWI	Method of data collection – Computer Assisted Web Interviewing
EQ	Evaluation question
GDI	Group Depth Interview
IDI	Individual Depth Interview
KA	Key Activity (in the Project)
MŠMT	Ministry of Education, Youth and Sport
N	Number
NAÚ	National Accreditation Bureau for Higher Education
NIDV	National Institute for Further Education
NPI ČR	National Institute for Education of the Czech Republic (institute for further training of education workers)
NÚV	National Institute for Education
OP RDE	Operational Programme Research, Development and Education
IR	Interim Report
PA	Priority Axis
PP	Education worker
PPUČ	Support of Teacher's Work
PE	Pre-school education
RKG	Regional Literacy coordinator (role in the project, DPČ personnel)
MA	Managing authority
CP	Communities of practice
ŠKG SLC	School literacy coordinator (role in the project, DPP worker)
PE	Primary education

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