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

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

FINAL REPORT

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2 Executive summary

Evaluation area C – Individual systemic project “Support of capacity building for the development of basic pre/literacies in pre-school and basic education – Supporting Teaching Practice”(PPUČ) is part of the evaluation of systemic and conceptual projects supported by PA 3 OP RDE. ¹ The presented Final report of this evaluation summarises the results of research implemented by the Contractor and other information established by the Contractor in all interim reports:

- IR1 evaluates the period from the commencement of the project to March 2019,
- IR2 – from April – September 2019,
- IR3 – from October 2019 to November 2020,
- IR4 - from December 2020 to September 2021.

The PPUČ project started on 1.12.2016 and the implementation ended on 30.11.2021. The total project budget amounted to CZK 8.7 mil.

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

Under this evaluation, it was monitored to what extent management activities and implementation of the PPUČ project go along with the project application and whether the objectives were met. The evaluation looked in detail at several project aspects: the implementation of key activities and processing of their outputs according to the planned schedule and current needs of the project implementation, the rate of achievement of its intended objectives and expected changes to the current situation.

The evaluation showed that the implementation of project key activities proceeded according to the developed management documentation and defined time schedule. Good project management is also demonstrated by the low number of changes conducted within the project (related to the scope and span of the project). Regular monitoring of the project implementation and its current needs to which the project's progress is adjusted where necessary was carried out.

As to the evaluation of the **changes in the actual state of the project and achievement of its objectives**, the situation is as follows. According to the obtained information, all outputs of these KA seem to have been successfully completed, their objectives and expected changes have been fulfilled. All required outputs have been elaborated and made available for the specified target groups who rated them as beneficial and use them. The following deliverables were found to be the most beneficial: educational online lessons on RVP.CZ, followed by events held in person – the summer school and RVP.CZ Methodology Portal. On the other hand, the least beneficial deliverables were the following: translation of the European framework of digital competences of teachers DCOMPEDU and the NPI ČR counselling centre.

By implementing the PPUČ project, MŠMT obtained a comprehensive view of the impact of the literacy concept on formulating the expected learning outcomes and processes of planning and implementation of teaching in schools, and it also intends to work with the Overview study. The outputs related to literacies will be used for revision of FEP.

The spontaneously established community of teachers (as well as schools), who want to develop basic literacies, disseminate them and communicate informally even after project completion, is very positive.

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

Risks and barriers

Risks posing a threat to the project implementation and the achievement of objectives as well as barriers to implementing the project were also assessed in the evaluation. Generally, both MŠMT representatives and the internal evaluator assessed the risks as marginal and the Beneficiary managed to identify and eliminate them in time. The external evaluator came to the same conclusion. **As to the barriers** perceived as obstacles which arose during the implementation of the project, both the Beneficiary and MŠMT representatives identified the barrier of administrative burden and lack of interest of teachers (especially in the field of self-development) in all interim reports. Generally, no barriers have been identified which would prevent successful implementation of the project. The Beneficiary adequately overcame all barriers in the past so they did not have a negative impact on the project's implementation.

Evaluation activities carried out within the project

The last aspect that was evaluated from the point of view of project management and project implementation were evaluation activities carried out within the project. The external evaluator finds the scope, level and quality of the implemented KA 3 Evaluation very good and adequate, and finds the internal evaluation carried out by the Beneficiary to be above standard. The evaluator also concludes that the Beneficiary complied with the evaluator's code of ethics and adhered to the formal standards of evaluation when carrying out the evaluation activities. This conclusion is also made by the MŠMT representatives.

Cooperation

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

The most intensive cooperation is still being seen with the SYPO project. There was also intensive cooperation with the APIV B and SRP projects. The projects cooperated particularly in the form of mutual participation in expert panels, sharing good practice, etc. As to the SRP project, the cooperation consists in participating in educational events for the IPo MAP beneficiaries, expert panels and sharing information.

Unintended impacts of the project

The last topic dealt with in all the interim reports were unintended impacts of the project. They can be summarised in the Final Report as follows. First, ties between teachers and other stakeholders in the project were strengthened, information systems were interconnected via the SRP project output, and the school community was created.

3 Introduction, initial situation and report context

3.1 Objectives and focus of PPUČ project

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

The project was implemented through six key activities, where actual activities focused on changing the current status of introducing literacy into education are KA 4–6. KA 2 linked to them, with the objective to interconnect the outputs of the PPUČ with other OP RDE projects and predict possible cooperation and exchange of experience in contact with target groups, to prevent overloading of the target groups (i.e., particularly education workers). Project management was conducted under KA 1, evaluation was carried out under KA 3.

3.1 The purpose of the report

The objective of the evaluation was to provide the Contracting authority with outputs (interim reports, final report) presenting independent, ongoing and relevant feedback useful for management purposes (generally seen by target groups and stakeholders of the project) in relation to the scope of performance, procedure and contribution of the project to fulfilling the set project objectives. Based on the outputs provided by the evaluator, the Contracting authority was able to identify risk situations in project management and the quality of the deliverables, and it could initiate preventive or corrective actions.

4 Methodology

4.1 General resolution procedure

Evaluation is primarily based on feedback provided by key stakeholders in the project and target groups. To assess the evaluation questions, a combined evaluation design consisting of quantitative and qualitative methods of data collection and analysis was used.

Preparation of individual evaluation reports (the inception report, first interim report, second interim report, third interim report, fourth interim report, final report) was always carried out in the following steps:

1. **step:** to identify key stakeholders and target groups
2. **step:** to conduct desk research of the project documentation and other sources of data
3. **step:** to create or update the research apparatus
4. **step:** to collect data (questionnaire research, census, group / individual interviews, case studies, participant observations)
5. **step:** to perform synthesis of findings obtained from the conducted survey
6. **step:** to draw conclusions from the findings and formulate recommendations

Evaluation is based on the evaluation matrix described in the Inception report. The Inception report focused on detailed planning of individual evaluation questions, primarily for IR1, IR2, IR3 and IR4 (hereinafter the "IR").

4.2 Investigations carried out

The table below presents all the surveys carried out under all the interim reports as well as the surveys conducted under the final report. Search of literature and analysis of the project documentation and current project outputs preceded the implementation of the research.

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

Table 1 Summary of conducted research

1 st interim report			
Method	Respondent	Number	Date
Group interview	Senior project managers and KA managers	1	18.3.2019
Individual interview	Internal evaluator (NÚV)	1	20.3.2019
Individual interviews	Project administrator of OP RDE ²	1	12.4.2019
	Competent guarantor	1	8.4.2019
	Representative of the responsible MŠMT department	1	8. 8. 2019
Case studies – participating schools (individual/group interviews, evaluation visits)	9 participating schools: school head, school coordinator, education worker	9	21.3. – 5.4.2019
Individual telephone interviews	Senior Project Manager of the SYPO and APIV B projects	2	31.1. and 6.2. 2019
Individual telephone interviews	Representatives of educational, research and consulting organisations;	4 ³	1.4. and 3.4. 2019
	Community of experts	4	
	Workers popularising science and the curriculum reform;	4 ⁴	
Questionnaire research	Member of communities of practice ⁵	62 (428 respondents addressed, 14.5% return rate)	22.3.-5.4.2019
Participant observation – expert panels	Participation in the expert panel	1	27. 3. 2019

2 nd interim report			
Method	Respondent	Number	Date
Group interview	Senior project managers and KA managers	1	19.9.2019
Individual interviews	Internal evaluator (NÚV)	1	19.9.2019
Individual interviews	Project administrator of OP RDE ⁶	1	2.10.2019
	Competent guarantor	1	11.10.2019
	Representative of the responsible MŠMT department	1	10.10. 2019

² The methodology of the interview with the project administrator was changed upon the request of the Contracting authority – instead of structured interviews, the information was established via email correspondence, where a scenario with defined questions was sent.

³ 4 persons were originally selected, one person cancelled the agreed appointment for the interview and the second person refused to take part in the interview due to a lack of interest.

⁴ 4 persons were originally appointed, nonetheless one of them refused to participate.

⁵ The communities of practice are communities of teachers and those interested in the topic, created by the project. A total of 11 communities of practice were created by the project to develop reading, mathematical and digital literacies in individual educational areas (including their meetings 2x a year and on-line support).

⁶ The methodology of the interview with the project administrator was changed upon the request of the Contracting authority – instead of structured interviews, the information was established via email correspondence, where a scenario with defined questions was sent.

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2 nd interim report			
Method	Respondent	Number	Date
Individual telephone interviews	Senior Project Manager of the SYPO and APIV B projects	2	20.9. 2019
Participant observation – expert panels	Participation in expert panels	1	27. 3. 2019
Individual telephone interviews	9 participating schools	9	14.11. – 22.11.2019

3 rd interim report			
Method	Respondent	Number	Date
Group interview	Senior project managers and KA managers	1	2.10.2020
Individual interviews	Internal evaluator (NPI ČR)	1	2.10.2020
Individual interviews	Project administrator of OP RDE ⁷	1	10/2020
	Competent guarantor	1	4.11.2020
	Representative of the relevant responsible MŠMT department ⁸	1	10/2020
Individual telephone interviews	Senior Project Manager of the SYPO and APIV B projects	2	1.8. – 30.9. 2020
Participant observation – expert panels	Participation in the expert panel ⁹	1	18.5.2020
Individual telephone interviews	9 participating schools ¹⁰	9	1.8. – 30.11. 2020

4th interim report			
Method	Respondent	Number	Date
Group interview	Senior project managers and KA managers, Internal evaluator	1	1509. 2021
Individual interviews	Project administrator of OP RDE ¹¹	1	4.10.2021
	Competent guarantor	1	4.10. 2021

⁷ The methodology of the interview with the project administrator was changed upon the request of the Contracting authority – instead of structured interviews, the information was established via email correspondence, where a scenario with defined questions was sent.

⁸ Due to the respondent's busy programme, evaluators failed to arrange a time to meet him personally several times. Accordingly, they established the information via email correspondence by sending a scenario with defined questions.

⁹ Considering the state of emergency caused by coronavirus (COVID-19), two expert panels (mathematical literacy and digital literacy) were brought forward. The only event held in the spring as originally scheduled was the mini-conference of the reading literacy expert panel. It was held as an online videoconference. The participants were divided into 4 groups with approximately 15 members each. Two groups met in the morning and two in the afternoon, with 2 hours devoted to each group.

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

¹¹ The methodology of the interview with the project administrator was changed upon the request of the Contracting authority – instead of structured interviews, the information was established via email correspondence, where a scenario with defined questions was sent.

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4th interim report			
Method	Respondent	Number	Date
	Representative of the responsible MŠMT department	1	4.10.2021
Individual telephone interviews	Senior Project Manager of the SYPO and APIV B projects	2	1.9. – 4.10. 2021
Participant observation	Participation in the final conference of the project ¹²	1	17. – 18.8. 2021
CAWI	Participants of communities of practice, summer school, expert panel mini-conferences, final conference and users of the Methodology Portal RVP.CZ	2,729 respondents addressed (13.5 % return rate)	3.9.2021 – 8. 10.2021
Individual telephone interviews	9 participating schools	3 interviews at 6 schools, 2 interviews at 3 schools ¹³	
Individual telephone interviews	Representatives of educational, research and consulting organisations;	3 persons in total ¹⁴	1.9. – 14.10. 2021
Individual telephone interviews	Community of experts	4 persons in total	
Individual telephone interviews	Workers popularising science and the curriculum reform	3 persons in total	

Final report			
Method	Respondent	Number	Date
Participant observation – expert panels	Participation in the expert panel ¹⁵	1	3. 11. 2021

¹² Considering the state of emergency caused by coronavirus (COVID-19), two expert panels (mathematical literacy and digital literacy) were brought forward. The only event held in the spring as originally scheduled was the mini-conference of the reading literacy expert panel. It was held as an online videoconference. The participants were divided into 4 groups with approximately 15 members each. Two groups met in the morning and two in the afternoon, with 2 hours devoted to each group.

¹³ The interviews were held at all 9 schools. Only one school refused but it was replaced by another one. An interview with the school head and school coordinator was held at 3 schools, the teachers' representative refused to participate.

¹⁴ Interviews with 4 persons were scheduled in the action plan. Nonetheless, despite repeated urging, suggestions/comments and contacting substitutes on the part of the evaluator, PPUČ Senior Project Manager and MŠMT, we managed to complete 3 interviews.

¹⁵ This expert panel focused on mathematical literacy was held both in person and online due to the Covid-19 state of emergency.

5 Findings and answers to evaluation questions

This section contains a summary of findings and answers to evaluation questions based on the analysis of project documentation and outputs from the conducted survey. The structure of the section is divided into individual sub-chapters with respect to the wording of individual evaluation questions. Each sub-section contains a summarising response to an evaluation question at its end.

5.1 EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application? – C.1.1, C.1.2

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

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

Conclusions and evaluation

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

By implementing the PPUČ project, MŠMT obtained a comprehensive overview of the impact of literacy concept on formulating the expected learning outcomes and processes of planning and implementation of teaching in schools, and it also intends to work with the Overview study. The outputs related to literacies will be used for FEP revision.

As may be observed, the set individual objectives, KA deliverables identified in the project application were successfully completed and all indicators were completely met. The fulfilment of the set objectives is shown in sub-section 5.10. in greater detail.

The objective of the evaluation question and its sub-questions:

The objective of the evaluation question is to verify the compliance of the implementation process of individual key activities with the project implementation plan and to verify whether current requirements for proper project implementation have been satisfied. The evaluation question is divided into two evaluation sub-questions. The first evaluation sub-question focuses on the procedural side of the project implementation. The second sub-question looks into qualitative assessment (fulfilment of the objectives).

Verification of KA individual activities, deliverables and objectives was carried out based on the information contained in Implementation reports and their Annexes as well as the survey conducted in all IRs. Under this evaluation task, the process tracing method was also carried out (see EQ C.5).

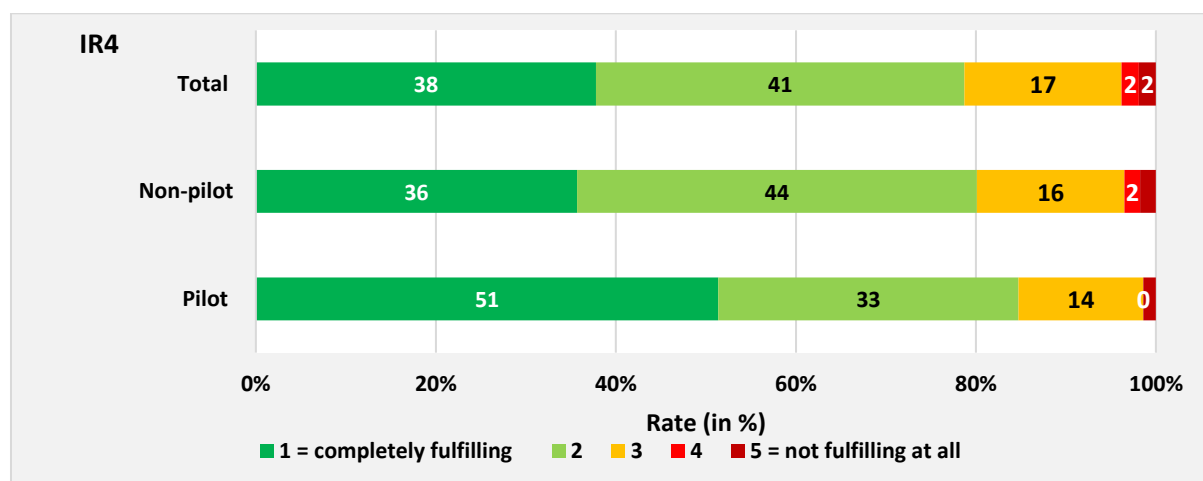
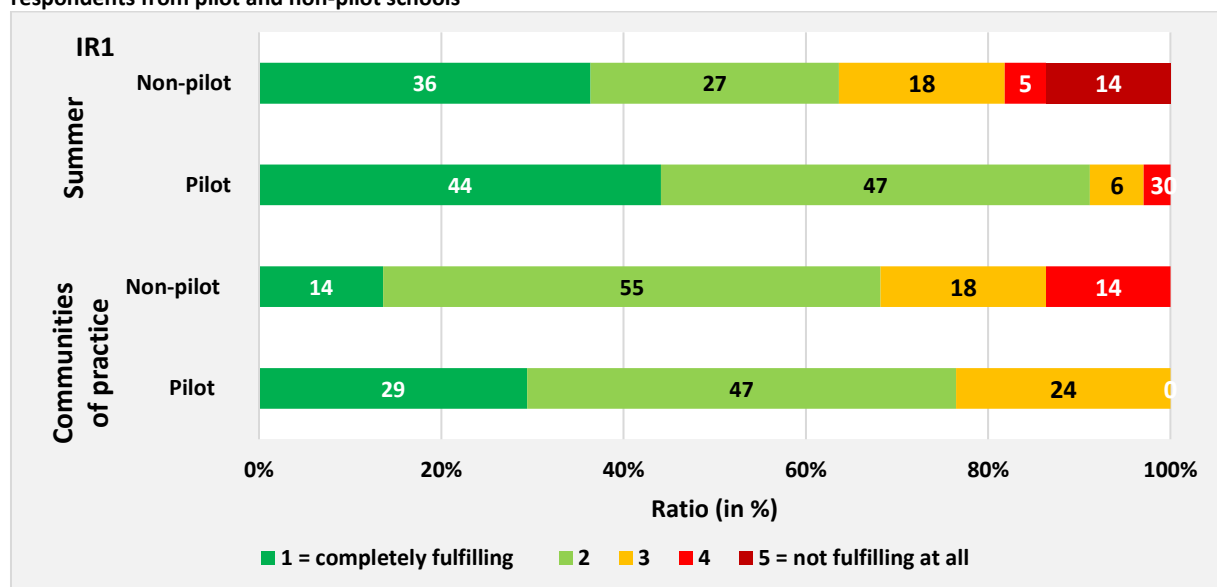
Findings:

According to the results of the analysis (interim) outputs and progress of the implemented project activities, the project implementation progress corresponds to the planned schedule. Based on the detailed analysis of the implementation process of project activities in the Implementation reports

and information from the qualitative research conducted with stakeholders involved in the project, the evaluator finds the progress of the project and current outputs to respond to the actual needs of the project and the achievement of its objectives. The project implementation team identified potential risks to the project and responded to them with corresponding measures. Neither the information available about the project activities nor the information provided by the involved stakeholders indicates that the conditions to ensure successful implementation of the project have been fulfilled. The project implementation team identified potential risks to the project and responded to them with adequate measures. Available information about project activities and information provided by participating stakeholders confirm that the project implementation was successful.

Participants of communities of practice (teachers from both pilot and non-pilot schools addressed in the form of a questionnaire survey) think that communities of practice and summer school meet the objective to promote shared understanding of teachers and professional public of what the quality of education in the development of mathematical, reading and digital literacy at NS and ES in practice is. Teachers similarly stated that their expectations of the project were met (Chart 2). For a detailed evaluation of individual project outputs and activities see EQ C.2 below. Fulfilment of the objectives is evaluated in sub-section 5.10 Evaluation of fulfilment of project objectives.

Chart 1 Implementation of the project objectives by joint events in person (response rate in %), categories according to respondents from pilot and non-pilot schools

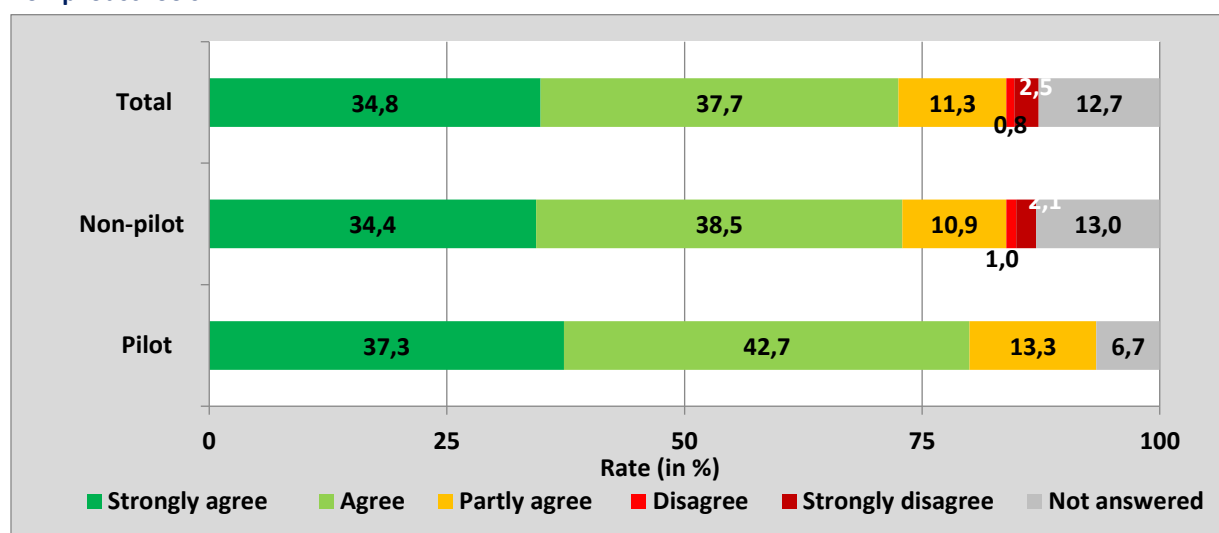


Note: Question: In 2019: How do you think the communities of practice meet the objective to support shared understanding of teachers and professional public in terms of what quality of education in the development of

mathematical, reading and digital literacy school practice is? (rate on a scale of 1-5, where 1 = fully meet, 5 = do not meet at all). In 2021: How did the events implemented under the PPUČ project meet the objective to promote shared understanding of teachers and professional public of what quality of education in the development of mathematical, reading and digital literacies in school practice is? (rate on a scale of 1-5, where 1 = fully meet, 5 = do not meet at all). In 2019, events were divided according to the type of the events held in person, in 2021 in total for all events held in person. Source: Own calculation based on the questionnaire research conducted in 2019 and 2021. Number of respondents in 2019: total = 56, Npilot = 34, Nnon-pilot = 22. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 192.

Respondents were asked whether their expectations of the project had been met. The resulting answers are shown in Chart 2. The positive finding is that positive answers prevail, negative ones are only marginal in both interviewed categories and group of respondents as a whole.

Chart 2 Fulfilment of expectations (response rate in %), categories according to respondents from pilot and non-pilot schools



Note: Question: Were your expectations fulfilled?

Source: Own calculation based on the questionnaire research conducted in 2021. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (a total of 86 respondents stated they did not know whether their school was involved in the project).

5.2 EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application? – C.1.3, C.1.11

C.1.3. Are there any risks which pose a threat to project implementation and achievement of the objectives?

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

Conclusions and evaluation

According to the evaluator, the established risks do not jeopardize project implementation or the achievement of its objectives. Similarly, no material barriers to implementing the project have been identified. The available findings from the qualitative and quantitative investigation and information on the implementation process of the project show that the Beneficiary took adequate steps to overcome barriers and eliminate risks and it successfully processed the intended deliverables and fulfilment of project objectives.

The objective of the evaluation question and its sub-questions:

Under the evaluation, questions C.1.3 and C.1.11 were jointly addressed considering the logical links between them and the possibility to minimise unnecessary measures. The joint resolution to both individual sub-questions draws on the consideration that risks and barriers to the project can be resolved in a similar way.

The objective of the two evaluation sub-questions is to find existing risks and barriers.

Under IR1 and IR4, risks and barriers were identified by the Beneficiary, project administrator, representative of the responsible MŠMT department and guarantor for the call as well as by way of the survey conducted among members of the communities of practice¹⁶ and processing of case studies. Under IR2 and IR3, risks and barriers were identified only by the Beneficiary and MŠMT representatives.

Findings:

Risks

Risks to the project were defined already in the Project Charter. In the introductory phase of the projects, the Risk management strategy was developed with the Risk catalogue, which is regularly updated (on a monthly basis).

As for the question whether there are any risks or barriers to the successful application of the knowledge gained in the PPUČ project, most respondents answered that they do not see any risks or barriers. Under IR2, the Beneficiary perceived the merger between NIDV and NÚV (the newly formed organisation NPI ČR) as a risk. However, over time it was no longer perceived as a risk. Under IR3, a new risk emerged (stated by all interviewed target groups) related to the existing epidemiological situation (COVID-19) and the related measures. The Beneficiary has learned to respond adequately to the unexpected risk and the newly obtained skill was used under IR4. Some events held in person (e.g., final conferences) had to be postponed due to the epidemiological situation and some had to be changed to online form. The risk had no impact on the project implementation. The Beneficiary also identified a risk under IR3 - reduced number of the implementation team members in the last stage of implementation (with the project coming to the end, the number of members of the implementation team decreased since they reduced cooperation with the project, their status changed from internal to external worker or they limited cooperation with the team completely). The situation stabilised, the selected leaving staff members were covered by their colleagues who remained in the team and were ready to take over the agenda. The identified issue had no influence on the completion of obligatory project outputs or the implementation of key activities.

MŠMT representatives perceived a risk of teachers' lack of interest in the use of the self-evaluation tool Profil Učitel21 or the campaign gramotnosti.pro. Generally, MŠMT representatives assessed the risks as low, the Beneficiary successfully identified them (by way of measures – see IR4)¹⁷ and eliminated them (among others, by actions taken by the steering committee). This can be documented by available statistics¹⁸.

¹⁶ Under IR4, the range of respondents was extended to the following: participants of communities of practice, summer school, expert panel mini-conference, final conference and users of the Methodology Portal RVP.CZ.

¹⁷ To give an example, they adopted the following measures: modified website skola21.rvp.cz and other inputs to the tool, using motivation articles on individual parts beyond the framework of competences, using the situation upon the approved revision of RVP ZV and strengthened cooperation with other NPI projects.

¹⁸ Increase in users of PU21 – from 1,926 users in 2019 to 9,633 users in 2021, with the total number of users being nearly 18 thousand over the whole period of operation of the instrument. Similar figures were also recorded for new users – in 2019, approx. 1.9 thou., in 2021 nearly 9 thou., a total of nearly 18 thou. Finally, page traffic should be noted as well. With

Barriers

As to the barriers perceived in this evaluation report as obstacles which arose during the implementation of the project, both the Beneficiary and MŠMT representatives identified the barrier of administrative burden and lack of interest of teachers (especially in the field of self-development). Generally, no barriers have been identified which would prevent successful implementation of the project. As may be observed, the Beneficiary managed to adequately overcome all barriers in the past (such as the barrier identified in the previous monitored period relating to the merger of NÚV and NIDV, after which some members of the project team left) and they had no negative impact on the project implementation.

approx. 2.4 thou. visits in 2019, the number of visits increased to nearly 10 thou. in 2021. The total number of visits for the whole period of operating the instrument amounts to 25 thou.

5.3 EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application? – C.1.4

C.1.4. Does the progress of evaluation conform to good evaluation practice?

Conclusions and evaluation

The evaluator verified the evaluation practice of the Beneficiary by studying documents about the progress of evaluation, outputs of evaluation and implementation of structured interviews with representatives of the Beneficiary and MŠMT. Based on the above-stated, internal evaluation is thought to correspond and conveniently link to the implemented project activities. Internal evaluation is adequately integrated in project activities and its outputs are used and reflected in the consequential project implementation, i.e., the specific activities and outputs are being modified.

The objective of the evaluation question and its sub-questions:

The objective of the evaluation sub-question is to assess the progress of the evaluation activities carried out inside the project.

Desk research was used to evaluate this EQ (particularly the outputs of evaluation activities presented in the ImpR) with follow-up structured interviews with the implementation team of the PPUČ project and MŠMT representatives.

Findings:

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

¹⁹As part of this KA, an obligatory internal opponent panel was established (consisting of 4 members) which conducted evaluation visits to pilot schools. The visits consisted in discussing recommendations for products of the project, system recommendations, etc. and evaluating support from the perspective of the PPUČ project.²⁰ A joint meeting was held every six months where the main recommendations were formulated and members of the internal opponent team processed the expert opinions on key project outputs.

Evaluation project activities were carried out in a similar scope and frequency during all the evaluation periods of individual interim reports. Under IR3 and IR4, they were newly extended for expert opinions for specific products, which were not carried out in the first two years of the project.

The Beneficiary continuously created and developed evaluation questionnaires to provide feedback to the project team and the chance to make changes to the process and project outputs. The answers supplied information about weak points of the outputs/activities and the Beneficiary sought solutions to them. The Beneficiary also worked with the team of guarantors who helped with finding problems and proposing solutions to them. The evaluator states that the Beneficiary adequately requested feedback from target groups and made adjustments to their activities and outputs accordingly.

¹⁹ The internal opponent panel was expanded by 1 more member under the project by way of the change.

²⁰ The expert opinions primarily comprise basic assessment of the product and detailed written comments on the benefits of the product for target groups, followed by literature search and individual conclusions. The expert opinion is followed by a short public review and final recommendations for handover of the product to the management body of the OP RDE.

In the evaluated period of IR3, the project team was expanded by an internal evaluator – there were 2 staff members working part time. The evaluator thinks that the measure had a positive influence on the project. The internal evaluator helped activity managers and task leaders by consulting with them on the right form and content of the questions for the target group. In the evaluated period of IR4, one of the two part-time workers terminated their employment (for personal reasons). This situation had no negative impact on the project implementation.

The Beneficiary monitored the use and impacts of all its products (e.g. analytics and behaviour of users for the website, for online/events in person, participants' feedback, meetings of the implementation team to reflect the activities with the target group).

5.4 EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application? – C.1.5, C.1.10

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

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

Conclusions and evaluation of individual EQs:

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

The interviewed representatives of the "professional public" found the obtained methodological support the most beneficial of the project outputs: sets of expected learning outcomes (OVU), online educational lessons on RVP.CZ, publications with activities for 1st and 2nd grades of elementary schools and pre-school education, translation of the European Framework for the Digital Competences of Educators DIGCOMPEDU and five-minute videos from the YouTube channel Gramotnosti.pro. The interviewed schools frequently used the PPUČ project activities to use methodological support in introducing literacy into teaching. The PPUČ project team and its regional literacy coordinators were highly and positively evaluated as the most remarkable source of inspiration and methodological support, followed by the summer school and workshops focusing on literacy implemented by the PPUČ project. EQ C.2 (sub-section 5.7) provides more details about the benefits of the methodological support.

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

Respondents also stated that they share the obtained experience with their peers (in meetings and in an informal way) and cooperating schools. The observation from Round 1 of the survey is the same as that from Round 2. As the survey showed, respondents introduce obtained experience in teaching, especially in the field of reading and digital literacy. The focus on digital literacy was also mentioned by the schools because it was necessary due to the arising epidemiological situation and because the corresponding technical equipment was provided to schools.

The objective of the evaluation question and its sub-questions:

The evaluation question is divided into two evaluation sub-questions. The first evaluation sub-question focuses on how beneficial the methodological support is, provided at all levels for education workers and the management of supported schools? The second evaluation question focuses on to what extent the experience is transferred to other stakeholders/schools, for example, via regional centres for support of literacy and on-line methodological support?

Evaluation of this EQ was carried out:

- upon the questionnaire research among participants of communities of practice under IR1 and among participants of communities of practice under IR4, with participants of the summer school, expert panel mini-conferences, the final conference and users of the Methodology Portal RVP.CZ;

- by way of case studies at nine schools participating in the project under IR1 and based on telephone interviews with a selected sample of nine participating schools in the project under IR2, IR3 and IR4, which were linked to the developed case studies from IR1.
 - The objective of the interviews was to collect information on how successful schools are in developing basic literacies in teaching compared to the previous research. Interviews focused on identifying any changes to the perception of the project outputs and participation of the schools in the project implementation.
- by way of structured telephone interviews with representatives of the professional public, educational, research and consulting organisations and representatives of personnel popularising science and curriculum reform to establish to what extent key stakeholders find outputs/activities in the project beneficial/well applicable.

Findings:

Computer-assisted telephone interviews with selected target groups

This EQ was evaluated upon computer-assisted telephone interviews with representatives of the professional public, educational, research and consulting organisations and representatives of personnel popularising science and curriculum reform.

The interviewed representatives of the "professional public" evaluated individual PPUČ project outputs. They find the following project outputs most beneficial in terms of obtaining methodological support: sets of expected learning outcomes (OVU), online educational lessons on RVP.CZ, publications with activities for 1st and 2nd grades of elementary schools and pre-school education, translation of the European Framework for the Digital Competences of Educators DIGCOMPEDU and five-minute videos from the YouTube channel Gramotnosti.pro. Expert panel mini-conferences, communities of practice and the final conference are very positively rated as well. They provide the opportunity for face-to-face meetings, to establish contacts and share experience. Generally, there was no negative rating of the project outputs, if respondents were acquainted with the output, they rated it very positively. Respondents quite often did not know all the project outputs, so they could not rate their benefits.

Representatives of the "professional public" pointed out it is important to bring the information to other schools to transfer the experience in introducing basic literacies to other stakeholders. They also mentioned the possibility to use other NPI projects (e.g., SYPO) which might help disseminate PPUČ project outputs after its termination. They noted the need to continue various partnerships and communities established under the project because they represent appropriate communication instruments between people and organizations in education. Transfer of experience is also recommended as a basic attribute in laying down any follow-up projects.

Case studies

This EQ was evaluated based on telephone interviews with a selected sample from nine schools participating in the project. The evaluation linked to the telephone interviews carried out in previous interim reports. The objective of the interviews was to collect information on how successful schools are in developing basic literacies in teaching compared to the previous research and evaluating the benefits of methodological support and sharing experience. Interviews focused on identifying any changes to the perception of the project outputs and participation of the schools in the project implementation.

The interviewed schools frequently used the PPUČ project activities to use methodological support in introducing literacy into teaching. The PPUČ project team and its regional literacy coordinators were identified as the most important and very positively appreciated source of inspiration and methodological support. Last but not least, the summer school and literacy workshops organised within the PPUČ project were found to be beneficial as well. Methodological support was always provided to a selected staff member/school workers in this way, who transferred the information to other educators at their schools. Most frequently, representatives of the interviewed schools (i.e., school heads, coordinators, education workers) stated they obtained methodological support for introducing literacy into education from their peers teaching the same subject at the specific level of education, school management and school coordinators.

²¹As the survey showed, respondents introduce obtained experience in teaching, especially in the field of reading and digital literacy.

The survey confirmed that schools exchange information obtained from participation in the PPUČ project, either peer-to-peer at NS/ES or at NS and ES (if the school combines both types). Half of them transfer experience to their own school as well as twinned schools in the surroundings/region/MAP.

The transfer of experience proceeds in all three types of literacy, with digital literacy being mentioned most frequently.

The questionnaire research confirmed the results from previous interviews, both at the level of the transfer of experience and its focus on all literacies with the emphasis on digital literacy.

Questionnaire research

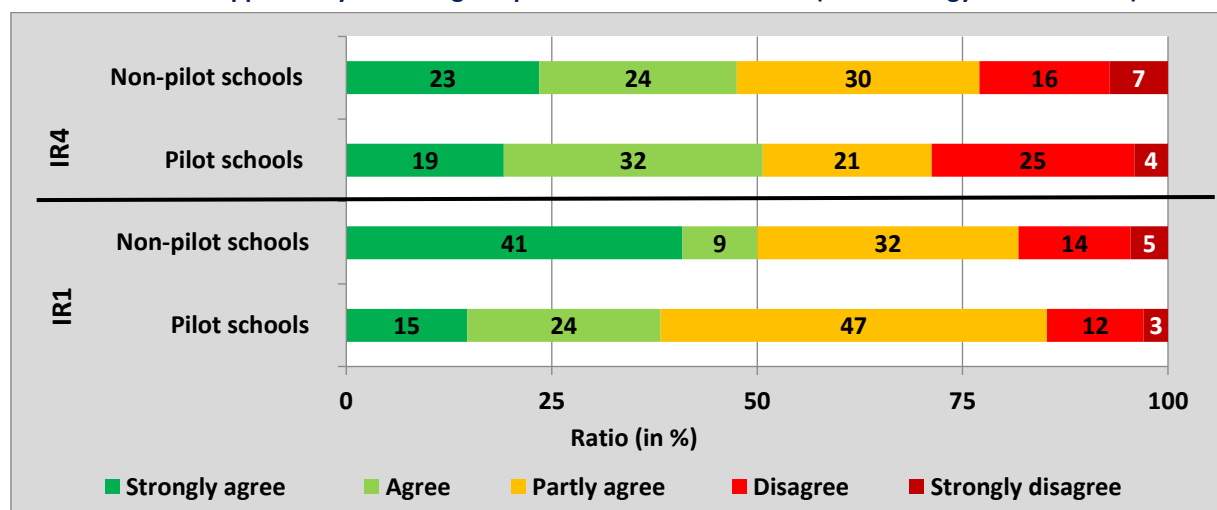
This EQ was evaluated based on the questionnaire research among participants of communities of practice under IR1 and extended by participants of the summer school, expert panel mini-conferences, the final conference and users of the Methodology Portal RVP.CZ under IR4.

Stakeholders mostly expect to share experience, get inspiration and deepen their knowledge, i.e. self-development, at joint meetings of ES/NS teachers and the expert public. Respondents also wish to obtain specific inspiration on how to introduce literacy in teaching at such meetings. They also found meetings with teachers from other schools to be beneficial. These expectations were identified in the first round of the survey (IR1) – carried out in the 2018/2019 academic year as well as in the second round of the survey (IR4) – in the 2020/2021 academic year. Respondents were asked whether they use the option to share good practice within the online activities (Methodology Portal RVP.CZ). Chart 3 shows the evident contrast in responses from respondents from pilot and non-pilot schools and a comparison between Round 1 and Round 2 of the survey. As may be observed, the rate of use of the opportunity to share good practice under on-line activities is generally relatively high, both in pilot and non-pilot schools²². There was no significant increase in sharing by way of online activities in 2019 and 2021. Sharing via personal contacts still seems to be strongly preferred.

²¹ The focus on digital literacy was also mentioned by the schools because it was necessary due to the epidemiological situation and because the corresponding technical equipment was provided to schools.

²² To compare the results of the survey carried out under IR1 and IR4, we should take into consideration the extended group of respondents. Under IR 4, the number was extended by additional participants of the final conference, participants of the summer school, participants of expert panels and users of the Methodology Portal RVP.CZ.

Chart 3 Use of the opportunity to share good practice in online activities (Methodology Portal RVP.CZ)

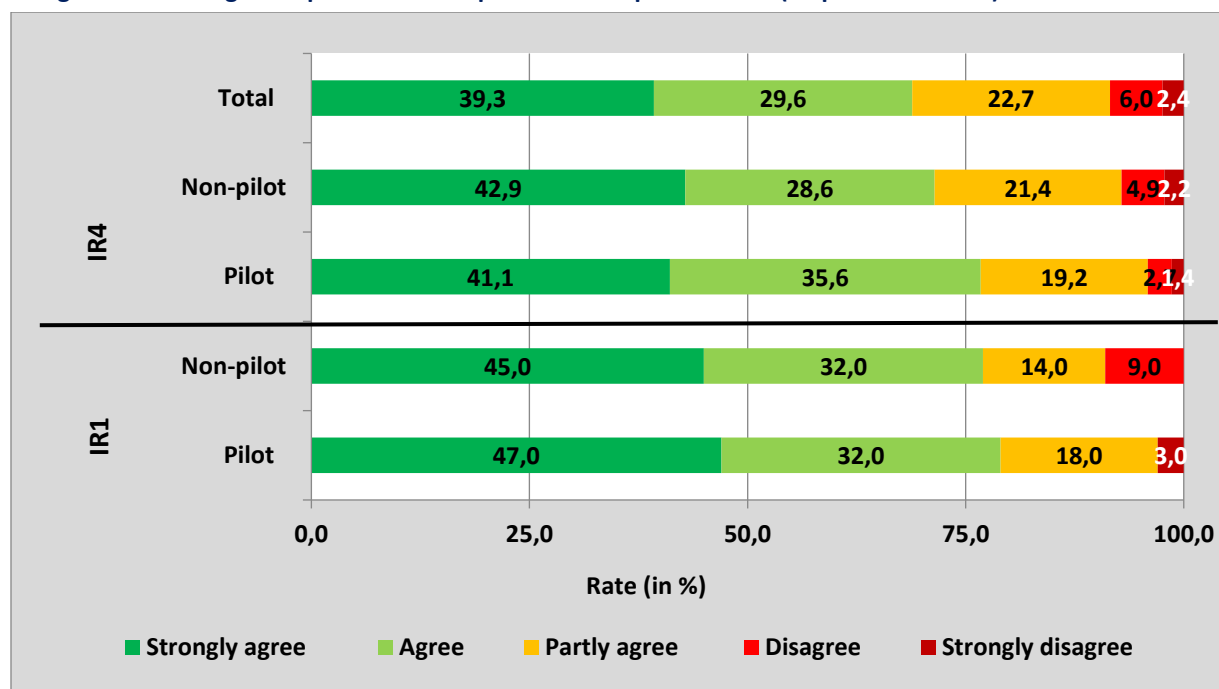


Note: Question: Do you use the opportunity to share good practice under online activities (Methodology Portal RVP.CZ)?

Source: Own calculation based on the questionnaire research conducted in 2019 and 2021. Number of respondents in 2019: a total of = 62, Npilot = 34, Nnonpilot = 28. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated they did not know whether their school participated in the project).

More than 45 % of respondents from pilot and non-pilot schools stated that they definitely disseminate the information and good practice obtained at joint events held in person to other stakeholders (Chart 4) in Round 1 of the survey. More than a third of respondents from both categories stated that they usually disseminate the information and good practice. Only a low percentage of respondents stated that they did not disseminate good practice. Those who do not disseminate the information said the reason was they were busy or had participated in just one joint event. This shows that there are other objective reasons for not disseminating the information rather than the inadequate quality of the information obtained (such as lack of time). Similar results were established under Round 2 of the survey for IR4. Generally, there is an apparent high rate of dissemination of information and good practice from joint events to other stakeholders on a long-term basis. This proves the high level of the information obtained, participants consider it adequate to share it with their peers or other persons, as well as the high quality of the implemented events in person.

Chart 4 Dissemination of information and good practice from joint events in person to other stakeholders, categories according to respondents from pilot and non-pilot schools (response rate in %)



Note: Question: Do you personally disseminate information and good practice from joint events to other stakeholders (e.g., by writing a public online contribution, personal interviews with teachers at NS/ES and other interested parties)?

Source: Own calculation based on the questionnaire research conducted in 2019 and 2021. Number of respondents in 2019: total = 56, Npilot = 34, Nnon-pilot = 22. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated they did not know whether their school participated in the project).

5.5 EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application? – C.1.6, C.1.7, C.1.8

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

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

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

Conclusions and evaluation of individual EQs

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

EMA is a catalogue of digital educational resources. Its greatest advantage is that one site provides a database of references to digital educational resources with an open licence, otherwise saved on several different portals or websites. The second advantage of the catalogue is that users can upload evaluation of the materials, which are then ordered according to their popularity and quality, which allows easier orientation in searching for the right resources for teaching. Nonetheless, it is a relatively new instrument and steps should be taken to publicise it so that educators use it as much as possible and teachers or other entities increase individual uploading. The Beneficiary adopted a number of measures to increase the visit rate, however, further development of the instrument and its use is not a deliverable of the PPUČ project (with respect to the deadline of project termination). It is the responsibility of MŠMT, or rather NPI ČR, and is related to maintaining the sustainability of the outputs of the PPUČ project.

The Beneficiary adopted a number of measures to increase the visit rate, however, further development of the instrument and its use is not a deliverable of the PPUČ project (with respect to the deadline of project termination). It is the responsibility of MŠMT, or rather NPI ČR, and is related to maintaining the sustainability of the outputs of the PPUČ project. It should also be noted that the campaign for collecting feedback from users on DVZ (digital educational resources) has never been part of the time schedule and PPUČ plans. Generally, success cannot generally be measured merely according to the continuous growth of users and visits with this type of instrument. This is because EMA is used as an AD hoc instrument for introducing new resources and if teachers find a connected storage, they directly enter it in their next visit. They do not have to path via the metasystem (EMU). They can return mostly when a reputation or an opinion about the specific material is being uploaded (it needs time, courage, energy, which are the most valuable commodities for teachers), or when a different source of information is being searched. See Figure 1 below.

MŠMT representatives are convinced that under the PPUČ project implementation, MŠMT obtained a "rating" system for the quality of educational materials (i.e., the Reputation system on the existing Methodology Portal RVP.CZ) with which MŠMT plans to work further in the future upon learning more about the options of this instrument. The condition for its good functioning is that educational materials will be regularly evaluated by the panel of experts and good quality materials will be uploaded.

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

The evaluator appreciates that Profil Učitel21 is increasingly being used (based on the statistics) and has found a target group of users who repeatedly visit and use it. MŠMT finds the instrument suitable for the self-development of teachers as well. See Figure 2.

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

Education modules were rated by interviewed teachers of pilot schools as comprehensible, attractive and useful. The portal innovation was finally completed in September 2021. Now, the EMA catalogue is a synergic part of the Methodology Portal RVP.CZ. The evaluator concludes that target groups use the modules as planned, i.e., support for teachers is being offered via individual modules (storage of materials): Articles, DTM (digital teaching materials), Discussions, References, Wiki, Digifolio, AudioVideo, Blogs, E-learning, etc. Some of the modules on the portal are the already above-mentioned: EMA – catalogue of digital education resources; Učitel21 – instrument for teacher self-evaluation using ICT technology. All modules are published on the Methodology Portal RVP.CZ.

The objective of the evaluation question:

The objective of the evaluation question is to establish to what extent management activities and implementation of the PPUČ project go along with the project application. The evaluation question comprises three evaluation sub-questions. The first one focuses on how target groups use the reputation system, the second one how Profil Učitel21 is used by the target groups, and the third one looks into how the target groups use education modules for basic literacy.

The EQ was evaluated based on desk research.

Findings:

The Methodology Portal of RVP.CZ provides teachers with an online environment in which they can inspire each other and share experience. Support is offered to teachers in individual modules (material storage site): Articles, DTM (digital teaching materials), Discussions, References, Wiki, Digifolio, AudioVideo, Blogs, E-learning, etc. Some of the modules on the portal are the already above-mentioned: EMA – catalogue of digital education resources; Učitel21 – instrument for teacher self-evaluation using ICT technology.

The outputs from the Reputation system project (EMA) were put into operation on 1 July 2019 in the final version (pilot operation was launched on 1.12.2018), the outputs from the Profil Učitel21 project were launched on 01.08.2019 in a pilot version and in regular run from 4Q 2019.

Reputation system (EMA)

EMA is a catalogue of digital educational resources. Its greatest advantage is that one site provides a database of links to digital educational resources with an open licence, otherwise saved on several different portals or websites. The second advantage of the catalogue is that users can upload evaluation of the materials, which are then ordered according to their popularity and quality, which allows easier orientation in searching for the right resources for teaching.

The Beneficiary cooperated with providers of educational materials for teachers (see EMA.RVP.CZ) to create a meta search engine of materials. It was and still is actively promoted. There were 37 partners connected to the site in the evaluated period when the final report was developed.

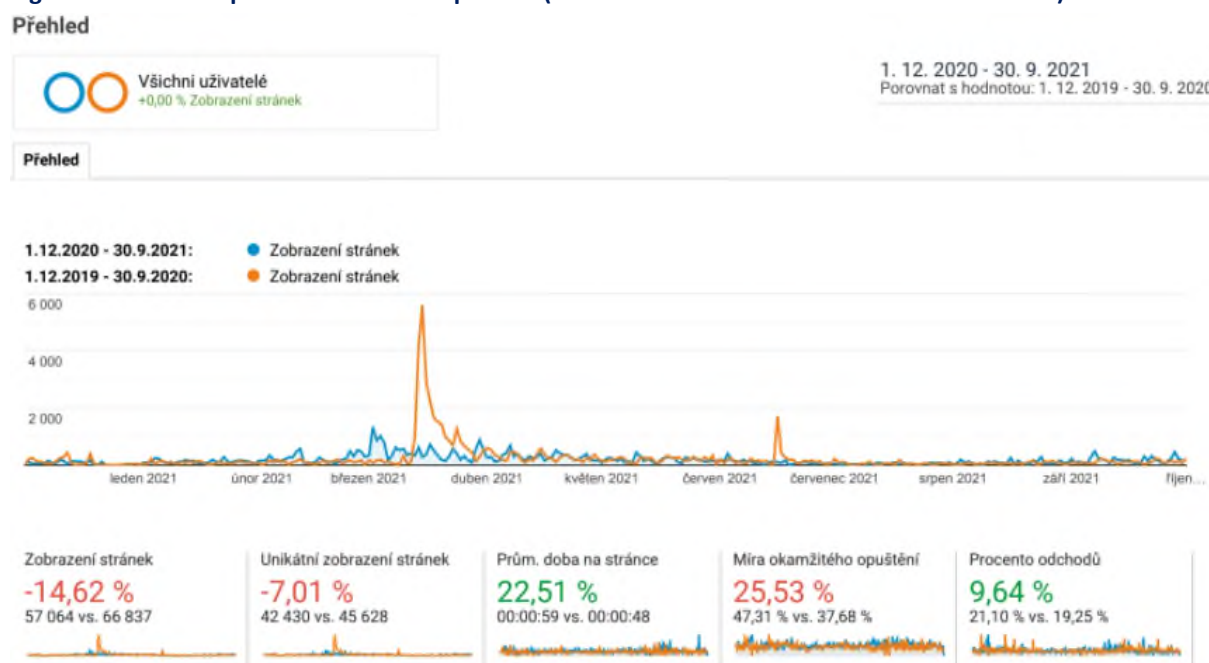
The visit rate of the EMA instrument is relatively low in terms of the number of visits so far. Nonetheless, it is a relatively new instrument and steps should be taken to publicise it so that educators use it as much as possible and teachers as well as other entities increase individual uploading. The Beneficiary adopted a number of measures to increase the visit rate, however, further development of the instrument and its use is not a deliverable of the PPUČ project (with respect to the deadline of project termination). It is the responsibility of MŠMT, or rather NPI ČR, and is related to maintaining the sustainability of the outputs of the PPUČ project. It should also be noted that the campaign for collecting feedback from users on DVZ (digital educational resources) has never been part of the time schedule and PPUČ plans. Success cannot generally be measured merely

according to the continuous growth of users and visits with this type of instrument. This is because EMA is used as an AD hoc instrument for introducing new resources and when teachers find a connected storage, they directly enter it in their next visit and do not have to path via the metasytem (EMU). They can return mostly when a reputation or an opinion about the specific material is being uploaded (it needs time, courage, energy, which are the most valuable commodities for teachers), or when a different source of information is being searched. Reputation for each material is generated by entries of users and technical evaluation of statistical data about the specific material (how many times it was downloaded, viewed, etc.).

Since September 2021, EMA has been an integrated part of the Methodology Portal RVP.CZ home page, which means that a change in behaviour of users is expected, who will obtain information about resources on the whole portal as well as on EMA.

MŠMT representatives are convinced that under the PPUČ project implementation, MŠMT obtained a "rating" system for the quality of educational materials (i.e., the Reputation system on the existing Methodology Portal RVP.CZ) with which MŠMT plans to work further in the future upon learning more about the options of this instrument.

Figure 1 EMA – comparison of two time periods (1.12.2020-30.9.2021 and 1.12.2019-30.9.2020)



Legend: Všichni uživatelé: All users; Přehled: Overview-Uživatelé – Users; Únor – February, Březen – March, Duben – April, Květen – May, Červen – June, Červenec – July, Srpen – August, Září – September, Říjen – October, Listopad- November, Prosinec December; Uživatelé – Users Noví uživatelé – New users Návštěvy – Visits; Počet relací na uživatele Number of sessions per user; Zobrazení stránek – page view; Počet stránek na 1 relaci- No of pages per 1 session; Prům. doba trvání relace – Average session duration; Míra okamžitého opuštění – Bounce rate, Procento odchodů – Exit percentage, Unikátní zobrazení stránek – Unique page view

Note: Users represent one browser, they are unique and make more visits. User = Users who initiated at least one visit over the specified period. New user = Number of users who visited the site for the first time in the specified period. The real bounce rate = rate of single-page sessions without interaction (downloading a file, posting a form, viewing a video, etc.) in all sessions. The percentage of exits is only monitored in selected pages. The increasing percentage of exits can be perceived positively in this case.

The real bounce rate of a page lower than 10 % means an incorrectly set implementation of measurement.

Source: internal data of the PPUČ project, 2019 2020 and 2021

Profil Učitel21

PU21 is an instrument for the self-evaluation of teachers in terms of ICT technologies, i.e., it helps individuals assess their competences in the field of ICT technologies on which PU21 focuses²³.

As to the Profil Učitel21 instrument, the foregoing statistics prove growing use of this instrument (Figure 2). As specified above, the instrument has found a target group of users who repeatedly return to visit and use it. MŠMT finds the instrument suitable for the self-development of teachers.

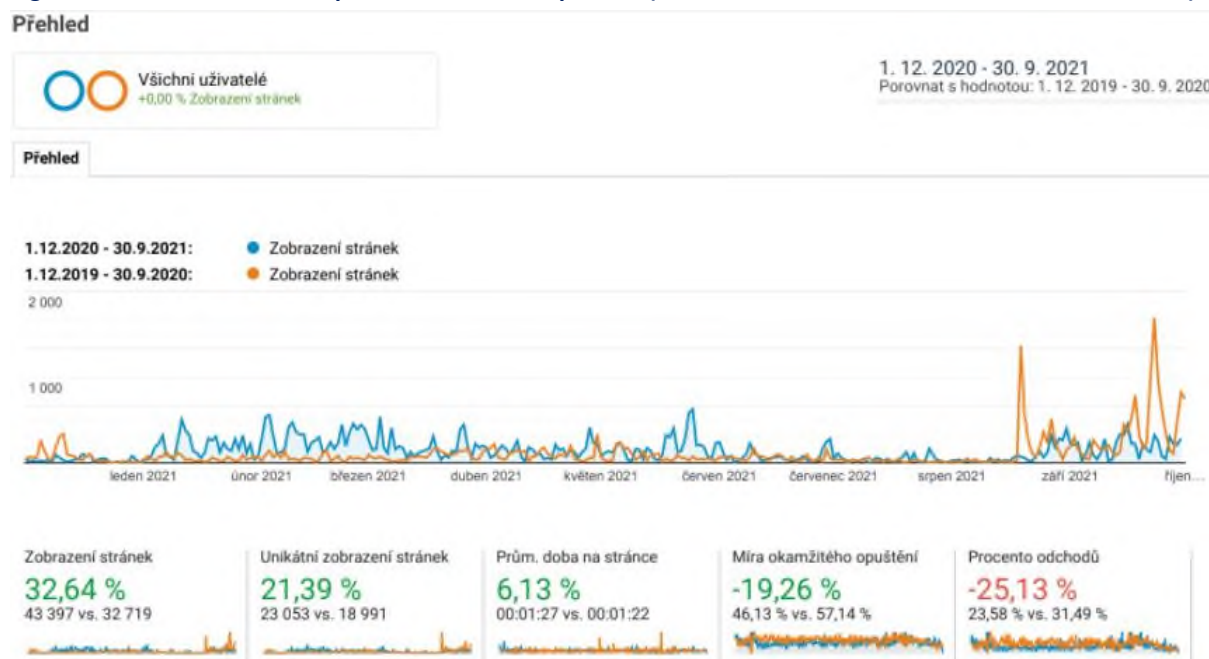
In Profil Učitel 21 (PU21), a total of 2,547 unique profiles have been filled in over the time of its existence, 714 persons started filling in a profile but failed to complete it. The visit rate of the instrument alone is about 2,000 pageviews by unique users monthly. Comparison with visit rate data enables us to conclude an average number of 100 filled-in profiles a month, i.e., approx. 5 percent of PU21 visitors fill in the profile. Not only does the PU21 instrument aim at filling in the profiles, but teachers can find there an educational overview of skill dimensions in their work as well as links to additional resources which can help them improve their teaching in digital technologies.

Apart from Figure 2 below, other statistics are provided in the following annex:



Statistiky-PU21.pdf

Figure 2 Profil Učitel21 – comparison of two time periods (1. 12. 2020-30. 9. 2021 a 1. 12. 2019-30. 9. 2020)



The real bounce rate = rate of single-page sessions without interaction (downloading a file, posting a form, viewing a video, etc.) in all sessions. The percentage of exits is only monitored in selected pages.

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

Legend: Všichni uživatelé: All users; Přehled: Overview-Uživatelé – Users; Únor – February, Březen – March, Duben – April, Květen – May, Červen – June, Červenec – July, Srpen – August, Září – September, Říjen – October, Listopad- November, Prosinec December; Uživatelé – Users Noví uživatelé – New users Návštěvy – Visits; Počet relací na uživatele Number of sessions per user; Zobrazení stránek – page view; Počet stránek na 1 relaci- No of pages per 1 session; Prům. doba trvání

²³ The Profil Učitel21 generally focuses on penetration of digital technologies in teachers' work. It has 6 dimensions, 5 of which relate to the common teaching portfolio (student assessment, communication with parents, browsing for teaching resources). One PU21 dimension also focuses on digital literacy of children and students.

relace – Average session duration; Míra okamžitého opuštění – Bounce rate, Procento odchodů – Exit percentage, Unikátní zobrazení stránek – Unique page view, Porovnat s hodnotou - Compare with the value of

Education modules

Another activity under KA 6 is the innovation of the Methodology Portal RVP.CZ. New functions for users were launched to extend the portal modules with new options of working with the content (a new personal User page). In June 2021, the literacy education modules product was finalised. The launch followed after a pilot study for education modules with teachers from pilot schools of the project. They evaluated the education modules as comprehensible, attractive and useful. They also made some points on how to refine and improve it (both graphic and visual, as well as adding more specific examples). The portal innovation was finally completed in September 2021. Now, the EMA catalogue is a synergic part of the Methodology Portal RVP.CZ.

5.6 EQ C.1 To what extent do the management and implementation of the PPUČ project conform to the project application? – C.1.9

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

Conclusions and evaluation of individual EQs:

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

The previous statement was confirmed in that this is not the main target group of the project. The Beneficiary managed to create a communication channel to university students and increase their involvement in the project as was anticipated during the process of the application preparation. The joint proceedings of "27 ideas for the development of reading, digital and mathematic literacies at the 1st grade of elementary school" was completed beyond the anticipated framework in cooperation with female students of the 5th year of teaching for the 1st grade of elementary school at the Pre-primary and Primary Education of the Faculty of Pedagogy of Charles University in June 2021.

The objective of the evaluation question:

The objective of the evaluation question is to establish to what extent the management activities and implementation of the PPUČ project go along with the project application. The evaluation question contains one evaluation sub-question focusing on whether the university students target group (future education workers) participates in the project.

This EQ was evaluated upon the interview with the Beneficiary in IR1 by way of the questionnaire research conducted among participants of communities of practice and summer school. University students were expected to be among them. However, only four respondents took part in the survey. These were students of the department preparing future teachers (student/teacher). Hence, the rate of their involvement is impossible to fully evaluate.

Findings:

The methodological and technological support (KA 5 and KA 6) is targeted in the project at active teachers from practice as well as future pedagogues in pregradual training. This target group of the project is expected to use the project outputs and participate in the community of practice at the same time. We also expect support of this TG in the creation of the Reputation system content and

other innovated modules of the Methodology Portal RVP.CZ, including the use of innovated services of the Methodology Portal RVP.CZ.

Under IR4, the Beneficiary found that university students are invited to expert panel mini-conferences, communities of practice and can be users of the Methodology Portal RVP.CZ. The Beneficiary also addressed this target group using its partnership with projects ISDV1²⁴. The Beneficiary was very active in these projects in online discussion groups where future teachers usually participate (e.g., Teachers+). In the evaluated period of IR1, the participation of university students was minimal, and the Beneficiary stated there was no direct channel created to this target group. The evaluator recommended creating a straightforward communication channel to encourage the participation of university students in the project. The Beneficiary responded (in IR2) and included the association "Otevřeno"²⁵ in the opponent procedures of PPUČ. The Beneficiary also took part in the KISK summer school (Cabinet of information study and librarianship) which educated librarians and university students with the focus on teaching. University students have not participated in events held in person under the project. In IR3, the Beneficiary significantly helped integrate this target group in the implementation of the PPUČ project compared to the previous IR and continued in the evaluated period under IR4. The Beneficiary managed to create a communication channel to university students and increase their participation in the project. Cooperation with departments of pedagogy of selected universities continued as well. In spring 2021, a campaign was launched by the Beneficiary - spring events of communities of practice targeted at future teachers. The Beneficiary successfully met its plan to develop joint proceedings of students and the PPUČ project team during the evaluated period. They were developed in collaboration with the Faculty of Education, Charles University (Primary Education Department). Students of this department worked on the contents of the proceedings in their workshops.

The Beneficiary assumes that university students as future education workers will participate in creating the content of the Reputation system and use the Profil Učitele 21 instrument as well. University students, or VOŠ and SPgŠ schools, are expected to use the innovated services of the Methodology Portal RVP.CZ.

Finally, it should be noted that the PPUČ project had no defined metrics to measure the participation of university students.

²⁴ PRIM and DG at PedF UK and PedF JU České Budějovice

²⁵ The association Otevřeno (otevreno.org) brings together students of several faculties of education nationwide.

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

Conclusions and evaluation

The evaluation of the benefits of individual activities/project outputs was mostly positive in individual target groups. Teachers rated more or less all outputs as beneficial. They found most beneficial the publications with ideas for activities for basic literacy for individual levels of education created in the project. On the other hand, the translation of the European Framework for the Digital Competences of Educators DIGCOMPEDU was rated as the least beneficial. Representatives of the professional public find sets of expected learning outcomes (OVU) of the project outputs the most beneficial. There was no negative assessment in this target group at all. Generally, respondents actively use or at least have experience with approximately half of all the project outputs.

The objective of the evaluation question:

The objective of the evaluation question is to find out to what extent the key stakeholders consider (significant) outputs/activities in the project to be beneficial/well applicable, and why.

Evaluation of this EQ was carried out upon the following:

- processing of case studies (in a selected sample of nine schools participating in the project) – under IR1, IR2, IR 3 and IR 4, telephone interviews with representatives of these schools were implemented.
- Participants of communities of practice, summer school, expert panel mini-conferences, the final conference and users of the Methodology Portal RVP.CZ
- telephone interviews with representatives of organisations operating in education, research and consulting, representatives of personnel popularising science and curriculum reform and representatives of the professional public.

Section 11 provides an overview of all outputs and activities developed / implemented within the PPUČ project.

Findings:

Case studies

The PPUČ project brought inspiration, new methods, findings about new trends and offered an opportunity for self-development in the field of reading, mathematical and digital literacies as well as the implementation of good quality workshops, mini-conferences and summer school for all schools participating in the case studies. School heads also expected and obtained good underlying documentation for any modification of the school education programme and access to good methodological materials on introducing literacy in the learning process. Teachers were given a site where they can find useful materials which have been tested in practice and are practical.

The interviewed schools frequently used the PPUČ project activities to use methodological support in introducing literacy into teaching. The PPUČ project team and its regional literacy coordinators were identified as the most important and a very positively appreciated source of inspiration and methodological support. Last but not least, the summer school and literacy workshops organised within the PPUČ project were found to be beneficial as well. Methodological support was always provided to selected staff members/school workers in this way who transferred the information to other educators at their schools. Most frequently, representatives of the interviewed schools (i.e.,

school heads, coordinators, education workers) stated they obtained methodological support for introducing literacy into education from their peers teaching the same subject at the specific level of education, school management and school coordinators.

Generally, respondents actively use or at least have experience with approximately half of all the project outputs. The second half of the project outputs is either unknown to them or they are not relevant for them.

A detailed evaluation of the benefits of individual outputs/activities in the project by school representatives addressed under the implementation of case studies are shown below.

- Expert panels
 - Most stakeholders stated that venue availability is the main problem and limitation to their attendance to expert panels. This problem was partly eliminated during the Covid-19 pandemic since most expert panels were held online. Some expert panels were held in person when the existing epidemiological measures were favourable.
 - Generally, school representatives welcome the fact that expert panels represent a source of inspiration and sharing of experience, and provide a platform for meeting and exchanging experience with other school representatives.
- Summer school²⁶
 - The summer school is continuously evaluated very positively by all school representatives who have attended it. Participants liked this way of training, the quality of the lecturers, the organisation of the summer school, and the opportunity to meet teachers from other schools.
 - Positive responses have been received as to the organisation of the summer school outside the academic year, which gives teachers enough space for a conceptual and uninterrupted focus on their development.
- Communities of practice
 - Schools identified the same problems regarding expert panels, i.e., availability of a venue and capacity. Similarly as with expert panels, the problem was partly resolved by the transition to online form.
 - Communities of practice have received a positive evaluation from most of the schools. The main positive benefits are mainly seen in networking with other schools focused on a specific literacy, obtaining inspiration and motivation for improvement of teaching and obtaining experience and feedback from practice to methodological material.
- Final conference of the PPUČ project
 - Its benefits consisted in establishing/deepening cooperation among schools and experts, the transfer and sharing of information and answering of questions. The conference was a very good two-day one-off event.
- Sets of expected learning outcomes in mathematical, reading and digital literacies (OVU)
 - They frequently received a positive response and were integrated into each preparation for teaching.
- Overview study with recommendations
 - The first of the outputs known and used by less than half of respondents, but those who use it find it beneficial. It should be noted though that the overview study with recommendations was completed in the final version in autumn 2021. A round table with MŠMT, representatives of ČŠI and professional staff of NPI ČR was held for the

²⁶ joint meetings of school and regional coordinators (in 2020, it focused on preparation of workshops within the final conference)

working outputs in July 2021, at the final conference implemented in August 2021, those interested could look at the printed draft of the study.

- Overview study with links and examples of good practice
 - Another output known and used by less than half of respondents, but those who use it find it beneficial. It should be noted though that the overview study with recommendations was completed in the final version in autumn 2021. A round table with MŠMT, representatives of ČŠI and professional staff of NPI ČR was held for the working outputs in July 2021, at the final conference implemented in August 2021, those interested could look at the printed draft of the study.
- The guidebook for innovation of SEP at elementary schools with instructions for good practice in working with literacy in the school.
 - Another output known and used by less than half of respondents, but those who use it find it beneficial, especially during the pandemic.
- School and regional literacy coordinator
 - Many schools positively rated the role of school or regional literacy coordinators.
 - Apart from the positive benefits regarding the transfer of information and materials about the PPUČ project and literacies for the participating schools and teachers, schools appreciated the personal attitude of the coordinators, their flexibility and enthusiasm for the cause.
 - The big fluctuation in regional coordinators was criticised in several cases. It was a problem in one region though.
- Consultation centre activities
 - Respondents' answers show that this was the least used project output.
 - Only two of all the respondents were acquainted with it, both evaluated it positively.
- Reputation system (EMA)
 - All addressed (pilot) schools regularly use the output, though only passively as a source of materials or to evaluate uploaded materials, they do not upload their own materials.
 - Teachers positively evaluate the source of good quality and highly rated teaching material to teach literacy.
 - Teachers who use the instrument more frequently and are better acquainted with it (active users) rate it very positively.
- Profil Učitele 21
 - Most of the addressed (pilot) schools stated they actively use the instrument on a regular basis and positively evaluate that it contributes to their self-development in the field of literacy.
 - Some teachers stated they have not got acquainted with it yet, but are planning to do so.
 - Active users (teachers who use the instrument more frequently) appreciate it very positively as an ideal instrument for self-reflexion and self-development.
- Transformation of the user environment on the Methodology Portal RVP
 - Respondents find the transformation of the user environment on the Methodology Portal to be beneficial. They needed some time to get used to it.
- 35 educational online lessons on RVP.CZ
 - Another output known and used by less than half of respondents, but those who use it find it beneficial.

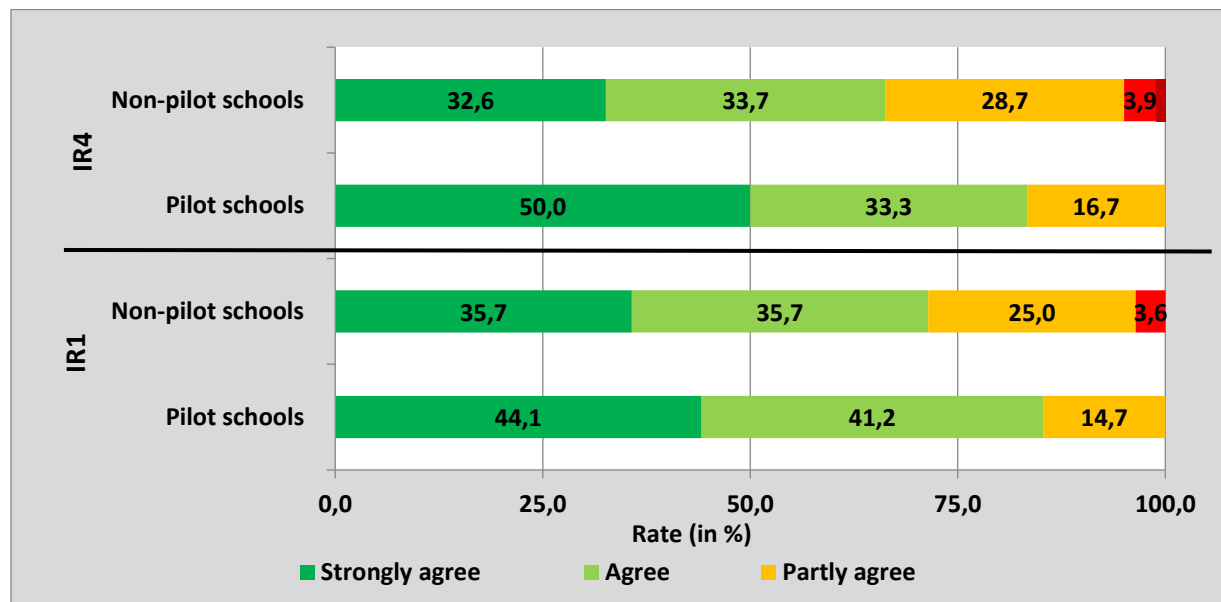
Questionnaire research

This EQ was further evaluated upon the questionnaire research among participants of the communities of practice, summer school, final conference and users of the Methodology Portal RVP.CZ. Their expectations from the main outputs/activities in the project were investigated in round one of the survey implemented under IR1. The next round of the survey carried out under IR 4 looked into how the established expectations were fulfilled.

Chart 5 shows the application of the knowledge gained in practice by respondents from pilot and non-pilot schools. The positive finding is that only 4 % of respondents from non-pilot schools in round 1 and 2 of the survey stated that they do not apply the knowledge much or do not apply it at all. Pilot schools showed a greater application of knowledge in practice than non-pilot ones. As may be generally observed, the degree of application of knowledge in teaching context is high. It should be noted that pilot schools tend to apply them more than in the previous round of the survey and non-pilot schools apply them either at the same frequency or a little less. There were no respondents from pilot schools in either round of the survey that stated they do not apply them much or do not apply them at all.

As to the manner of application of the obtained knowledge in teaching practice - incorporating the knowledge in teaching and sharing of information with peers prevailed. Some respondents stated that they incorporate the observations into school education programmes and topical educational plans. A very low number of respondents gave reasons for not applying the knowledge in teaching (6 respondents in total). The reasons were as follows: the respondent does not teach/does not work in practice, does not have sufficient information.

Chart 5 Application of gained knowledge in practice, categories according to respondents from pilot and non-pilot schools (response rate, in %)

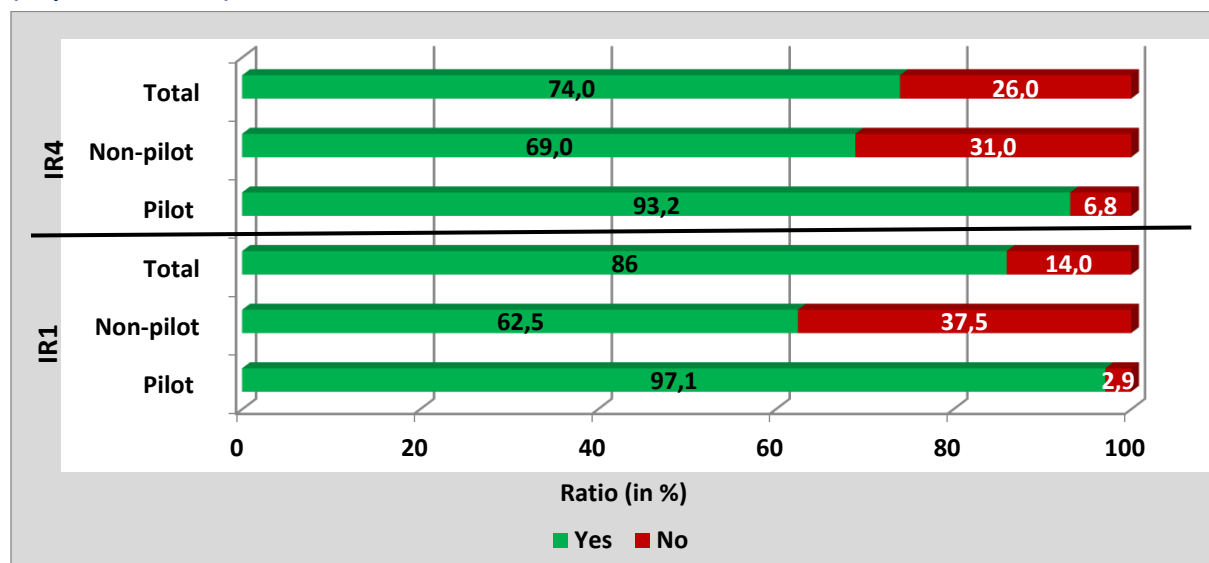


Note Question: Do you apply the knowledge gained (i.e., the know-how to develop the concepts of basic literacy for NS and ES) in practice? Choose one option.

Source: Own calculation based on the questionnaire research conducted in 2019 and 2021. Number of respondents in 2019: total = 62, Npilot = 34, Nnonpilot = 28. Number of respondents in 2021 total = 353. Npilot = 75, Nnonpilot = 182 (A total of 86 respondents stated that they do not know whether their school participated in the project).

More than 97 % of respondents from pilot schools implemented modified or new activities to develop one of the literacies at their school from 2018/2019 (Chart 6). More than two-thirds of respondents from non-pilot schools did so as well. Only about 3 % of respondents from pilot schools stated they had not carried out any alterations. More than a third of respondents from non-pilot schools have not made any alterations. The second round of the survey showed a distinct decline in the number of respondents from pilot schools who had implemented the adapted or new activities to develop literacies. Non-pilot schools showed the opposite trend. The most frequently stated reason why they do not work with goals of development basic literacies in activities with children/pupils in educational practice is they do not work with pupils at the moment.

Chart 6 Implementation of modified or new activities to develop literacies from 2018/2019 academic year (response rate in %)



Note: Question (only for teachers and heads of nursery and elementary schools): Have you implemented at your school any modified or new activities to develop mathematical (ML) or reading (RL) or digital literacy (DL) since the 2018/2019 academic year?

Source: Own calculation based on the questionnaire research conducted in 2019 and 2021. Number of respondents in 2019: total = 50, Npilot = 34, Nnon-pilot = 16. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated that they do not know whether their school participated in the project).

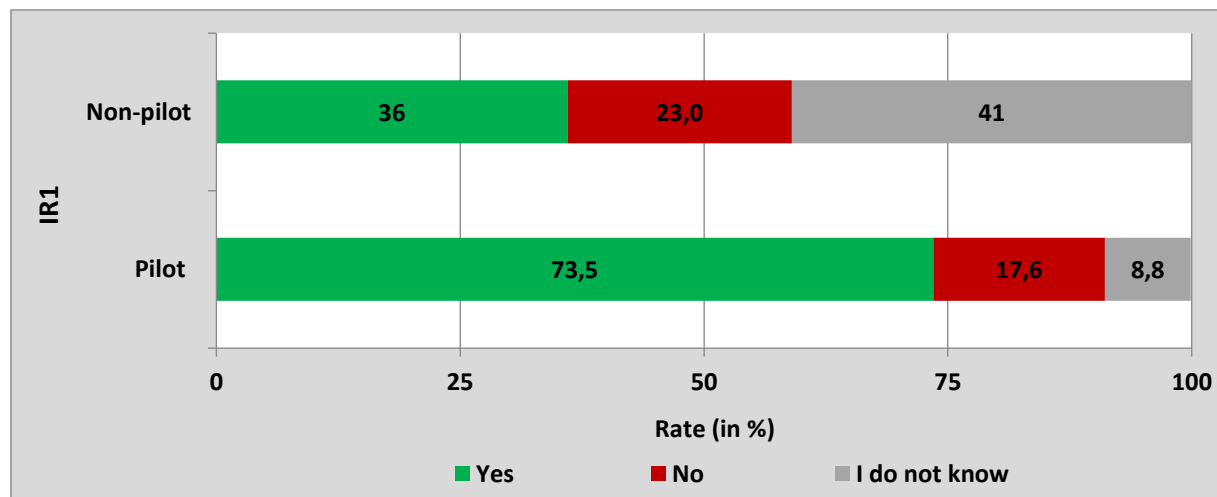
Nearly three-quarters of respondents from pilot schools stated in round 1 of the survey they had incorporated the objectives of basic literacy into the school strategy or SEP or topical plans for teaching (Chart 7). 18 % of respondents from pilot schools had failed to incorporate them, 9 % of respondents did not know. On the other hand, less than 38 % of respondents from non-pilot schools had incorporated the objectives of basic literacy and less than a quarter of these respondents had failed to incorporate them. Nearly 44 % of respondents from non-pilot schools were not sure whether the objectives had been incorporated.

Round 2 of the survey linked to the above stated and looked into what documents the objectives of basic literacy had been incorporated into (ML, RL, DL). The responses show that they had been mostly incorporated into school education programmes (49.6 % of responses), topical educational plans (33.5 %) and later reflected in the school strategy (16.6 %).

Respondents who stated in Round 2 of the survey they had failed to incorporate the objectives of basic literacy into the school strategy or SEP or topical plans for teaching, or they do not know, were asked whether they intended to modify the SEP or selected strategic school documents and topical plans for teaching by 2021 to strengthen the practice of basic literacy in their schools. Nearly 40 % of them did not know either. More than 42 % were planning to do this, approx. 18 % of respondents had no plans to do so (Chart 8). As to the category of schools, the best answers were received from

respondents from pilot schools, where more than two-thirds planned to incorporate the objectives of basic literacy into the school strategy / SEP / TPV. Respondents gave no response to the question why they were not planning to incorporate the objectives of basic literacies into the school strategy or SEP or topical plans for teaching.

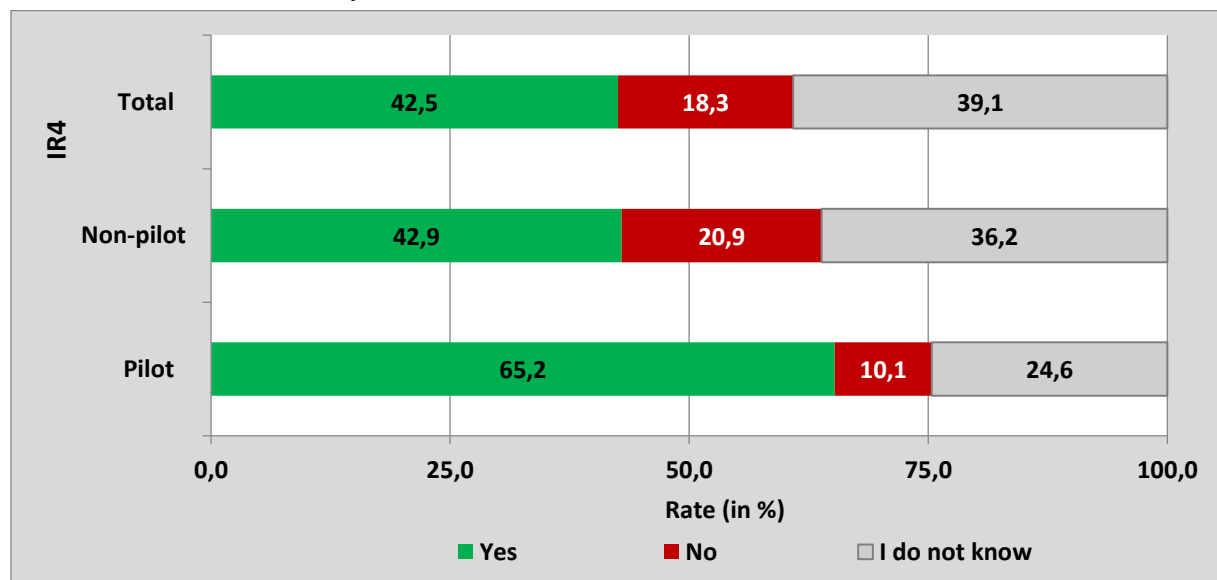
Chart 7 Incorporated objectives of basic literacies in the school strategy or SEP or topical plans for teaching (response rate in %), categories according to respondents from pilot and non-pilot schools – Round 1 of the survey



Note Question: Have you incorporated the objectives of basic literacy (ML, RL, DL) into the school strategy, SEP or topical plans for teaching?

Source: Own calculation based on the questionnaire research conducted in 2019. Number of respondents in 2019: total = 56, Npilot = 34, Nnon-pilot = 16. In 2021, the question was not asked.

Chart 8 Plan how to modify SEP or other selected strategic school documents upon the experience obtained in the PPUČ project (response rate in %), categories according to respondents from pilot and non-pilot schools – Round 4 of the survey



Note: Question: Do you plan in the near future to modify the School Educational Programme or selected strategic school documents and topical plans for teaching based on the experience obtained in the PPUČ project in order to strengthen the practice of basic literacy in your school?

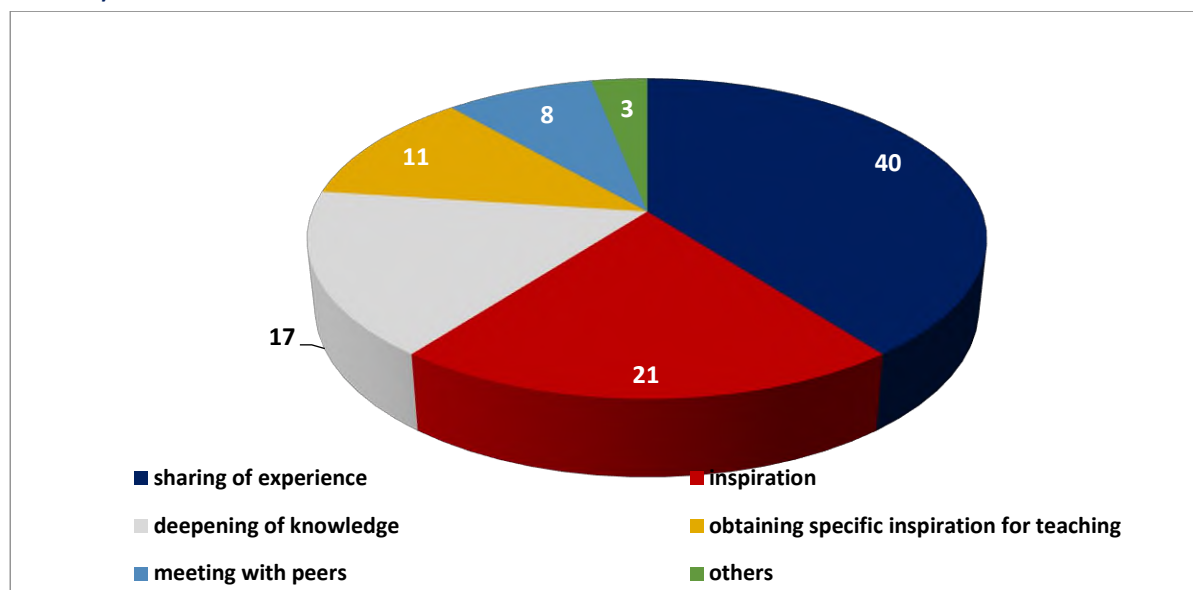
Source: Own calculation based on the questionnaire research conducted in 2021: Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated that they do not know whether their school participated in the project).

Transfer of experience and information is one of the basic characteristics of the project. The transfer proceeds on both a personal level (by attending communities of practice or expert panels; meetings of coordinators, etc.) and concept project outputs and online technological support on the Methodology Portal RVP.CZ.

Round 1 of the survey established that participants most often expect sharing of experience and obtaining inspiration (Chart 9) at joint events in person for ES/NS teachers and the professional public. Some respondents stated they expected to deepen their knowledge and self-development. Respondents would also like to obtain specific inspiration on how to introduce literacy in teaching at such meetings. They find meetings with teachers from other schools to be beneficial.

In Round 2 of the survey, respondents marked (for communities of practice and summer school) as their main expectations - inspiration, sharing experience and meetings with other peers / stakeholders. This corresponds with the expectations established in Round 1 of the survey. Expectations from expert panel mini-conferences and the final conference were ascertained outside the scope of Round 1 and 2. For both events held in person, the prevailing responses were to get inspiration and share the information with teachers. The expectations from the conference were to get a summary of the project.

Chart 9 Expectations from joint events in person for ES/NS teachers and the professional public (response rate in %)



Note: Question: What are your expectations from: a) communities of practice, b) summer school?

Source: Own calculation based on the questionnaire research conducted in 2019. Number of respondents in 2019: total = 62, Npilot = 34, Nnon-pilot = 28.

Respondents were asked whether their expectations had been fulfilled. The resulting answers are shown in Chart 10. The positive finding is that positive answers prevail and negative ones are only marginal in both interviewed categories and the group of respondents as a whole.

Chart 10 Fulfilment of expectations (response rate in %), categories according to respondents from pilot and non-pilot schools



Note: Question: Were your expectations fulfilled?

Source: Own calculation based on the questionnaire research conducted in 2021. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated that they do not know whether their school participated in the project).

Respondents from pilot schools were asked how they personally evaluate the contribution of current outputs/activities in the project. The outputs/activities in the project were rated very positively in Round 1 of the survey. Respondents find the summer school to be the most beneficial as well as educational materials for development of basic literacies for individual levels of education and methodological supporting materials for the Project implementation Template OP RDE generated within the project. On the other hand, they find the translation of the European framework of teachers' digital competences DIGCOMPEDU and the NÚV consultancy centre (online consulting on literacies in practice schools) the least beneficial.

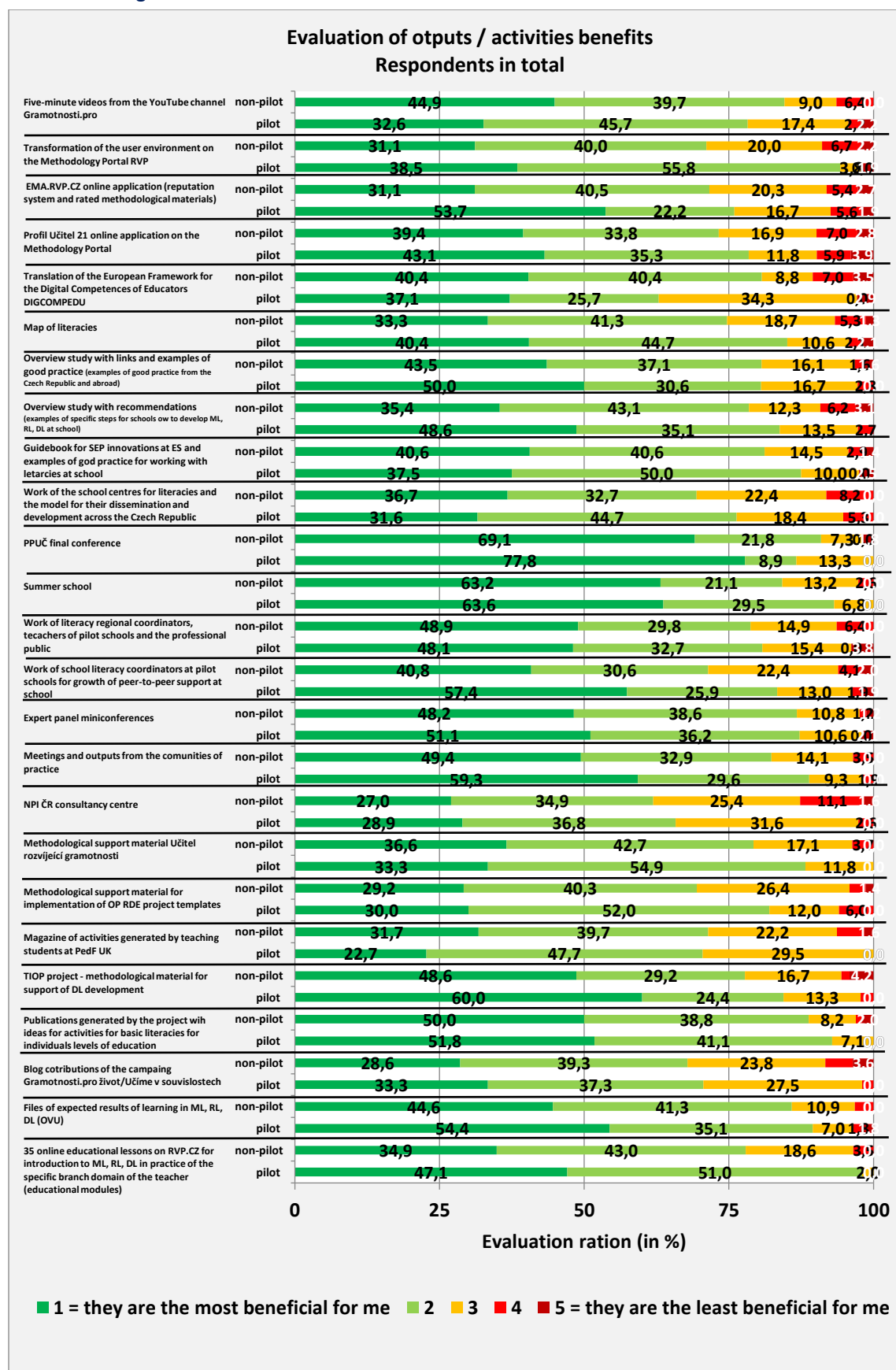
Respondents from non-pilot schools evaluated the contribution of current outputs/activities in the project more critically than respondents from pilot schools in Round 1 of the survey. They find joint events in person, i.e. the summer school, followed by meetings of the communities of practice, most beneficial. They also find methodological support material for the implementation of OP RDE project templates beneficial as well as the material Teacher developing literacies. The NÚV consultancy centre (online consulting on literacies in school practice) is found by respondents to be the least beneficial.

Round 1 of the survey also looked into the expected benefits of future outputs/activities in the project rated by respondents from pilot and non-pilot schools (evaluation on a scale of 1-5, where 1 = most beneficial, 5 = least beneficial). Respondents from pilot schools expected the most from the survey studies, followed by innovated manuals for SEP generation with the instructions for good practice of working with literacy. The lowest expectations are related to the EMA.RVP.CZ online application, the user environment transformation of the Methodology Portal RVP and the Teacher Profile 21 online application on the same portal. Respondents from non-pilot schools had more modest expectations. They expected the most from innovated Manuals for SEP generation with instructions for good practice of working with literacy at school and the least from the EMA.RVP.CZ online application – similarly as respondents from pilot schools.

Based on the questions asked in Round 1 of the survey conducted in 2019, Round 2 of the survey focused on the real benefits of the project outputs and activities in 2021. Chart 11 shows an overview of the three most and least useful outputs/activities for all respondents according to

individual categories. Table 2 shows an overview of the three most and least useful outputs/activities for all respondents according to individual categories. The evaluation of the benefits shows mostly a positive response to all individual activities and outputs of the PPUČ project.

Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories



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Note: Question: How do you rate your personal benefit from the outputs/activities in the project: (rate on a scale of 1-5, where 1 = most beneficial for me, 5 = least beneficial for me, 0 = I cannot assess).

Source: Own calculation based on the questionnaire research conducted in 2021. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated that they do not know whether their school participated in the project).

Table 2 Evaluation of benefits of outputs/activities in the project by respondents – according to individual categories

Category	3 most beneficial	3 least beneficial
Respondents from pilot schools	<ul style="list-style-type: none"> • publications containing ideas for activities for basic literacies for individual levels of education generated in the project (specific teaching activities for pre-school education, 1st and 2nd grades of ES); • 35 online educational lessons on RVP.CZ for introduction to mathematical, reading or digital literacy in practice of the specific branch of the teacher (education modules); • transformation of the user environment on the Methodology Portal RVP (personalised services, greater opportunity for collections) 	<ul style="list-style-type: none"> • methodological support material for implementation of OP RDE project templates • Profil Učitel 21 online application on the Methodology Portal • EMA.RVP.CZ online application (reputation system and rated methodological materials)
Respondents from non-pilot schools	<ul style="list-style-type: none"> • publications containing ideas for activities for basic literacies for individual levels of education generated in the project (specific teaching activities for pre-school education, 1st and 2nd grades of ES); • expert panel mini-conferences • final conference of the project 	<ul style="list-style-type: none"> • NPI ČR consultation centre (online consultation about literacy in school practice) • Profil Učitel 21 online application on the Methodology Portal • EMA.RVP.CZ online application (reputation system and rated methodological materials)
Respondents overall	<ul style="list-style-type: none"> • publications containing ideas for activities for basic literacies for individual levels of education generated in the project (specific teaching activities for pre-school education, 1st and 2nd grades of ES); • 35 online educational lessons on RVP.CZ for introduction to mathematical, reading or digital literacy in practice of the specific branch of the teacher (education modules); • final conference of the project 	<ul style="list-style-type: none"> • translation of the European framework of teachers' digital competences DIGCOMPEDU • Profil Učitel 21 online application on the Methodology Portal • EMA.RVP.CZ online application (reputation system and rated methodological materials)

Note: Question: What were your expectations from communities of practice / summer school / final conference / expert panel mini-conference?

Source: Own calculation based on the questionnaire research conducted in 2021. Number of respondents in 2021 total = 353. Npilot = 75, Nnon-pilot = 182 (A total of 86 respondents stated that they do not know whether their school participated in the project).

Under this EQ, the investigation focused on how respondents use the Methodology Portal (those who answered "strongly agree" or "agree"). The portal is most often used to gain inspiration (in teaching and self-education), view videos and webinars and as a source of materials. Respondents also mentioned other ways of using the materials - search for information, authorship of articles, materials, videos, etc. and using online applications. The survey also identified reasons for not using the Methodology Portal RVP.CZ. The main reasons for not using sharing of good practice under online activities in Round 2 of the survey were the lack of time for studying new things, and lack of acquaintance with this option of sharing. However, the number of such responses was marginal. Evaluation of this question was impossible to assess in Round 1 of the survey due to the low number of respondents.

Computer-assisted telephone interviews with selected target groups

Computer-assisted telephone interviewing (CATI) with representatives of the professional public (4 persons), educational, research and consulting organisations (3 persons) and representatives of workers popularising the science and curriculum reform (3 persons) were used to establish how key stakeholders rate the outputs/activities in the project and how beneficial/well applicable they find them, i.e., how future main users of the outputs perceive the benefits and applicability of the main outputs and activities of the PPUČ project. Recommendations were made to improve the applicability and benefits of the outputs and activities of the project for target users.

Generally, respondents actively use or at least have experience with approximately a third of all project outputs. There is a great variance though. One respondent could give an opinion on only one of the project outputs while others assessed nearly all of the outputs.

Respondents consider the project outputs below as the most beneficial: sets of expected learning outcomes (OVU), online educational lessons on RVP.CZ, publications with activities for the 1st and 2nd grades of elementary schools and pre-school education, translation of the European Framework for the Digital Competences of Educators DigCompEdu, and five-minute videos from the YouTube channel Gramotnosti.pro. Expert panel mini-conferences, communities of practice and the final conference are very positively rated as well.

No negative assessment was received under this survey at all. If respondents are acquainted with the project output, and give it a very positive rating. The only exceptions are the Profil Učitel 21 and Reputation system EMA instruments. They received a very positive response from half of respondents, with one or two average negative ratings.

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

The objective of the evaluation question:

How is cooperation proceeding with other relevant projects and what common outcomes have been achieved?

The desk research was used to establish the standard for the analysis of the cooperation with other relevant projects and common outputs, as well as observation at the final conference of the PPUČ project and structured interviews. The obtained information was used as a framework in which structured interviews were held with delegated representatives of the relevant projects, specifically selected SYPO and APIV B projects.

Findings:

The following findings were acquired through the conducted investigations:

- Cooperation between the projects proceeded within the PPUČ project implementation (in all interim reports) in a similar scope and frequency.
- The main feature of cooperation is expert panel attendance, sharing materials and outputs of individual projects.
- The closest cooperation proceeded with the SYPO, APIV B and SRP/MAP projects.
- After the merger of the NIDV and NÚV, the SRP and SYPO projects became "internal", which improved the cooperation.
- There was ongoing cooperation with IPs SYPO – methodological rooms (e.g., national mathematics room) and the KIM network, with the presenting of PPUČ outputs to literacies for these rooms (PPUČ team members regularly attend the national rooms).
- PPUČ representatives took part in national mathematics and informatics staff rooms under cooperation with SYPO.
- The cooperation with IPo MAP implementers continued (meetings organised for common topics for cooperation, information sent on EMA for the Beneficiary of IPo MAP – in cooperation with IPs SRP).
- The PPUČ team used the information from the P-KAP project obtained from linkedIN groups at Edusítě (Edunetworks) and regularly sent information from groups focusing on literacy and digital competencies.
- To develop EDUSÍTĚ (edunetworks) and joint cooperation, the PPUČ project team met the P-KAP team and offered synergy for further cooperation. Cooperation with the P-KAP project proceeds in the form of participation of the PPUČ project team members in P-KAP methodological networks in the field of mathematics, reading and digital competences.
- PPUČ team members were invited by IPs SRP to eleven meetings of IPo MAP beneficiaries, where breaking news in the project was presented as well as the outputs in digital literacy and a more specific presentation of the EMA system.
- A pilot study for archiving selected project outputs in the IPs SRP knowledge database proceeded across the IPs NPI projects. The PPUČ project outputs are available at <https://hledgej.npicr.cz/gramotnosti-pro-zivotppuc/>
- MŠMT representatives stated that one of the crucial factors influencing effective cooperation between individual IPs or IPo projects was their willingness, interest and sufficient motivation to cooperate.

- They think that cooperation between projects could be better organised in the future to allow better completion and cooperation – even in the preparation of applications in the way that the activities build on each other.
- No barriers to cooperation were identified in any of the cooperating projects.
- Cooperation is influenced by periodical mutual information exchange set up correctly and promotion of the project outputs at appropriate opportunities.
- The Beneficiary was in regular contact with the EMA system partners.
- PPUČ team members attended the following events: AISIS conference for MŠ in the call ISDV2 OP RDE, Proposal for monitoring indicators of the education strategy 2030+ (workshop, Deloitte), expert panels of the APIV-A and P-KAP projects, expert seminar of ÚVRV – Curriculum modification across Europe: Review of the frameworks prior to Covid and after Covid, final conference on DL (Digigram) "Support for digital literacy development."

Conclusions and evaluation

The Beneficiary's activities in the field of cooperation with other relevant projects are found to be beyond standard, exceeding the framework of the project application. The manner of cooperation set up by the PPUČ project team is exemplary for other projects.

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

The objective of the evaluation question:

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

The solution to the evaluation question is based on a combination of desk research and all the surveys carried out within IR1, IR2, IR3 and IR4 and FR. The Process tracing method was used for the evaluation.

Findings:

Project implementation was not a cause of frequent positive or negative unintended impacts.

The list of unintended impacts identified based on the implemented investigation is shown below:

- Significant increase in cooperation of participating schools, either cooperation and implementation of joint projects of the whole school, different classes, 1st and 2nd grades of elementary school, nursery and elementary schools, school grades and/or teachers.
- Creation of the school community – pilot ones which are expected to continue cooperation after termination of the project (informally).
- Strengthened relationships between teachers and other project stakeholders at the final conference by way of the accompanying programme ("well-being of teachers").
- Interconnection between information systems via the SRP project output - fulfilment of the knowledge database HLEDEJ.NPI.CZ.
- Influence on the form and content of regular meetings of the IPs projects with MŠMT representatives.
- The project focus and its overall grasp was assessed by educators as very beneficial, however, it poses considerable time requirements to study all the outputs, integration in project activities and partly also administrative acts associated with involvement.
- Teachers also positively evaluated meetings with experts in practice who took part in many project activities in regions.
- The professional erudition and human approach of individual staff members of NPI ČR (Beneficiary) were very positively rated, which significantly increased the participation of individual target groups in the project and interest in literacies generally.
- Finally, teachers mentioned they had recognised the need for FEPW in digital literacy.

The list of unintended impacts shows that no negative unintended impacts were recorded, only positive ones.

Conclusions and evaluation

As a result of the project implementation, a lower number of unintended impacts was recorded. One of the recorded unintended impacts is a significant increase in the cooperation of schools and networking with a variety of entities / stakeholders.

5.10 Evaluation of the accomplished project objectives

The table below shows the evaluation of how project objectives were fulfilled based on the achieved results.

Individual objectives of the project	Evaluation criterion	Fulfilment of individual objectives of the project	Description of reasons	Indicators
The individual objective of 1.1 is to create expert panels and a community of teachers working on a long-term basis as a mechanism of communication and cooperation, associating prominent experts and experienced teachers from practice.	<ol style="list-style-type: none"> 1. MŠMT has a comprehensive view of the impact of the literacy concept on formulating the expected learning outcomes and processes of planning and implementation of teaching in schools. MŠMT continues working with the Overview study. 2. The set of expected learning outcomes is available for lecturers and mentors, used for training and creating a basis for the development of technological support. 3. Experts and professionals participate in expert panels. 4. Expert panels provide supervision and online support. 5. The online space is found to be beneficial and used by teachers. 6. The Overview study is beneficial and inspiring for school workers. 7. Information literacy as a cross-sectional principle is addressed in all basic literacies. 8. Information thinking as a new educational content is accentuated in all activities focused on digital literacy. 9. Teachers develop basic literacies in 	The objective was met.	<ol style="list-style-type: none"> 1. With the project implementation, MŠMT obtained a comprehensive view of the impact of the concept of literacies on the formulation of expected learning outcomes and processes, planning and implementation of teaching in schools, it also plans to work with the Overview study. Deliverables related to literacies will be used for a review of FEP. See Annex 2 for IR4 – IDI with the project call guarantor, representative of the relevant responsible MŠMT department – response to question 5 of the questionnaire. See section 0 2. Sets of expected learning outcomes in mathematical, reading and digital literacy (OVU) have been created in the project, which lecturers and mentors can use for training. This output was rated very positively (nearly 90 % teachers rated it as very beneficial or quite beneficial). See Chart 11. Positive rating is also confirmed by the data from CAVI by the professional public, see page 18 and 41 and interviews within case studies, see page 32. <p>Expert panels 3 and 4 represented a significant</p>	<p>Number of platforms for professional topical meetings</p> <p>Expert panel for mathematical literacy / preliteracy - 1 panel</p> <p>Expert panel for reading literacy / preliteracy - 1 panel</p> <p>Expert panel for digital literacy / preliteracy and information thinking - 1 panel</p> <p>- target value: 3 platforms</p> <p>- value achieved: 3 platforms</p> <p>Number of organisations influenced by the system intervention</p> <p>- target value: 36 organisations</p> <p>- value achieved: 36 organisations</p>

	teaching.		<p>opportunity for meetings of pedagogues, experts and professionals. Expert panels were positively rated by all stakeholders (see Chart 11, statement of representatives of the professional public on page 18 and interviews within case studies on page 32) and relatively frequently visited (See Annex 2 IR1, IR2, IR3, IR4 and FR – participant observation, Chart 5 Application of gained knowledge in practice, categories according to respondents from pilot and non-pilot schools).</p> <p>Expert panels were a source of inspiration for stakeholders and an opportunity to share experience and meeting with other stakeholders. See Chart 3 Use of the opportunity to share good practice in online activities (Methodology Portal RVP.CZ) Chart 9, statement of representatives of the professional public on page 18 and interviews within case studies on page 32.</p> <p>5. Teachers perceive the online space to be beneficial and inspiring, they also use online technological support on the Methodology Portal RVP.CZ. for the transfer of experience and information (see page 41, Chart 3, interviews within case studies on page 33 and Chart 11.</p> <p>6. Teachers find the Overview study beneficial and inspiring. (Interviews within case studies on page 32, Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories)</p> <p>9. The conducted survey showed that teachers</p>	
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Evaluation of individual systemic projects supported by PO 3 OP RDE-II Part II: Evaluation area C – Evaluation of the PPUČ project

			<p>use project outputs, develop basic literacies in learning²⁷ and integrate the objectives of basic literacies into school strategy / SEP / topical plans. (see 5.7, Chart 6, 7 and 8)</p> <p>7., 8. As the survey showed, respondents introduce obtained experience in teaching, especially in the field of reading and digital literacy (see the interviews within case studies on page 18/19)</p>	
<p>The individual objective of 1.2 is to establish the communities of practice (i.e., expert panel working groups) for individual educational areas to reflect the requirements for the development of basic literacies in the whole curriculum for preschool and elementary education.</p>	<p>10. ES/NS participating in communities of practice use the opportunity to cooperate with experts in panels and anchor their procedures in OP RDE projects as well as in the normal course of school activities.</p> <p>11. Education workers take part in the communities of practice and feel their benefits.</p> <p>12. Communities of practice provided methodological support.</p> <p>13. ES/NS share good practice within online activities.</p> <p>14. MŠMT, universities and individual schools share the expertise supporting the growth in quality of initial education at the national conference.</p> <p>15. MŠMT and schools use examples of good practice and find them beneficial and inspiring.</p> <p>16. ES/NS use the gained knowledge to modify their SEP.</p>	<p>The objective was met.</p>	<p>10., 11., 12. The conducted survey showed that teachers frequently participated in communities of practice which worked as methodological support (see telephone interviews with representatives of the professional public on page 18, interviews within case studies on page 32), and rated them as beneficial and inspiring (see Chart 11). Teachers also developed the gained knowledge related to basic literacies (they introduced them in teaching, modified strategic documents of the school, etc.). See Chart 6, 7 and 8 and Chart 12 Use of the opportunity to share good practice in online activities (Methodology Portal RVP.CZ)</p> <p>13. Teachers use online activities for the transfer of experience and information (possibility of sharing good practice). All outputs (see section 11 – items b, j, q, s) of the project related to the objective were rated very positively by teachers and other interviewed persons. Chart 13 Use of the opportunity to share good practice in online activities (Methodology Portal RVP.CZ)</p>	<p>Number of platforms for professional topical meetings</p> <p>Expert panel for mathematical literacy / preliteracy - 1 panel</p> <p>Expert panel for reading literacy / preliteracy - 1 panel</p> <p>Expert panel for digital literacy / preliteracy and information thinking - 1 panel</p> <p>- target value: 3 platforms</p> <p>- value achieved: 3 platforms</p> <p>Number of organisations influenced by the system intervention</p> <p>- target value: 36 organisations</p> <p>- value achieved: 36 organisations</p>

²⁷ As to the manner of application of the obtained knowledge in teaching practice - incorporating the knowledge into teaching and sharing of information with peers prevailed. Some respondents stated that they incorporate the knowledge into school education programmes and topical educational plans. Nearly all teachers from participating schools implemented modified or new activities for the development of one of the literacies in their school.

	17. Teachers develop basic literacies in teaching.		<p>14. MŠMT stated that the expertise supporting the growth in quality of initial education was shared at the national conference. Expert knowledge and observations on the growth in quality of initial education were also submitted by way of the Steering committee to MŠMT Department II as the underlying documentation for management of the education policy in regional education. Representatives of MŠMT Department II attended the conference and can directly reflect on the expert observations concerning the growth in quality of initial education. See Annex 2 for IR4 – IDI with the project call guarantor, representative of the relevant responsible MŠMT department.</p> <p>15. MŠMT and schools use examples of good practice and find them beneficial and inspiring (Interviews within case studies on page 32/33, Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories)</p> <p>16., 17. The results of the questionnaire research show incorporation of the objectives of basic literacies prevails (ML, RL, DL) in school education programmes, topical plans of teaching, and are also reflected in the school strategy. Schools extensively apply the gained knowledge in practice. As to the application of the gained knowledge in practice, the prevailing method was incorporation into teaching and sharing the information with peers. See Chart 5 Application of gained knowledge in practice, categories according to respondents from pilot and non-pilot schools (response rate, in %), Chart 6 Implementation of modified or new</p>	
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			activities in develop literacies from 2018/2019 academic year (response rate in %), Chart 7 Incorporated objectives of basic literacies in the school strategy or SEP or topical plans for teaching (response rate in %), categories according to respondents from pilot and non-pilot schools – Round 1 of the survey	
The individual objective of 2.1 is to help regional support centres at schools (or peer-to-peer support centres) which will be established within the projects from the specific calls in OP RDE	<p>18. ES/NS in regions use the available form of consultancy in the extended counselling centre.</p> <p>19. ES/NS participating in methodological support positively rate the feedback on their educational strategies.</p> <p>20. ES/NS participating in methodological support work as the peer-to-peer support centre (they provide support to other schools in the region).</p> <p>21. NS/ES use the consultancy network of "literacy coordinators / mentors" trained within the project, teachers are active in online communities.</p> <p>22. Education authorities / MŠMT/ the public participate in regional events where project activities in the field of teaching basic literacies are presented in specific regions.</p> <p>23. ES/NS comprehensively incorporate literacies into school life.</p>	The objective was met.	<p>18. Within this objective, on-going support was given for activities for regional and school literacy coordinators according to the defined time schedule. Consultations provided by the NÚV consultation centre proceeded in the same way. These activities were generally less frequently used by the target groups. They were presumably perceived as less beneficial. See Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories and interviews within case studies on page 30.</p> <p>19., 23. The survey confirmed that schools had modified the strategic documents, which shows that they positively perceive the influence of the modifications on the quality of education. It should be noted that most of the respondents who stated they had not incorporated any modifications into their strategies had not because they do not teach. See Chart 5 Application of gained knowledge in practice, categories according to respondents from pilot and non-pilot schools (response rate, in %), Chart 5 Application of gained knowledge in practice, categories according to respondents from pilot and non-pilot schools (response rate, in %) Chart 6 Implementation of modified or new activities to develop literacies from 2018/2019 academic year (response rate in %), Chart 7 Incorporated</p>	<p>Number of organisations influenced by the system intervention</p> <p>- target value: 36 organisations</p> <p>- value achieved: 36 organisations</p>

			<p>objectives of basic literacies in the school strategy or SEP or topical plans for teaching (response rate in %), Chart 14 Plan how to modify SEP or other selected strategic school documents upon the experience obtained in the PPUČ project (response rate in %), categories according to respondents from pilot and non-pilot schools – Round 4 of the survey</p> <p>20. The survey confirmed that teachers exchange information obtained from participation in the PPUČ project either peer-to-peer at NS/ES or at NS and ES (if the school combines both types). They also transfer the expertise to twinned schools in the surroundings/region/MAP. The transfer of experience proceeds in all three types of literacy, with digital literacy being mentioned most frequently. See the interviews within case studies on page 19, Chart 15 Dissemination of information and good practice from joint events in person to other stakeholders, categories according to respondents from pilot and non-pilot schools (response rate in %)</p> <p>21. Regional literacy coordinators were very positively rated as one of the most important sources of inspiration and methodological support. See Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories and also the interviews within case studies on page 18/19 and 33.</p> <p>22. MŠMT representatives do not participate in regional events of the PPUČ project, nonetheless, outputs from all events are always reflected in the implementation reports to</p>	
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Evaluation of individual systemic projects supported by PO 3 OP RDE-II Part II: Evaluation area C – Evaluation of the PPUČ project

			<p>allow the management authority to get acquainted with them. Some events implemented online are also uploaded by the Beneficiary to the project's YouTube channel, where members of the management authority can view them.</p> <p>School representatives and the professional public frequently attended communities of practice and expert panels and rated them as beneficial and inspiring.</p> <p>And the interviews within case studies on page 18/19 and 32/33, Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories and interviews with representatives of the professional public on page 18.</p>	
The individual objective of 2.2 is to collect selected methodological materials or examples of good practice generated in the above-stated project and prepare them for dissemination.	<p>24. NS/ES/ the public gain further information on the published materials from public sources in the open database.</p> <p>25. NS/ES/ the public rate the information gained as beneficial.</p>	The objective was met.	24., 25. The survey showed that NS/ES/the public gain further information on the published materials from public sources in the open database and rate the information gained as beneficial. Within the project, respondents were given access to good methodological materials related to introducing literacy into schooling. See 5.7 – interviews within case studies on page 27-29, and Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories.	No link to the indicator.
The individual objective of 3.1 is to establish a reputation system on the RVP.CZ portal to allow rating of collected methodological materials.	<p>26. MŠMT will obtain a "rating" system of the quality of educational materials.</p> <p>27. Such a support tool will be available for teachers to rate materials, they will be able to select materials and methods to develop specific aspects of their teaching.</p>	The objective was met.	26. Within the PPUČ project implementation, MŠMT obtained a "rating" system for the quality of educational materials (i.e., the Reputation system on the existing Methodology Portal RVP.CZ) with which MŠMT plans to work further in the future. To work well, educational materials need to be regularly evaluated by the panel of experts within the Reputation system	<p>Number of national systems or their parts: Reputation system</p> <p>- target value: 1 national system</p> <p>- value achieved: 1 national system</p>

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	28. Teachers use the reputation system and find it beneficial.		<p>and good quality materials need to be uploaded. See Annex 2 for IR4 - IDI with the representative of the relevant responsible MŠMT department.</p> <p>27., 28. The system is available for teachers, although it has been used less frequently so far. Nonetheless, those who use it find it beneficial. See 5.5 – sub-question EQ C.1.6, Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories</p>	
The individual objective of 3.2 is to establish Profil Učitel21, where teachers can assess their level of using digital technology.	<p>29. MŠMT has a support tool to interconnect it with the teacher carrier system.</p> <p>30. The tool to manage further training of teachers is available for ES/NS.</p> <p>31. ES/NS teachers use the tool to manage their own self-development in literacies and find it beneficial.</p>	The objective was met.	<p>29. MŠMT representatives stated that thanks to the implementation of the PPUČ project they obtained a support tool to interconnect it with the teacher carrier system (Profil Učitele 21 on the Methodology Portal). However, the MŠMT representative believes that such a product might be better used by the NPI. The limitation to its use is that most teachers do not see self-education as part of their work. Teachers should have some positive motivation to want to be educated. See 5.5 – sub-question EQ C.1.7 and Annex 2 for IR4 – IDI with the representative of the relevant responsible MŠMT department.</p> <p>30., 31. Profil Učitel21 is available for those interested. Teachers have shown low interest in using it so far. Nonetheless, those who use it find it beneficial. See 5.5 - sub-question EQ C.1.7, 5.7 - interview within case studies on page 29, Chart 11 Evaluation of benefits of outputs/activities within the project from all respondents - according to individual categories</p>	<p>Number of national systems or their parts: Profil Učitele 21</p> <p>- target value: 1 national system</p> <p>- value achieved: 1 national system</p>
The individual objective of 3.3 is	32. The system supporting networking of those interested in individual topics	The objective was met.	32. MŠMT and others interviewed stated they were offered a system which supports	Number of education modules with methodology and educational programmes

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preparation and updating of selected modules on the Methodology Portal RVP.cz to support networking of communities and communities of practice.	<p>and sharing examples of good practice is available to the public/MŠMT/ES/NS (after the modifications to the Methodology Portal).</p> <p>33. Teachers have the opportunity to share their expertise and do so in online communities.</p>	<p>networking of those interested in individual topics and sharing examples of good practice (based on innovated selected modules on the Methodology Portal RVP.CZ). See Annex 2 for IR4 – IDI with the representative of the relevant responsible MŠMT department and GDI with the project manager, KA manager and internal evaluator, 5.5 - sub-question EQ C.1.8, 5.7 - interview within case studies on page 29.</p> <p>33. Teachers stated they use it to transfer expertise and information (opportunity to share good practice) within online activities. See Chart 3 Use of the opportunity to share good practice in online activities (Methodology Portal RVP.CZ) Chart 16 Dissemination of information and good practice from joint events in person to other stakeholders, categories according to respondents from pilot and non-pilot schools (response rate in %), 0 – sub-question EQ C.1.10)</p>	<p>- target value: 3 modules</p> <p>- value achieved: 3 modules</p>
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Evaluation of the project based on meeting the 3E/5U principles

Effectiveness

Effectiveness is evaluated based on the assessment of whether better results could have been achieved with specified inputs (funds, human resources, time) or whether the resources could have been used more effectively. Accordingly, the effectiveness criterion was fulfilled.

The available resources (funds, human resources, time) and implementation of project activities were effective. No area or areas were identified a greater preference to which (at the expense of others) might probably have led to generally better project results.

Efficiency

Efficiency is evaluated based on whether the specific result could have been achieved with lower inputs (funds, human resources, time). The necessity of individual project activities and related costs to achieve specified outputs (results) were assessed as well. The efficiency criterion was fulfilled. The project was implemented according to the approved project application, including changes, and there was no increase in funding. No project activity (or its part) was identified as being redundant in terms of its influence on the attainment of stipulated outputs and the project's results. The project involves a comprehensive and logical set of activities in this regard.

Considering the specificity of the evaluated project (project activities and outputs) relevant comparative data to provide a more detailed assessment of the efficiency criterion are very difficult to find. For such an assessment it is difficult to assign a specific amount of inputs (funding) paid to create individual project outputs. Hence, a relevant comparison of the expended inputs and achieved project outputs is impossible to carry out.

Impact

Impact evaluation is primarily based on the assessment of effects (benefits) of project activities and outputs. All the activities were positively rated by the absolute majority of interviewed teachers and other relevant stakeholders.

Sustainability

Evaluation of this criterion is based on the assessment of whether the project's outputs and results will be sustainable even after termination of its implementation. Sustainability of the project was not identified in the IPs Call. However, sustainability is described in the approved Project Charter for the individual main project outputs. Most of the intended activities (objectives) in the field of sustainability were proposed as those easy to deliver by routine activities of the project implementer (NPI ČR) or users of the outputs. They involve, for example, maintaining the functionality of the project website, including available project outputs, and providing a link to them on the NPI ČR website, etc.

Relevance

Relevance is evaluated based on the assessment of the need for the project. The relevance criterion was fulfilled. The need for the project is relevantly defined and described in the approved Project intention of the PPUČ project. No circumstances were identified in the project implementation which would significantly affect the relevance of the project.

6 Evaluation of the work with recommendations during the evaluation process

Table 3 provides an evaluation of the work with the recommendations defined in the previous four interim reports.

Table 3 Evaluation of incorporated recommendations from previous interim reports

Evaluation report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following final report
IR1 – IR3	Improve comprehensibility of conceptual outputs for teachers	Cooperate in generating conceptual outputs with teachers to improve their comprehensibility for teachers.	The recommendation was identified in IR1. School representatives and some representatives of other target groups stated that they were incomprehensible for them since they are written in too professional a language for their needs. See EQ C.1.3, C.1.11	The recommendation was also made in IR2 and it was not evaluated until in IR4. The evaluator did not establish any incomprehensibility in the survey carried out in IR4 when it comes to conceptual outputs for teachers. This indicates that the recommendation was incorporated. Greater comprehensibility for practice can also result from the growing experience in the PPUČ project and reviewed project outputs. On the other hand, users of the outputs gradually increase their expertise, so professional texts are no longer a problem for them.	The recommendation was fulfilled.

Evaluation report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following final report
	Project's optional activities	Emphasis should be placed on the implementation of obligatory activities in the project. When implementing activities beyond the scope of the project, there is a risk of overloading the implementation team.	The recommendation was identified in IR1. The PPUČ project implementation team defined the activities which occasionally occurred during the project implementation and which the team implements because they are perceived as beneficial for teaching (see the methodological support for reading and mathematical literacy working groups created in the IPo MAP II projects or related to its activities). See EQ C.1.3, C.1.11, C.3 and KA 2.	Already under the 2 nd Interim Report, the PPUČ project implementation team responded to such situation by restricted support of projects under MAP II, which was beyond the scope of obligatory activities. However, the recommendation remained valid because this did not apply only to MAP project activities but any optional activities which might occasionally come up during the project implementation and are found to be beneficial for teaching by the PPUČ implementation team which endeavours to carry them out. It was established within IR4, that the Beneficiary accepted recommendations and reduced optional project activities during its implementation.	The recommendation was fulfilled.
	Greater involvement of university students in the project	The evaluator recommends strengthening communication and presenting the project to university students. This should be focused on their greater involvement in the project, primarily KA 5 and KA 6, where university students are one of the target groups.	The recommendation was identified in IR1. The questionnaire research and interviews with the project team showed that university students are minimally involved in project activities. According to	Under the 2 nd Interim Report, the PPUČ project implementation team actively responded to this recommendation by taking the first steps to integrating university students into the project. However, the recommendation remained valid	The recommendation was fulfilled.

Evaluation report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following final report
			the project setup they should be actively involved in KA 5 and KA 6, which are focused not only on active teachers, but also future teachers in pre-graduate training. See EQ C.1.9	because it was necessary to promote integration of university students into the project. The rate of involvement could not be verified until under IR4. It was established within IR4, that the Beneficiary accepts the recommendation and encouraged involvement of this target group in project activities especially under IR3 and IR4 (see the focus of the communities of practice, magazine of activities developed by teaching students, ...).	
	Greater number of addressed education workers	The evaluator recommends further cooperation with regional and school coordinators, the implementation of participant events which support networking of educationalists and transfer of information, and to continue promoting the introduction of literacies in teaching.	The recommendation was identified in IR1. The PPUČ project implementation team and some respondents stated that dissemination of literacies among education workers is sometimes more complicated, i.e., it is influenced by the interest of individual teachers, the attitude of the school management and the different pace of each school, affecting	In IR 1, the PPUČ project implementation team and some respondents stated that dissemination of literacies among education workers is sometimes more complicated, i.e., it is influenced by the interest of individual teachers, the attitude of the school management and different pace of every school, affecting the transfer of knowledge in the field of literacies. Each school is active in a different way and the transfer of information and materials is provided particularly by the activity of a school	The recommendation was fulfilled.

Evaluation report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following final report
			the transfer of knowledge in literacies. Each school is active in a different way and the transfer of information and materials is provided particularly by the activity of a school coordinator (in the case of pilot schools) and influenced by teachers' interest. See EQ C.1.3, C.1.11.	coordinator (in the case of pilot schools) and influenced by teachers' interest. The recommendation remained up-to-date and was not dealt with until in IR4, though in IR3, such statements or opinions were no longer mentioned by the representatives of the addressed schools. IR4 confirmed this.	
	Literacies exceeding the branch domain	The evaluator recommends that the implementation team continue the activities which help eliminate these prejudices (publication of materials, events in person, work with pilot schools, etc.).	The recommendation was identified in IR1. The individual literacies (i.e. mathematical, reading, digital) are often perceived by the target groups as branch-related, i.e. mathematical literacy is the domain of mathematics, etc. In simple terms, teachers believe that, for example, mathematical literacy relates solely to mathematics (subject), or digital literacy to computers/IT subject), and accordingly, they should be taught only in	In IR1, school representatives and some representatives of other target groups perceived individual literacies as branch literacies, i.e., that mathematical literacy is a domain of mathematics, etc. The PPUČ implementation team carried out all its PR activities (general character of the Gramotnosti.pro campaign) based on this recommendation. The recommendation remained up-to-date but was not dealt with until in IR4, though. It should be noted that such statements or opinions were no longer mentioned by the representatives of the addressed schools in IR3. It was confirmed	The recommendation was fulfilled.

Evaluation report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following final report
			the specific subject. See EQ C.1.3, C.1.11.	in IR4.	
	Coordination of cooperation between projects by MŠMT	The evaluator recommends that MŠMT representatives coordinate the cooperation across individual projects. It is difficult for project teams to obtain information about the events organised by other projects which they would like to attend in a timely way. Effective cooperation between the projects might increase the impact of the individual projects.	The recommendation was identified in IR3. See EQ C.1 – C.1.9.	Cooperation between the projects was positively influenced by the merger between NÚV and NIDV to form the new institution - NPI ČR. It involves projects implemented directly by NPI ČR.	The recommendation was fulfilled.
	Implementation of measures leading to a higher visit rate of the EMA portal and Učitel21 profile	The evaluator recommends implementing measures proposed by the Beneficiary to increase the use of these project outputs. There are the following measures: For EMA: 1. Complete all innovations to the portal and link the services to the user personal profile; 2. A campaign targeted at "reputators"; 3. Use more resources for negotiating partners of EMA; 4. Connect EMA on internal repository and resources at the NPI.	The recommendation was identified in IR3. It responds to the lower visit rate of the specific portals – see EQ C.1.6-8.	The measures proposed and carried out by the Beneficiary to strengthen the use of the project outputs were quite successful. Currently, the Profil Učitel 21 instrument is increasingly being used. The measures are being taken for the EMA portal as well. EMA has been integrated into the new front page of the Methodology Portal RVP.CZ since September 2021. It should be noted though that most teachers do not consider	The recommendation was fulfilled.

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Evaluation report	Recommendation	Description	Conclusion on which the recommendation is based	Evaluation of incorporated recommendations – in the following interim report	Evaluation of incorporated recommendations – in the following final report
		<p>For DigiCimpEdu²⁸ and Profil Učitel21:</p> <ol style="list-style-type: none"> 1. Modify the skola21.rvp.cz website as well as any other inputs to the instrument (start cooperation with edu.cz and other portals). 2. Focus more on motivational articles concerning individual parts outside the scope of competences. 3. Make better use of the situation after the approved review of the FEP IS (revize.edu.cz) which was developed to accentuate IT skills of students and teachers. The topic of teacher IT skills will be more required in the system; 4. Strengthen cooperation with other NPI projects (last joint workshop was held in 2019, consider repeating it and personalising underlying documentation from the instrument for communication needs in other projects). 		<p>self-education as being an integral part of their work, which is perceived as a considerable general limitation. Accordingly, such instruments can probably be used only by active teachers who represent units of tens of percent.</p>	

²⁸ Under the PPUČ project, the Framework has been translated and the translation is used as the content of the Učitel21 profile application. Accordingly, the output of the project is the "translation of the DigCompEDU European framework".

7 Evaluation of cooperation with the Contracting authority and stakeholders

Cooperation with the Contracting authority

Cooperation with the Contracting authority proceeded according to the previously defined procedures. The Contracting authority provided all necessary assistance to an appropriate extent - feedback on the methodology, evaluation solution process and required supporting materials.

Cooperation with the project implementation team

The Contractor finds the cooperation with representatives of the implementation team to be free of problems or any notable complications. The project implementation team provide all the required supporting materials to prepare the evaluation.

8 Conclusions and recommendations

The evaluator finds the whole PPUČ project to be very well managed according to the outputs from all the conducted surveys. The project has achieved the defined objectives and impacts. As may be observed, the defined individual objectives, KA deliverables identified in the project application, were successfully completed and all the indicators were completely met.

Recommendations for the future:

- Maintain usability of the PPUČ project outputs
 - To make sure the outputs will be actively used by the target groups, the evaluator recommends focusing on activities which encourage further use of the outputs (such as PR). The activities will be the responsibility of NPI ČR / MŠMT.
- Use the well-established project team for future projects as well
 - The quality of individual implementation team members has been verified during the implementation of the PPUČ project. It would be desirable to retain them for other activities – either for another project or for regular core work for NPI ČR / MŠMT.
- Maintain and develop the community of active schools / teachers
 - A community of schools and education workers sharing similar ideas and enthusiasm for the development of literacies was established under the project implementation. The schools are expected to continue cooperation, which will need support and development from MŠMT / NPI ČR.
- Set up cooperation between the NPI ČR projects
 - Cooperation between projects could be better organised in the future to better complement each other and encourage interaction – even in the preparation of applications in the way that the activities can build on each other.

The evaluator believes there is a potential to achieve greater synergies and reduce duplicate inquiries in modifications to the setting of conducted internal and external project evaluation. According to the findings and practice from other system projects, we recommend that the project team identifies any changes to eliminate duplicate investigations or inquiries where internal and external evaluation show synchronicity.

To implement similar orders in the future, it is advisable to consider whether the requirement for printed versions of reports should not be reviewed. Considering the relatively large number of accompanying documents (the Technical report, Dashboard as well as the English translation of the whole Report) we recommend that the team print out the whole report for archiving and work with the digital version of the document for other purposes, or print out only one copy of the main Report (without the Annexes). Such measure is definitely beneficial and in line with the growing digitisation of processes in the private and public sectors. The vast majority of document are used in electronic form.

9 Analysis of the evaluation process and recommendations

The defined evaluation design corresponds to the requirements of the order and provides answers to all the set out evaluation questions. The methodology of the questionnaire research among educationalists has been modified according to the individual interim reports. The sample of education workers was extended to teachers from non-participating schools. The objective was to compare the impacts and benefits of the project at participating and non-participating schools. The evaluator appreciates the flexible approach of the Contracting authority to such adjustments. In future evaluations, we recommend that the methodology be defined before the commencement of the first round of the survey to ensure comparability of data and information.

The work on interim reports was affected by the unexpected situation - the COVID-19 epidemic. The evaluator appreciates the exemplary approach of the Contracting authority, project implementers and individual target groups (in particular schools) who flexibly coped with the emerging situation. Accordingly, the epidemic has not adversely affected the progress of the work on the interim reports. One exception was IR3, where the field survey could not be fully implemented, especially school visits, in connection with the significant increase in the coronavirus epidemic in September and October 2020, which negatively impacted both the respondents and the project team in many ways, and the declared state of emergency in the Czech Republic. Considering the above-stated situation, the Contracting authority and the Contractor agreed to submit the 3rd Interim Report by 31.12.2020 to allow proper implementation of the field survey.

We recommend considering the recommendation from the previous section, i.e., greater synergy and reduction of duplicate inquiries in any modifications to the setting of the internal and external project evaluation implemented in parallel.

10 List of sources and literature

Application for a grant for the PPUČ project, including all the Annexes

Project Chart

Key activity schedule

Overview of key outputs to fulfil indicators

Reports on the implementation of the project

Requests for changes

Data and information about the project in MS2014+

Information about project activities on the website and in other presentations by the implementer (NPI ČR)

Outputs from the internal evaluation of the project - Interim report of the internal evaluation

Supplemental documentation from the implementer (NPI ČR) – brochure on the PPUČ project

Call in OP RDE System Projects I

Rules for applicants and beneficiaries – specific part

11 List of PPUČ project outputs

The main PPUČ project outputs are available via the link below: <https://gramotnosti.pro/>

- a. [35 online educational lessons on RVP.CZ](#) for introduction to mathematical, reading or digital literacies in practice of the specific branch domain of the teacher (educational modules)
- b. files of expected learning outcomes in [mathematical](#), [reading](#) and [digital literacies \(OVU\)](#)
- c. [blog contributions](#) of the campaign Gramotnosti.pro život/Učíme v souvislostech
- d. publications containing ideas for activities for basic literacies for individual levels of education generated in the project ([files of specific learning](#) activities for [preschool children](#), [1st grade of ES and 2nd grade of ES](#))
- e. [TIO project](#) – the methodological material to support development of digital literacy in pre-school and elementary education
- f. [magazine of activities generated by teaching students at PedF UK](#)
- g. methodological support [material for implementation of](#) OP RDE project templates
- h. methodological support material [Učitel rozvíjející gramotnosti/Teacher developing literacies](#)
- i. [NPI ČR consultation centre](#) (online consultation on literacies in school practice)
- j. [meetings and outputs from communities of practice](#)
- k. [expert panel mini-conferences](#)
- l. work of school literacy coordinators in pilot schools to encourage peer-to-peer support in schools
- m. work of regional literacy coordinators in pilot schools
- n. [summer school](#) (joint meetings of literacy coordinators, teachers of pilot schools and the professional public)
- o. [PPUČ final conference](#)
- p. work of [school literacy centres](#) and the model of their dissemination and development across the country
- q. [Guidebook for innovation](#) of SEP at elementary schools with instructions for good practice in working with literacies at school
- r. [the overview study with recommendations](#) (examples of specific measures for schools on how to develop practice in mathematical, reading and digital literacy at school)
- s. [the overview study](#) with references and examples of good practice (some examples of good practice from the Czech Republic and abroad – references to literature)
- t. [Map of literacies](#)
- u. translation of the [European Framework for the Digital Competences of Educators](#) DlgCompEdu
- v. online application [Profil Učitel 21](#) on the Methodology Portal.
- w. online application [EMA.RVP.CZ](#) (the reputation system and rated methodological materials)
- x. transformation of the user environment on the [Methodology Portal RVP](#) (personalising services, greater opportunity for collections)
- y. [five-minute videos](#) from the YouTube channel Gramotnosti.pro život

LIST OF ABBREVIATIONS

CATI	Method of data collection – Computer Assisted Telephone Interviewing
CAWI	Method of data collection – Computer Assisted Web Interviewing
CP	Travel order
CS	Target group
EO	Evaluation question
GDI	Group Depth Interview
IDI	Individual Depth Interview
KA	Key Activity in the Project
MŠMT	Ministry of Education, Youth and Sport
N	Number
NAÚ	National Accreditation Bureau for Higher Education
NIDV	National Institute for Further Education
NPI ČR	National Institute for Education of the Czech Republic (institute for further training of education workers)
NÚV	National Institute for Education
OP VVV	Operational Programme Research, Development and Education
OPRDE	
PZ IR	Interim Report
PO	Priority Axis
PP EW	Education worker
PPUČ	Support of Teacher's Work
PV	Pre-school education
RKG	Regional Literacy coordinator (role in the project, DPČ personnel)
ŘO MA	Managing authority
SP	Communities of practice
ŠKG	School literacy coordinator (role in the project, DPP worker)
ZoR ImpR	Implementation report
ZV	Elementary education

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Table 2 Evaluation of outputs/activities in the project by respondents – total and according to individual categories	Chyba! Záložka není definována.
Table 3 Evaluation of the work with recommendations during the evaluation process	Chyba! Záložka není definována.

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