



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

Ministry of Education, Youth and
Sport

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1 Executive Summary

This document presents the 2nd Progress Report “Evaluation of the System Project SYPO” (hereinafter also Evaluation). The SYPO project is an individual system project, which is implemented within the framework of PA3 OP RDE “Equal access to quality pre-school, primary and secondary education”. The main objective of the project is to ensure a comprehensive system of professional support for teachers and directors, which will contribute to increasing their professional development and thus to improving the quality of the education system. The SYPO project is now in two thirds of its implementation and has been implemented since 1st January 2018 and the planned completion of the project has been extended until 30th June 2023.


Investigations for the purpose of preparing this report were conducted from August to December 2021. The methods used include desk research of available information, meta-evaluation and individual interviews with project representatives. The main sources of information are surveys which were conducted among participants in project activities - questionnaire surveys, focus groups and telephone conversations. The main conclusions are drawn on the basis of triangulation of the used methods and sources/target groups.

Based on the analysis and surveys, it can be stated that **most KAs (except KA Quality) are implemented according to the planned schedule and meet current needs**. To ensure the currentness of the project and its activities, internal evaluations are used which are carried out with regard to the current state of the project and the needs of individual key activities. Based on the surveys carried out for the purposes of this report, it can be stated that **13 of the 16 partial objectives of the project** (detailed description of partial objectives in Chapter 3.2 of this report) **are fulfilled and objective 9.1¹ is partially fulfilled** which means that activities that would be directly focused on its fulfilment are not implemented but the project activities indirectly contribute to the given objective. **Two partial objectives have not yet been fulfilled, as these are objectives linked to KA Quality** (Create and pilot verify the FEPS quality management system guaranteed by the MEYS and Train the professional staff providing FEPS quality assessment), which was not fully launched with regard to setting the KA and negotiations with the MEYS so that the objectives of the project are fulfilled regardless of the approval/disapproval of the amendment to the Act on Pedagogical Staff, which was to have a significant impact on the KA. In this context, the project representatives prepared several variant proposals for changes to the KA for the meeting of the Board of Directors. Preparatory work has been underway since January 2020, this KA has been set up and in September 2021, after the amendment was not approved and an agreement with the Ministry of Education, Youth and Sports on the use of planned outputs in key activities was reached, work started on the KA Quality outputs in their originally defined form in accordance with the original project documentation.

One of the main objectives of the project is to create a system of methodological cabinets at the national, regional and area levels. A network of five pilot cabinets has already been set up and staffed in the project. **Within the original three cabinets** (Czech Language and Literature, Mathematics and

¹ „To build positive reactions among teachers and the professional public, especially to effective forms of professional development of pedagogical staff, not only to classic courses of further education of pedagogical staff but also especially to innovative forms of professional development of teachers, such as mentoring and listening among teachers, analysis of forms and methods of work, observation, joint planning and subsequent reflection.”





its Applications, Informatics and ICT) **the Models of the system of professional support were completed and approved. Within the other two cabinets (Preschool and Primary Education, Science Education), the Models are in the final stage of elaboration. The remaining two cabinets (Foreign Languages and Social Sciences) have not been piloted or revised but will be implemented immediately and should be staffed from March 2022, at all three levels at the same time.**

National, regional and area cabinets are generally evaluated positively by participants in the survey (i.e. questionnaire survey, focus groups and interviews), are considered beneficial and meet the expectations of participants (stated 96% of NC members, i.e. 23; 75% of RC members, i.e. 114 and 83% of AC members, i.e. 127). In general, the cabinets are evaluated positively according to their members and contribute to the creation of sufficient space for professional growth of teachers (stated 79% of respondents from NC, i.e. 19; 69% of respondents from RC, i.e. 105 and 79% of respondents from AC, i.e. 122), to quality and effective support for deepening professional competencies. According to the members of the cabinets, the main benefits of building a network of cabinets from the national to the area level include the support of teachers according to their needs, a wide range of activities, the possibility of cooperation, sharing information and experience. Furthermore, the main benefits include building a structure that will contribute to the dissemination of inputs from the field to the Ministry of Education, Youth and Sports and enable teachers to express themselves and influence changes in education in such a way that they are in line with practice. The focus group participants said that a network of cabinets would make it possible to disseminate this information from the field.

Compared to 1st Progress Report, **there was a greater interconnection and expansion of the link between the national and regional cabinets (NC a RC) caused by changing the structure and adding 4-5 RC members to the NC for better transfer of information. This change has benefited the cooperation but there is still room for improvement in cooperation between these cabinets, according to the results of a questionnaire survey, especially for the 3 original cabinets.** Participants of lower levels of cabinets (RC and AC) would welcome more frequent feedback, better information and greater involvement in activities/tasks provided by NC. Further room for improving the functioning of the cabinet network is, according to information (from focus groups and interviews) received from some cabinet members, **partially problematic involvement/networking of other members in some cabinet areas** where in some areas a lower number of members took part than other cabinet members would have appreciated. The main reasons for the lower number of members in some cabinets include, for example, teachers' lack of interest in participating in the SYPO project, teachers' involvement in other projects, the lack of active teachers in the area and their workload. At the same time, the survey participants stated that it is also problematic for some involved/networked teachers to ensure their activity. Nevertheless, all levels of cabinets in the focus groups agreed that **given the perceived benefits, it is appropriate to ensure the sustainability of the established network of cabinets even after the end of the project**, for example to continue sharing information and experience, have someone to turn to, jointly develop subjects and pass on inputs from the field towards the Ministry of Education, etc.

According to the participants in this research (i.e. questionnaire survey, focus groups and individual interviews), the main benefits of building a cabinet network include strengthening professional competencies and supporting teachers according to their needs, given a wide range of educational activities, cooperation and sharing best practice with other teachers, or because teachers have someone to turn to with their problems/questions. Other benefits of the cabinets include that the teachers can pass on suggestions from the field to the Ministry of Education, Youth and Sports and thus influence changes in education and ensure their greater coherence with practice. The participants in this research also evaluate the topicality and relevance of the topics addressed, the quality of activities and lecturers, and the fact that all support is free. Furthermore, the survey shows




that **the cabinets also contribute to the support of new and innovative learning methods, to the development of skills to use modern teaching methods and trends, to support the use of modern teaching aids or to disseminate and share the latest knowledge in didactics.**

The project builds a network of regional ICT methodologists (RICTM) at the level of individual regions, which consists of 20 RICTM as **schools still show a high demand for ICT support. This support is generally evaluated positively and is considered beneficial** (ICT consultations are beneficial according to 97%, i.e. 65 respondents who were provided consultations and ICT methodological support is beneficial according to 91%, i.e. 29 according to respondents to whom methodological support was provided and who participated questionnaire survey), which confirms the results of the survey conducted under the 1st Progress Report. At the same time, there was a positive shift compared to the 1st PR in the perception of the usability of the information obtained in practice; in addition, the expectations of most respondents involved in conceptual ICT methodological support were met.

Another area that the project focuses on is setting up a professional development support system for school leaders. As a result of the Covid-19 epidemic, most activities have been brought online. The Model of the system of support for the professional development of school management was approved and in September 2021 the piloting of the Model was started. The school management's own support activities (e.g. area conferences, workshops and related group and individual consultations) were implemented and verified online, on the basis of which they were modified and will be part of the implementation of the Model. **The participants evaluate the Model of the system of support for the professional development of school management positively and consider its creation necessary** (according to 85%, i.e. 103 respondents to the questionnaire survey). The Standing Conference of Directors was set up in the project, which is a platform/body setting up support for school leaders. The SCH piloting was successful, on the basis of which a report on piloting was created and the implementation phase began. It is currently proceeding as expected. **The majority of respondents to the questionnaire survey (76%, i.e. 92) and participants in the focus group and interviews perceive that the SYPO project contributes to setting up a management support system that responds in a timely manner to changes and needs in school management education, including support/supervision opportunities, which arrived at the right time and corresponds to the current topics addressed by the school management.** At the same time, according to the participants involved, the SYPO project provides comprehensive support to school leaders and covers a wide range of topics from which interesting topics can be selected for everyone at different stages of their careers. The activities are not only theoretical but also practical and generally useful in practice. **According to the participants of the focus group and the interviews, the quality of the activities is at a high level and the activities are beneficial, mainly due to the possibility of sharing experiences with other school directors.**

The SYPO project aims to support work with graduate teachers, for which a Model for the support of graduate teachers was created and piloted, which contains instructions and recommendations on how to proceed with the adaptation of a graduate teacher and which works with the so-called triad in schools involved in piloting (graduate teacher, introductory teacher and school management representative). **The intention is to set up cooperation between this triad at school in order to support graduate teachers.** The implementation phase of the Model and its own support has begun, while the second wave of Model piloting is coming to an end. The project also provides its own support for all representatives of the triad, support consists mainly of training/webinars, e-learning and practical workshops. Due to the Covid-19 epidemic, these activities were implemented primarily online. **The majority of respondents to the questionnaire agreed (72%, i.e. 90) that activities aimed at graduate teachers contribute to targeted and planned support for graduate teachers and to the general setting up of a support system for graduate teachers. According to the participants of the focus group, the SYPO project mainly contributed to a better setting/deepening of the triad's**





cooperation at the participating institutions. At the same time, participants and respondents to the questionnaire survey (85%, i.e. 60) agreed that the Model for the support of graduate teachers is useful. However, some focus group participants stated that although it was possible to make partial use of the Model for the support of graduate teachers, it was very theoretical, general and focused only on certain levels of education. **In general, participants would welcome more concrete examples from practice/links with practice and practical activities.**

Within the project, courses are implemented for internal members of the project (e.g. for regional ICT methodologies, for members of methodological cabinets, etc.). With the advent of the Covid-19 epidemic, courses for cabinet members have been brought online and the content of the courses has also changed, from the original focus on soft skills to a new focus on communication and working in the online environment. An important part of KA Support are webinars focused on subject didactics for all five functional fields of cabinets. There is a great deal of interest in webinars for two new cabinets (Preschool and Primary education, Science Education) exceeding the maximum capacity to participate in their live broadcasts. **According to the majority of participants in interviews and respondents to the questionnaire survey (76%, i.e. 92), webinars contribute to ensuring quality education of pedagogical staff, which leads to their professional growth/deepening of competencies due to current and relevant topics and deepening of practical skills.** At the same time, they contribute to the possibility of gaining inspiration, to informing participants about news/trends in the field and to new skills suitable for distance learning. **According to the interview participants, the main advantages of webinars are considered to be the time and costs saved and the quality selection of experts.**

The SYPO project also cooperates with other IPs within its activities, most often in the form of expert panels where representatives of the SYPO project participate in expert panels of other projects and representatives of these projects are invited to the SYPO project expert panels. Furthermore, there is a regular cooperation of projects through meetings of project managers within the organisation NPI CR and SYPO also cooperates with some projects at the regional level, at the individual level or they cooperate with each other in the creation of materials and outputs and their sharing. For example, representatives of the SWT project, together with SYPO representatives, participate in negotiations on the topic of ICT revision of the FEP. Through the network of methodological cabinets, the outputs of the SWT project and awareness of the project are also disseminated, mainly in the form of personal presentations/presentations within the colloquia of the national cabinet and sharing of documents and experience - given that some representatives of the SWT project are also members.

The main risk identified relates to the impact of the Covid-19 epidemic and related government measures which are very difficult to predict and need a flexible response. At the same time, most of the activities have already been brought online or replaced, the project has been extended and it can be expected that the project management will be able to ensure the successful completion of the project despite this risk. **Other risks relate to a large extent to the problematic or insufficient involvement of participants in project activities, especially in KA Cabinets, where in some regions/areas it is not possible to involve a sufficient number of members or in KA Graduate Teacher where it is a partial problem to find schools with graduate teachers and ensure the role of introductory teachers. The main barriers to successful implementation include the long-term overcrowding of the school field by various projects, which leads to several risks (e.g. lack of experts, duplicate activities of the SYPO project and other projects, etc.).**

Based on the survey and related findings, the following recommendations were made:



Name of the recommendation	Description of the recommendation	Prioritisation of the recommendation based on time perspective and importance of impact ²
Focus on the implementation of KA Quality	Due to the delay in the implementation of KA Quality, it is necessary to focus on its implementation in order to be able to implement the planned outputs and thus meet the expected objectives of KA Quality.	6
Ensuring the sustainability of activities after the end of the project	Participants in the activities of the SYPO project and especially the cabinets (respondents to the questionnaire survey, participants in focus groups and interviews) consider it appropriate to ensure follow-up to the project activities even after its completion in order to continue to provide support to teachers and school management.	4
Support for networking into area methodological cabinets	The surveys showed that in some regions/areas there is less interest in the involvement of teachers in regional and area methodological cabinets. It is recommended to support member of methodological cabinets in an effort to involve other members in the project.	3
Deepening cooperation between NC and RC	The surveys showed that despite the adjustment of cooperation, there is still room for improving cooperation between national and regional methodological cabinets, according to the results of a questionnaire survey, especially in the 3 original cabinets (i.e. Czech, M and ICT).	3
Coordination of IPs cooperation by the Ministry of Education, Youth and Sports	The surveys revealed that the interest of IPs representatives in greater cooperation of projects and their greater coordination and management from the level of the Ministry of Education, Youth and Sports persists. As most IPs are approaching the end of implementation, this is primarily a recommendation that may be appropriate to take into account when implementing other IPs in future programming periods. The Ministry of Education, Youth and Sports is already working with this, see the evaluation of the recommendations from the previous report ID O4_PZ01. Therefore, it is recommended to continue coordinating IPs in OP JAK. The preparation of new IPs takes into account their interconnection and cooperation in order to avoid duplication and fragmentation of activities into several projects. The new IPs will follow up and work with the outputs of IPs from the OP RDE.	2
Distribution of activities and materials according to school levels	To increase the effectiveness of cooperation and transfer of experience, participants would welcome if the activities and materials (especially in KA Graduate Teacher) were more divided according to school levels (kindergartens, primary schools, secondary schools).	2

² The indicated prioritisation value represents the product of the importance impact value (1-3) and the time perspective value (1-3). Prioritisation thus takes values in the interval 1-9 and is subsequently divided into three categories of prioritisation, namely: 1-3 low priority recommendations, 4-6 medium priority recommendations, 7-9 high priority recommendations.



2 Summary of the Evaluator's Work Progress since the Previous Report and a Description of the Progress for the Next Period

2.1 The evaluator's work progress during the processing of the 2nd Progress Report

The evaluator's work procedure in the preparation of the 2nd Progress Report (hereinafter referred to as the "2nd PR") is based on the conditions of the tender documentation, the offered performance and the subsequently concluded contract for work of the Evaluation of the Project SYPO. The approach to the processing of the 2nd PR is then given in the Initial Report and a detailed specification of the survey and their focus with regard to current needs/situation determined in cooperation with the Contracting Authority at a joint meeting which took place on 9th August 2021.

Based on the agreement from the meeting, the evaluation matrix, summary of methods and surveys for the preparation of the report were updated and the schedule of individual surveys was specified. The schedule was also sent to the representatives of the SYPO project, in order to eliminate possible collisions/concurrences of the survey between the target groups within the internal evaluations of the SYPO project and this external evaluation.

The evaluation of the SYPO project and the setting of surveys (especially interviews, questionnaires, focus groups, etc.) in the 2nd PR is based on surveys conducted in the 1st PR so that the findings can be compared and followed up and progress can be evaluated compared to the situation found in 1. PR. Compared to the 1st PR, the evaluation within the 2nd PR is focused more on specific results and impacts on target groups. At the same time, the 2nd PR in accordance with the set conditions and the Initial Report does not contain Evaluation Question 4 compared to the 1st PR: *"To what extent does the public know the project?"*.

The processing of the 2nd PR took place in the period August - December 2021. During August and September, desk research and preparation of field surveys took place. During October, individual interviews were conducted with representatives of the SYPO project (project management, team managers of all key activities) and questionnaire surveys were launched. In November, the questionnaire surveys were followed by the implementation of focus groups and investigative telephone interviews. At the same time, interviews with other relevant entities identified for evaluation purposes took place during November and December (e.g. representatives of cooperating projects, participants in cooperation platforms, representatives of the Ministry of Education, etc.).

During the processing of the 2nd PR, the Contracting Authority was regularly informed about the evaluation procedure and individual surveys, at the same time the Contracting Authority approved the setting of some surveys (e.g. scenarios for interviews with TM, scenarios of focus groups, form of questionnaire surveys, etc.).

2.2 Progress plan for the next period

Another output of this Evaluation will be the Final Report, the deadline for which was 31st December 2022. With regard to the extension of the SYPO project from the originally planned end date of 31st October 2022 to the new end date of 30th June 2023, a change in the deadline for submission of the Final Report was agreed with the Contracting Authority's representatives and an Addendum to the Agreement, confirming this change, was concluded. The new deadline for submitting the draft final evaluation report is set for 31st August 2023.





The procedure for preparing the Final Report will be based on the conditions of the tender documentation, the offered performance and the subsequently concluded contract for work of the Evaluation of the System Project “SYPO” and the Initial Report. The activities will be set up in such a way as to achieve the Evaluation objective and to cover all evaluation issues (EQ 1 - EQ 6).

The introductory meeting to the Final Report will take place approximately 7 months before the scheduled submission of the report (approx. February 2023) and field surveys for report processing (i.e. interviews, questionnaires, focus groups, etc.) will take place from March to June 2023.

The general schedule is given below, the detailed specifications of the survey and the schedule of the Final Report will be set in cooperation with the Contracting Authority before the start of its processing.

Contract implementation proposal	2023							
	January	February	March	April	May	June	July	August
Desk research		●						
Analysis of data and information sources								
Meta-evaluation								
Individual interviews								
Questionnaire survey								
Focus groups								
Summary of findings, formulation of answers to evaluation questions and processing of outputs								●

Kick-off meeting to set up content of the Final report

31st August 2023 - Processing deadline for the Final report



3 Findings - Answers to Evaluation Questions

The evaluation of the SYPO project included the processing of all evaluation questions and sub-questions evaluating the implementation of key project activities and outputs, expectations and fulfilment of project objectives, risks and barriers to project implementation, including a more detailed evaluation of key project activities such as methodological cabinets, management, support, graduate teacher and evaluation, except Evaluation question 4: “To what extent does the public know the project?”. The cooperation of the project with other projects and the unintended impacts of the project were also evaluated. In addition to the use and processing of secondary sources of data and information, there was also a direct collection of data within the questionnaire survey, individual interviews, focus groups and telephone follow-up. The answers to the individual evaluation questions can be found below.

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

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

As of 7th December 2021, the project showed the achieved values of only one of the five monitoring indicators to which it committed itself. This is the indicator “Number of organisations affected by a system intervention” and the target value is currently met at 58%. At this stage of the project, the fulfilment of the target values was not expected, the target values of the project should be met at the end of the project (30th June, 2023).

Table 1 SYPO project indicators


Name of the indicator	Unit	Target value	Achieved approved value	Target fulfilment in %
Number of national systems or their constituents	National systems	4	0	0
Number of products in systemic projects	Products	8	0	0%
Number of organisations affected by a systemic intervention	Organisations	1257	731	58%
Number of educational modules with methodology and educational programme	Modules	4	0	0%
Number of supported products	Products	8	0	0%

Source: Data from the system MS2014+ as of 7th December, 2021

From the financial point of view, the ongoing financial milestone for 2020 was fulfilled, and from the point of view of drawing funds, the project is being implemented according to the set expectations.

Based on the performed analysis and surveys, it can be stated that **most KAs are carried out according to the planned schedule and correspond to current needs**. To ensure currentness, internal evaluation activities are implemented. They include representatives of other KAs so that these KAs are





implemented in accordance with the needs of target groups and project participants. If changes are needed, project representatives respond to the situation by requesting changes so that the activities match the project settings. The compliance of the SYPO project implementation with the planned schedule is also confirmed by the representative of the OP RDE, who stated: „*The implementation of the planned project activities takes place in accordance with the concluded legal act, the Project Charter, the application for support and in accordance with the approved change procedures. Activities leading to the gradual fulfilment of project partial outputs and schedules continue successfully in the implementation teams of individual key activities.*

Delays in the implementation of planned activities occurred only in the case of key activity 05 Quality of FEPS when there were long-standing discussions on the form of this key activity in relation to the planned amendment to the Act on Pedagogical Staff. However, work on the outputs of this activity has already begun and the beneficiary shows great enthusiasm in trying to achieve the best possible implementation of this activity.“

Individual KA are implemented as follows:


- **KA Management** - The implementation of KA corresponds to its planned settings. Implementation Reports and Payment Requests are submitted to the Managing Authority and approved by the Managing Authority. The representative of the OP RDE also confirms that no shortcomings have been identified in terms of project administration. Furthermore, situation reports, the report on the end of the stage, etc. are regularly processed and submitted by SYPO. Since March 2020, due to the Covid-19 epidemic, activities for target groups have moved to the online environment or they had to be postponed. The transfer of the project to the online environment had a negative impact on KA Management, due to remote work there was a delay in obtaining originals of all necessary documents which must be registered for subsequent inspection but everything was completed during their approval. As a result of the epidemic, the project was extended by 8 months until June 2023, and due to the reduction in the number of implemented cabinets, the project budget was adjusted and reduced by almost CZK 6.8 million. Project management and most related activities continue to take place mainly online.
- **KA Cooperation** - Implementation of KA Cooperation corresponds to the schedule, only KA Cooperation had to respond to delays within KA Quality, due to which expert panels B were postponed. However, delays in activities are already catching up. Since March 2020, three expert panels A, two expert panels B, two professional conferences and one international round table have taken place. As a result of the Covid-19 epidemic, KA Cooperation activities took place online. Due to the epidemic, the planned foreign trips could not take place so they were replaced by international round tables. The objectives of KA Cooperation are being met. The outputs of the IPs are interconnected and there is a general overview of the projects. The cooperation is developed through PRM at regional workplaces.
- **KA Evaluation** - The implementation of the key activity and outputs corresponds to the planned schedule and corresponds to the current needs of the project implementation. In the course of 2020, the collection focused on qualitative data from project collaborators and target groups. With the start of the Covid-19 epidemic, all surveys were conducted online until June 2021. One focus group in the form of preliminary research by regional methodologies took place in person. Basic cooperation with other KAs is set up and works, especially with KA Cabinets, KA Graduate Teacher and KA Management. KA Evaluation provides sufficient feedback to the team managers of the key activities of the SYPO project and their needs are met.
- **KA Cabinets** - The objectives of the KA Cabinet are gradually being fulfilled, or activities that will lead to the fulfilment of these objectives are being implemented. Within KA Cabinet, the



original 12 planned cabinets were reduced to 7, of which 5 were piloted and implemented and 2 were only implemented. The 5 cabinets thus include 3 “original cabinets” (Czech language and literature, Mathematics and its applications, Informatics and ICT) and 2 cabinets which were “launched later” (Pre-school and Primary Education, Science Education). Among the 2 only implemented are 2 “planned cabinets” (Foreign languages, Social Sciences Education). Within the “original three” cabinets, the Models of the system of professional support were completed and approved. Within the two “later launched” cabinets, the Models are in the final stage of processing. The remaining 2 “planned cabinets” should be staffed from March 2022, at all three levels at the same time. Furthermore, there was a greater interconnection and expansion of ties between national and regional cabinets. The network of ICT methodologists currently consists of 20 regional ICT methodologies (RICTM) which continue to provide direct support to schools in the field of ICT.

- **KA Quality** - Due to the planned and prepared amendment to the Act (No. 563/2004 Coll., Act on Pedagogical Staff), it was necessary to adjust the activities of KA Quality in such a way that the project objectives were met regardless of the approval/disapproval of the amendment. Preparatory work has been underway since January 2020 and and this KA has been set up in cooperation with representatives of the MA. In the summer of 2021, it was decided that the amendment to the law would not be approved and a consensus was reached with the Ministry of Education, Youth and Sports on the use of planned outputs in key activities, resulting in a return to the original version of the Charter. KA quality will be implemented according to the original plans and according to the current law on pedagogical staff, this procedure was consulted and approved with the representatives of the MA of the OP RDE. A team was formed and in September 2021, work on the first concept product began. KA Quality will thus contain five outputs: the proposed FEPS quality assessment methodology, the set system of training of evaluators, administrators and educational institutions, the implementation and evaluation of quality management piloting, the design of FEPS categorisation and prioritisation and the design of effective FEPS financing. Representatives of KA Quality are continuously assured with the representatives of the Ministry of Education, Youth and Sports whether the outputs are in line with the objectives and the strategy of the Ministry of Education, Youth and Sports so that the outputs are usable even in the event of a legislative change.
- **KA Management** - The objectives are continuously fulfilled in accordance with the schedule. At the moment, according to the team manager, it cannot be said that the objectives of KA Management have been met but activities aimed at fulfilling them are being implemented. At the moment, everything is set up for the proper fulfilment of the project objectives and the successful completion of KA Management. Since March 2020, most of the KA Management's activities have been brought online as a result of the Covid-19 epidemic - except for benchlearning which could not be implemented as planned. The Model of support for the professional development of school management was approved. It was not linked to the Principal Standard, which was not approved, and in September 2021, piloting of the Model was launched. The school management’s own support activities were implemented and verified online, on the basis of which they were modified and will be part of the implementation of the Model. The SCH piloting was successful, on the basis of which a report on piloting was created and the implementation phase began. It is currently proceeding as expected.
- **KA Support** - The objectives of KA Support are met. According to the KA representative, KA support activities are exceeding expectations due to the interest in webinars. With the onset of the Covid-19 epidemic, KA Support began to respond by creating extraordinary webinars focused on online teaching. Webinars focused on subject didactics are broadcast by KA Support for all five running fields of cabinets. There are also courses for ICT methodologists. With the onset of the Covid-19 epidemic, weekly podcasts were also filmed for ICT methodologists with experts on the subject, which now require new funding as allocated funds





have run out. Support for ICT methodologists by KA Support will end in December 2021. The first courses for new members of methodological cabinets were held in person but with the advent of the Covid-19 epidemic, they were transferred online to the MS Teams platform and the content of courses on communication and work in the online environment was changed to quickly start processes in individual cabinets. These courses were supported by an e-learning course.

- **KA Graduate Teacher** - The objective of KA is not yet completely fulfilled but activities that contribute to the fulfilment of this objective have been and are being implemented although some activities have been implemented in a different way than originally expected. The implementation of KA and its outputs largely corresponds to the planned schedule. A novelty is the introduction of a new service focused on consultations for schools and the upcoming cycle of webinars. Online workshops have been made available in Moodle. The implementation phase of the Model and its own support has begun, while the second wave of Model piloting is coming to an end. The adaptation period of GT was extended by one to two years. Within the own support of graduate teachers and school management, training/webinars, e-learning and workshops are carried out.
- **KA Public** - Overall, the implemented activities contribute to the fulfilment of the objective of this KA. As a result of the Covid-19 epidemic, it was necessary to change the setting of KA Public in order to provide the necessary support to other key activities. Therefore, the Strategic Plan of Marketing Communication has changed. As a result of the Covid-19 epidemic, the use of promotional materials has also improved as promotions have been moved primarily to the online environment. The administration of the project's websites and social networks continues to be provided by KA representatives. A newsletter is sent by email. Based on the decision of the NPI CR, the SYPO project was incorporated under the identity of the NPI CR, and the SYPO logo is no longer used in communication and promotion. The NPI CR logo is used now.





3.2 Evaluation question 1.2 To what extent are the objectives and partial objectives of the SYPO project and the changes to the current situation which were expected as a result achieved?

The answer to this Evaluation Question was processed on the basis of the following methods: desk research and meta-evaluation (Implementation reports and their annexes, Progress self-evaluation report, evaluations prepared within the KA Project evaluation and others). This information was subsequently deepened and verified in individual interviews with team managers of key activities, questionnaire surveys, focus groups and follow-up telephone interviews, as well as interviews with other relevant entities (e.g. representatives of the Ministry of Education, OP RDE, etc.).

Based on the operationalisation of the project objective and the expected changes as a result and the Theory of Change, which were made in the preparation of the Initial Report of this evaluation, the project objective can be divided into 16 partial project objectives that will contribute to the objective/expected change. With regard to the ongoing activities of the project, it is not possible to expect the complete implementation of the changes to the current situation which were expected as a result of the project. However, based on the surveys carried out for the purposes of this report, it follows that **13 partial objectives are being met, 1 objective is being partially fulfilled and 2 partial objectives are not being met, these are objectives linked to KA Quality (To train professional staff providing quality assessment of FEPS)**, which was not fully initiated with regard to setting up the KA and negotiations with the Ministry of Education so that the project objectives are met regardless of approval/disapproval of the amendment to the Act on Pedagogical Staff, which should have a major impact on KA. In this context, the project representatives prepared several variant proposals for changes to the KA for the meeting of the Board of Directors. Preparatory work has been underway since January 2020, this KA has been set up and, as a result of the decision not to approve the amendment and after reaching an agreement with the MEYS on the use of planned outputs in key activities, work began in 2021 which focused on the outputs of KA Quality in their originally defined form in accordance with the original project documentation. A detailed description of the fulfilment of individual partial objectives is given in the following table.

Table 2 Fulfilment of partial objectives of the project

Subobjectives of the project which will contribute to the fulfilment of the objective/to the expected change	Related activity	key Fulfilment of the objective
To provide internal and external feedback on the implementation of project activities, attitudes and opinions of actors participating in project activities and cooperating on the project and to provide incentives to modify or revise individual processes and project outputs.	KA Evaluation	<p>The objective is being fulfilled.</p> <p>This objective is fulfilled mainly thanks to the direct cooperation and communication of the KA Evaluation with other KAs to ensure the currentness and relevance of individual KAs. Evaluation reports focused on the evaluation of past activities were prepared, especially for KA Cabinets (Cabinet Piloting), KA Graduate Teacher (Model Piloting, Self-Support Piloting) and KA Management (I&C Activity, School Management Support Piloting).</p>



Subobjectives of the project which will contribute to the fulfilment of the objective/to the expected change	Related activity	key Fulfilment of the objective
To analyse the educational needs of the selected target groups of the project in order to possibly adjust the key activities so that they meet their needs.	KA Evaluation	<p>The objective is being fulfilled.</p> <p>This objective is fulfilled mainly thanks to the direct cooperation and communication of the KA Evaluation with other KAs to ensure the currentness and relevance of individual KAs. Evaluation reports focused on the evaluation of past activities were prepared, especially for KA Cabinets (Cabinet Piloting), KA Graduate Teacher (Model Piloting, Self-Support Piloting) and KA Management (I&C Activity, School Management Support Piloting).</p>
To build a knowledge base for the management of system changes and to synthesise the outputs of previous and existing projects through the organisation of expert panels.	KA Cooperation	<p>The objective is being fulfilled.</p> <p>SYPO professional panels are held properly as expected. The SYPO project organised ten panels, which are also attended by representatives of other projects. At the same time, representatives of the SYPO project visit expert panels of other IPs. The output of the expert cooperation panels are the Summary final reports of the expert panel, which are made available to the Ministry of Education, Youth and Sports and the participants of the panel.</p>
To ensure that the professional public is informed about the objectives and outputs of the project through professional conferences.	KA Cooperation	<p>The objective is being fulfilled.</p> <p>In October 2020, a two-day conference Graduate Teacher in the context of the completed piloting for graduate teachers took place. The conference used feedback from the participants involved and also served as a tool to promote the project to new schools for further piloting. In June 2021, a professional conference on KA Management took place. This professional conference was preceded by the first round table on the same topic.</p> <p>Furthermore, a professional conference for KA Cabinets was to take place in December 2021. The aim of the professional conference will be to look back and highlight previous activities and to focus on the future of cabinets. The professional conference is preceded by a round table in November 2021, focused on the professional growth of teachers, and the output will be presented at the professional conference.</p> <p>The output of professional conferences is the placement of recordings of the main contributions on the YouTube platform. At the same time, the output of professional conferences is a report from which a collection is created which is sent to all participants and the Ministry of Education. At the end of the project, there will be a final conference summarising the outputs of the entire project.</p>



Subobjectives of the project which will contribute to the fulfilment of the objective/to the expected change	Related activity	key Fulfilment of the objective
To design and pilot-test a model of a comprehensive, continuous and modular system of professional support for teachers through a network of methodological cabinets.	KA Cabinets	<p>The objective is being fulfilled.</p> <p>Within the “original three” cabinets, the Models of the system of professional support were successfully completed and approved, and within the two “later launched” cabinets, the Models are in the final stage of processing. The remaining two “planned cabinets” have not yet been staffed and work on the Models has not begun. At the same time, the models are being pilot tested by creating networks of five methodological cabinets within which teachers are provided with their own support, for example in the form of webinars and workshops.</p>
To create organisational-institutional, personnel and content conditions for the operation of the system of methodological cabinets.	KA Cabinets	<p>The objective is being fulfilled.</p> <p>All five national and related regional and area methodological cabinets were staffed. The networking of teachers to the regional methodological cabinets is ongoing and is likely to continue until the end of the project. The remaining 2 “planned cabinets” should be staffed from March 2022, at all three levels at the same time.</p>
To pilot-verify and implement a system of methodological cabinets at the national, regional and selected area levels.	KA Cabinets	<p>The objective is being fulfilled.</p> <p>A network of five pilot methodological cabinets was created at the national, regional and area levels (Czech Language and Literature, Mathematics and its Applications and Informatics and ICT, Pre-school and Primary Education, Science Education). Within the network of cabinets, individual levels of cabinets and their members meet, teachers are provided with their own support, for example in the form of webinars and workshops. The remaining two “planned cabinets” (i.e. Foreign Languages and Social Sciences) should be staffed from March 2022 at all three levels at the same time, after which they should be implemented.</p>
To create a network of ICT methodologists (as part of the methodological cabinet of Informatics and ICT) at the regional level and to verify the content and scope of support for digital development of schools across educational areas and in school management.	KA Cabinets	<p>The objective is being fulfilled.</p> <p>The network of ICT methodologists currently consists of 20 regional ICT methodologies (RICTM) as there is still a high demand for their services. In some regions, there are more RICTM. Through this network, direct support to ICT schools continues to be provided. In the spring of 2021, when RICTM focused mainly on the revision of ICT education, more than 800 schools applied for their support.</p>



Subobjectives of the project which will contribute to the fulfilment of the objective/to the expected change	Related activity	key Fulfilment of the objective
To create and pilot-verify the FEPS quality management system guaranteed by MEYS.	KA Quality	<p>The objective is not being fulfilled.</p> <p>KA quality was not fully started with regard to the setting up of the KA and negotiations with the Ministry of Education, Youth and Sports, so that the project objectives will be met regardless of the approval/disapproval of the amendment to the Act on Pedagogical Staff. Preparatory work has been underway since January 2020, and this KA has been set up in cooperation with representatives of the MA. During the preparation of the new version of KA Quality, several versions were created. In the summer of 2021, it was decided that the amendment to the law would not be approved and an agreement on the use of planned outputs in key activities was reached with the Ministry of Education, Youth and Sports. As a result, there was a return to the original version of the Charter and KA Quality will be implemented according to the original plans and according to the current law on pedagogical staff. This procedure was consulted and approved with the representatives of the MA of the OP RDE. A team was formed and in September 2021 work on outcomes started.</p>
To design and pilot-verify a model of a comprehensive, continuous and modular system of school management support, especially in the field of pedagogical management.	KA Management	<p>The objective is being fulfilled.</p> <p>In the course of 2021, the Model of support for the professional development of school management was completed and subsequently approved. The model was to be linked to the Director's Standard, prepared by the CSI, which was not approved and the Model was therefore created without reference to it. The Model also included findings from the piloting of individual forms of Self-Support (regional conferences, workshops, consultations) which took place earlier in the project. In September 2021, piloting of the Model began.</p>
To pilot-verify and implement the system of activities of the permanent conference of directors.	KA Management	<p>The objective is being fulfilled.</p> <p>The Standing Conference of Directors was piloted and was successful according to the team manager. On the basis of it, a report on piloting was created and the implementation of SCH began, which is currently proceeding as expected. The role of the Standing Conference of Directors was to participate in the Model of support for the professional development of school management and the schools' own support and at the same time it deals with current topics of education.</p>
To train professional personnel of methodological cabinets from the regional to the area level.	KA Support KA Cabinets	<p>The objective is being fulfilled.</p>



Subobjectives of the project which will contribute to the fulfilment of the objective/to the expected change	Related activity	key Fulfilment of the objective
		<p>The first courses for new members of the methodological cabinets were held in person but with the advent of the Covid-19 epidemic, they were transferred online and in addition to the form, the content of the courses which was originally focused on soft skills changed towards focus on communication and work. The aim of the courses was to quickly start the processes in the individual cabinets so that they would work even in times of the pandemic, as most of the other programmes of the SYPO project, including meetings within the cabinets, take place online. The courses were supported by an e-learning course.</p>
<p>To train professional personnel providing FEPS quality assessment.</p>	<p>KA Support</p> <p>KA Quality</p>	<p>The objective is not being fulfilled.</p> <p>KA Quality (and some KA Support activities dependent on it) could not start the implementation of activities because the planned amendment to the Act on Pedagogical Staff was not approved and it was not known whether and when it would be approved/rejected. During the preparation of the new version of KA Quality, several versions were created. In the summer of 2021, it was decided that the amendment to the law would not be approved, as a result of which the original version of the Charter was returned and KA Quality will be implemented according to the original plans and the existing law on pedagogical employees. This procedure was consulted and approved with the representatives of the MA of the OP RDE. A team was formed and in September 2021, work on the outputs began.</p>
<p>To train defined target groups - teachers and directors - in sub-topics related to the support for graduate teachers and the outcomes from the network of methodological cabinets.</p>	<p>KA Graduate Teacher</p>	<p>The objective is being fulfilled.</p> <p>As part of their own support, courses were implemented for all representatives of the triad (graduate teacher, introductory teacher and school management). Self-support consists of training/webinars, e-learning and workshops. The first wave of self-support piloting ended at the end of the school year 2019/2020 and the second wave ended at the end of the school year 2020/2021. In the autumn of 2021, the third wave of the implementation phase began.</p>
<p>To design and pilot-test a comprehensive, continuous and modular support system for graduate teachers.</p>	<p>KA Graduate Teacher</p>	<p>The objective is being fulfilled.</p> <p>At the end of the 2019/2020 school year, the first annual wave of Model piloting was completed and from September 2020, the second wave of Model piloting began, this time for two years. In June 2021, the recruitment of schools to the Implementation of the</p>



Subobjectives of the project which will contribute to the fulfilment of the objective/to the expected change	Related activity	key Fulfilment of the objective
		system of support for graduate teachers was started in which the use of the Model and own support are closely connected.
To build positive reactions among teachers and the professional public - especially to the effective forms of professional development of staff in education, not only to classic courses of further education of staff in education but also especially to innovative forms of professional development of teachers. These include mentoring and listening among teachers, analysis of forms and methods of work, observation, joint planning and subsequent reflection.	All KAs	<p>The objective is being partially fulfilled.</p> <p>The SYPO project does not implement activities that would directly build positive reactions to effective forms of professional development of teachers, however, within the implemented activities of its own support of teachers and managers (e.g. in the form of webinars, face-to-face seminars, consultations, etc.), the project contributes to supporting the use of innovative methods development of pedagogical staff, which also results from field surveys (especially questionnaires and focus groups) carried out for the purposes of this evaluation.</p>



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

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

The answer to this Evaluation Question was processed on the basis of information from all methods used in the preparation of this Evaluation.

Project representatives maintain their own risk register which records all identified risks and on the basis of which project representatives respond to risks and manage them. As part of the preparation of this Evaluation **20 risks were identified and entered in the risk register. Compared to the 1st Progress Report, 9 new risks identified in this report were added.** At the same time, all risks, except for one of the 1st Progress Report, remain valid but the importance of some of them has been adjusted.

In terms of the importance of their impact, the risks were assessed as mostly medium (11 risks), in eight cases the importance was assessed as low and one risk has already been closed. The most serious risk (score 12 out of 25) is related to the impact of the Covid-19 epidemic and related government measures which are very difficult to predict and need a flexible response. At the same time, most of the activities have already been brought online or replaced, the project has been extended and it can be expected that the project management will be able to ensure the successful completion of the project despite this risk.

Other risks relate to a large extent to the problematic or insufficient involvement of participants in project activities, especially in KA Cabinets, where in some regions/areas it is not possible to involve a sufficient number of members or in KA Graduate Teacher, where it is a partial problem to find schools with graduate teachers and ensure the role of introductory teachers. These risks have also been identified by project representatives who work with them and address schools, educators and other projects to involve a sufficient number of participants in the activities.

The main barriers to successful implementation include the long-term overcrowding of the school field by various projects, which leads to several risks (e.g. lack of experts, duplicate activities of the SYPO project and other projects, etc.) threatening the implementation of the project.

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

The answer to this Evaluation Question was processed on the basis of desk research. The information obtained was subsequently deepened and verified in individual interviews with team managers of key activities. Subsequently, an expert panel was set up which was used to evaluate the activities carried out within KA Evaluation.

The final mark for the implementation of KA Evaluation assigned by the expert panel is 1.17 (evaluation like at school). **The expert panel agreed that the internal evaluations of the SYPO project are carried out in accordance with good evaluation practice. Evaluations are used effectively to materially**



manage the implementation of key activities. The expert panel was based on the evaluation performed for the purposes of the 1st PR in which the final grade of 1.5 was awarded. The improvement compared to the 1st PR was mainly due to the fact that the internal evaluations of the project include more qualitative surveys compared to the previous practice and also include more data collection methods (e.g. focus groups, individual interviews, etc.). The survey methods are used methodically correctly and the expert panel is aware that the activities of KA Evaluation are implemented for internal purposes and serve to better set the project and are not impact evaluations that should comprehensively assess the impact of the project. For this reason, the set **methods and procedures for the purposes of the project and the KA Evaluation are considered to be set appropriately.**

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

The answer to this Evaluation question was processed on the basis of desk research and meta-evaluation methods. The information obtained was subsequently deepened and verified in individual interviews with team managers of key activities. Subsequently, 4 questionnaire surveys were conducted among participants in activities in KA Management (survey among participants in own support - 121 answers, i.e. return 23%), KA Support (survey among seminar and e-learning participants - 112 answers, i.e. return 35% and survey among participants in webinars - 152 answers, i.e. return 21%) and KA Graduate Teacher (survey among participants in self-support and piloting of the Model of the support for graduate teachers - 124 answers, i.e. return 26%).

The questionnaire surveys were followed by 2 focus groups (focus group for KA Management participants and focus group for KA Graduate Teacher) which served to verify and deepen the results of the questionnaires. The planned focus group for Webinar participants in KA Support was replaced by individual interviews with webinar participants due to low interest in participation in agreement with the Contracting Authority.

The answer to this evaluation question is processed for the three key activities examined: KA Management, KA Support and KA Graduate Teachers. No surveys focused on KA Quality were carried out in this report as at the time of preparation of this report, no factual activities had been initiated and no target groups were involved for which it would be possible to carry out a survey.

KA6 - Management

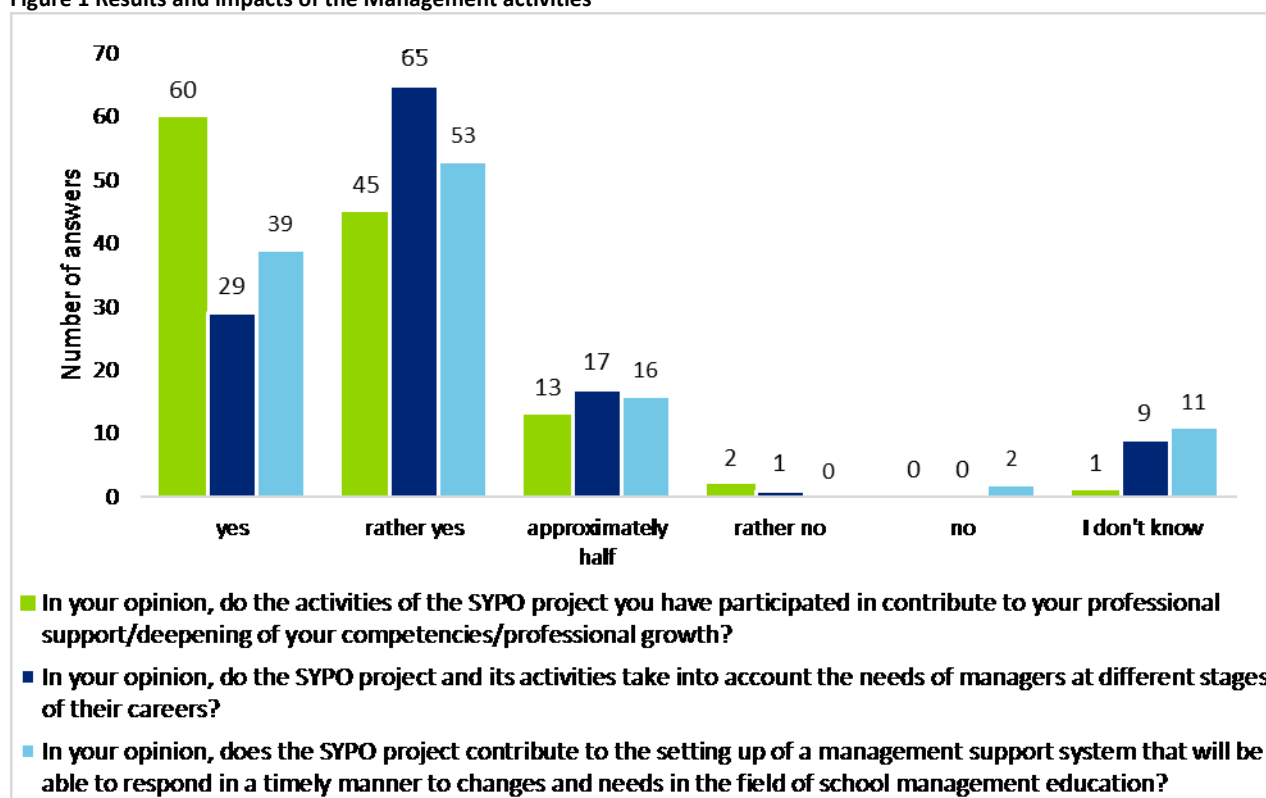
Within this KA, piloting of forms of self-support takes place so that it is possible to subsequently use them in the creation and piloting of the Model of support for the professional development of school management. Area conferences, workshops, individual and group consultations have already taken place in the project and an initial verification of the benchlearning activity has been carried out. Due to the Covid-19 epidemic, all these activities had to be brought online.

The questionnaire survey of participants in activities implemented within KA6 Management (regional conferences, workshops, group and individual consultations, benchlearning), which was completed by a total of 121 respondents, shows that these activities are generally evaluated positively and are considered beneficial. The results of the questionnaire survey focused on Management significantly copy and confirm the results of the survey carried out within the 1st Progress Report.



According to the majority (87%, i.e. 105) of the participants involved in the questionnaire survey, the activities of the SYPO project focused on management contribute to professional support and deepening of competencies/professional growth. According to the majority (78%, i.e. 94) of respondents, the activities take into account the needs of managers at different stages of their careers and overall, according to the majority (76%, i.e. 92) of respondents, the SYPO project contributes to setting up a system capable of responding to changes and needs in the development of school management.

Figure 1 Results and impacts of the Management activities



Three quarters of respondents (i.e. 90) use the experience gained from SYPO activities at least once a month in practice and at the same time half of the respondents (i.e. 62) use the experience gained in practice at least once a week. The participants most often use experience in the field of people management and communication (16 respondents), as well as in the field of working with IT equipment and technologies (e.g. Google calendar, use of cloud technologies, Google Suite, etc.) - 15 respondents), in the field of time management and planning (11 respondents) or in the field of leadership and development of teachers (11 respondents).

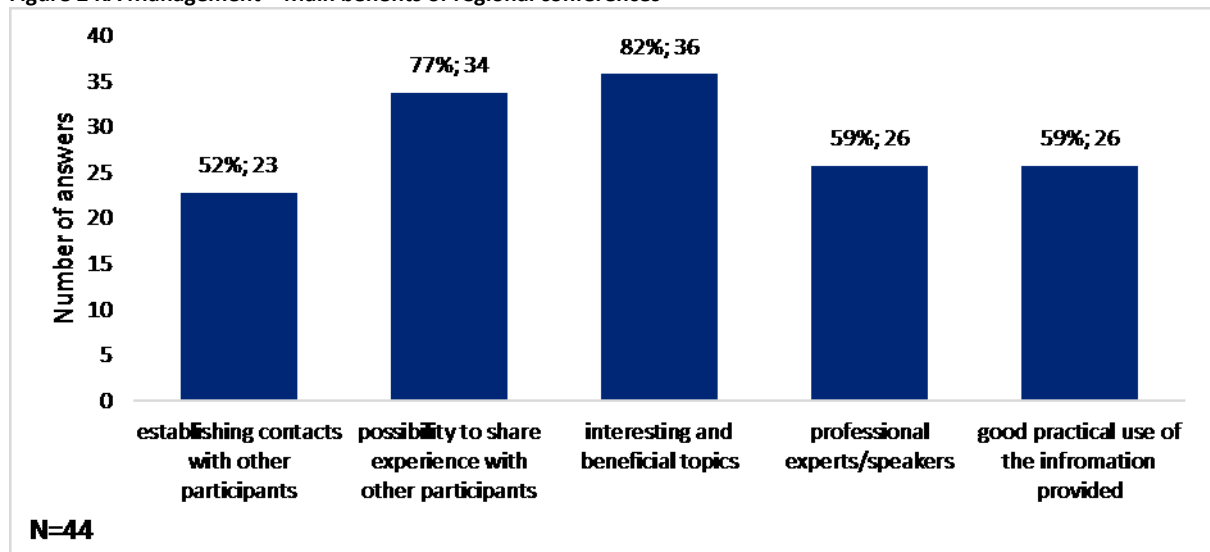
Satisfaction with the project is confirmed by the fact that almost all respondents (95%, i.e. 115) recommended the SYPO project to their colleagues/others.

The participants of the regional conferences are satisfied with this activity in almost all respects. Satisfaction prevails mainly with the organisation of conferences (100%, i.e. 49 respondents) and their factual focus (96%, i.e. 47 respondents). Lecturers at conferences are also evaluated positively (92%, i.e. 45 respondents). Respondents consider regional conferences to be beneficial (90%, i.e. 44 respondents). According to the respondents, the main benefits of area conferences are mainly interesting and beneficial conference topics (82%, i.e. 36 respondents) and the possibility of sharing experiences with other participants (77%, i.e. 34 respondents).





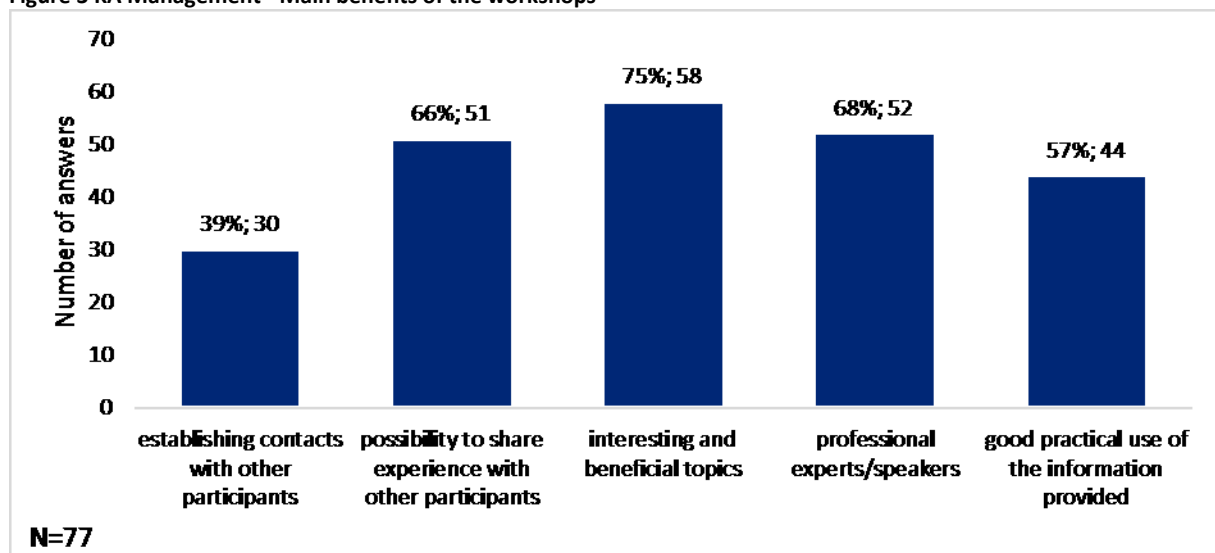
Figure 2 KA Management – Main benefits of regional conferences



Multiple answers could be selected.

Respondents who participated in the workshops are generally satisfied with this activity. Satisfaction was expressed mainly with the organisation of workshops (99%, i.e. 87 respondents), with the factual focus of the workshops (94%, i.e. 83 respondents) and with the lecturers/experts of the workshops (92%, i.e. 81 respondents). Respondents are also mostly satisfied with the sharing of experiences between participants (88%, i.e. 77 respondents) and with the benefits of workshops (88%, i.e. 77 respondents). The workshops met the expectations that respondents had (83%, i.e. 73 respondents). According to the respondents, the main benefits of the workshops are that they offer interesting and beneficial topics (75%, i.e. 58 respondents), are led by professional experts/lecturers (68%, i.e. 52 respondents) and give participants the opportunity to share experiences with other participants (66%, i.e. 51 respondents).

Figure 3 KA Management - Main benefits of the workshops



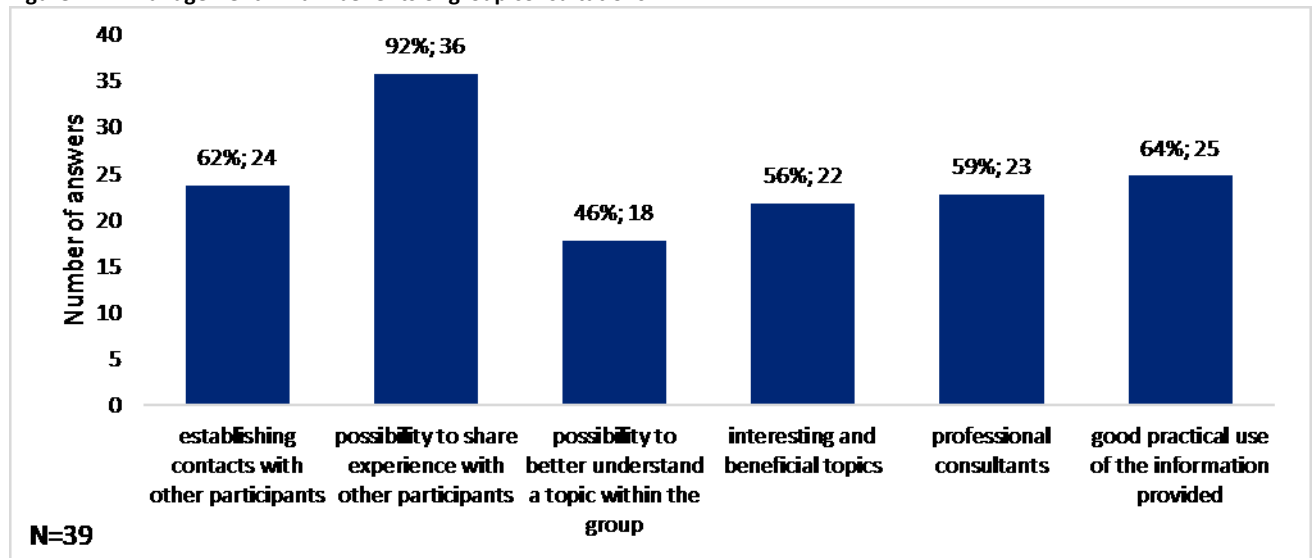
Multiple answers could be selected.

Participants in group consultations are satisfied with this activity in all its aspects. Respondents are satisfied with the consultants (95%, i.e. 42 respondents), with the organisation (93%, i.e. 41 respondents), with the factual focus (91%, i.e. 40 respondents) and with the fulfilment of expectations/ideas from group consultations (87%, i.e. 38 respondents). Most respondents are



satisfied with the benefits of group consultations (89%, i.e. 39) and the main benefit is the possibility of sharing experiences with other participants (92%, i.e. 36 respondents).

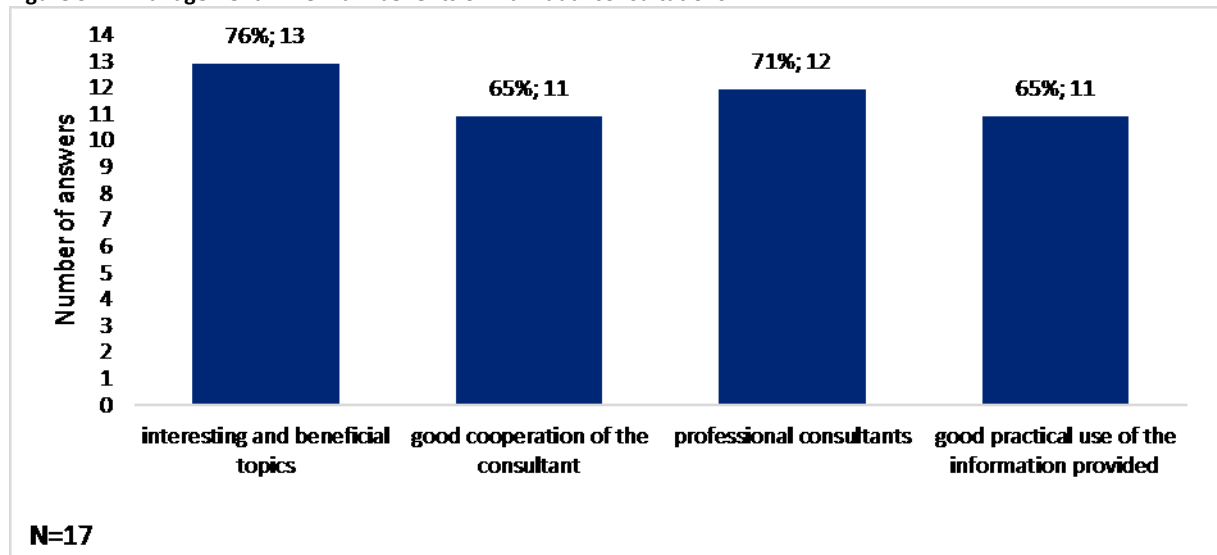
Figure 4 KA Management - Main benefits of group consultations



Multiple answers could be selected.

Respondents are also satisfied with the activity of individual consultations in all respects. Satisfaction prevails mainly with the organisation of consultations (95%, i.e. 20 respondents) and with consultants (95%, i.e. 20 respondents) and with the fulfilment of expectations (81%, i.e. 17). The majority of respondents are satisfied with the benefits of individual consultations (81%, i.e. 17) and the main benefits include interesting and beneficial topics (76%, i.e. 13 respondents) and the conduct of consultations by professional consultants (71%, i.e. 12 respondents). Respondents also consider cooperation with a consultant or the usability of information in practice to be beneficial (both 65%, i.e. 11 respondents).

Figure 5 KA Management - The main benefits of individual consultations



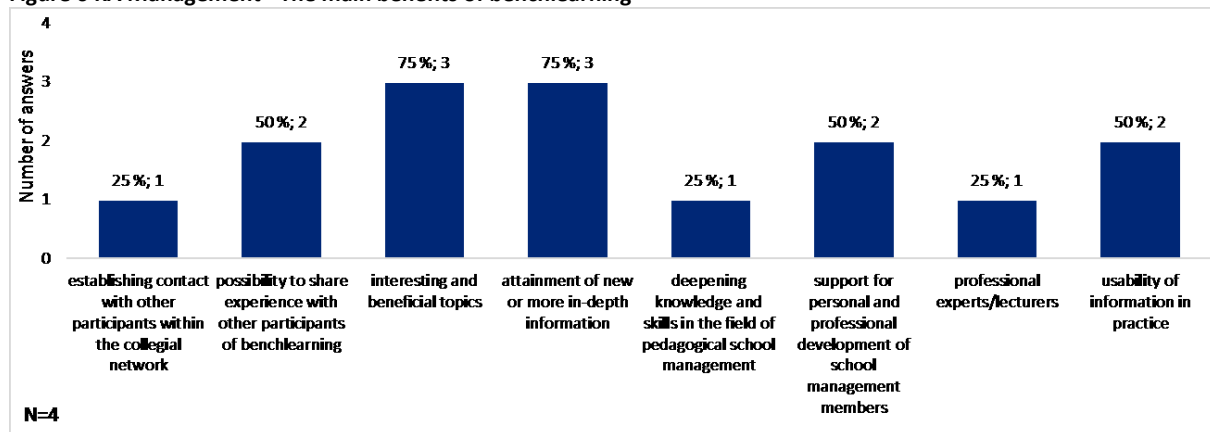
Multiple answers could be selected.

Respondents who participated in the initial benchlearning cycle are satisfied with this activity in all respects. Satisfaction was expressed mainly with the organisation (100%, i.e. 5 respondents), with the factual focus (100%, i.e. 5 respondents) and with the lecturers/hosts (100%, i.e. 5 respondents).



Benchlearning met the respondents' expectations (80%, i.e. 4 respondents) and respondents are mostly satisfied with the benefits of benchlearning (80%, i.e. 4 respondents). According to the respondents, the main benefits of benchlearning are that they offer interesting and beneficial topics (75%, i.e. 3 respondents), bring them new and in-depth information (75%, i.e. 3 respondents) and give participants the opportunity to share experiences with other participants (50%, i.e. 2 respondents), support the personal and professional development of members of school management (50%, i.e. 2 respondents) and the information is usable in practice (50%, i.e. 2 respondents).

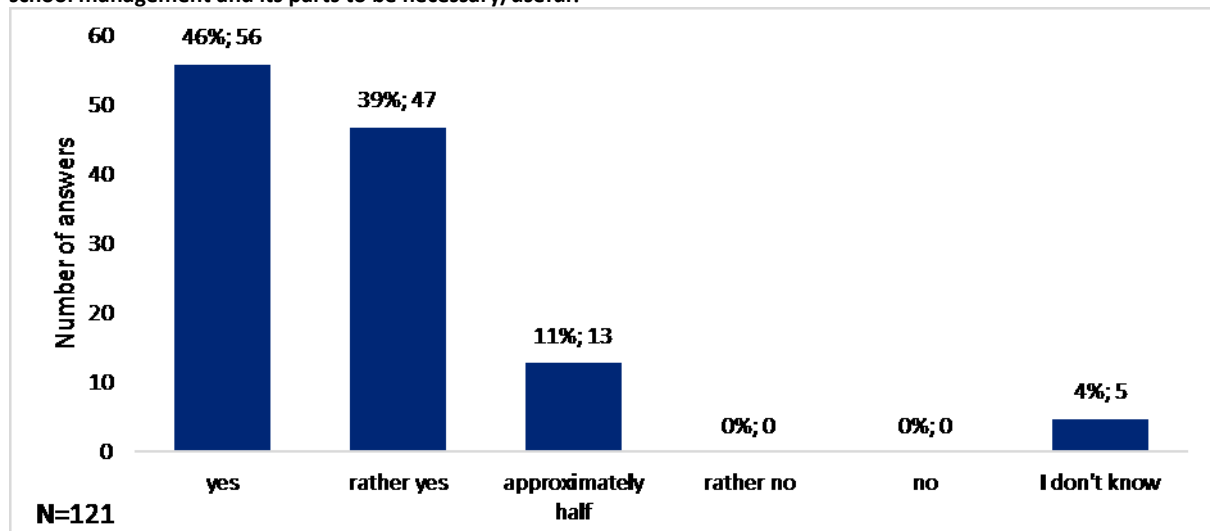
Figure 6 KA Management - The main benefits of benchlearning



Multiple answers could be selected.


Respondents consider the creation of the Model of support for the professional development of school management to be necessary/useful (85 %, i.e. 103 respondents) for the school environment. The main benefit of the Model is considered to be the creation of a comprehensive system of support for school management (81%, i.e. 83 respondents). The model will be also useful in that it will provide practical instructions and recommendations on how to proceed in the development of school management (74%, i.e. 76 respondents).

Figure 7 KA Management - Do you consider the creation of the Model of support for the professional development of school management and its parts to be necessary/useful?



According to the participants in the focus group and interviews, the SYPO project provides comprehensive support to school leaders and covers a wide range of topics from which interesting topics can be selected for everyone at different stages of their careers. The activities are not only





theoretical but also practical and generally useful in practice. The quality of the activities is at a high level and the meetings are beneficial, mainly due to the possibility of sharing experiences with other school principals, and the wide range of trainings is also evaluated positively. Shorter and clearly targeted trainings are considered ideal.

Focus group and interview participants appreciate that the SYPO project contributes to setting up a management support system that responds to changes and needs in school management education in a timely manner, including support/supervision opportunities that come at the right time and respond to current issues addressed by school management. Participants evaluate the Model of support for the professional development of school management. Support within KA Management is assessed as necessary and advantageous in that it is provided free of charge for school management and principals.

Focus group participants said they would welcome further support for school leadership focusing primarily on legal/legislative support, psychology/psychological/pupil support, communication with parents and managerial skills.

The evaluation of self-support activities also took place within the SYPO project (KA Evaluation) where an internal evaluation of two self-support activities was carried out, namely area conferences and workshops carried out in KA Management. The evaluation of both of these activities was mostly positive and **the results of the internal evaluation largely coincide with the results of the questionnaire survey carried out in this report.** The organisational, technical and thematic support of the area conferences are mostly positively evaluated, the conferences met the expectations of the participants and were considered beneficial especially in the area of support of personal and professional development and opportunities to share experiences between participants. The internal evaluation of the workshops shows satisfaction with the organisation of the workshops, with the work of the lecturers and also with the contribution of the workshops for the professional development of the participants.

KA 7 - Support

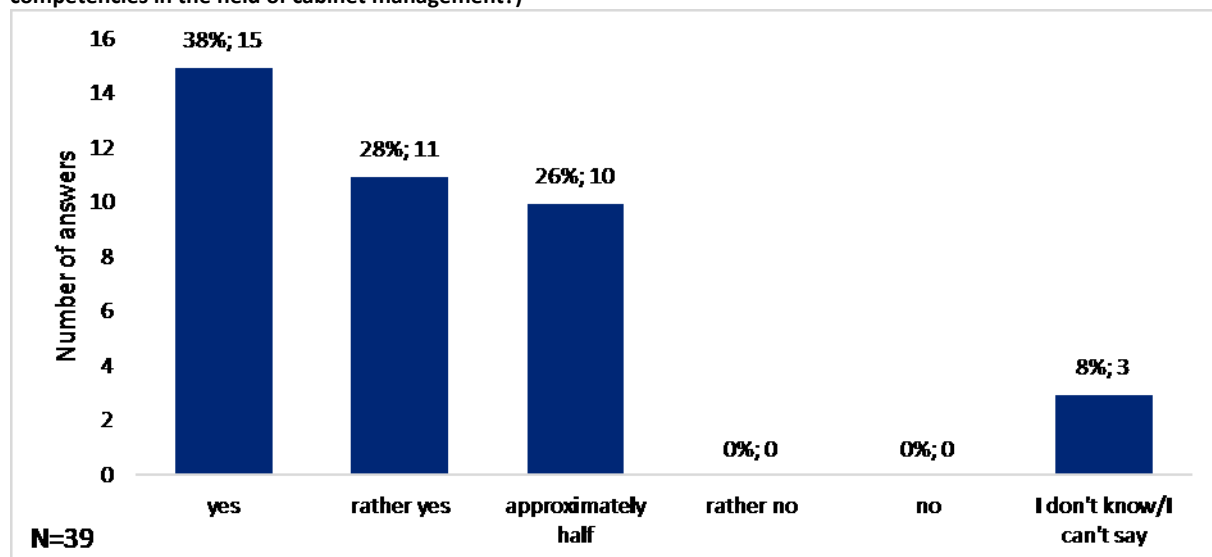
The main activities implemented in this KA include courses for members of methodological cabinets, webinars and also support for ICT methodologies (courses and podcasts). Courses for members of methodological cabinets are implemented for new members of cabinets, these courses were originally implemented in person but with the advent of the Covid-19 epidemic they were transferred online and the content of courses also changed from the original focus on soft skills - now it focuses on communication and work in an online environment. An important part of KA Support are webinars focused on subject didactics for all five functional fields of cabinets. There is a great deal of interest in webinars for two new cabinets (Preschool and Primary education, Science Education), exceeding the maximum capacity to participate in live broadcasts. These webinars are also published in the LMS Moodle environment where registered users have access to them and the webinars are subsequently available freely on the SYPO project YouTube channel. During the Covid-19 epidemic, extraordinary webinars on how to teach online were held. These webinars were published directly on the YouTube platform and according to TM Support there was considerable interest in them, as evidenced by statistics on YouTube, where the total number of views reaches over 510 thousand. The most visited webinar has 32,000 views and the average view of webinars on Mathematics is 1,082 and for the Czech Language and Literature this is 586.

Two questionnaire surveys were conducted to evaluate the activities in KA7 Support among the participants in the activities. **The first questionnaire survey focused on seminars and e-learning for participants involved in methodological cabinets.** A total of 39 respondents took part in this



questionnaire survey. **The survey shows that, as in the 1st Progress Report, these activities are evaluated positively by the respondents and are considered beneficial** (there are no negative answers in the questionnaire). Compared to the 1st Progress Report, there was a significant change only in the perception of the main benefits of the seminars (see **Chyba! Nenalezen zdroj odkazů.** below). According to two thirds of the participants in the seminars and e-learning involved in the questionnaire survey (66%, i.e. 26), these activities contribute to the development of the competencies of pedagogical and managerial staff in the field of regional and area cabinets.

Figure 8 Results and impacts of the activities of KA Support - seminars and e-learning (Is there a development of competencies in the field of cabinet management?)

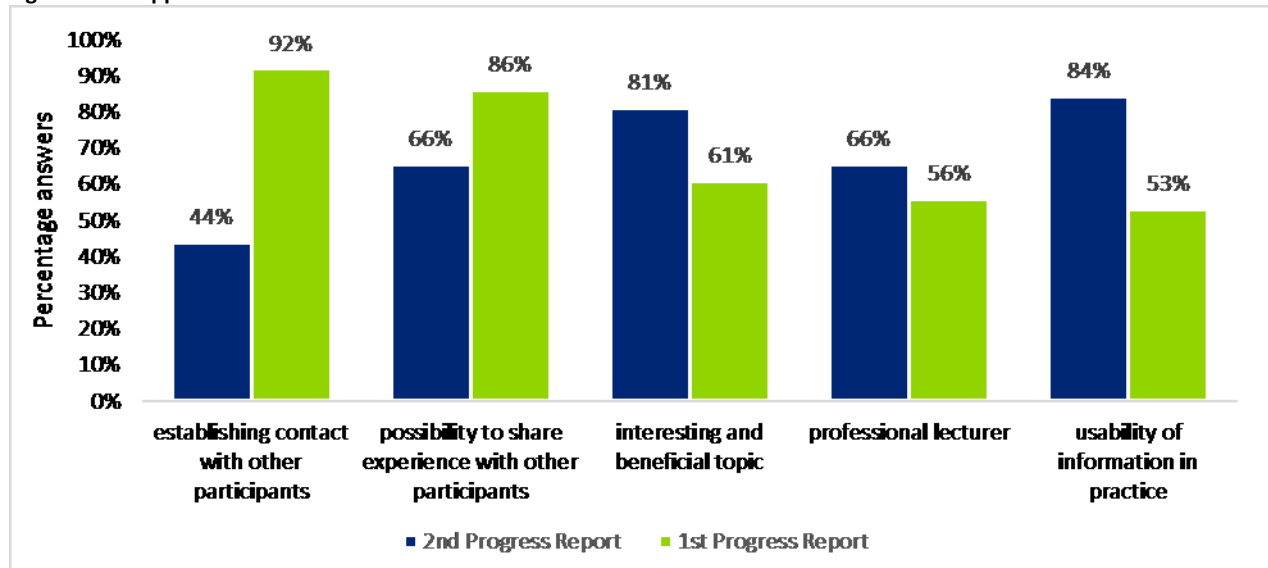


The vast majority of respondents (87 %, i.e. 34) use the experience gained from SYPO activities at least once a month in practice, and at the same time almost two thirds of respondents (62%, i.e. 24) use the experience gained in practice at least once a week. Participants most often use specific methods and topics usable in teaching (e.g. for the development of reading literacy, for the development of mathematical literacy, etc.), then experience in digital technologies and online teaching, experience used in communication with parents, in working in a team, etc.

Respondents are satisfied with all aspects of the face-to-face seminars and consider them beneficial. Participants are mainly satisfied with the organisation (100 %, i.e. 34 respondents), lecturers (97 %, i.e. 23 respondents) and the factual focus of face-to-face seminars (97%, i.e. 23 respondents). Almost all respondents (94%, i.e. 32) are satisfied with the benefits of the seminars. **According to the respondents, the main benefits include the usability of information in practice (84 %, i.e. 27) and interesting and beneficial topics (81 %, 26).** There was a significant shift compared to the 1st PR when **in the 1st Progress reports were the main benefits of establishing contacts with other participants and the possibility of sharing experiences with other participants.** This difference is probably due to the relocation of the seminars due to the Covid-19 epidemic, but also due to a change in the content of the seminars which originally focused on soft skills but changed their focus to communication and working in an online environment to better start processes in individual cabinets.



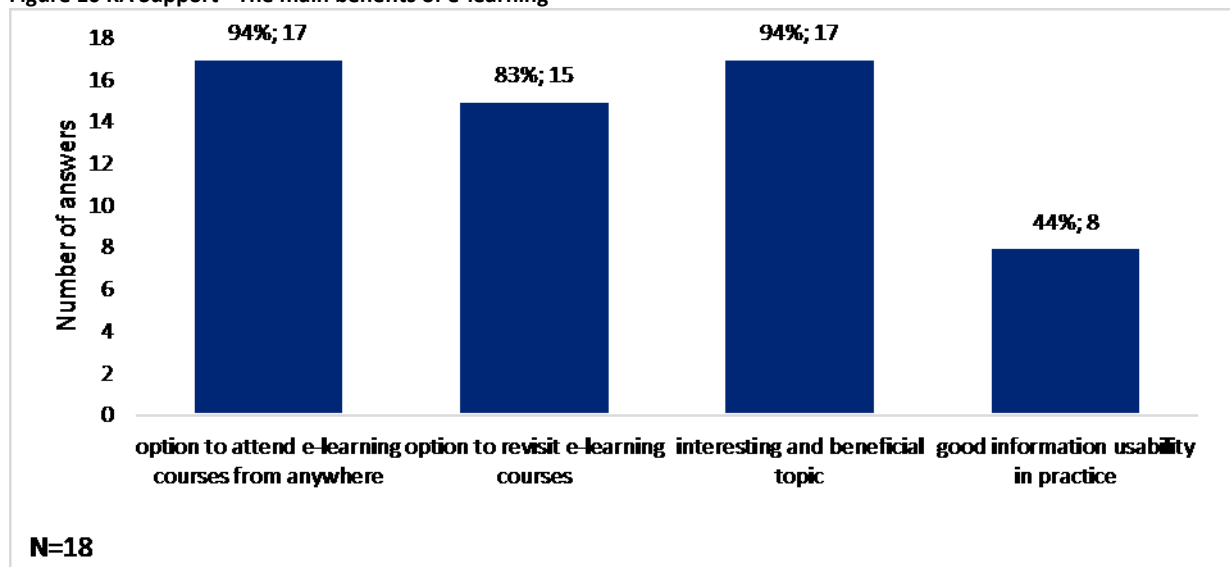
Figure 9 KA Support - The main benefits of full-time seminars



Multiple answers could be selected.

Respondents are satisfied with the e-learning activity in most respects and consider it to be beneficial. Satisfaction prevails mainly with the organisation/technical provision of e-learning (95%, i.e. 20 respondents), then with the factual focus (95%, i.e. 20 respondents) and the fulfilment of expectations (86%, i.e. 18 respondents). The majority of respondents (86%, i.e. 18) are also satisfied with the benefits of e-learning. According to the respondents, the main benefits include the possibility of completing e-learning from anywhere (94%, i.e. 17 respondents), interesting and beneficial topics (94%, i.e. 17 respondents) and at the same time the possibility to return to it (83%, i.e. 15 respondents).

Figure 10 KA Support - The main benefits of e-learning



Multiple answers could be selected

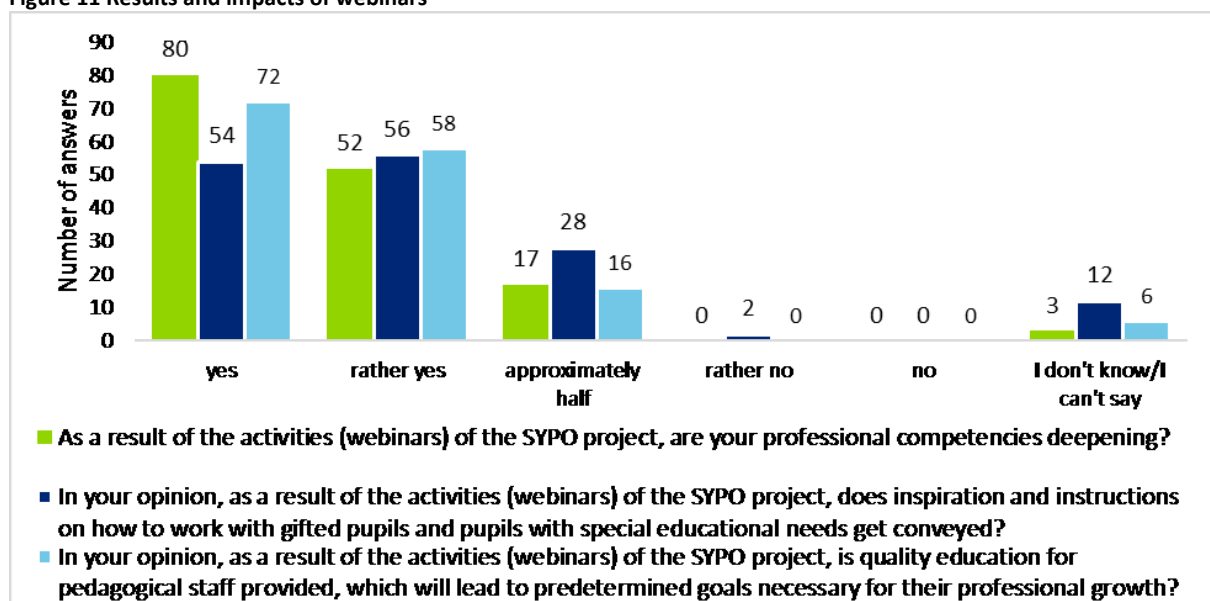
The second questionnaire survey was focused on the evaluation of webinars in the field of industry news. A total of 152 respondents took part in this questionnaire survey. The survey was divided according to the areas on which the webinars focused: Czech language and literature (61 respondents), Mathematics and its applications (32 respondents), Informatics and ICT (25 respondents), Pre-primary and primary education (96 respondents) and Science education (14 respondents). The survey shows that webinars are generally evaluated positively in all fields and are evaluated as beneficial. The



results of the questionnaire survey focused on webinars significantly copy the results of the survey carried out within the 1st Progress Report.

According to the majority of participants (87 %, i.e. 132) involved in the questionnaire survey, webinars are deepening their professional competencies. According to the majority (73%, i.e. 110) of respondents, the SYPO project webinars convey inspiration and instructions on how to work with gifted pupils and pupils with special educational needs, and at the same time webinars according to the majority (76%, i.e. 92) of respondents to ensure quality education of pedagogical staff.

Figure 11 Results and impacts of webinars



More than three quarters of respondents (83 %, i.e. 127) use the experience gained from webinars at least once a month and at the same time almost two thirds of respondents (61%, i.e. 93) use the experience gained at least once a week. Participants most often use specific suggestions for teaching individual subjects (e.g. work with texts of scandalous literature, methodology of teaching etiquette, development of pre-mathematical ideas, preparation of children for smooth transition to primary school, connection of theory with practice, etc.), respondents also include interactive/activating activities and games for teaching, use experience for communication with parents, ways of evaluating students and children and more.

Satisfaction with the webinars and the project is confirmed by the fact that the vast majority of respondents have already recommended or plan to recommend the SYPO project and its parts to their colleagues (97%, i.e. 147 respondents).

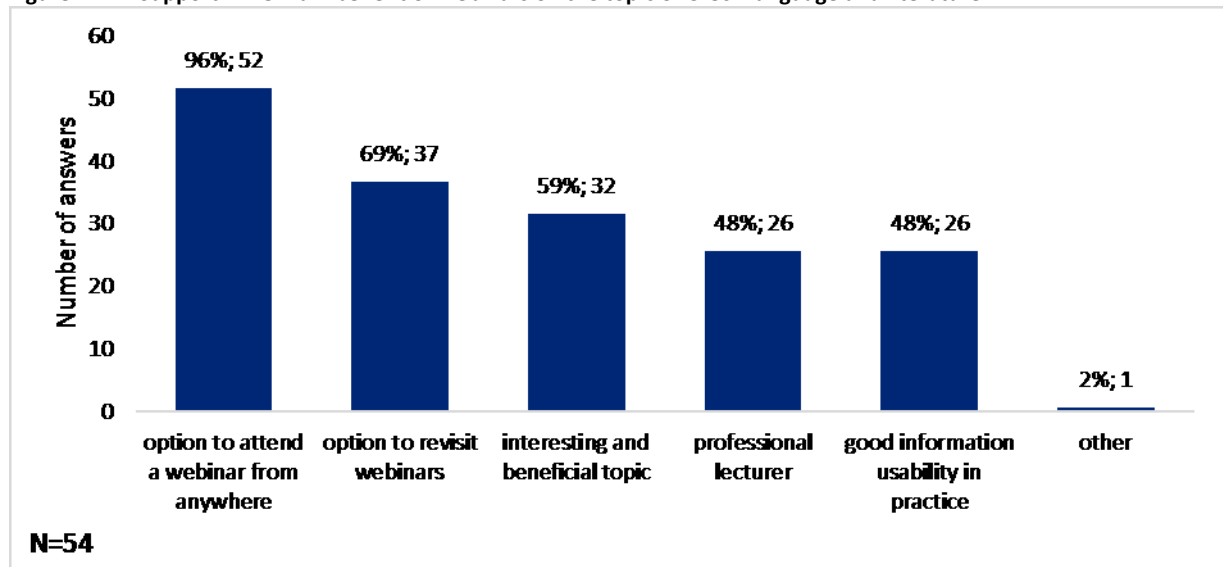
Respondents who participated in webinars on the topic of Czech language and literature are satisfied.

Respondents who participated in webinars on Czech language and literature are satisfied. Respondents expressed satisfaction mainly with the organisation/technical provision of webinars (100%, i.e. 61 respondents), with webinar lecturers (95%, i.e. 58 respondents), with the fulfilment of expectations (90%, i.e. 55 respondents) and with the factual focus/topics webinars (89%, i.e. 54 respondents). The majority of respondents (89%, i.e. 54) are also satisfied with the contribution of webinars on the topic of Czech language and literature. According to the respondents, the main



benefits include the possibility to attend the webinar from anywhere (96%, i.e. 52 respondents) and the possibility to return to the webinar (69%, i.e. 37 respondents).

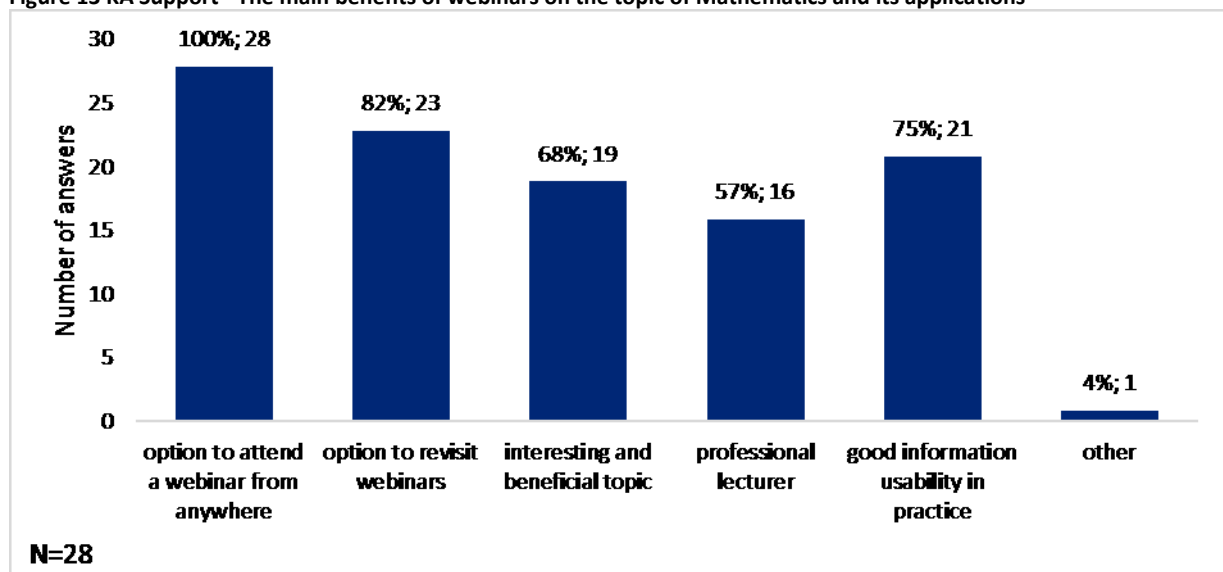
Figure 12 KA Support - The main benefit of webinars on the topic of Czech language and literature



Multiple answers could be selected

Respondents who participated in webinars on Mathematics and its applications are satisfied. Respondents expressed satisfaction mainly with the organisation/technical provision of webinars (100%, i.e. 32 respondents), with webinar lecturers (100%, i.e. 32 respondents), with the fulfilment of expectations (94%, i.e. 30 respondents) and with the factual focus/topics webinars (94%, i.e. 30 respondents). The majority of respondents (88%, i.e. 28) are also satisfied with the contribution of webinars on the topic of Mathematics and its applications. According to the respondents, the main benefits include the possibility to attend the webinar from anywhere (100%, i.e. 28 respondents), the possibility to return to the webinar (82%, i.e. 23 respondents) and three quarters of the respondents stated that the information from these webinars is well usable in practice (75%, i.e. 21 respondents).

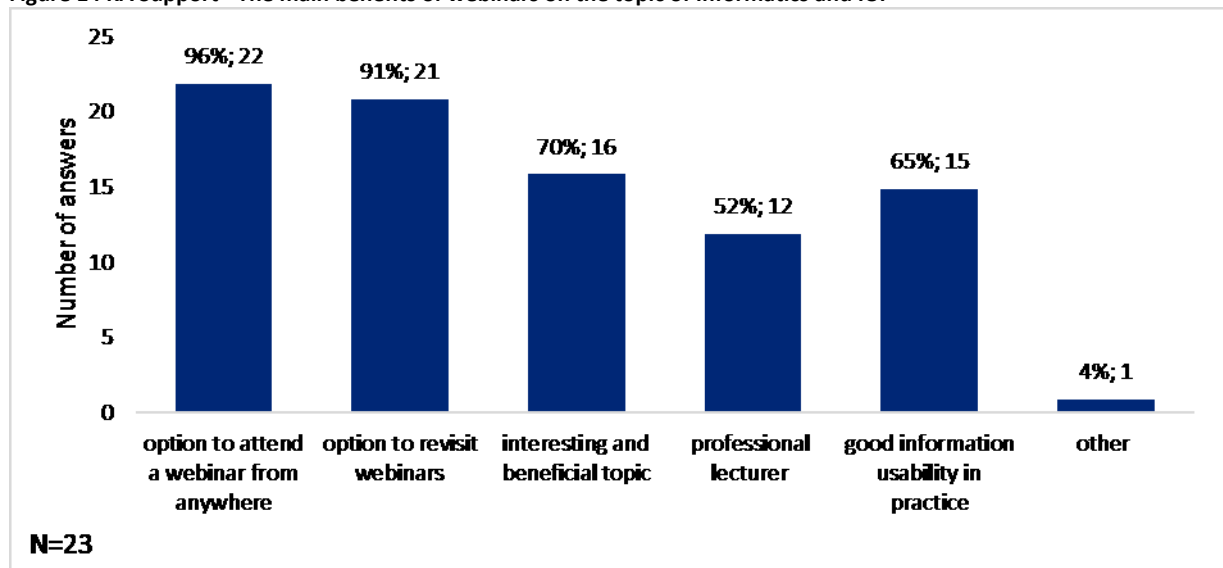
Figure 13 KA Support - The main benefits of webinars on the topic of Mathematics and its applications



Multiple answers could be selected

Respondents who participated in webinars on Informatics and ICT are satisfied. Respondents expressed satisfaction mainly with the organisation/technical provision of webinars (100%, i.e. 25 respondents), with webinar lecturers (96%, i.e. 24 respondents), with the material focus/topics of webinars (96%, i.e. 24 respondents) and with the fulfilment expectations (92%, i.e. 23 respondents). The majority of respondents (92%, i.e. 23) are also satisfied with the contribution of webinars on the topic of Informatics and ICT. According to the respondents, the main benefits include the possibility to attend the webinar from anywhere (96%, i.e. 22 respondents), the opportunity to return to the webinar (91%, i.e. 21 respondents), the respondents also consider the interest and usefulness of topics (70%, i.e. 16 respondents) and that the information from these webinars is well usable in practice (65%, i.e. 15 respondents).

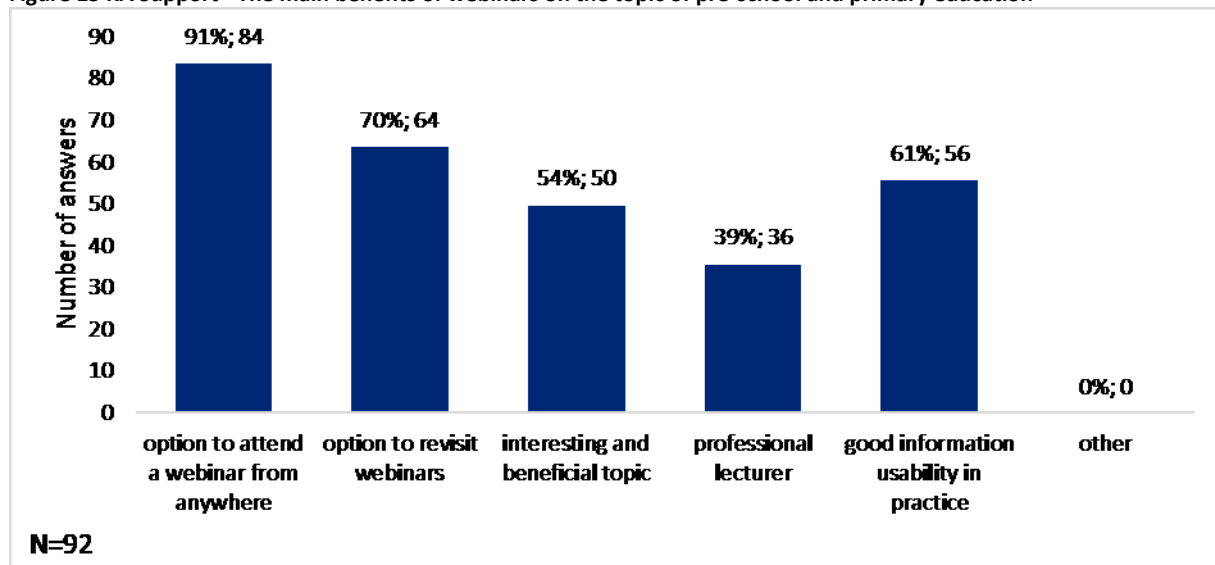
Figure 14 KA Support - The main benefits of webinars on the topic of Informatics and ICT



Multiple answers could be selected

Respondents who participated in webinars on the topic of pre-school and primary education are satisfied. Respondents expressed satisfaction mainly with the organisation/technical provision of webinars (100%, i.e. 96 respondents), with webinar lecturers (98%, i.e. 94 respondents), with the material focus/topics of webinars (98%, i.e. 94 respondents) and with the fulfilment expectations (97%, i.e. 93 respondents). The majority of respondents (96%, i.e. 92) are also satisfied with the contribution of webinars on the topic of pre-school and primary education. According to the respondents, the main benefits include the possibility to attend the webinar from anywhere (91%, i.e. 84 respondents), the possibility to return to the webinar (70%, i.e. 64 respondents) and stated that the information from these webinars is well usable in practice (61%, i.e. 56 respondents).

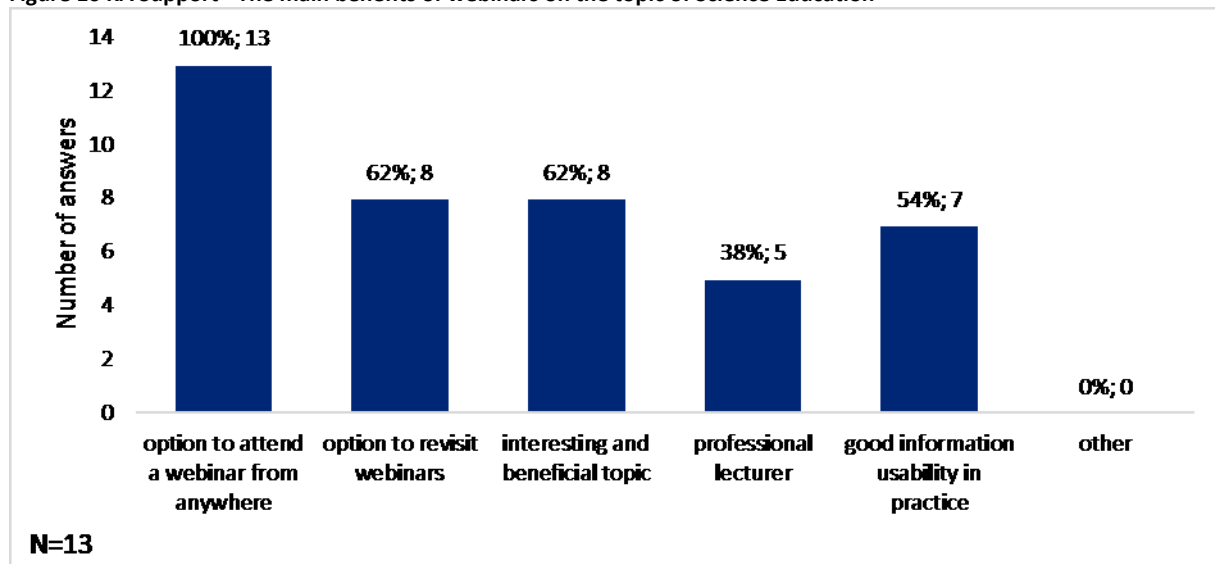
Figure 15 KA Support - The main benefits of webinars on the topic of pre-school and primary education



Multiple answers could be selected

Respondents who participated in webinars on Science Education are satisfied. Respondents expressed satisfaction mainly with the organisation/technical provision of webinars (100%, i.e. 14 respondents), with webinar lecturers (100%, i.e. 14 respondents), with the material focus/topics of webinars (93%, i.e. 13 respondents) and with the fulfilment expectations (93%, i.e. 13 respondents). The majority of respondents (93%, i.e. 13) are also satisfied with the contribution of webinars on the topic of science education. According to the respondents, the main benefits include the possibility to attend the webinar from anywhere (100%, i.e. 13 respondents), the opportunity to return to the webinar (62%, i.e. 8 respondents), the respondents also consider the interest and usefulness of topics (62%, i.e. 8 respondents) and that the information from these webinars is well usable in practice (54%, i.e. 7 respondents).

Figure 16 KA Support - The main benefits of webinars on the topic of Science Education



Multiple answers could be selected

According to the majority of participants, webinars contribute to ensuring quality education of pedagogical staff, which leads to their professional growth/deepening of competencies due to current and relevant topics and deepening of practical skills. Webinars are a good source of



information/skills that can be used immediately in practice. **At the same time, they contribute to the possibility of gaining inspiration, to informing participants about news/trends in the field and to new skills suitable for distance learning. The main advantages of webinars are the saved time and costs and the quality selection of experts.** Other advantages include the fact that if they do not like the webinar for some reason, they can turn it off and choose a different topic/expert, etc. Live webinars are usually held in the afternoon or evening, which is more convenient for teachers than during their teaching hours, and in most cases it is possible to watch their recorded version which also allows participants to return to interesting passages and share webinars with other colleagues. At the same time, the online form of webinars allows more educators to participate in this form of education.

The interviewees said that after the national quarantine was announced (due to the Covid-19 epidemic), webinars gained in importance and were a significant support for teachers at this time as they offered support during distance learning. The SYPO project managed to respond very quickly and webinars focused on online teaching were created where it was also possible to share mutual experiences. Interviewees said that the response of the SYPO project during the Covid-19 epidemic and the emergence of new open-ended webinars focused on the current situation significantly contributed to raising awareness of the project and improving the perception of the project.

Participants perceive the possibility of increasing the contribution of webinars by replacing the limited interactivity with the lecturer in the form of online webinars, e.g. by asking questions before the webinar starts in order to find out their participants' needs in advance and meet their expectations. According to some participants, the contribution of webinars could be increased if the webinars also included related materials so that participants have the opportunity to pay more attention to the issue if they are interested. Furthermore, the participants of the interviews would welcome webinars focused on IT technology/informatics/robotics, pedagogical diagnostics, methods of evaluation with specific examples and experiences of teachers from practice and general cross-disciplinary issues, as well as relevant topics within their fields. At the same time, webinars focused on nursery school pedagogical staff with IT topics or, for example, in the area of motivating parents to work with children would be welcome. **In general, however, the offer of webinars is wide enough and everyone chooses their own, the participants are very satisfied.**

KA 8 - Graduate Teacher

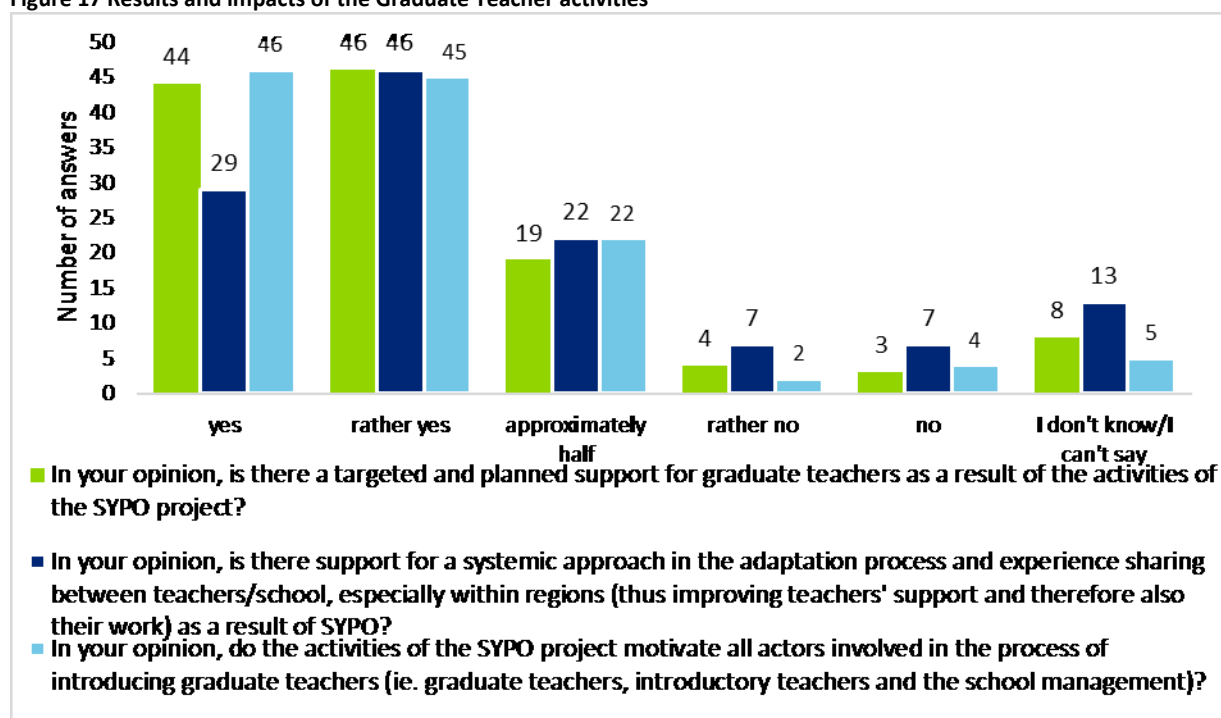
Within this KA, own support for graduate and introductory teachers and school management and piloting of the Model for the support of graduate teachers were implemented. Seminars/webinars, e-learning and workshops were held as part of the self-support of graduate and introductory teachers and school management and in the autumn of 2021, the third wave of piloting forms of self-support was launched. As part of the Model's piloting, the second two-year wave of piloting was launched in September 2020. In June 2021, the preparation of the phase of Implementation of the system of support for graduate teachers was started, in which the use of the Model and own support are closely connected. Due to the Covid-19 epidemic, all these activities had to be brought online.

To evaluate the activities within KA8 Graduate Teacher, one questionnaire survey was conducted. It consisted of two parts according to the involvement of respondents in the activity, namely educational activities (seminar, e-learning and workshops) and piloting support for graduate teachers. A total of 124 respondents took part in this questionnaire survey and **the survey shows that activities aimed at supporting graduate teachers are generally evaluated positively and are considered beneficial. The results of the questionnaire survey significantly copy and confirm the results of the survey carried out within the 1st Progress Report.**



The activities of the SYPO project aimed at supporting graduate teachers, according to the majority (72%, i.e. 90) of their participants involved in the questionnaire survey, **contribute to the targeted and planned support of graduate teachers**. According to the majority (73%, i.e. 91) of respondents, all actors involved in the process of introducing graduate teachers (i.e. beginning teachers, introducing teachers and school management) are motivated and at the same time more than half (60%, i.e. 75) of respondents to promote a systemic approach in the adaptation process and the sharing of experiences between teachers/schools, especially within regions and at the same time.

Figure 17 Results and impacts of the Graduate Teacher activities



Satisfaction with the project is confirmed by the fact that many respondents (81%, i.e. 101) recommended the SYPO project to their colleagues/others.

The questionnaire survey among participants in educational activities implemented within KA8 Graduate Teacher (seminar, e-learning and workshops) shows that these activities are generally evaluated positively and as beneficial among the respondents. More than three quarters of respondents (81 %, i.e. 55) use the experience gained from educational activities at least once a month in practice. In practice, participants most often use experience sharing (26 respondents), self-assessment (20 respondents), pair teaching (11 respondents), communication skills (7 respondents) or work with a balance circle (6 respondents). In the opportunity to express their comments on the activities within KA8 Graduate Teacher, the respondents stated that in the future it would be better if activities were focused according to school levels as the activities are aimed primarily at primary schools and thus not fully usable for nursery school teachers.

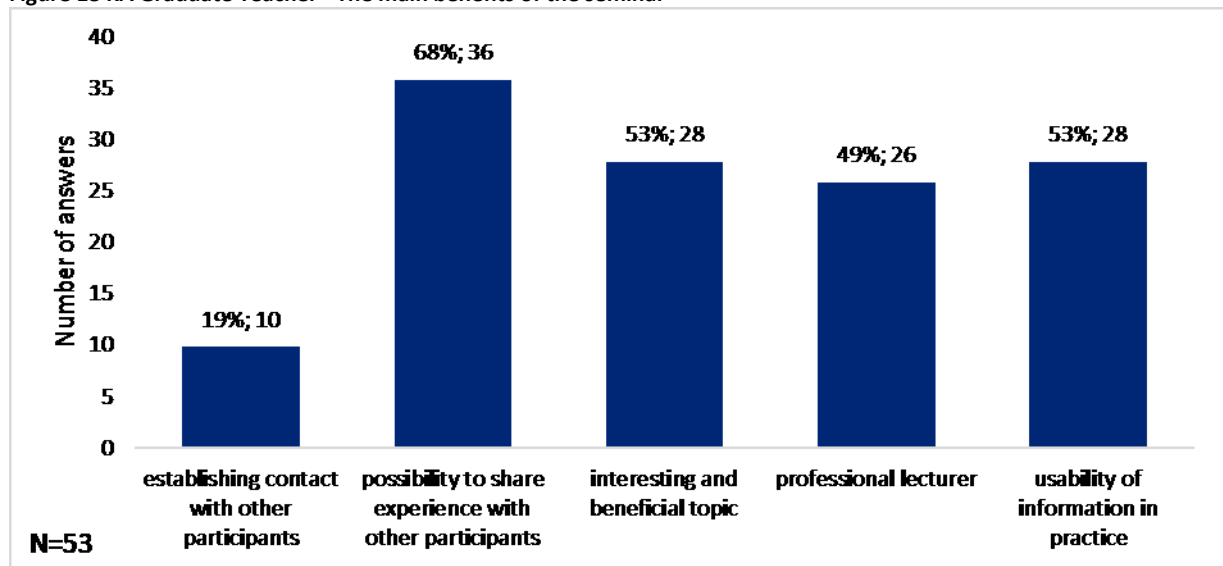
Respondents are mostly satisfied with the seminar in all respects and consider it beneficial. Respondents are satisfied mainly with the quality of lecturers (88%, i.e. 59 respondents), with the organisation of the whole activity (88%, i.e. 59 respondents) and with the factual focus of the seminar (85%, i.e. 57 respondents). Most respondents are also satisfied with the benefits of the seminars (79%, i.e. 53 respondents) and with meeting the expectations from the workshops (76%, i.e. 51 respondents). According to the respondents, the main benefits include the possibility of sharing experience (68%, i.e. 36 respondents) but nevertheless the share of respondents who perceive this benefit as the main one



decreased significantly (a decrease of 20 percentage points). Respondents also consider the interest and usefulness of the topics to be other benefits (53%, i.e. 28 respondents) and also the fact that the information obtained has good usability in practice (53%, i.e. 28 respondents).

The majority of respondents (69%, i.e. 46) stated that they gained new knowledge during the seminar, which they could use in practice. The main experiences from the seminars that respondents use in practice include the creation and use of an adaptation plan for beginning teachers (11 out of 46 respondents), as well as the use of procedures and instructions for bringing a graduate teacher into practice (10 out of 46 respondents), conducting interviews and communication with beginning teachers (8 out of 46 respondents), a balance circle (4 out of 46 respondents) and a professional portfolio (4 out of 46 respondents).

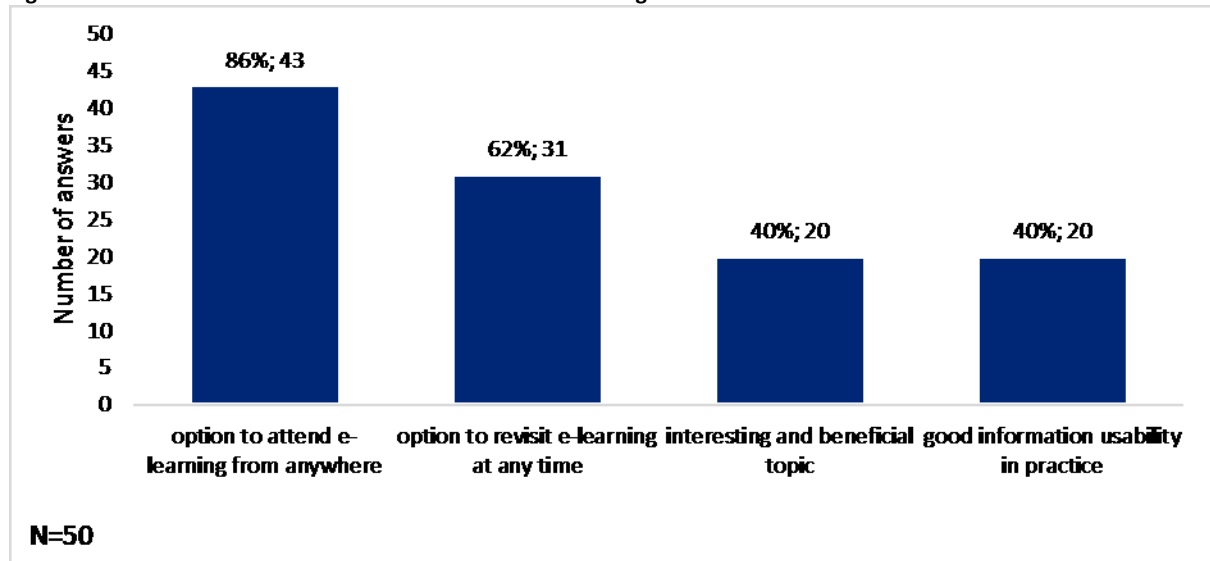
Figure 18 KA Graduate Teacher - The main benefits of the seminar



Multiple answers could be selected.

Respondents are mostly satisfied with the e-learning activity in most respects and consider it beneficial. Respondents are mainly satisfied with the organisation of e-learning (80%, i.e. 54 respondents) and with its factual focus (80%, i.e. 54 respondents). Most respondents are also satisfied with the benefits of e-learning (75%, i.e. 50 respondents) and with meeting the expectations of e-learning (72%, i.e. 48 respondents). According to the respondents, the main benefits include the possibility to complete e-learning from anywhere (86%, i.e. 43 respondents) and at the same time the opportunity to return to it (62%, i.e. 31 respondents).

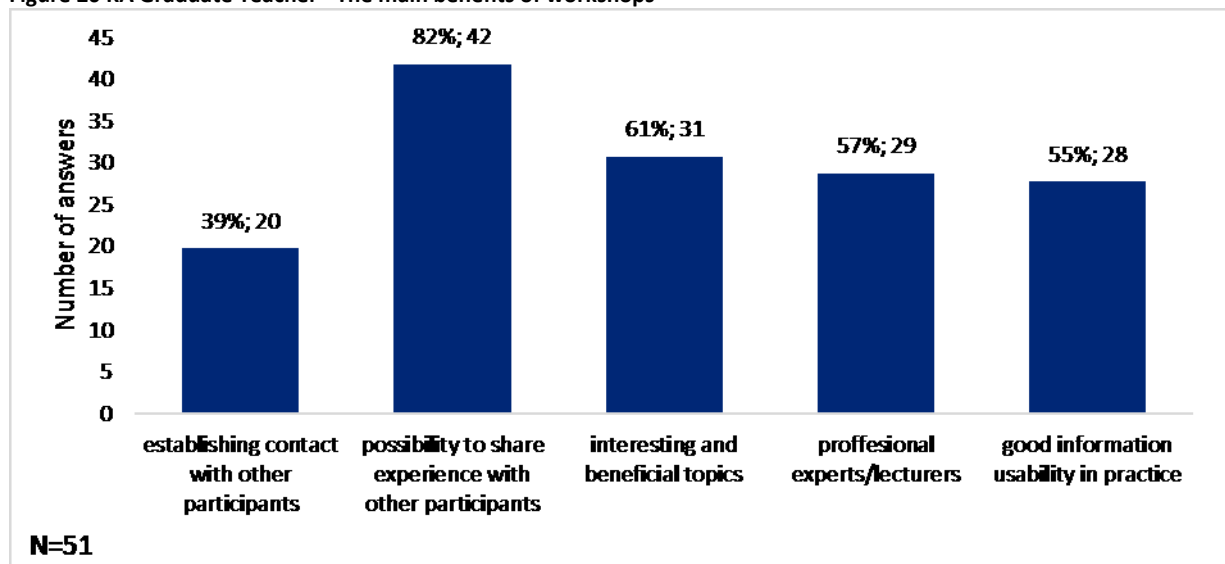
Figure 19 KA Graduate Teacher - The main benefits of e-learning



Multiple answers could be selected.

Respondents who participated in the workshops are generally satisfied with this activity and consider it beneficial. Respondents are satisfied mainly with the lecturers/experts of the workshops (81%, i.e. 54 respondents), with their organisation (78%, i.e. 52 respondents) and with the factual focus of the workshops (76%, i.e. respondents) with the possibility of sharing experiences between participants (74%, i.e. 50 respondents). Most respondents are also satisfied with the benefits of the workshops (76%, i.e. 51 respondents) and with meeting the expectations from the workshops (72%, i.e. 48 respondents). According to the respondents, the main benefits include the possibility of sharing experiences with other participants (82%, i.e. 42 respondents), as well as the interest and usefulness of the topics (61%, i.e. 31 respondents), professional experts/lecturers (57%, i.e. 29 respondents) and also that the information obtained has good usability in practice (55%, i.e. 28 respondents).

Figure 20 KA Graduate Teacher - The main benefits of workshops



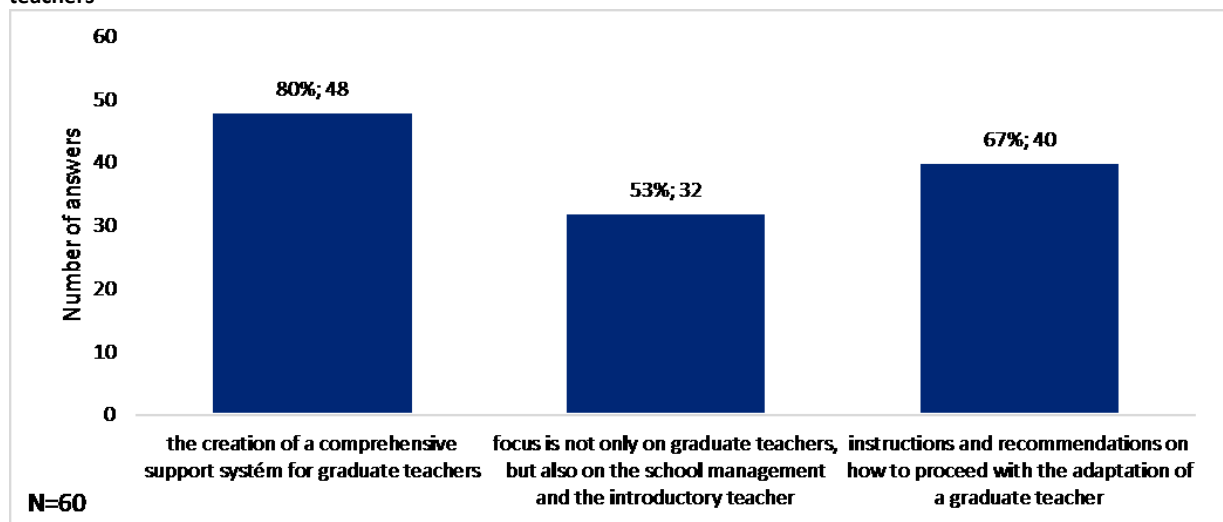
Multiple answers could be selected

Pilot training for graduate teachers, including the creation of a Model for the support of graduate teachers, is also considered useful and beneficial. The majority of respondents (85%, i.e. 60) consider the creation of a Model for the support of graduate teachers and its parts to be necessary/useful mainly because the Model forms a comprehensive support system for graduate teachers (80%, i.e. 48



respondents) and at the same time contains instructions and recommendations on how to proceed with the adaptation of a graduate teacher (67%, i.e. 40 respondents). Three quarters of respondents (75%, i.e. 53) also consider participating in the piloting of the Model to be beneficial. The main reasons for the benefits of participating in the piloting include gaining new relevant information and experience (72%, i.e. 38 respondents) and setting up cooperation between the triad representatives at the institution (60%, i.e. 32 respondents). The majority of respondents (89%, i.e. 64) are satisfied with the cooperation of the involved triad (graduate teacher, introductory teacher and leader) at their institution. More than three quarters of respondents (78%, i.e. 57) use the experience in piloting the Model at least once a month in practice. Participants most often use cooperation and experience sharing within the triad (17 respondents), communication skills (10 respondents), continuous assessment of the progress of graduate teachers (10 respondents) or the compilation of an adaptation plan (9 respondents).

Figure 21 KA Graduate Teacher - The main reasons for the need/usefulness of the Model for the support of graduate teachers



Multiple answers could be selected

The focus group participants agreed that the SYPO project and its activities in KA Graduate Teacher contribute to the targeted and planned support for graduate teachers and to the general setting up of a support system for graduate teachers. At some institutions, support for graduate teachers took place even before the participation in the project and the SYPO project contributed mainly to better setting up/deepening the triad's cooperation at the participating institutions. The participants agreed that the project has an impact on all the groups involved in the class although it has a different meaning for each group. FG participants consider the setting up of partnerships at all levels of the triad, regular meetings of the members of the triad and mutual communication of information to be beneficial, as a result of which each member of the triad always knew what the other one was dealing with.

The participants of the CF agreed that the Model for the support of graduate teachers, especially when setting up work with graduate teachers at the institution - for example, when creating an adaptation plan which, however, must be adapted to the specific environment at the institution. However, some focus group participants stated that although it was possible to make partial use of the Model for the support of graduate teachers, it was very theoretical, general and focused only on certain levels of education. According to the participants, it would therefore be useful to have the Model broken down by level of education, and they would also like the activities within KA Graduate Teacher to be more broken down by field/level of education.



Some FG participants stated that they would welcome more concrete examples of practice/connection with practice and practical activities. Also for this reason, the participants of the FG were positively evaluated mainly by short intensive seminars, hearings/interviews and their analyses and activities focused on mentoring which should be supported in the future. At the same time, some participants stated that the activities were largely focused on self-study and were also relatively time-consuming. Therefore, but also due to the overall time involved in introducing graduate teachers, participants would welcome introductory teachers to reduce their teaching hours (e.g. by 2-3 hours) to have sufficient capacity to provide support for graduate teachers.

Some FG participants stated that involvement in the SYPO project not only helped the participants directly involved in the project but that, as a result of the participation, it was possible to better set up support for teachers throughout the institution.

As part of the SYPO project (KA Evaluation), an internal evaluation of the piloting of support for graduate teachers, introductory teachers and school management was carried out. This evaluation leads to similar conclusions as from the surveys conducted for the purposes of this report, i.e. mostly educational activities are evaluated positively. Partial dissatisfaction was expressed, for example, with the lack of distinction between types of schools, time requirements related to the length and excessive theory of educational materials and duplication of information in follow-up activities. The internal evaluation also shows that participants in educational activities would welcome a greater focus on practical activities that they would have the opportunity to try out.

The project also included an internal evaluation aimed at piloting the Model for the support of graduate teachers. The results of this internal evaluation also coincide in the main conclusions with the results of this report, i.e. piloting is evaluated positively without major negatives. According to the results of the internal evaluation, the participants in the piloting perceive the piloting and participation in it/project as beneficial. They see the benefit mainly in practical instructions for introducing graduate teachers, opportunities to share experiences and to set up a relationship and cooperation within the triad, with which the participants are also satisfied.

3.6 Evaluation question 3 To what extent does the system of methodological cabinets work/how has it worked?

The answer to this Evaluation question was processed on the basis of desk research and meta-evaluation methods. The information obtained was subsequently deepened and verified in individual interviews with the team manager of the KA Cabinets. Subsequently, questionnaire surveys were conducted among members of individual levels of methodological cabinets (national methodological cabinets - 24 answers, i.e. return 27%, regional methodological cabinets - 151 answers, i.e. return 36%, regional methodological cabinets - 153 answers, i.e. return 24%).

The questionnaire surveys were followed by 3 focus groups (focus group for members of national cabinets, focus group for members of regional methodological cabinets and focus group for teachers networked within area methodological cabinets) and telephone interviews to investigate and deepen information from the focus group for members of regional cabinets.

National Methodological Cabinets

According to the team manager of KA Cabinets, the three “original cabinets” (i.e. Mathematics and its Applications, Czech Language and Literature, Informatics and ICT) are still piloting. Despite the Covid-19 epidemic, the two “later launched cabinets” (i.e. Pre-school and Primary Education, Science

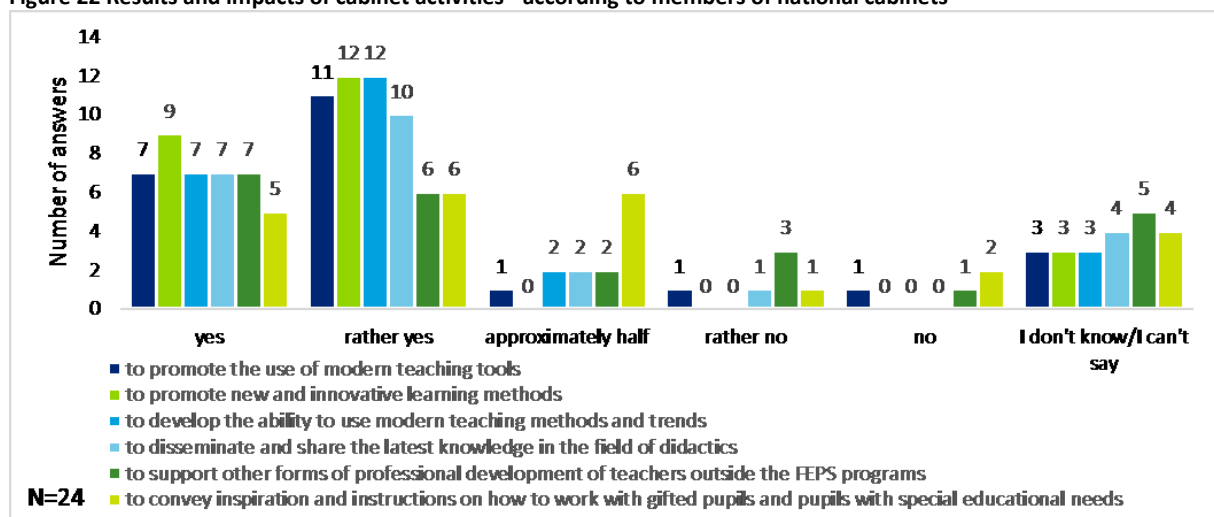


Education) managed to be staffed at the national and regional levels without complications. The remaining 2 “planned cabinets” (i.e. Foreign Languages and Social Sciences) should be staffed from March 2022, at all three levels at the same time. Within the “original three” cabinets, the Models of the system of professional support were completed and approved. Work on the Models of the system of professional support has begun in two “later launched” cabinets.

The questionnaire survey of members of national cabinets (hereinafter referred to as “NC”), which was completed by a total of 24 respondents, shows that **NC are generally evaluated positively and are considered beneficial, a higher percentage of negative responses was not recorded in any area. According to the majority (79 %, i.e. 19) of the members of NC involved in the questionnaire survey, the cabinets contribute to the creation of sufficient space for the professional growth of teachers/to quality and effective support for the deepening of professional competencies.** According to the majority of respondents, the cabinets also contribute to other objectives and areas, as follows:

- they contribute to the support of new and innovative learning methods - 87%, i.e. 21 respondents;
- they contribute to the development of skills to use modern teaching methods and trends - 79%, i.e. 19 respondents;
- they contribute to the support of the use of modern teaching aids - 75%, i.e. 18 respondents;
- they contribute to the dissemination and sharing of the latest knowledge in the field of subject didactics - 71%, i.e. 17 respondents;
- they contribute to the support of other forms of professional development of teachers outside the FEPS programmes - 54%, i.e. 13 respondents;
- they contribute to the transmission of inspiration and instructions on how to work with gifted pupils and pupils with special educational needs - 46%, i.e. 11 respondents.

Figure 22 Results and impacts of cabinet activities - according to members of national cabinets



Three-fifths of respondents (59 %, i.e. 14) consider the Model of the support for individual cabinets/educational areas to be useful for practice. Satisfaction with the project and NC is confirmed by the fact that almost all respondents (96%, i.e. 23) recommended the SYPO project to their colleagues/others.

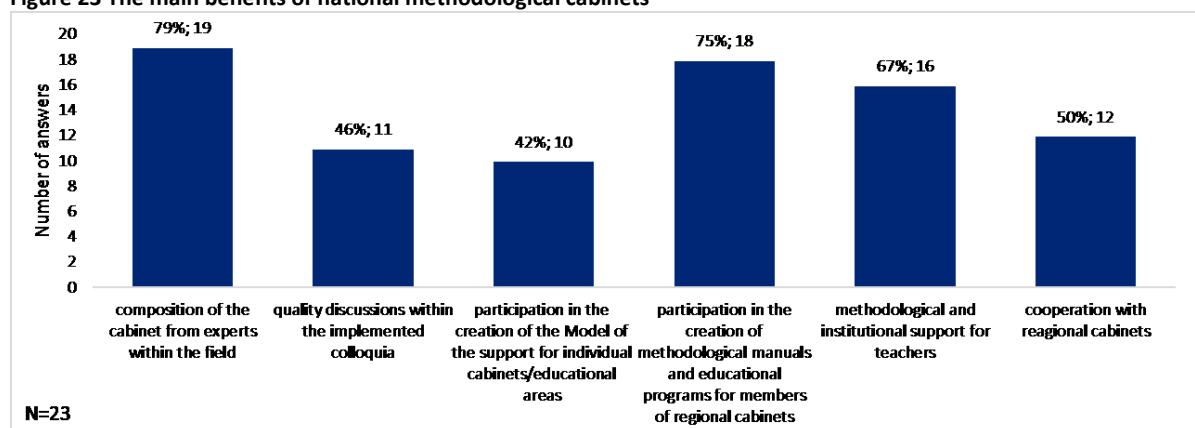
The questionnaire survey shows that most respondents were motivated to participate in NC by the opportunity to participate in changes in education and the creation of related materials (9 out of 24 respondents), then the opportunity to be at the source of new/current information and innovation (6 out of 24 respondents), the possibility of transferring information into practice and general connection



with practice (6 out of 24 respondents), the possibility to participate in the support of teachers (5 out of 24 respondents) and the possibility of sharing experience/information and cooperation with colleagues (4 out of 24 respondents). **The expectations of participation in the NC were met by the majority of respondents (79 %, i.e. 19 respondents).**

Almost all respondents consider NC cabinets to be beneficial (96 %, i.e. 23 respondents). According to the respondents, the main benefits of the NC are mainly that they are composed of experts in the field (79 %, i.e. 19 respondents), they participate in the creation of methodological manuals and educational programmes for members of RC and AC (75%, i.e. 18 respondents) and provide methodological and institutional support to teachers (67 %, i.e. 16 respondents).

Figure 23 The main benefits of national methodological cabinets



Multiple answers could be selected


NC members are mainly satisfied with the staffing of the NC (88%, i.e. 21 respondents), with cooperation with other NC members (79%, i.e. 19 respondents) and with the organisation of national colloquia (79%, i.e. 19 respondents).

The potential for improvement is partly in cooperation with RC, 58% (i.e. 14 respondents) are satisfied with this cooperation, a quarter (25%, i.e. 6) of respondents are half satisfied and 17% (i.e. 4) of respondents are unable to assess cooperation with RC.

Focus group participants agreed that NC initially faced complications in setting them up. They did not always work as was expected of them since it was not clear at first what the tasks of the NC and their members were and it took some time for the project to be set up and the NC members to accept their role. **According to some FG participants, initially the members of the NC were mainly representatives of the academic/theoretical sphere and there was a lack of greater representation of practice.** According to some FG participants, this problem was at least partially solved when there was a change in the management of some cabinets and at the same time **a change in the structure of the NC which also included several chairmen of certain regional cabinets, thus increasing the involvement of representatives. The activity of NC began to focus more on practice.**

FG participants agreed that the cabinets create space for professional development of teachers and deepening of their competencies. Participants positively evaluate the large number of activities from which teachers can choose and thus tailor their education to their own needs. At the same time, the participants mostly agreed that the positive thing is that the courses and their lecturers are of good quality, free of charge or that it is possible to approach them retrospectively and repeatedly. At the same time, however, some participants stated that it was up to everyone to make the most of the opportunity and that the same and active teachers often took part in the activities.





Some FG participants stated that they expected the cabinets to allow sharing of experience across cabinet levels but also between members of individual levels **which, according to some participants, does not go exactly according to their expectations.** One of the reasons is the low interest in participating in the cabinets and the low activity of some members of the cabinets, especially at the regional and area level. However, this situation differs in individual branches of cabinets as well as in individual regions when in some regions and areas cabinets cannot be fully set up and filled (e.g. in Prague), which in some cases is influenced by teachers' lack of interest or lack of active teachers in the region.

FG participants agreed that communication and cooperation within their NC works very well, also due to the support of the positions of NC secretaries who are in charge of coordination and organisation of activities and NC members and who are a great support for NC members. **Some participants in the FG stated that there had been a significant shift in cooperation between NC and RC, mainly due to the involvement of the RC presidents in the NC.** RC members thus have the necessary information at their disposal and are able to pass it on to the AC. Nevertheless, the cooperation between NC and RC depends mainly on the activity of individual members of both levels.

According to the participants of the FG, the main benefits of building a network of cabinets from the national to the regional level include the support of teachers according to their needs, the possibility of cooperation and sharing information and experience. Other benefits of the cabinets include that **teachers have someone to turn to regarding their problems/questions** and all support is free. The focus group shows that **there is a need to ensure the sustainability of the established network of cabinets even after the end of the project, at all three levels** (national, regional and area) as the project managed to create a network of active members who are interested in taking part in activities, self-development and subject didactics. According to one participant, the abolition of cabinets could mean disappointment in the field, a loss of confidence in the system and thus a loss of teachers' interest in participating in other similar projects.

An internal evaluation of the piloting of methodological cabinets was carried out within the SYPO project (KA Evaluation). **The internal evaluation leads to similar conclusions as those from the surveys conducted for the purposes of this report.** The members of the NC perceive as a positive organisational aspect the interconnection of all levels of education across the country and the strong staffing of the NC. At the same time, however, the internal evaluation shows that some members of the NC would welcome if the NCs were composed of more active teachers from practice. NC sees further room for improvement in better document sharing, reducing administrative burdens or improving financial conditions.

According to the internal evaluation, the cooperation between NC and RC is assessed as rather effective when it takes place primarily through e-mails, the participation of NC members in regional colloquia or the participation of RC members in national colloquia. According to the members of NC, visits to colloquia are an ideal way of cooperation.

Regional Methodological Cabinets

According to the team manager of KA Cabinets, all 5 cabinets in implementation (3 "original" and 2 "later launched") are staffed and piloted at the regional level. Partial complications in the staffing of regional and area cabinets have manifested themselves in larger cities with faculties of education (e.g. Prague or Olomouc), where there is less interest in participating in cabinets and their activities due to a larger offer of other activities and other support.

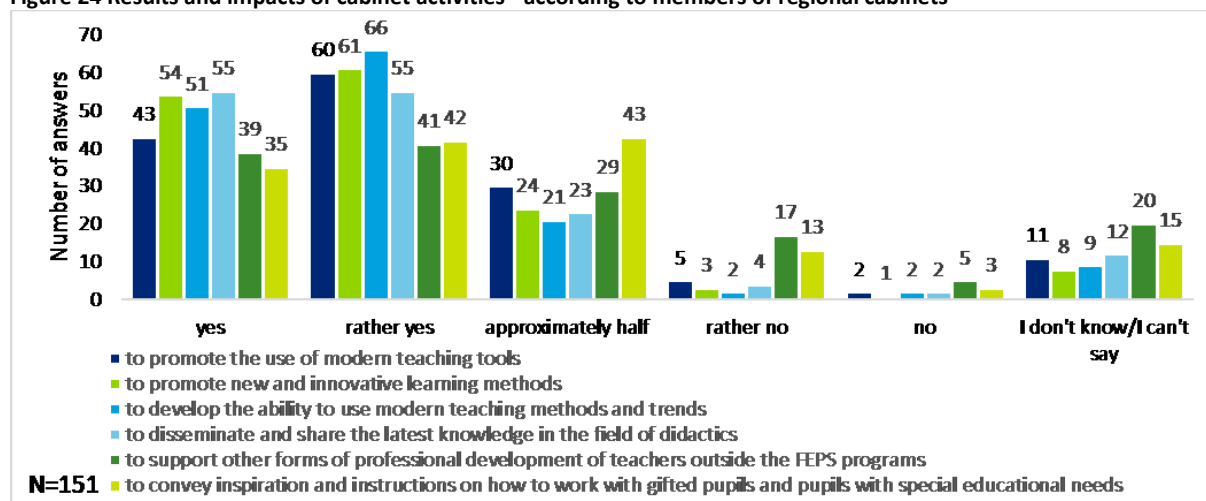


The questionnaire survey among pedagogical and senior staff involved in regional cabinets (hereinafter “RC”) which was completed by a total of 151 respondents shows that RC are generally evaluated positively and are considered beneficial. No area recorded a higher percentage of negative responses. The results of the questionnaire survey significantly copy and confirm the results of the survey carried out within the 1st Progress Report.

According to the majority (69 %, i.e. 105) of the members of the NC involved in the questionnaire survey, the cabinets contribute to the creation of sufficient space for the professional growth of teachers/to quality and effective support for the deepening of professional competencies. According to the majority of respondents, the cabinets also contribute to other objectives and areas, as follows:

- they contribute to the development of skills to use modern teaching methods and trends - 78%, i.e. 117 respondents;
- they contribute to the support of new and innovative learning methods - 76%, i.e. 115 respondents;
- they contribute to the dissemination and sharing of the latest knowledge in the field of subject didactics - 72%, i.e. 110 respondents;
- they contribute to the support of the use of modern teaching aids - 68%, i.e. 103 respondents;
- they contribute to the support of other forms of professional development of teachers outside the FEPS programmes - 53%, i.e. 80 respondents;
- they contribute to the transmission of inspiration and instructions on how to work with gifted pupils and pupils with special educational needs - 51%, i.e. 77 respondents.

Figure 24 Results and impacts of cabinet activities - according to members of regional cabinets



The majority of respondents (80 %, i.e. 120) consider the Model of the system of professional support for individual cabinets and educational areas to be usable for practice. Three quarters of respondents (75 %, i.e. 112) use the experience gained in RC at least once a month in practice. Satisfaction with the project and RC is confirmed by the fact that almost all respondents (96%, i.e. 145) recommended the SYPO project to their colleagues/others.

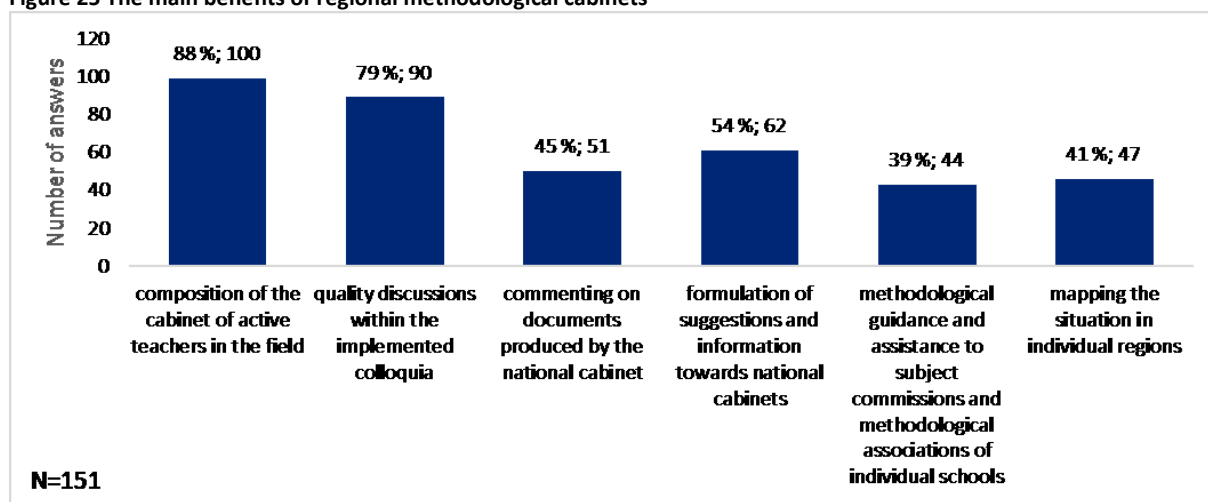
The questionnaire survey shows that most respondents were motivated to participate in RC by the possibility of sharing experience/information and cooperation with colleagues (58 out of 151 respondents), the opportunity to participate in changes in education (58 out of 151 respondents), and the possibility of professional development (33 out of 151 respondents) and the possibility of obtaining new/current information (i.e. 28 out of 151 respondents). **Expectations of participation in RC were met by about half of the respondents** (51 %, i.e. 77 respondents). For 15% (i.e. 22) respondents,



expectations were not met, the main reasons for not meeting expectations include dissatisfaction with professional/methodological and conceptual provision of RC (10 respondents), procedural provision of RC (9 respondents), weaker methodological guidance and assistance by subject commissions and methodological associations of individual schools (7 respondents) and cooperation with NC (7 respondents).

Three quarters of respondents consider RC to be beneficial (75 %, i.e. 114 respondents). According to the respondents, the main benefits of RC lie mainly in the fact that they are composed of active teachers in the given area (88 %, i.e. 100 respondents) and in quality discussions within the meeting (79 %, i.e. 90 respondents).

Figure 25 The main benefits of regional methodological cabinets



Multiple answers could be selected

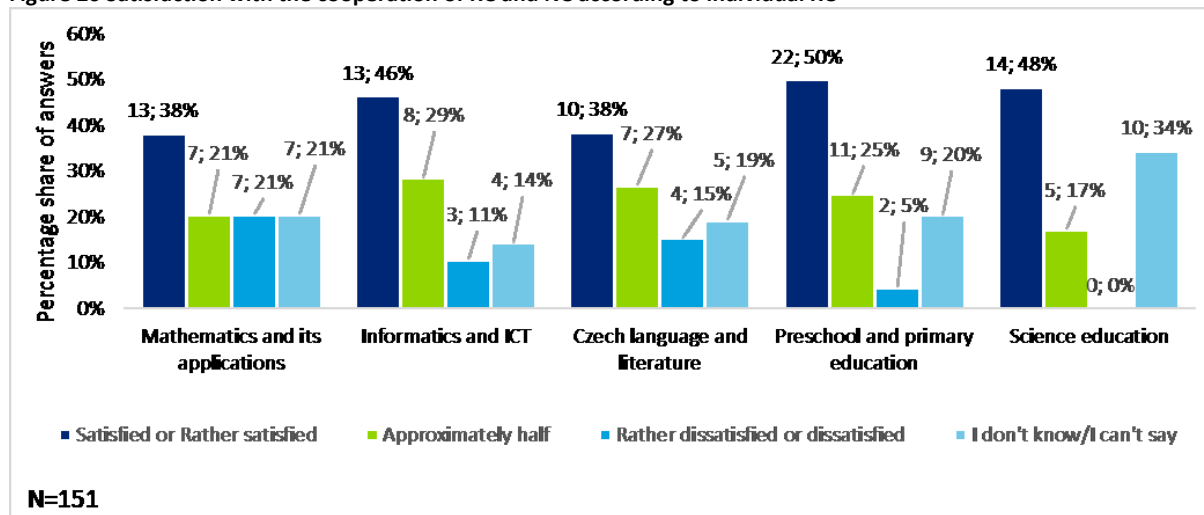
RC members are mainly satisfied with the staffing of RC (86%, i.e. 130 respondents), with the cooperation within RC (84%, i.e. 127 respondents) and with the organisation of regional colloquia (83%, i.e. 124 respondents).

The potential for improvement is in cooperation between different RCs, 36% (i.e. 54 respondents) are satisfied with this cooperation, a significant part (26%, i.e. 39) of respondents are half satisfied, but 28% (i.e. 43) of respondents are unable to assess cooperation among RCs. The majority of dissatisfied respondents (73%, i.e. 11) most often stated that the reason for dissatisfaction is a worse form of cooperation with other RCs.

There is also room for improvement in the management and cooperation of NC, less than half (42%, i.e. 43) of respondents are satisfied with this management and cooperation, a quarter (25%, i.e. 37) of respondents are half satisfied and another almost a quarter (23%, i.e. 34) respondents are unable to assess cooperation with the NC. At the same time, 10% (i.e. 16) of respondents are dissatisfied or rather dissatisfied with the cooperation. The dissatisfaction of these respondents most often consisted in a worse form of cooperation with NC (9 respondents) then in lower interest in cooperation from NC (8 respondents) or in lower willingness of NC to reflect feedback and requests passed from RC (5 respondents). As this is an area that appeared more frequently as an area for improvement in surveys carried out for the purposes of the 2nd PR, a more detailed analysis was carried out, on the basis of which it can be stated that partial dissatisfaction with this cooperation is more pronounced in the 3 original cabinets (i.e. Czech, M and ICT), where negative answers range from 11 to 21% of respondents for a given cabinet, while dissatisfaction is lower in two later launched cabinets (0 to 5% of respondents).



Figure 26 Satisfaction with the cooperation of RC and NC according to individual RC




Participants in the focus and follow-up survey through telephone interviews stated that their expectations from participation in the cabinets are partially met but there are still areas where it is not the case. Some participants of the focus group stated that they lacked a clear assignment of what to do as members of the RC. Another room for improvement is the partially problematic involvement/networking of other members in the cabinets, the main reasons being the involvement of teachers in other projects and their busy schedule. At the same time, the participants of the Faculty of Science stated that it is an issue for the involved/networked teachers to ensure their activity. There are active teachers who try to implement activities and involve other members but even so there is a part of cabinet members that RC representatives fail to actively involve.

A wide range of activities (e.g. webinars, seminars, workshops) in which it is possible to participate which contribute to the professional professional development of teachers and the deepening of their competencies is evaluated positively. FG participants and interviews agreed that cabinets contribute to the support of innovations in the field of subject didactics by enabling cabinet members to participate in solving current topics and related materials, sharing members' experiences or offering educational activities focused on new topics.

FG participants and interviews stated that they are satisfied with the cooperation within their RC thanks to regular and effective communication, mutual transfer of information and feedback or thanks to regular meetings. Some participants said that cooperation could be improved if more members were involved in the cabinet.

According to the participants of the FG and the talks in cooperation between the NC and RC, there is room for improvement. The participants agreed that they would welcome more frequent feedback from the NC, better information from the NC (e.g. in the form of minutes of the NC meeting, which would be available to all) and greater involvement in activities/tasks by the NC. The participants evaluated the personnel change and the change of the structure in NC positively where more teachers from practice work after the change and in some areas the cooperation also improved. Some participants expressed dissatisfaction with the communication from the Ministry of Education, Youth and Sports when they did not receive feedback on the questions and suggestions.

FG participants and interviews stated that the main future benefit/potential of the cabinets is to build a structure that will contribute to the dissemination of inputs from the field when according to the participants it is necessary for teachers to be able to express themselves and influence changes in education. Some FG participants agreed that it would be appropriate for cabinets to have a



professional voice in the future as a community of teachers so that they can participate in changes in individual subjects as experts may be detached from the realities of the field. At the same time, the participants stated that the network of cabinets would also enable the dissemination of higher-level information to teachers in the field through activities, as well as the sharing of mutual experiences and the association of teachers at the lowest level.

An internal evaluation of the piloting of methodological cabinets was carried out within the SYPO project (KA Evaluation). **The internal evaluation leads to similar conclusions as those from the surveys conducted for the purposes of this report. RC members perceive as a positive aspect the composition of RC and the intention of the project that the suggestions should come from the teachers in the field.** At the same time, however, the internal evaluation shows that RC members do not have sufficient information on how their suggestions are handled. According to the internal evaluation, RC members also see improvement in the reduction of administrative burdens, in the improvement of financial conditions or in more frequent meetings and releases by schools.

According to the internal evaluation, the cooperation between NC and RC is assessed as rather effective when it takes place primarily through e-mails, the participation of NC members in regional colloquia or the participation of RC members in national colloquia. The lack of feedback from the NC is perceived negatively. It is very important for teachers from the regions to be able to be involved in the direction of education and for their suggestions and comments to go from the lowest levels to the national level.

According to the internal evaluation, RC members are mostly satisfied with the cooperation within RC and the activities of their members. At the same time, however, it was stated that some members are also active in other projects and this causes their extreme workload. Related to this is the risk of other/new educators not being interested in participating in the project, mainly due to overwork, involvement in other projects and the absence of financial motivation. RC members described personal meetings and addressing primarily their colleagues they know personally as the most effective way of further networking.

Similar conclusions from this and the internal evaluation also result from the “Follow-up of methodological cabinets” which was prepared by the Evaluation Department (Department 449) of the Ministry of Education, Youth and Sports. According to this survey, the cabinets are generally evaluated positively and RC perform best in comparison with NC and AC. According to the findings of the survey, the main positives of the cabinets include the possibility of mutual sharing and interaction with other participants, direct support and the offer of education, which all contributes to the development of teachers' competencies.

Nevertheless, the participants in the survey pointed out possible areas for improvement which include communication, cooperation or feedback from NC. Furthermore, the lack of interest on the part of schools, teachers and directors in project involvement and market saturation with similar activities and projects and greater interconnection with practice in the sense of a broader consideration of the needs/demand of activities and inputs directly from teachers and schools or for possible improvements in the process/administrative area of the project was shown.

Area Methodological Cabinets

Also at the area level, all 5 cabinets in implementation are staffed and piloted (3 “original” and 2 “later launched”), although in some areas a lower number of teachers is involved. As part of their own support, it was not possible to start observations which are planned in the project in person. According



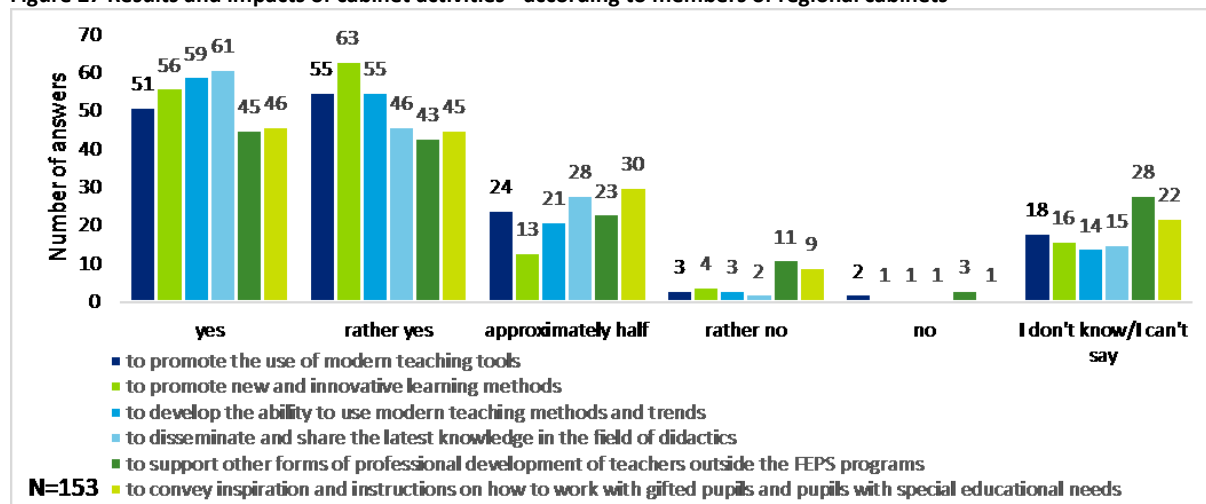
to the team manager, however, the current non-implementation of observations is not a problem and this activity will be implemented to the planned extent.

The questionnaire survey among pedagogical and senior staff involved in area cabinets (hereinafter “AC”) which was completed by a total of 153 respondents shows that AC are generally evaluated positively and are considered beneficial. No area recorded a higher percentage of negative responses.

According to the majority (79 %, i.e. 122) of the members of the NC involved in the questionnaire survey, the cabinets contribute to the creation of sufficient space for the professional growth of teachers/to quality and effective support for the deepening of professional competencies. According to the majority of respondents, the cabinets also contribute to other objectives and areas, as follows:

- they contribute to the support of new and innovative learning methods - 78%, i.e. 119 respondents;
- they contribute to the development of skills to use modern teaching methods and trends - 75%, i.e. 114 respondents;
- they contribute to the dissemination and sharing of the latest knowledge in the field of subject didactics - 70%, i.e. 107 respondents;
- they contribute to the support of the use of modern teaching aids - 69%, i.e. 106 respondents;
- they contribute to the transmission of inspiration and instructions on how to work with gifted pupils and pupils with special educational needs - 59%, i.e. 91 respondents;
- they contribute to the support of other forms of professional development of teachers outside the FEPS programmes - 57%, i.e. 88 respondents.

Figure 27 Results and impacts of cabinet activities - according to members of regional cabinets



The majority of respondents (76 %, i.e. 117) consider the Model of the system of professional support for individual cabinets and educational areas to be usable for practice. Almost three quarters of respondents (73 %, i.e. 112) use the experience gained in AC at least once a month in practice. Satisfaction with the project and AC is confirmed by the fact that almost all respondents (97%, i.e. 148) recommended the SYPO project to their colleagues/others.

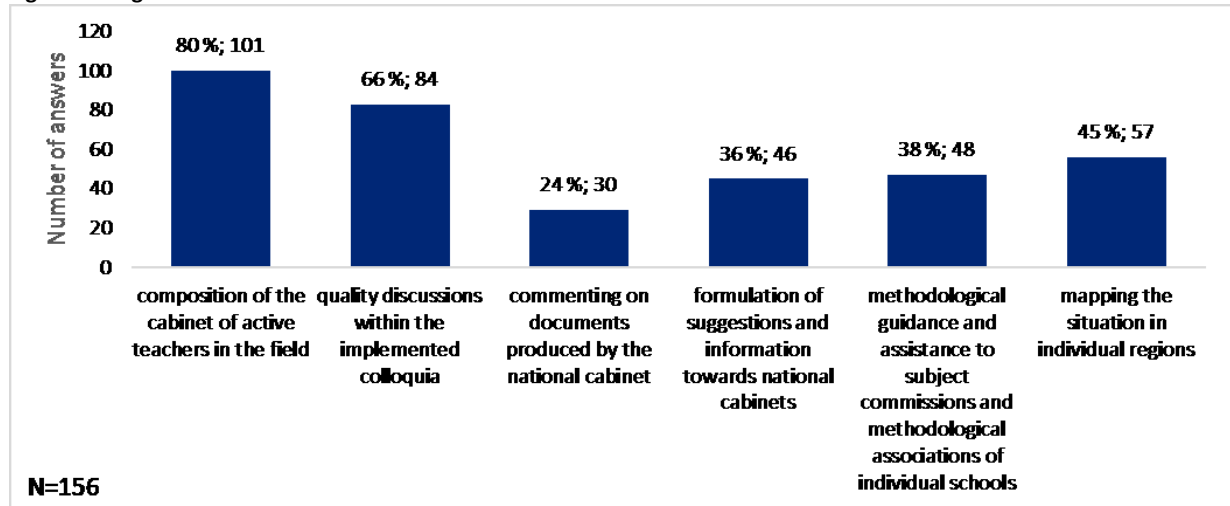
The questionnaire survey shows that most respondents were motivated to participate in AC by the possibility of sharing experience/information with colleagues, gaining new contacts (86 out of 153 respondents), then the opportunity to gain new/current information and experience usable in practice (67 out of 153 respondents), the opportunity to participate in changes in education, to comment on



materials (17 out of 153 respondents). **Respondents' expectations of participation in AC are mostly being met (69 %, i.e. 106 respondents).**

Respondents consider AC to be beneficial (83 %, i.e. 127 respondents). According to the respondents, the main benefits of AC are mainly that they are composed of active teachers in the field (80 %, i.e. 101 respondents) and in quality discussions within the meeting (66 %, i.e. 84 respondents).

Figure 28 Regional cabinets - The main benefits



Multiple answers could be selected


AC members are mainly satisfied with the staffing of AC (85%, i.e. 130 respondents), with the cooperation within AC (76%, i.e. 118 respondents) and with the organisation of area colloquia (76%, i.e. 117 respondents).

The potential for improvement is in the cooperation between the various ACs, 38% (i.e. 57 respondents) are satisfied with this cooperation but almost half (44%, i.e. 67) of the respondents are unable to assess the cooperation between the ACs. There is also room for improvement in the management and cooperation of RC, more than half (57%, i.e. 87) of respondents are satisfied with this management and cooperation but more than a third (35%, i.e. 54) of respondents are unable to assess cooperation with RC.

The participants of the focus group agreed that the participation in AC meets the expectations they had from the participation. According to FG participants, the main benefits include the possibility of sharing information/experience with other cabinet members, the security of support and the opportunity to turn to someone in case of any problems. Specific educational activities are also evaluated positively (seminars, webinars, workshops, etc.) of which there is a sufficient number and members of the cabinets can use them free of charge. According to FG participants, these activities also contribute to the fulfilment of the project objectives which are to ensure professional development of teachers and deepening of their competencies as well as another objective of cabinets, i.e. to support coordinated application of innovations in subject didactics and support of new and innovative learning methods together with dissemination and sharing of the latest knowledge in subject didactics. FG participants agreed, however, that the benefits are individual according to the commitment of individual cabinet members and the specific impacts on them may vary.

The participants of the focus group agreed that they are satisfied with the management of AC, with the setting up of cooperation within their AC, with colleagues in the cabinets and also with the cooperation of the other AC. At the same time, FG participants are satisfied with the cooperation





between AC and RC as they meet regularly and share experiences. AC members are also informed about news (e.g. about the offer of activities, etc.)

Participants see room for improvement in networking and involving other members in cabinets. According to the participants, it has not been possible to ensure trouble-free operation in all areas, and in some of them there is still not enough networking. **Cabinets mainly involve active pedagogical staff** who are aware of the benefits of the SYPO project (e.g. all educational activities are free) but **involving inactive teachers who would need the support the most does not work very well.**

All participants agreed that **the main benefit of building a network of cabinets from the national to the area level sees opportunities to participate in changes in education** (e.g. revision of the FEP) as they do not want changes to be decided without their opinion and systems succession. On the contrary, they want **interconnection with practice and they do not teachers to have to accept changes from above without the chance to participate in them.** According to the focus group participants, the SYPO project was very flexible in providing a wide range of support for teachers at the beginning of the Covid-19 epidemic when materials were scarce and the project had a positive effect on the perception of online tools and webinars.

At the same time, one focus group participant mentioned the need for sustainability of cabinets as key to maintaining a strong point of support for the teaching public. The participant expressed the need for a system solution instead of the current project solution of the situation, which will be sustainable within the whole education system and will not depend on active and enthusiastic teachers.

ICT Support

The network of ICT methodologists currently consists of 20 regional ICT methodologies (RICTM) as there is still a high demand for their services. In some regions, there are more RICTM. Through this network, direct support to ICT schools continues to be provided. In the spring of 2021, when RICTM focused mainly on the revision of ICT education, more than 800 schools applied for their support.

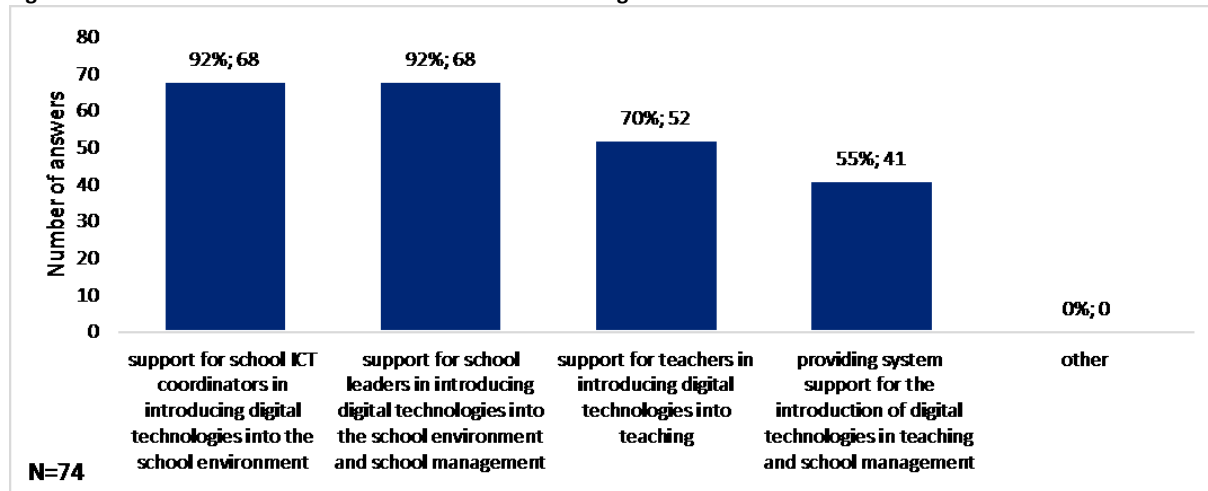
To evaluate the activities within the framework of ICT support, one questionnaire survey was carried out. It consisted of two parts according to the schools into the activity, either into one-off individual consultations on ICT methodological support or into conceptual ICT methodological support. A total of 94 respondents took part in this questionnaire survey and the results of the survey show that this support is generally evaluated positively and is considered beneficial.

The results of the questionnaire survey significantly copy and confirm the results of the survey carried out within the 1st Progress Report.

According to the majority of respondents (79 %, i.e. 74), **the project created a functional network of ICT methodologists who offer, organise and provide systematic support to schools/ICT coordinators** in the field of integration of technological resources into teaching and schools in general. According to the respondents, the main benefits of the network of ICT methodologists include support for school ICT coordinators in introducing digital technologies into school environments (92%, i.e. 68), support for school leaders in introducing digital technologies into school environments and school management (92, i.e. 68) and support for teachers in introducing digital technologies into teaching (70%, i.e. 52).

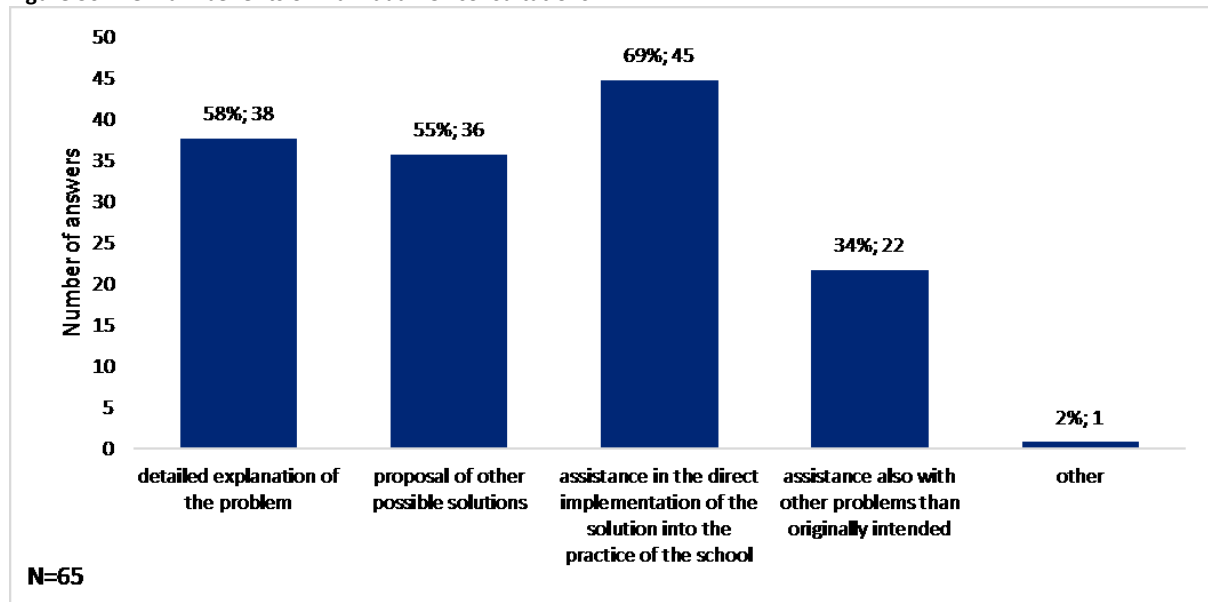


Figure 29 The main benefits of the network of ICT methodologists



The questionnaire survey shows that **the majority of respondents involved in individual consultations met expectations** (91 %, i.e. 61 respondents) **they had and considered consultations to be beneficial** (97 %, i.e. 65 respondents). A significant positive shift compared to the 1st Progress Report lies in the perception of the usability of the obtained information in practice **where information is considered transferable to practice by 92% (i.e. 62) of respondents** compared to 62% (i.e. 28) respondents in the 1st Progress Report. The main benefits of the consultation include assistance with direct implementation in the school practice (69%, i.e. 45 respondents), a detailed explanation of the problem (58%, i.e. 38 respondents). Respondents also evaluate the currentness of the information obtained (85%, i.e. 53 respondents), which contributes to their usability in practice. The questionnaire survey also shows that most respondents managed to solve their problem (s) thanks to the consultation.

Figure 30 The main benefits of individual ICT consultations



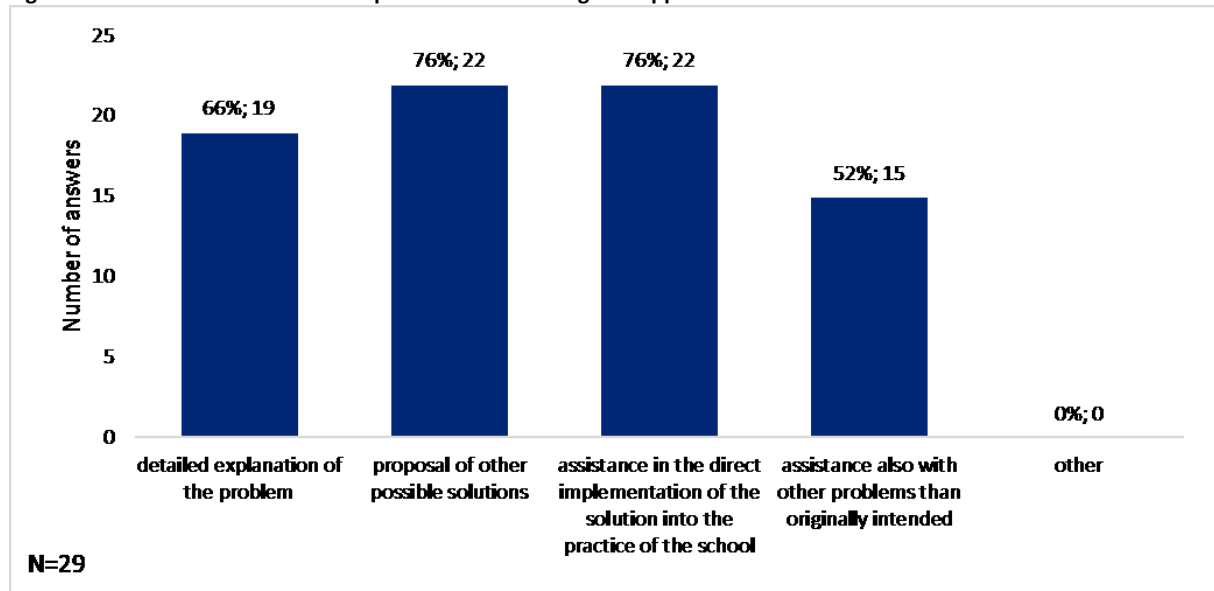
Multiple answers could be selected

The questionnaire survey shows that **the majority of respondents involved in conceptual ICT methodological support met the expectations** (91 %, i.e. 29 respondents), **they had, consider consultations to be beneficial** (91 %, i.e. 29 respondents) **and consider information as transferable to school practice** (88 %, i.e. 28 respondents). PR. The main benefits of methodological support include



assistance in direct implementation in school practice (76%, i.e. 22 respondents), proposal of other possible solutions (76%, i.e. 22 respondents), detailed explanation of the problem (66%, i.e. 19 respondents). Respondents also evaluate the currentness of the information obtained (89%, i.e. 25 respondents), which contributes to their usability in practice. The questionnaire survey also shows that most respondents managed to solve their problem (s) thanks to the consultation.

Figure 31 The main benefits of conceptual ICT methodological support



Multiple answers could be selected


3.7 Evaluation Question 5: How is the cooperation progressing and what mutual results have been achieved?

The answer to this Evaluation Question was processed on the basis of desk research. Information related to the cooperation was deepened in individual interviews with representatives of other ISP and telephone interviews with participants in cooperation platforms.

Key collaboration activity is a mandatory part of all IPs. Based on the findings, it can be stated that **the SYPO project cooperates with other IPs most often in the form of expert panels where representatives of the SYPO project participate in expert panels of other projects and representatives of these projects are invited to the SYPO project expert panels.** The role of project representatives on panels depends on their topics. In the case of relevant topics, participants actively cooperate with project representatives of the panels. **Furthermore, there is a regular cooperation of projects through meetings of project managers of all individual system projects implemented within the NPI CR.** The management of the NPI CR and representatives of the NPI CR project office also take part in the meetings. Meetings are used to keep each other informed about the current state and events in the projects. In the event that possible meetings and cooperation of some projects are identified within the meetings, it is further established at the individual level of cooperation between projects. According to the representatives of IPs, there is no longer any cooperation in the form of meetings organised by the Ministry of Education, Youth and Sports, which was evaluated negatively in the 1st PR.

Within the cooperation of the SYPO project with the SME PP project, SME PP representatives cooperated on the outputs within KA Management so that the materials reflect the needs in terms of inclusion, within KA Graduate Teacher they participated in taking into account teachers' competencies and cooperation in the field of FEPS is expected within KA Quality.





Representatives of the SWT project, together with SYPO representatives, participate in negotiations on the topic of ICT revision of the FEP, and also through the network of methodological cabinets, the outputs of the SWT project and awareness of the project are disseminated.

Both the SYPO project and the SMP participated in the creation of the competency model of the director, which were created for each project separately. However, there were no duplications or overlaps as the models were consistent and complementary. Subsequently, the views on the competencies of directors were unified and thus the initial module of directors' competencies for the NPI CR was determined.

According to the representative of the CFP project, cooperation between IPs should be set in the future during their preparation/planning, so that the connection of activities (e.g. expert panels) is set from the beginning of implementation and is not set during projects where projects have defined and fixed their objectives/outputs/charters, etc. At the same time, the cooperation of IPs would be beneficial in the future if a central programme management/body was established which would cross-sectionally coordinate and manage the activities of individual IPs. This level would be superior to the steering committees of the individual IPs, perceive the projects as a whole, ensure the fulfilment of all their objectives and their cooperation, monitor progress and manage activities in order to get the most out of the projects and implement the strategy at the national level.

3.8 Evaluation Question 6: What were the unintended impacts of the SYPO project?

All methods implemented for the purposes of this report (desk research, meta-evaluation, individual interviews, questionnaire surveys, focus groups) were used to identify unintended impacts. Based on the information obtained, the process of tracing was used for the identified unintended impacts and a map of causal chains for these impacts was created. Within this report, causal mechanisms (chains) of unintended impacts identified in the 1st PR were tested.

During the elaboration of the 2nd PR, a minimum of unintended impacts of the SYPO project were identified by individual participants in the survey as impacts on them and cannot be applied to the entire project and the environment.

Maps of causal chains of unintended impacts identified in the 1st PR and their evaluation are given below:

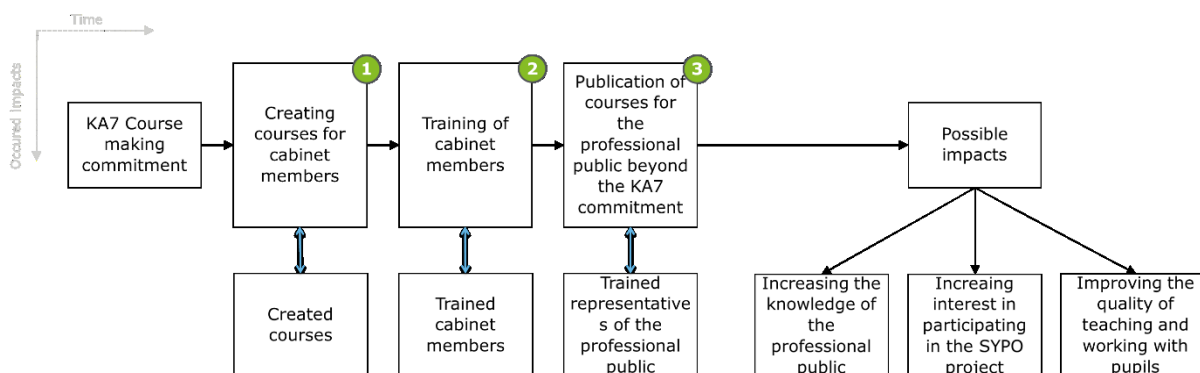
1. Externality (observable phenomenon) in the creation of materials for training members of methodological cabinets of the regional and area level.

Within the 1st PR, it was identified that training (on-line) was created within the KA Support (members) for members of methodological cabinets at the regional and area level, in which 240 participants were trained. Based on the positive feedback, the training was also made available to the professional public (teachers). For this reason, there was an unplanned activity that was not included in the programme. According to a representative of KA Support, more than 1,300 participants were trained, which proves the empirical footprint.





Causal chain map³:



Process tracing not only seeks causal inference, i.e. deriving whether a certain event leads to a certain consequence, but seeks a causal explanation, i.e. the answer to the question of how the cause causes its consequence. The answer to this “how” is a detailed description of the so-called causal mechanism and convincing empirical evidence that the mechanism is indeed present. The “Stalk in the Wind” method was used to test for possible impacts, as the identified potential impacts can be caused by a number of other factors and it is almost certain that the footprint we tested is not the only factor leading to these impacts. Therefore, if the empirical footprint is confirmed when using this method, the relevance of this causal chain will increase but it will not be definitively confirmed. Conversely, failure to confirm the trace does not necessarily invalidate the hypothesis but weakens it slightly. This method is suitable for the purposes of this testing, as the expected impacts may affect only a part of the general public (professional public, schools, etc.) and may not be detected by testing (e.g. due to the setting of samples of respondents, etc.) which, when using this method, does not mean that the hypothesis was refuted but only slightly weakened. At the same time, the identified expected impacts are closely related and this method least weakens other hypotheses if some of them are confirmed. This is an opportunity to confirm the hypothesis but not to refute other possible impacts of other hypotheses.⁴

The unintended impacts of this training identified in the 1st PR can only be assessed to a limited extent. It can be stated in part that the SYPO project “increased interest in participating in the SYPO project”. These two impacts can be demonstrated primarily by a significant increase in interest in the SYPO project in the online environment. There was a significant increase in visiting the SYPO project website, with more than 75,000 users visiting the website in 2020 and more than 43,000 in the first half of 2021, while in 2019 it was less than 20,000. There has also been a doubling of users who “liked” Facebook pages, with 1,069 labels recorded in mid-2020 and more than 2,200 labels in mid-2021 and around 2,500 labels by the end of 2021. The shift is also marked by the development on the YouTube platform where the number of subscribers increased from 1,400 to more than 3,000 compared to the 1st PR and the number of views increased from almost 159,000 to more than 503,000. The surveys show that the activities of the SYPO project generally contribute to the deepening of knowledge/competencies,

³ The map of causal chains represents activities on the time line divided in points 1-3 which resulted in certain intended and unintended impacts. Unintended impacts labelled “Potential impacts” are examined as hypotheses.

⁴ Process tracing: examination of causality in case studies [online]. Available from: <https://www.sav.sk/journals/uploads/03061031Mazak%20-%20zalomena%20-%20AMC.pdf>



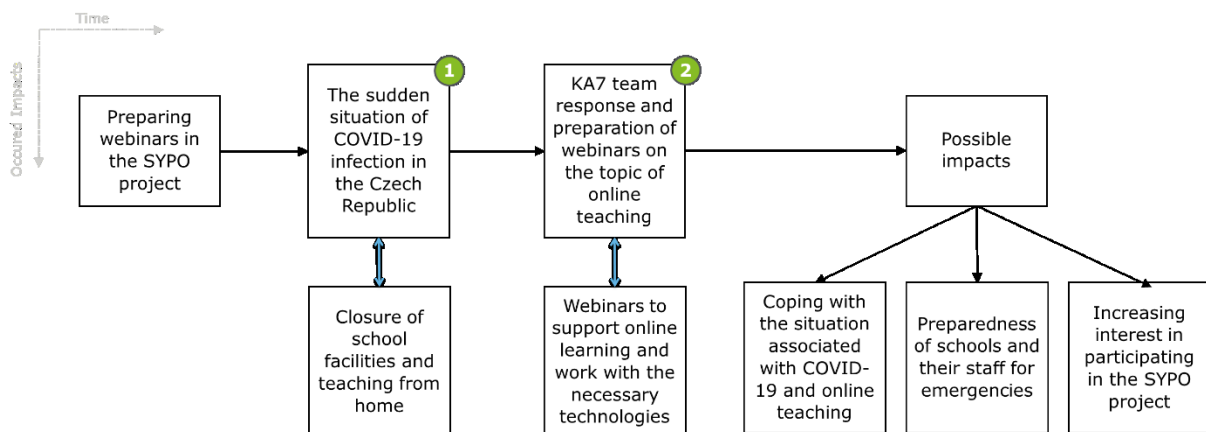
etc. participants and can be applied in practice, on the basis of which it can generally be concluded that there has been an “increase in the knowledge of the professional community”. At the same time, however, it is not possible to determine whether and to what extent the publication of exchange rates has contributed to the possible impacts identified under the 1st PR. The last possible impact identified in the 1st PR was “improving the quality of teaching and work with pupils”, but with regard to the focus of this evaluation, it is not possible to assess whether and to what extent there has really been a development of school education and impacts on pupils.

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

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

Confirmation of the success and positive impact of webinars is confirmed by a questionnaire survey in which respondents are very positive about this type of webinars and webinars were evaluated just as positively by participants in focus groups and interviews.

Causal chain map⁵:



This report examined the unintended impacts of this training identified in the 1st PR. Process tracing not only seeks causal inference, i.e. deriving whether a certain event leads to a certain consequence, but seeks a causal explanation, i.e. the answer to the question of how the cause causes its consequence. The answer to this “how” is a detailed description of the so-called causal mechanism and convincing empirical evidence that the mechanism is indeed present. The “Stalk in the Wind” method was used to test for possible impacts, as the identified potential impacts can be caused by a number of other factors and it is almost certain that the footprint we tested is not the only factor leading to these impacts. Therefore, if the empirical footprint is confirmed when using this method, the relevance of this causal chain will increase but it will not be definitively confirmed. Conversely,

⁵ The map of causal chains represents activities on the time line divided in points 1-3 which resulted in certain intended and unintended impacts. Unintended impacts labelled “Potential impacts” are examined as hypotheses.

failure to confirm the trace does not necessarily invalidate the hypothesis but weakens it slightly. This method is suitable for the purposes of this testing, as the expected impacts may affect only a part of the general public (professional public, schools, etc.) and may not be detected by testing (e.g. due to the setting of samples of respondents, etc.) which, when using this method, does not mean that the hypothesis was refuted but only slightly weakened. At the same time, the identified expected impacts are closely related and this method least weakens other hypotheses if some of them are confirmed. This is an opportunity to confirm the hypothesis, but not to refute other possible impacts of other hypotheses.⁶

Unintended impacts of the created webinars identified in the 1st PR can be evaluated only to a limited extent. As part of the surveys, participants in various activities mention and positively evaluate the support of the SYPO project during the Covid-19 epidemic. Webinars, which were an important support for teachers at this time, were also evaluated positively as they managed to respond very quickly and created webinars focusing on online teaching with which teachers had no experience. The survey participants stated that the response of the SYPO project contributed to raising awareness of the project and to a better perception of the project. This impact can be mainly demonstrated by a significant increase in interest in the SYPO project in the online environment. There was a significant increase in visiting the SYPO project website, with more than 75,000 users visiting the website in 2020 and more than 43,000 in the first half of 2021, while in 2019 it was less than 20,000. There has also been a doubling of users who “liked” Facebook pages, with 1,069 labels recorded in mid-2020 and more than 2,200 labels in mid-2021 and around 2,500 labels by the end of 2021. The shift is also marked by the development on the YouTube platform where the number of subscribers increased from 1,400 to more than 3,000 compared to the 1st PR and the number of views increased from almost 159,000 to more than 503,000. At the same time, however, it is not possible to determine whether and to what extent the creation of webinars has contributed to the possible impact identified under the 1st PR.

The last possible impact identified in the 1st PR was “emergency preparedness of schools and their staff” but given the focus of this evaluation, it is not possible to assess whether and to what extent schools and staff will be able to respond to any new unexpected situations that would required a change from the state caused by the Covid-19 epidemic.

⁶ *Process tracing: examination of causality in case studies [online]. Available from: <https://www.sav.sk/journals/uploads/03061031Mazak%20-%20zalomena%20-%20AMC.pdf>*



4 Conclusions and Recommendations

4.1 Conclusions

Table 3 Conclusions

	Conclusion	Description of the conclusion	ID recommendation
EQ 1.1	The implementation of the project and its activities corresponds to the planned schedule.	Based on the performed analysis and performed surveys, it can be stated that most KAs are carried out according to the planned schedule and correspond to current needs. To ensure currentness, internal evaluation activities are implemented. They include representatives of other KAs so that these KAs are implemented in accordance with the needs of target groups and project participants. If changes are needed, project representatives respond to the situation by requesting changes so that the activities match the project settings.	N/A
EQ 1.2	Almost all partial objectives of the project are being met.	<p>Based on the surveys carried out for the purposes of this report, it appears that 13 partial objectives are being fulfilled. These objectives are:</p> <ul style="list-style-type: none"> • To provide internal and external feedback on the implementation of project activities, attitudes and opinions of actors participating in project activities and cooperating on the project and to provide incentives to modify or revise individual processes and project outputs - there is direct cooperation and communication of the KA with all relevant KAs to ensure the currentness and relevance of individual KAs. Evaluation reports focusing on the evaluation of already completed activities were prepared, especially for KA Cabinets, KA Graduate Teacher and KA Management. • To analyse the educational needs of the selected target groups of the project in order to possibly adjust the key activities so that they meet their needs - there is a direct cooperation and communication of the KA Evaluation with all relevant KAs to ensure the currentness and relevance of individual KAs. Evaluation reports focusing on the evaluation of already completed activities were prepared, especially for KA Cabinets, KA Graduate Teacher and KA Management. • To build a knowledge base for the management of system changes and to synthesise the outputs of previous and existing projects through the organisation of expert panels - The SYPO project organised ten panels, in which representatives of other projects also participate. At the same time, representatives of the SYPO project visit expert panels of other IPs. The output of the expert cooperation panels are the Summary final reports of the expert panel, which are made available to the Ministry of Education, Youth and Sports and the participants of the panel. • To ensure that the professional public is informed about the objectives and outputs of the project through professional conferences - a conference on the topic of graduate teachers and a conference focused on school management (KA Management) was held. A conference for KA Cabinets was to take place in December 2021. The output of professional conferences is the placement of recordings of the main contributions on the YouTube platform. At the same time, the output of professional conferences is a report from which a collection is created which is sent to all participants and the Ministry of Education. • To design and pilot test a model of a comprehensive, continuous and modular system of professional support for teachers through a network of methodological cabinets - within three “original cabinets” the Models of the system of 	01_PR02



	Conclusion	Description of the conclusion	ID recommendation
		<p>professional support were completed and approved and work on these Models was started. The remaining two “planned cabinets” have not yet been staffed and work on the Models has not begun. At the same time, the models are being pilot-tested by creating networks of five methodological cabinets within which teachers are provided with their own support, for example in the form of webinars and workshops.</p> <ul style="list-style-type: none"> • To create organisational-institutional, personnel and content conditions for the operation of the system of methodological cabinets - all five national and related regional and regional methodological cabinets were staffed. The networking of teachers to the regional methodological cabinets is ongoing and is likely to continue until the end of the project. The remaining 2 “planned cabinets” should be staffed from March 2022, at all three levels at the same time. • To pilot-verify and implement a system of methodological cabinets at the national, regional and selected area levels - a network of five pilot methodological cabinets was created at the national, regional and local levels. Within the network of cabinets, individual levels of cabinets and their members meet, teachers are provided with their own support, for example in the form of webinars and workshops. The remaining two “planned cabinets” should be staffed from March 2022, at all three levels at the same time, followed by their implementation. • To create a network of ICT methodologists (as part of the methodological cabinet of Informatics and ICT) at the regional level and to verify the content and scope of support for digital development of schools across educational areas and in school management - The network of ICT methodologists currently consists of 20 regional ICT methodologies (RICTM), as there is still a high demand for their services. Through this network, direct support to ICT schools continues to be provided and more than 800 schools have applied for their support. • To design and pilot test the model of a comprehensive, continuous and modular system of support for school management, especially in the field of pedagogical management - in the course of 2021 the Model of support for the professional development of school management was completed and subsequently approved. The Model also included findings from the piloting of individual forms of Self-Support (regional conferences, workshops, consultations) which took place earlier in the project. In September 2021, piloting of the Model began. • To pilot verify and implement the system of activities of the Standing Conference of Directors - the Standing Conference of Directors was piloted, which was successful according to the team manager, based on it a report on piloting was created and the implementation of SCH started. It is currently proceeding as expected. The role of the Standing Conference of Directors was to participate in the Model of support for the professional development of school management and the schools' own support and at the same time it deals with current topics of education. • To train the professional staff of the methodological cabinets from the regional to the area level - the first courses for new members of the methodological cabinets were held in person but with the advent of the Covid-19 epidemic they were transferred online and the content of courses changed (it was no longer focused on soft skills but rather on communication and work in an online environment). The aim of the courses was to quickly start the processes in the individual cabinets so that they would work even in times of the pandemic, as most of the other programmes of the SYPO project, including meetings within the cabinets, take place online. The courses were supported by an e-learning course. • To train defined target groups - teachers and directors - in partial topics related to the support of graduate teachers and the outputs of the network of methodological cabinets - within their own support courses were implemented for all representatives of the triad (graduate teacher, introductory teacher and school management). Self-support consists of training/webinars, e-learning and workshops. The first wave of self-support piloting ended at the end of the school 	



	Conclusion	Description of the conclusion	ID recommendation
		<p>year 2019/2020 and the second wave ended at the end of the school year 2020/2021. In the autumn of 2021, the third wave of the implementation phase began.</p> <ul style="list-style-type: none"> • To design and pilot verify a comprehensive, ongoing and modular support system for graduate teachers - At the end of the 2019/2020 school year, the first annual wave of Model piloting was completed and the second wave of Model piloting was launched in September 2020, this time for two years. In June 2021, the recruitment of schools to the Implementation of the system of support for graduate teachers was started in which the use of the Model and own support are closely connected. <p>One objective is partially fulfilled which means that no activities are implemented that would be directly focused on its fulfilment. However, the project activities indirectly contribute to the given objective. This objective is:</p> <ul style="list-style-type: none"> • To build positive reactions among teachers and professional public - especially to the effective forms of professional development of staff in education, not only to classic courses of further education of staff in education but also especially to innovative forms of professional development of teachers. These include mentoring and listening among teachers, analysis of forms and methods of work, observation, joint planning and subsequent reflection - As this is a cross-cutting objective across all KAs, the director project does not implement activities that would directly build positive responses to effective forms of professional development of teachers, however, within the implemented activities of its own support of teachers and managers (e.g. in the form of webinars, full-time seminars, consultations, etc.) the project contributes to the support of the use of innovative methods of development of pedagogical staff, which also results from field surveys (especially questionnaires and focus groups) carried out for this evaluation, and thus to some extent also contributes to this objective. <p>Two partial objectives are not met, these are objectives related to KA Quality (To create and pilot verify the FEPS quality management system guaranteed by the MEYS and To train professional staff providing FEPS quality assessment), which was not fully started with regard to setting up KA and negotiations with MEYS so that the objectives of the project are fulfilled regardless of the approval/disapproval of the amendment to the Act on Pedagogical Staff, which was to have a significant impact on the KA. In this context, the project representatives prepared several variant proposals for changes to the KA for the meeting of the Board of Directors. Preparatory work has been underway since January 2020, and this KA has been set up in cooperation with representatives of the MA. The amendment was not approved and after reaching an agreement with the Ministry of Education, Youth and Sports on the use of planned outputs in key activities, KA Quality will be implemented according to the original plan. In September 2021, work on the outputs of KA Quality began.</p>	
EQ 1.3 and 1.5	There are risks and hindrances that partially threaten the implementation of the project	<p>As part of the preparation of this Evaluation, 20 risks were identified and entered in the risk register. Compared to the 1st Progress Report, 9 new risks identified in this report were added. At the same time, all risks, except for one of the 1st Progress Report, remain valid but the importance of some of them has been adjusted.</p> <p>In terms of the importance of their impact, the risks were assessed as mostly medium (11 risks), in eight cases the importance was assessed as low and one risk has already been closed. The most serious risk (score 12 out of 25) is related to the impact of the Covid-19 epidemic and related government measures which are very difficult to predict and need a flexible response. At the same time, most of the activities have already been brought online or replaced, the project has been extended and it can be expected that the project management will be able to ensure the successful completion of the project despite this risk.</p>	N/A



	Conclusion	Description of the conclusion	ID recommendation
		<p>Other risks relate to a large extent to the problematic or insufficient involvement of participants in project activities, especially in KA Cabinets, where in some regions/areas it is not possible to involve a sufficient number of members or in KA Graduate Teacher where it is a partial problem to find schools with graduate teachers and ensure the role of introductory teachers. These risks have also been identified by project representatives who work with them and address schools, educators and other projects to involve a sufficient number of participants in the activities.</p> <p>The main barriers to successful implementation include the long-term overcrowding of the school field by various projects, which leads to several risks (e.g. lack of experts, duplicate activities of the SYPO project and other projects, etc.) threatening the implementation of the project.</p>	
EQ 1.4	Appropriately set internal evaluations	Internal evaluations carried out by the representatives of the SYPO project (KA Evaluation) are in accordance with good evaluation practice. Evaluations are used effectively to materially manage the implementation of key activities. The set methods and procedures for the purposes of the project and KA Evaluation are considered to be set appropriately. The activities of KA Evaluation respond to the current course of the project and the needs of individual KAs.	N/A
EQ 2	Appropriately set up support for school management and activities contribute to the fulfilment of the set objectives of KA Management.	<p>Activities within KA Management are generally evaluated positively by their participants and are considered beneficial. According to the participants in the activities, the SYPO project provides comprehensive support to school leaders and covers a wide range of topics from which interesting topics can be selected for everyone at different stages of their careers. Participants in the activities (area conferences, workshops, individual and group consultations) are mostly satisfied with the activities in all respects - i.e. for example with the organisation, lecturers/experts/lecturers, meeting expectations, sharing opportunities and usability of information in practice.</p> <p>Respondents consider the creation of a Model of support for the professional development of school management to be necessary/useful, as a comprehensive system of support for school management will be created.</p> <p>At the same time, the surveys show that the activities of the SYPO project contribute to the objectives of KA Management, which include the objective of contributing to professional support and deepening competencies/professional growth of managers, the objective of taking into account the needs of managers at different stages of their careers. The project generally contributes to setting up a system which will be able to respond to changes and needs in the development of school management.</p> <p>The focus group and individual interviews with participants in KA Management activities show that they would welcome further support for school management focused primarily on legal/legislative support, as well as support in the field of psychology/work with pupils with psychological problems, communication with parents and managerial skills.</p>	N/A
EQ2	Webinars focused on industry news are evaluated positively and contribute to the development of teachers.	The surveys show that webinars focused on industry innovations are generally evaluated positively in all fields, are assessed as beneficial and, according to their participants, contribute to the deepening of their professional competencies. The main benefits of webinars are that one can take part in them from anywhere and return to them whenever and they also include interesting and beneficial topics and good usability of information in practice. A sufficiently wide range of webinars is also evaluated positively, thanks to which everyone can choose according to their needs.	N/A
EQ2	The project contributes to the support of graduate	Activities within the KA Graduate are generally evaluated positively and are considered beneficial. According to the participants in the activities, the SYPO project contributes to the targeted and planned support of graduate teachers and, thanks to it, motivates	N/A



	Conclusion	Description of the conclusion	ID recommendation
	teachers and the activities contribute to the fulfilment of the set objectives of the KA Graduate Teacher.	<p>all actors involved in the process of introducing graduate teachers (i.e. graduate teachers, introductory teachers and school management). Participants in the activities (seminar, e-learning and workshops) are mostly satisfied with the activities in all respects - i.e. for example with the organisation, experts/lecturers, meeting expectations, sharing opportunities and usability of information in practice.</p> <p>Respondents consider the creation of the Model of support for the professional development of school management to be necessary/useful, as it forms a comprehensive support system for graduate teachers and at the same time contains instructions and recommendations on how to proceed in adapting the graduate teacher. According to some participants in the survey, the model is theoretical, general and focused only on certain levels of education.</p> <p>The surveys show that the SYPO project contributed at the participating institutions primarily to better setting up/deepening the triad's cooperation, not only among the participants directly involved in the project but within the whole institutions.</p>	
EQ 3	A pilot network of five methodological cabinets has been set up, from the national to the area level, but there is scope for more participants.	<p>Compared to the 1st Progress Report, two other methodological cabinets were established and staffed (i.e. pre-school and primary education, science education), which, together with the original three methodological cabinets (Czech language and literature, Mathematics and its applications and Informatics and ICT), forms a network of five manned cabinets from the national to the area level. The remaining 2 planned cabinets (i.e. Foreign Languages and Social Sciences) should be staffed from March 2022, at all three levels at the same time.</p> <p>Nevertheless, members of all three levels agreed that there was room for improvement in engaging/networking other members in the cabinets. According to the participants, it has not been possible to ensure trouble-free operation in all areas, and in some of them there is still not enough networking. The main reasons for networking problems include teachers' lack of interest in participating in the SYPO project, teachers' involvement in other projects and their busy schedule. At the same time, the participants in the survey stated that it is also problematic for some involved/networked teachers to ensure their activity and that the same and active participants often participate in the activities.</p>	03_PRO2
EQ3	Building a network of cabinets from national to area level is assessed as beneficial and Cabinets contribute to the objectives of KA Cabinets.	<p>At the same time, surveys of cabinet members at all levels show that cabinets and their activities contribute to the objectives of KA Cabinets, primarily by contributing to the creation of sufficient space for teachers' professional growth/to quality and effective support for deepening professional competencies. Furthermore, the survey shows that the cabinets also contribute to the support of new and innovative learning methods, to the development of skills to use modern teaching methods and trends, to the support of the use of modern teaching aids or to dissemination and sharing of the latest knowledge in the field of didactics.</p> <p>The main benefits seen by the survey participants in building a network of cabinets from the national to the area level that contribute to meeting the objectives include support for teachers and a wide range of educational activities that can be used as needed, cooperation/sharing of information, experience, problems and questions, building a structure that will contribute to the dissemination of inputs so that teachers have the opportunity to express themselves and influence changes in education in accordance with practice. It is also positive that the activities focus on current and relevant topics, the activities and their lecturers are high quality and all support is free.</p> <p>The survey participants pointed out the need to ensure the sustainability of the established network of cabinets even after the end of the project, at all three levels.</p>	N/A



	Conclusion	Description of the conclusion	ID recommendation
EQ 3	The cooperation between NC and RC has been adjusted and improved, but there is still room for deepening it.	<p>Compared to the 1st Progress Report, the structure of the NC changed, when 4-5 members, who are also chairmen of the RC, were added to the national level of cabinets. The aim of this change was to bring more perspectives from practice to the NC and to ensure greater interconnection and expansion of the link between NC and RC as regional presidents will contribute to better information transfer to the field.</p> <p>Nevertheless, according to the survey participants, there is room for improvement in cooperation between NC and RC. The participants agreed that they would welcome more frequent feedback from NC, better information from NC or greater involvement in the activities/tasks of NC. According to the results of the questionnaire survey, partial dissatisfaction is more pronounced in 3 original cabinets (i.e. Czech, M and ICT), where negative answers range from 11 to 21% of respondents for a given cabinet, while in two later launched cabinets dissatisfaction is lower (0 up to 5% of respondents).</p>	04_PR02
EQ 5	The most common form of IPs collaboration is expert panels.	The SYPO project cooperates with other IPs most often in the form of expert panels where representatives of the SYPO project participate in expert panels of other projects and representatives of these projects are invited to the SYPO project expert panels. The role of project representatives on panels depends on their topics. In the case of relevant topics, participants actively cooperate with project representatives of the panels. Furthermore, there is a regular cooperation of projects through meetings of project managers of all individual system projects implemented within the NPI CR.	N/A
EQ 6	There are possible unintended impacts identified on the basis of 2 observed phenomena in the 1st Progress Report, but it is not possible to fully determine the extent to which these phenomena contributed to the impacts.	<p>During the elaboration of the 2nd Progress Report, a minimum of unintended impacts of the SYPO project was identified or these are only individual impacts on individual participants in the survey, which cannot be applied to the entire project and the environment. Within the 2nd Progress Report, the impacts identified in the 1st Progress Report were evaluated:</p> <ol style="list-style-type: none"> 1. There has been an increase in interest in the SYPO project, especially in the online environment (Facebook, YouTube, websites), the activities of the SYPO project generally contribute to the deepening of knowledge/competencies of the participants but it is not possible to determine whether and to what extent the publication of courses developed for the cabinet members has contributed to the potential impacts identified under 1st Progress Report. 2. There has been an increase in interest in the SYPO project, especially in the online environment (Facebook, YouTube, websites), the participants mention and positively evaluate the support of the SYPO project during the Covid-19 epidemic but it is not possible to determine to what extent webinars contributed to the possible impacts identified under the 1st Progress Report. 	N/A



4.2 Recommendations

Each recommendation includes impact and time criteria:

Table 4 Impact and time criteria

Criterion	Description of the criterion	Values of the criterion
Time perspective	The evaluation determines in how long the proposed measure can be implemented so that there is true improvement in the area covered by the recommendation.	<ol style="list-style-type: none"> 1) Recommendation for implementation in a long-term prospect (more than one year). 2) Recommendation for implementation in a mid-long-term prospect (between six months and one year). 3) Recommendation for immediate implementation (less than six months).
Importance of the impact	The evaluation indicates the significance we attach to the impact of the evaluated recommendation.	<ol style="list-style-type: none"> 1) Low importance - the implementation of the recommendation will lead to a positive change in the situation, which does not represent a serious problem. 2) Medium importance - the implementation of the recommendation will lead to a positive change in the situation, which represents a moderately serious problem. 3) High importance - the implementation of the recommendation will lead to a very important positive change in the situation, which represents a very serious problem.

The final evaluation in the recommendation is given in the column "Prioritisation of recommendations". The value given is the product of the value in the "Importance of the impact" column and the value in the "Time perspective" column. The values that these products take are evaluated as follows:




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

Table 5 Recommendations

ID	Name of the recommendation	Description of the recommendation	Importance of the impact	Time perspective	Prioritisation of the recommendation	Implementation steps	Responsibility
01_PRO2	Focus on the implementation of KA Quality	Due to the delay in the implementation of KA Quality, it is necessary to focus on its implementation in order to be able to	2	3	6	1) Implement activities according to the planned schedule	• KA Quality



ID	Name of the recommendation	Description of the recommendation	Importance of the impact	Time perspective	Prioritisation of the recommendation	Implementation steps	Responsibility
		implement the planned outputs and thus meet the expected objectives of KA Quality.					
02_PR02	Ensuring the sustainability of activities after the end of the project	Participants in the activities of the SYPO project and especially the cabinets (respondents to the questionnaire survey, participants in focus groups and interviews) consider it appropriate to ensure follow-up to the project activities even after its completion in order to continue to provide support to teachers and school management.	2	2	4	<ol style="list-style-type: none"> 1) Identification of activities that should be maintained 2) Ensuring the sustainability and financing of these activities even after the end of the SYPO project 	<ul style="list-style-type: none"> • NPI CR • MEYS
03_PR02	Support for networking into area methodological cabinets	The surveys showed that in some regions/areas there is less interest in the involvement of teachers in regional and area methodological cabinets. It is recommended to support members of methodological cabinets in an effort to involve other members in the project.	1	3	3	<ol style="list-style-type: none"> 1) To support members of methodological cabinets in an effort to involve other members in the project 	<ul style="list-style-type: none"> • KA Cabinets
04_PR02	Deepening cooperation between NC and RC	The surveys showed that despite the adjustment of cooperation, there is still room for improving cooperation between national and regional methodological cabinets, according to the results of a questionnaire survey, especially in the 3 original cabinets (i.e. Czech, M and ICT).	1	3	3	<ol style="list-style-type: none"> 1) More detailed analysis of the problem 2) Deepening set cooperation between NC and RC 	<ul style="list-style-type: none"> • KA Cabinets
05_PR02	Continuation of coordination of IPs cooperation by the Ministry of Education, Youth and Sports	The surveys revealed that the interest of IPs representatives in greater cooperation of projects and their greater coordination and management from the level of the Ministry of Education, Youth and Sports persists. As most IPs are approaching the end of implementation, this is primarily a recommendation that may be appropriate to take into account when implementing other IPs in future programming periods. The Ministry of Education, Youth and Sports is already working with this, see the evaluation of the recommendations from the	1	2	2	<ol style="list-style-type: none"> 1) Setting up cooperation and coordination of IPs on the part of the 	<ul style="list-style-type: none"> • MEYS • MA OP JAK



ID	Name of the recommendation	Description of the recommendation	Importance of the impact	Time perspective	Prioritisation of the recommendation	Implementation steps	Responsibility
		previous report ID 04_PZ01. Therefore, it is recommended to continue coordinating IPs in OP JAK. The preparation of new IPs takes into account their interconnection and cooperation in order to avoid duplication and fragmentation of activities into several projects. The new IPs will follow up and work with the outputs of IPs from the OP RDE.				Ministry of Education, Youth and Sports ⁷	
06_PR02	Distribution of activities and materials according to school levels	To increase the effectiveness of cooperation and transfer of experience, participants would welcome if the activities and materials (especially in KA Graduate Teacher) were more divided according to school levels (kindergartens, primary schools, secondary schools).	1	2	2	1) Distribute activities and materials according to school levels	• KA Graduate Teacher

⁷ According to information from the representatives of the factual section (Education and Youth Section - II), the existing IPs projects are determined by the Ministerial Decree No. 28/2017 - Directive governing project management in the Ministry of Education, Youth and Sports and the role of the MEYS project office, which defines, among other things, the role of the steering committee and the material guarantor. The mentioned IPs meetings took place beyond the scope of the quoted directive. The project steering committees actively deal with the outputs of IPs (for the ending IPs in 2021, i.e. SMP P-KAP and SWT, material on outputs was also prepared for PV MEYS). In addition, a new Ministerial Decree No. 10/2021 was issued - a directive regulating project management for the next programming period. The establishment of a level above the steering committees is irrelevant in the next period, as only two IPs project plans are being prepared. The preparation of new IPs takes into account their interconnection and cooperation in order to avoid duplication and fragmentation of activities into several projects.



5 Evaluation of the Incorporation of Recommendations from the Previous Report

ID	Name of the recommendation	Evaluation of the incorporation of recommendations
01_PR01	Setting of KA Quality	<p>The recommendation has been incorporated</p> <p>In the summer of 2021, it was decided that the amendment to the Act on Pedagogical Staff would not be approved. As a result, there was a return to the original version of the Charter and KA Quality will be implemented according to the original plans and the current Act on Pedagogical Staff. This procedure was consulted and approved with the representatives of the MA OP RDE. A team was formed and in September 2021, work on the outputs began.</p>
02_PR01	Support for networking into area methodological cabinets	<p>The recommendation remains valid</p> <p>Although all 5 cabinets in the implementation were managed to be staffed at the area levels, a lower number of members is still involved in some areas and some RC members continue to face teachers' lower interest in joining the network of cabinets.</p>
03_PR01	Revision of cooperation between NC and RC	<p>The recommendation has been incorporated</p> <p>Based on this finding, in KA Cabinets, there has been a greater interconnection of NC and RC where selected RC presidents participate in national meetings thanks to which they have a better overview of the NC activities and can further disseminate them to regional and area cabinets and also have feedback from lower levels. This change is also perceived positively by the participants in the field surveys. As a result, the involvement of representatives of practise in NC increased, and thus the activities of the NC became more practice oriented.</p> <p>Nevertheless, some members of the cabinets still see room for improved cooperation between NC and RC.</p>
04_PR01	Coordination of IPs cooperation by the Ministry of Education, Youth and Sports	<p>The recommendation remains valid</p> <p>Representatives of the cooperating IPs stated that the meetings, which were organised by the Ministry of Education, Youth and Sports and were evaluated negatively in the 1st PR, ceased to be implemented. According to the representative of the SME PP project, it would be appropriate for these meetings to be held so that the Ministry of Education, Youth and Sports has a better overview of IPs activities.</p> <p>At the same time, the representative of the CFP project stated that in the future the cooperation of IPs would be beneficial if a programme management/body was established which would coordinate and manage the activities of individual IPs. This level would be superior to the steering committees of the individual IPs, perceive the projects as a whole, ensure the fulfilment of all their objectives and their cooperation, monitor progress and manage activities in order to get the most out of the projects and implement the strategy at the national level.</p> <p>According to information from the representatives of the factual section (Education and Youth Section - II), the existing IPs projects are determined by the Ministerial Decree No. 28/2017 - Directive governing project management in the Ministry of Education, Youth and Sports and the role of the MEYS project office, which defines, among other things, the role of the steering committee and the material guarantor. The mentioned IPs meetings took place beyond the scope of the quoted directive. The project steering committees actively deal with the outputs of IPs (for the ending IPs in 2021, i.e. SMP P-KAP and</p>



ID	Name of the recommendation	Evaluation of the incorporation of recommendations
		SWT, material on outputs was also prepared for PV MEYS). In addition, a new Ministerial Decree No. 10/2021 was issued - a directive regulating project management for the next programming period. The establishment of a level above the steering committees is irrelevant in the next period, as only two IPs project plans are being prepared). The preparation of new IPs takes into account their interconnection and cooperation in order to avoid duplication and fragmentation of activities into several projects.
05_ PR01	Refinement of webinar annotations	<p>The recommendation has been incorporated</p> <p>According to the team manager of KA Support, the topic of annotations has started to be addressed more by instructors during their preparations. The annotations are now already more elaborate. Old annotations have not been reworked because they are already published on the YouTube platform.</p> <p>The inquiries carried out for the purposes of this report did not reveal any further need for the webinar participants to clarify the annotations of the webinars.</p>
06_ PR01	Possibility to sort webinars according to their focus	<p>The recommendation has been incorporated</p> <p>According to the manager of KA Support, webinars are currently sorted on websites by cabinet, and a webinar can be searched by playlists by cabinet/focus on the YouTube channel and a webinar can be in multiple playlists if the topics intersect.</p> <p>The barrier for KA Support was the website of the NPI CR, where they failed to fine-tune the filtering of webinars. Therefore, KA Support offers webinars on the SYPO project pages which allow you to filter by cabinets.</p>
07_ PR01	Distribution of seminar participants according to school levels	<p>The recommendation has been incorporated but remains valid</p> <p>As part of the project, some activities were modified to reflect the distribution according to school levels. There has been a change in the structure of examples of good practice in the Model for the support of graduate teachers, which are now divided according to school levels. Moderated discussions are held, which are organised in categories according to the type of school or according to the levels of the profession at the school, with 10-15 participants.</p> <p>Nevertheless, according to the findings of the field surveys carried out for the purposes of this report and the internal evaluations, some participants would still welcome the activities within the KA Graduate Teacher to be more broken down by fields/levels of education.</p>
08_ PR01	Verification of findings from this evaluation	<p>The recommendation was taken into account</p> <p>Representatives of individual key activities were aware of the conclusions of the 1st Progress Report and in case of relevance and other suggestions based on internal evaluations/feedback from the target group, the conclusions and recommendations were further worked on.</p>



6 List of References

Under the terms of this project, the following sources of data and information were used.

Methodological, evaluation and other documents

- Implementation reports and their annexes (1st - 14th IR)
- Support application and its annexes
- Payment Requests
- Follow-up of methodological cabinets - prepared by the Evaluation Department (section 449) of the Ministry of Education, Youth and Sports, 21st January 2021
- Progress self-evaluation report for the project System of support for the professional development of teachers and directors (SYPO) for 2020
- Evaluation report of the expert panel
- Summary final report of the expert panel
- Progress report from the evaluation of the piloting of the methodological cabinets II.
- Study of activities of school methodological associations - second wave
- Evaluation report from the piloting of the Model for the support of graduate teachers 2019-2020
- Report from the evaluation of piloting self-support for graduate teachers, introductory teachers and school management 2019-2020
- Evaluation report on the activities of the Standing Conference of Directors 2020
- Evaluation report from the piloting self-support for school management 2020
- Formal standards for conducting evaluations - available from: https://czecheval.cz/dokumenty/ces_formalni_standardy_evaluaci_short_5_.pdf



7 List of Abbreviations

Abbreviation	Explanation
1st PR	1st Progress Report from this Evaluation
2nd PR	2nd Progress Report from this Evaluation
AC	Area Cabinet
CR	The Czech Republic
CSI	Czech School Inspectorate
EQ	Evaluation Question
FEPS	Further Education of Pedagogical Staff
FG	Focus Group
GT	Graduate Teacher
ICT	Information and Communication Technologies
IPs	Individual Systemic Projects
IT	Information Technologies
KA	Key Activity
MA	Managing Authority
MEYS	Ministry of Education, Youth and Sports
NC	National Cabinet
NPI CR	National Pedagogical Institute of the Czech Republic
OP RDE	Operational Programme Research, Development and Education
PR	Progress Report from Evaluation
PRM	Professional Regional Methodologist
RC	Regional Methodological Cabinet
RICTM	Regional ICT Methodologist
SCH	Standing Conference of Headmasters
SME PP	Project Support for Mutual Education in Pedagogical Practice
SMP	Project Strategic Management and Planning in Schools and Territories
SWT	Support for the Work of Teachers
SYPO	Project System of Support for Professional Development of Teachers and Headmasters
TM	Team Manager





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Appendix

This appendix is not presented in public version of this report.



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

Team Leader

Ing. Pavel Kaše



Signature

