



Evaluation of the system project "SYPO"

Ministry of Education, Youth and
Sports

Final report

October 2023



Co-funded by
the European Union



Content

1	Executive summary	4
2	Introduction and baseline and placing the evaluation of IPs in a broader context	9
3	Description of the methodology used and of the surveys conducted (brief summary)	10
4	Findings – answers to evaluation questions	12
a.	Evaluation question 1.1: Does the implementation of key activities and outputs correspond to the planned schedule and current needs of the project implementation?	12
b.	Evaluation question 1.2: To what extent are the objectives and partial objectives of the SYPO project and the changes to the current situation that were expected as a result achieved?	15
c.	Evaluation questions 1.3 and 1.5: Are there risks that jeopardise the implementation of the project and the achievement of the set objectives? What does the implementation team consider to be the biggest obstacles to successful implementation during the project? ...	20
d.	Evaluation question 1.4: Does the course of activities in KA3 Evaluation correspond to good evaluation practice?.....	21
e.	Evaluation question 2: To what extent do the key players consider the (significant) outputs/activities of the project to be beneficial/well usable and why?	22
f.	Evaluation question 3: To what extent does the system of methodological cabinets work/work?.....	36
g.	Evaluation question 4: To what extent is the public aware of the project?	45
h.	Evaluation question 5: How does the cooperation work and what common results have been achieved?	47
i.	Evaluation question 6: What were the unintended impacts of the SYPO project?	49
5	Evaluation of work with recommendations during the contract.....	50
6	Conclusions and recommendations	51
a.	Recommendation.....	54
7	Evaluation of cooperation with the Client and stakeholders.....	58
8	Analysis of the evaluation process and recommendations	58
9	List of sources and literature.....	59
10	Attachments	60

a.	Annex I: Technical report detailing the survey	60
i.	Methods used for the purpose of processing this report	60
b.	Annex II: Background and primary data	65
c.	Annex III: Main findings and conclusions in a form that can be used for presentation	68
11	List of abbreviations	69
12	List of tables	70
13	Chart list	70

1 Executive summary

This document presents the Final Report "Evaluation of the SYPO System Project" (hereinafter referred to as the Evaluation). The SYPO project is an individual systemic project, which was implemented within the framework of OP RDE priority axis 2 "Equal access to quality preschool, primary and secondary education". The main objective of the project was to provide a comprehensive system of professional support for teachers and principals, which will contribute to increasing their professional development and thus to improving the quality of the education system. The SYPO project was terminated after its extension on 30 June 2023.

The surveys for this report were carried out between March and June 2023. The methods used include desk research of available information, meta-evaluation, individual interviews with project representatives, and the main sources of information are the surveys carried out among participants in the project activities - questionnaire surveys, focus groups and individual interviews. The main conclusions were drawn from the triangulation of methods and sources/focus groups used.

Based on the analysis and surveys carried out, it can be concluded that **most of the key activities (except KA Quality) were implemented according to the planned schedule and corresponded to the current needs at the time**, and that the internal evaluations were mainly used to ensure the timeliness of the project and its activities, which were carried out concerning to the current status of the project and the needs of each key activity. However, based on the surveys carried out for this report, all **16 sub-objectives were met**, including the previously compromised objectives 1 and 2.

One of the main objectives of the project was to create a system of methodological cabinets (MCs) at the national, regional, and district level. **The system of methodological cabinets, despite several initial problems, proved to be functional and beneficial, especially in the area of competence development and professional development of teachers.** According to the assessment of the focus group participants, who were more critical than the respondents of the questionnaire surveys, their expectations of the methodological cabinets were only partially met. This was mainly due to **different and unclear expectations of the MCs themselves**, which differed significantly between the different focus groups, the slow and unclear initiation of the cabinets, together with insufficiently clarified roles. There was an expectation among the participants of the cabinets that it would be possible to communicate suggestions from the field to the Ministry of Education, Youth and Sport (MEYS) and thus participate in the modification of the Framework Education Programmes (FEPs). However, this expectation was not met and led to partial frustration and disappointment of the participants. Having overcome these operational uncertainties, the cabinets have nevertheless contributed to disseminating, sharing good practice, networking, and supporting teachers. The problems of communication and information permeability have been overcome over time and it would be advisable to maintain and use the contact database in the future. Webinars and all online training and activities have worked well. The mathematics and novice teacher classrooms were the most thoroughly evaluated. On the other hand, the cabinets of foreign languages and social sciences were the last to be established, and yet they did not avoid the same difficulties in their establishment as the previous cabinets. The staffing of the different levels of the cabinets has proved to be a success and has contributed to better information sharing. The cabinets also encountered uncoordinated, competing projects, e.g. MAP, KAP, History+. **The multiplicity of uncoordinated projects sometimes led to over-saturation of the field and "poaching" of experts and participants and duplication of activities. The configuration and subsequent implementation of the SYPO project activities were significantly helped and the regional branches of the NPI CZE were very positively evaluated.**

From the point of view of the people involved, the SYPO project and its activities considered the needs of education workers at different stages of their careers and the project met expectations in this respect. The SYPO project offer, specifically KA Management, was able to cover the needs of different types of principals, from novice to experienced, from small classrooms to large schools. The project has been useful both in reflecting on its own practice and in introducing new measures and

long-term goals. The sharing of experiences and good and bad practice was seen as very beneficial by project participants.

Although the activities within the KA Quality were delayed at the beginning of the SYPO project due to the planned and prepared amendment to the Act (No. 563/2004 Coll., on Education Staff) and adjustments to activities were planned, KA Quality eventually stayed with the originally planned activities according to the Charter and the existing law. **In the end, all activities were set up and implemented.** According to the majority (87%, i.e. 13) of respondents involved in the questionnaire survey, the system of evaluation of Further education of pedagogical staff (FEPS)/qualification and specialization studies contributes to ensuring quality education of teaching staff, which leads to predetermined goals.

In the project, a network of regional ICT methodologists (RIM) was built at the regional level, consisting of 20 RIM, as **there is still a high demand for ICT support from schools. This support is generally evaluated positively and is considered beneficial** (ICT consultations beneficial according to 86%, i.e. 133 respondents who were provided consultations and ICT methodological support beneficial according to 91%, i.e. 59 respondents who were provided with methodological support and participated in the questionnaire survey).

Another area covered by the project was the setting up of a system of professional development support for school management. As a result of the COVID-19 epidemic, most of the activities were transferred online. **Initial concerns about the impact of this move outweighed the benefits in terms of saving time and money (no need to travel to meetings, etc.) and extending the reach of activities to larger target groups by increasing their participation.** The Model of the Professional Development Support System for School Management was approved and in September 2021 the piloting of the Model was launched. The activities of School Management Support (e.g. district conferences, workshops and subsequent group and individual consultations) have been implemented and verified online, on the basis of which they have been modified and will be part of the implementation of the Model. **Participants evaluated the Model of the School Management Professional Development Support System positively and consider its creation necessary** (stated by 56 % of NC members, i.e. 11; 72 % of RC members, i.e. 110 and 79 % of DC members, i.e. 213). The project introduced the Standing Conference of Principals (SCP), which is a platform/committee setting up support for school leaders. **After the piloting of the Standing Conference of Principals (SCP), which was successful, its implementation took place.** The SCP have been beneficial in sharing information, practice, and experience among school heads. **According to the majority (85%, i.e. 236) of the participants involved in the questionnaire survey,** the SYPO project activities focused on management contribute to **professional support and deepening of competencies/professional growth.** According to the majority (76%, i.e. 213) of respondents, the activities **consider the needs of managers at different stages of their professional careers,** and according to the majority (73%, i.e. 204) of respondents, **the SYPO project contributed to setting up a system that will be able to respond to changes and needs in the development of school management.** According to FG participants, the greatest benefits of KA Management activities include sharing experience, rethinking about relevant and new topics and generally a sense of self-development, which is tied to better performance of the position of principal and better performance of duties.

The SYPO project aimed to support work with novice teachers (NT), for which the Model of the Support System for Novice Teachers, which contains instructions and recommendations on how to proceed with the adaptation of the Primary School, was created and is piloted, and which works with the so-called triad (introducing teacher, novice teacher and representative of the school management) at schools involved in the pilot. **The intention was to set up the cooperation of this triad at the school with the aim of supporting novice teachers.** The first wave of self-support piloting was completed at the end of the 2019/2020 school year, the second wave was completed at the end of the 2020/2021 school year, and in the autumn of 2021, the third wave of the implementation phase was launched. The project also implemented its own support for all triad representatives, the support consisted mainly of trainings / webinars, e-learnings, and workshops. The majority of respondents to the

questionnaire survey (74%, i.e. 167) and the focus group agreed that **activities aimed at novice teachers contributed to targeted and planned support for novice teachers and to the general setting of the support system for novice teachers. According to the participants of the focus group, the SYPO project contributed to the system setup and introduction of support for novice teachers, because no model of the NT system existed before. According to the participants of the focus group, expectations for school management were fulfilled primarily by setting up triad cooperation and creating adaptation plans.**

The objectives of KA Support have been fulfilled beyond expectations thanks to the transition to the online environment. After the situation stabilized due to the COVID-19 pandemic, work intensified, and the frequency of activities increased (webinars were scheduled for every day in January-April 2023). **The surveys carried out showed that the webinars were generally evaluated positively with high benefits in all fields. According to the majority of participants (87%, i.e. 300) involved in the questionnaire survey, their professional competencies were deepened as a result of webinars. According to the interviewers, the main advantages of webinars are considered to be the possibility to attend the webinar from anywhere and the opportunity to return to the webinar again.** In the questionnaire survey among the professional public, KA Support – Webinars was evaluated as the most beneficial activity, which is also reflected in the popularity of some videos uploaded to the project's YouTube channel. At the same time, webinars were often mentioned among the activities that respondents would welcome in the future.

The SYPO project implemented activities that contributed to informing the public about the project and its activities. One of the main activities was the creation and distribution of the project's newsletter, which was directly sent to about 14,000 contacts and was also available on the project's website and Facebook. The project's YouTube channel has 3.93 thousand subscribers, and the most viewed video is "Tests in Microsoft Forms that self-correct" with 33 thousand views. Knowledge of the project is evident from the conducted survey, where **more than half of the respondents know the SYPO project** from a randomly selected representative sample of schools and their teaching staff.

The implementation of KA Cooperation was carried out in accordance with the schedule, an international round table focusing on digital competences of teachers was held on 20 March, the final expert panel B was held on 30 March, which was postponed due to shifts in the implementation of KA Quality, and on 17 May the final conference of the SYPO project took place. During the last year and a half, it has been carried out in cooperation with other IPs and other entities through mutual participation in expert panels, especially within the last panels of the PPUC and SRP projects, and within the expert panels of the APIV A and APIV B projects. Another form of cooperation with other IPs projects was the involvement of representatives of the PPUC project in the methodological cabinets of the SYPO project. In the monitored period, however, there were no major new outputs in cooperation with IPs projects, rather cooperation and mutual participation in activities were completed. **The most intensive cooperation took place at the level of expert panels.** These were evaluated by the majority of respondents for the purposes of cooperation as beneficial, but sometimes too formal with low periodicity.

The project was able to flexibly adapt to unexpected risks (COVID-19, the influx of refugees from Ukraine and their integration into schools), effectively mitigate them and even bring the necessary support to the field. Respondents to the survey thus evaluated the benefits in the area of ICT support and the transition to online teaching, support for the integration of foreign language students, etc. The most important Project risks that have above-project validity for future IPs include:

- Insufficient involvement of participants in project activities;
- Lack of experts;
- Low financial remuneration of experts;
- Oversaturation of the school terrain with various projects;
- Absence of strategic management and coordination on the part of the Ministry of Education, Youth and Sports;

- Insufficiently clarified assignment and objectives, expectations of the Project;
- Different perceptions of KA Quality on the part of the project implementers and the part of MA representatives;
- Lack of involvement of teachers, who need support most¹.

In the monitored period **7 new risks were identified and entered into the risk register**. Risks were assessed predominantly as moderate to severe in terms of the severity of their impact (9-16 risks). Most of the risks are related to the integration of Ukrainian minors into schools, which reduces the availability of the target group to participate in selected project activities. Two risks relate to the administrative demands of the termination of the SYPO project and the necessary revision of all Project outputs according to the amendment to the CSN² ISO 960:2011 citation standard, which will also require revisions of graphic work and proofreading made to already approved project outputs. All risks were also reported in the RoI and addressed by specific mitigation measures.

Based on the surveys carried out and the related findings, the following most important recommendations were formulated. Due to the completion of the project, the recommendations are divided into recommendations with universal validity for any other individual projects of the NPI CZE/MEYS (systemic, national, etc.) and recommendations valid for the follow-up project NPI CZE – *Support of Curricular Work of Schools*:

Table 1 Overview of the main evaluation recommendations

Recommendation name	Description of the recommendation
Recommendations beyond the scope of the Project	
More effective use of outputs of individual projects by the MEYS	If projects are obliged to create recommendations for the MEYS, it is necessary to discuss this in advance with the material departments of the MEYS, which are to take over the recommendations. At the same time, it is necessary to meaningfully set a number of recommendations and ensure the cooperation of the MEYS staff directly in the process of creating recommendations.
Strengthening the management capacities of individual projects at the MEYS	Establish permanent positions of project managers at the MEYS that would go beyond the horizon of systemization of jobs. Create positions of project managers at material departments of the MEYS or otherwise increase the capacity of material departments of the MEYS for more effective handling of IPs outputs.
Improve coordination and planning of individual (systemic) projects	Intensify cooperation between NPI CZE and material departments of the MEYS or Managing Authority in planning and coordination of individual projects and their activities (e.g. History+, SYPO, APIV, SRP.) To ensure, for example, that expert panels of different IPs do not overlap in time, that experts do not steal from each other, etc. To ensure coordination with projects in the field of education/trainings implemented, for example, by the Technology Agency of the Czech Republic with the support of the MEYS.
Increase hourly remuneration rates for experts and teachers involved³	Increase the usual rate for experts on projects from the current approximately CZK 350 / hour to a competitive level on the labour market. For certain positions, use the maximum possible rate set out in the Rules for Applicants and Beneficiaries in the amount of CZK 632 / hour. Increase the remuneration of involved teachers accordingly to increase their motivation and participation.
Project-specific recommendations	
Support for networking into methodological cabinets	From the surveys conducted, it was found that in some regions/areas there is less interest among teachers in joining regional and district methodological cabinets. It is recommended to support the members of the methodological cabinets in their efforts to involve other members in the project.

¹ Very often, already active teachers are involved. This support is also needed, but it would be advisable to find ways to involve fewer active teachers, for example from disadvantaged regions (Karlovy Vary, Moravia-Silesia and Ústí nad Labem), in activities.

² Czech technical standard (CSN) for technical, industrial, and commercial standards, is a protected designation of Czech technical standards.

³ At the same time, this recommendation is relevant only for future projects of a similar type.

Recommendation name	Description of the recommendation
Deepening of cooperation between the NC and the DC	From the conducted surveys it was found that despite the regulation of cooperation, there is still room for improvement of cooperation between national and regional methodological cabinets, according to the results of the questionnaire survey especially in the 3 original cabinets (i.e. Czech, M and ICT).
Involving inactive teachers and teachers from structurally disadvantaged regions	<p>Target and recruit participants from structurally disadvantaged regions, use local founders, regional authorities, and targeted campaigns.</p> <p>Find ways to reach and involve inactive teachers, e.g. through financial remuneration, through principals and founders, targeted campaigns, etc.</p>
Cooperation with MAP and KAP	Connect the Cabinets with the MAP and KAP through close coordination ensured by the participation of KAP and MAP representatives in the Cabinet structures and vice versa.

2 Introduction and baseline and placing the evaluation of IPs in a broader context

The submitted report provides an evaluation of the SYPO project for the period following the acceptance of the second interim report, i.e. December 2021 or March 2022 until the end of the SYPO Project, i.e. until June 2023. This timing corresponds to the extension of the evaluated SYPO Project until the end of June 2023. During this period, all key activities and their outputs were implemented, completed, and closed. The process is documented in seven Implementation Reports 16-22. These implementation reports were approved by the Steering Committee and MA. Implementation reports inform about partial changes in the staffing of the Project, especially at the regional level. Partial but not fundamental changes and open points were settled. A significant part of the assessment period was marked by the ongoing restrictions related to the COVID-19 pandemic. Especially the first half of 2022. On the one hand, it represented to a certain extent a limitation in personal participation in events, on the other hand, it accelerated the transition to a virtual online environment, which, on the contrary, facilitated selected activities. Another important factor that influenced the SYPO project was the influx of refugees from Ukraine after the outbreak of the conflict in April 2022 and the need to integrate them into compulsory school attendance. New integration demands on school facilities significantly burdened their already busy capacity, in some moments they led, for example, to a decrease in participation in SYPO activities, most significantly in KA 04, in methodological cabinets and their outputs.⁴ However, the new challenges associated with the response to the demands of the COVID-19 pandemic and the integration of refugees were relatively successfully addressed to the SYPO project, according to the respondents of the evaluation survey. The quick response of SYPO and NPI CZE led to the creation of a number of outputs and the adaptation of some activities to these new challenges, thereby increasing the added value and impact of the SYPO Project.

Last but not least, the SYPO project was influenced by the launch of projects financed under the National Recovery Plan. The lack of experts and their capacities, combined with other IPs, could lead to duplication or "stealing" of experts between projects in some thematically related activities of various projects.

The indicator *The number of organizations affected by systemic intervention* was reached at 112% already in the reporting period at the end of July 2022 and subsequently increased. After the extension of the project, especially in the period from August to October 2022, a number of regional positions were filled for reasons that are not entirely clear, probably in an effort to exhaust the remaining funds and strengthen the ongoing activities in the regions.

Part of the evaluation reflected experience and cooperation with other IPs implemented by NPI CZE. These were mainly the projects [Joint education and support of schools step by step. Implementation of the Action Plan for Inclusive Education – Methodological Support](#) (APIV A), [Support for Joint Education in Pedagogical Practice](#) (APIV B), [Support for Regional Action Planning](#) (P-KAP), [Support for Capacity Building for the Development of Basic Pre/Literacy in Pre-primary and Basic Education – Support for Teachers' Work](#) (PPUC) and [Strategic Management and Planning in Schools and Territories](#) (SRP). All these projects were completed before the end of the SYPO project itself and before the evaluation surveys were carried out. However, this had no impact on the actual collection of data from identified respondents – representatives of these projects. The gradual launch of the follow-up project **Support for Curricular Work of Schools** (Curriculum), which required the involvement of selected existing SYPO project staff from approximately April 2023, had no impact on the implementation of the evaluation either. This project aims primarily to take over and further develop the work of methodological cabinets established within the SYPO project in combination with the outputs of other

⁴ All the more questions may be raised by the construction of a new follow-up project SUPPORT FOR CURRICULAR WORK OF SCHOOLS (the so-called "Curriculum") on the pillars of methodological cabinets.

IPs, especially PPUC, APIV A/B, MAP, or the project Self-evaluation – Creating a system and supporting schools in the area of self-evaluation – The Path to Quality⁵.

3 Description of the methodology used and of the surveys conducted (brief summary)

The procedure for processing the Final Report was based on the conditions of the tender documentation, the offered performance, the subsequently concluded Contract for Work Evaluation of the SYPO System Project and the Input Report. The activities were set up in such a way that the objective of Evaluation was achieved, and all evaluation questions were covered (EQ 1 – EQ 6). Most of the data collection and analysis was planned and subsequently implemented at the end of the SYPO project after its extension, i.e. in the period from February to July 2023.

The planning meeting with representatives of the Contracting Authority on the work on the Final Report took place on 26 January 2023 and defined the exact timing of the methodological procedures and target groups of respondents in accordance with the contractual schedule of the amendment to the contract, considering the workload of the SYPO project staff and parallel ongoing activities.

The implementation of data collection and analysis took place in accordance with the planned and validated schedule from February to August 2023.

In the monitored period, the Supplier carried out the following surveys:

- Questionnaire surveys – in accordance with the activity plan, the Supplier carried out 7 questionnaire surveys listed below. The first six surveys were carried out during April 2023. The last questionnaire survey assessing the knowledge of the SYPO project among the professional public was carried out during May and June. All questionnaire surveys were conducted based on validated methodology, focus groups and approved scenarios. For all questionnaires, after several reminders and reaching out to additional samples of target groups, the necessary return rate was achieved. Overview of questionnaire surveys mapping stakeholder engagement and experience with activities, perceived benefits of support provided, etc.:
 - ICT methodological support
 - Cabinets (methodical, national, regional, district)
 - Quality
 - Management
 - Webinars
 - Novice teacher
 - Knowledge of the project among the professional public
- Individual in-depth interviews – a total of **10 interviews** with representatives of the Project management and its key activities and **7 interviews** with cooperating projects were conducted.
 - Interviews with representatives of the project management in the following areas:
 - Project management
 - Procedure - 09/03/2023
 - Cooperation - 02/03/2023
 - Evaluation - 3 March 2023
 - Cabinets - 14/03/2023
 - Quality - 27/02/2023
 - Management - 28/02/2023
 - Support - 08/03/2023

⁵ The outputs of the project Road to Quality – evaluation tools and manuals will be the input for setting up and implementing targeted and non-targeted support for schools.

- Novice teacher - 01/03/2023
 - Public - 09/03/2023
 - Interviews with cooperating projects:
 - APIV A – 12 June 2023
 - APIV B – 12 June 2023
 - P-KAP – 08/06/2023
 - PPUC - 08/06/2023
 - SRP - 08/06/2023
 - Participant of the Quality Expert Panel – 13 June 2023
 - Participant of the expert panel Novice Teacher – 13 June 2023
- Focus groups – in accordance with the plan of activities, the Supplier implemented 5 thematic focus groups:
 - Regional Cabinets - 16/05/2023
 - National Cabinets - 18/05/2023
 - District Cabinets - 17/05/2023
 - Management - 22/05/2023
 - Novice Teacher - 23/05/2023
- Desk research – during the whole period and especially at its end, an analysis of secondary data sources provided by the implementer of the evaluated Project was carried out. A list of documents and sources is included in the Annex.

All methods used for the purpose of preparing this report are described in Annex I.

4 Findings – answers to evaluation questions

The evaluation of the SYPO project included in the final phase the processing of all evaluation questions and sub-questions evaluating the implementation of key activities and outputs of the project, expectations and fulfilment of project objectives, risks, and barriers to project implementation, including a more detailed evaluation of the key activities of the project such as methodological cabinets, management, support, novice teacher and evaluation. In addition to previous surveys and reports, the Final Report now also contains an evaluation of Evaluation Question 4: "To what extent is the public aware of the project". The cooperation of the project with other projects and the unintended impacts of the project were also evaluated. In terms of methods, evaluation methods were used, the application of which is described in more detail in the previous chapter. Answers to individual evaluation questions can be found below.

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

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

Due to the premature achievement of the planned target values of the indicators, they were increased at the request of the project management. All indicators were filled:

Table 2 SYPO project indicators

Indicator name	Unit of measurement	Target value	Achieved value	Meeting the target value in %
Number of national systems or their constituents	National systems	4	4	100 %
Number of products in system projects	Products	8	8	100 %
Number of organisations affected by systemic intervention	Organization	1700 ⁶	1809	106 %
Number of training modules with methodology and training programme	Modules	4	4	100 %
Number of supported products	Products	8	8	100 %

Source: Information from the beneficiary as of 30/06/2023

As of 30 June 2023, the project was drawn on CZK 340,122,000 of total eligible costs, i.e. 99.5% of the project budget (this is a qualified estimate). The drawdown was carried out in accordance with the financial plan and the project schedule. Total ineligible expenditure amounts to CZK 181,661, i.e. 0.05% of the total budget. The budget execution can therefore be assessed as successful.

Based on the analysis and the surveys carried out, it can be stated that **most of the KA was implemented according to the planned schedule and corresponded to the current needs at that time.** In order to ensure timeliness, internal evaluation activities were carried out involving representatives of each KA to ensure that these KA were implemented in line with the needs of the target groups and project participants. If changes were needed, project representatives responded to the situation by

⁶ There was an increase from the original 1257.

requesting changes so that the activities match the project settings. The compliance of the SYPO project implementation with the planned schedule is also confirmed by the project manager, who said: *"Since October 2021, there have been no other major changes besides the extension of the project until June 2023 and the project is proceeding according to schedule. The SYPO project meets the values of monitoring indicators and since in some places the indicators even exceed the specified values, it was requested to increase some values of monitoring indicators."* The only exception may be methodological cabinets, where all Implementation Reports from April 2022 report risks associated with lower participation and jeopardizing their outputs. The reason here was the reduced capacity and time of participants from school facilities due to the high work demands on the integration of Ukrainian refugees. The project management was aware of this risk and sought to increase activities in the area of recruitment of cabinet participants.

According to the self-evaluation reports, the outputs of the Project were implemented in their main outlines in accordance with the schedule. This harmony was not disrupted by all the crises mentioned or by the personnel changes of the team members.

Individual KAs were implemented in the same way as in the past:

- **KA Governance** – The implementation of the KA was in line with the planned setup. Implementation Reports, Payment Requests, Situation Reports, Phase Completion Report etc. were submitted to the Managing Authority on a continuous basis and were approved by the Managing Authority. Most of the activities continued to be conducted in an online environment, while others saw the resumption of face-to-face or hybrid meetings. A negative impact on the implementation of some activities, especially the cabinets themselves and their outputs, was the influx of Ukrainian refugees and the need to integrate refugee minors into the education system. While this has led to a reduction in the participation of some target groups, there has not been a critical impediment to the activities as such, which have been implemented and outputs completed. On the contrary, the Project managed to respond flexibly to the needs of the methodological leadership of schools and methodological manuals for teaching children with a different mother tongue were published. The newly issued The newly issued instruction of the Managing Authority for the graphic modification of the Project outputs was an increased burden on the formal side of the Project, which forced their retrospective revision. Due to the overloaded capacity of the procurement department within the NPI CZE, some activities were moved to the online environment. The final conference was also moved to the online environment for this reason. Some progress has been made in the area of communication, both with cooperating schools, where improvements have resulted in more successful collection of reflective reports, and with individual team managers.
- **KA Cooperation** – Implementation of KA Cooperation took place in accordance with the schedule, on March 20, an international round table focusing on digital competences of teachers was held, on March 30, the final expert panel B was held, which was postponed due to shifts in the implementation of KA Quality, and on May 17, the final conference of the SYPO project took place. There was functional cooperation with other IPs, especially with APIV A and B on expert panels, or with representatives of PPUC in methodological cabinets. However, the IPs series was already shutting down its activities and therefore there was no space or sense for further cooperation. In some cases, the activities of IPs and SYPO were complementary, in others they slightly overlapped, most notably in the SRP. Here, however, there was close coordination on joint outputs.
- **KA Evaluation** – The implementation of key activities and outputs at the time of the survey corresponded to the planned schedule and current needs of the project implementation. Within the framework of the activities of KA Evaluation, result evaluations of key activities were made. For example, within the KA Cabinets, representatives of KA Evaluation participated more in work with collection tools and there was a greater focus on the use of project activities in practice. For example, the benefits of activities, the impact of activities on school practice, etc. were evaluated. In the case of methodological cabinets, there are three

reports in this context, i.e. Interim report from the evaluation of MC II activities, Analytical report from the Monitoring of the use of MC activities in schools and Report from the qualitative study of the results of the activities.

- **KA Cabinets** – Despite the problems indicated in connection with the lower participation of target groups, the implementation of key activities and outputs within the KA Cabinets corresponds to the planned schedule and current needs of the project implementation with regard to the end of the project in June 2023. The last two planned cabinets – Foreign Languages, Social Science Education – were successfully implemented. Under the last two cabinets launched, the Models were in the final stages of processing at the time of the survey. Within the Methodological Cabinet for Foreign Languages, cooperation was established with the Centre for International Cooperation in Education. Within the Department of Social Science Education, cooperation with the History+ project concerning the preparation of methodological materials is positively evaluated. Within the national cabinets, there was a restructuring, which consisted of the inclusion of representatives of regional cabinets in the national cabinets. This connection is positively appreciated.
- **KA Quality** – Activities within this KA were based on a valid agreement with the MEYS from 2021 (there was a return to the original version of the Charter and KA Quality was implemented according to the original plans and according to the existing Act on Education Staff). All outputs of KA Quality have been created and approved. The database of FEPS evaluations was revised by the Chairwoman of the Accreditation Commission of the MEYS, which will continue to use it for the evaluation of qualification and specialization studies. Based on an agreement with Section 2 of the MEYS, the FEPS Quality Assessment Database will focus only on accredited FEPS (qualification and specialization studies). At the same time, however, the system is set up in such a way that it is feasible even if the amendment to the Act on Education Staff is not approved. The prioritization of FEPS is finished and it is a proposal on how to select important/priority FEPS for teachers within the MEYS. A mechanism was proposed, as well as specific topics that should be prioritized after the end of the SYPO project in order to pay attention to them during accreditation according to the established system of evaluation of the quality of studies. In addition, a new way of financing FEPS was proposed. The SYPO project has also contributed to better cooperation and a change in perception among institutions providing FEPS. On the part of the implementers of KA Quality, other institutions were previously perceived as competition, but thanks to the SYPO project, they began to see each other as partners.
- **KA Management** – The implementation of key activities and outputs of KA Management was carried out in accordance with the planned schedule and needs of the project implementation. The goals of the KA were met. Within the activities of KA Management, there was no decrease in the interest of schools even though the activities were transferred to an online form. Only in cases of excessive workload of principals (e.g. in the case of the epidemiological situation of COVID-19) were the schedule adjusted so that principals could participate. Plenary meetings, meetings and the Standing Conference of Principals continued. Within KA Management, a model of a comprehensive, continuous, and modular system of school management support was designed and piloted, especially in the area of pedagogical management, and thus the objectives and expectations of key activities were fulfilled. The response to the necessary transition to online was the organization of a very successful "spa for principals", a series of workshops and webinars on relevant topics.
- **KA Support** – The objectives of KA Support have been fulfilled beyond expectations thanks to the transition to the online environment. After the situation stabilized due to the COVID-19 pandemic, work intensified, and the frequency of activities increased (webinars were scheduled for every day in January-April 2023). In cooperation with KA Quality, a series of educational programs focused on FEPS quality management was conducted. The support of members of methodological cabinets and the SYPO On-line School also continued. The

challenge in 2023 was to achieve the planned number of implemented events for the last methodological cabinets of Foreign Languages and Social Science Education. Due to the high interest in making webinars available online, it was necessary to speed up the post-production of recordings and their uploading to YouTube. In addition to the standard activities of KA Support, there were educational programs for subject didactics, webinars to support schools with UA children and podcasts that were current last school year (2021/2022) and arose from the epidemiological situation of COVID-19, when all children were online. At that time, the podcasts focused mainly on IT administration in schools and cybersecurity. **Activities related to podcasts were handed over to the core activities of NPI CZE and will continue under NPI CZE after the end of the SYPO project.**

- **KA Novice Teacher** – The implementation of the Model of the Support System for Novice Teachers took place from June 2021 to January 2023; at the beginning of 2023 the Model was revised and a report from the implementation of the Model was created. The pilot itself was influenced by the approach of some teachers, who had holidays and left the preparation for the last week before the beginning of the school year. At the same time, many schools were involved in the SYPO project/activities of KA Novice Teacher only in September of the school year, because often schools did not know in June whether there would be a novice teacher at the school. The period of implementation of the Model was markedly similar to the previous period of piloting. In some schools, principals were active and cooperated, in others the responsibility was on the introductory teachers and the school management kept away and did not fulfil its role in the adaptation process/activities. However, as a result of the activities of the KA, support resources and conditions were created for successful management of the adaptation process for all involved (novice teacher, introducing teacher and school management). There were three waves of support for target groups. A Model on the topic of the adaptation period was created, which was sorted into chapters for simple filtration and contained a lot of inspiring examples from practice for use in schools. In addition, brief manuals and extensions of e-learnings were created for the Model (based on requirements from the MEYS). As part of the schools' own support, e-learning courses related to the adaptation period from the perspective of school management were created, and within the framework of the schools' own support, workshops, consultations, manuals, and infographics were implemented in the form of a four-leaf clover.
- **KA Public** – The implementation of key activities and outputs corresponds to the planned schedule; all partial and final goals of the KA have been achieved. As part of the finalization of outputs for the OP RDE database, all graphic outputs are processed, and the outputs are proofread. As part of the completion of the SYPO project, the KA Public team is most occupied with these activities, which is why the team has been expanded by another graphic designer. In the period under review, the SYPO/outputs/activities project continued to be presented as originally expected in the form of media outputs and newsletters. Information and media cooperation with other KA Projects continued. The management of websites and social networks continued to be provided by our own forces. Social networks have been unified under NPI CZE, but the KA Public team manages them itself (including YouTube, Facebook, websites, and methodological manuals in WordPress). The NPI CZE website has made the webinars of the SYPO project more transparent.

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

The answer to this Evaluation question was prepared on the basis of methods: desk research and meta-evaluation (Implementation reports and their annexes, Interim and final self-evaluation report, evaluations processed within the KA Project Evaluation and others). This information was then deepened and verified in individual interviews with team managers of key activities, questionnaire

surveys, focus groups and follow-up telephone interviews, as well as interviews with other relevant subjects (e.g. representatives of the MEYS, OP RDE, etc.). The specific implementation of each method is given in Annex I, Chapter Methods used for the purpose of processing this report.

Based on the operationalization of the project objective and the expected changes as a result and the Change Theory, which were carried out within the preparation of the Input Report of this evaluation, it is possible to divide the project objective into 16 partial objectives of the project, which will contribute to the fulfilment of the goal / to the expected change. However, the surveys carried out for the purposes of this report show that all **16 sub-objectives have been met**, including previously threatened objectives 1 and 2. A detailed description of the fulfilment of the individual sub-objectives is given in Annex IV.

Table 3 Fulfilment of partial objectives of the project

Partial objectives of the project that will contribute to the fulfilment of the goal / to the expected change	Related key activity	Meeting the goal
To provide internal and external feedback on the implementation of project activities, attitudes and opinions of actors participating in the project activities and cooperating on the project, to provide suggestions for modification or revision of individual processes and project outputs.	KA Evaluation	The goal was achieved. This goal was and was fulfilled mainly thanks to direct cooperation and communication of the KA Evaluation with other KAs to ensure the timeliness and relevance of individual KAs. Evaluation and analytical reports focused on the evaluation of past activities were prepared, especially for KA Cabinets (monitoring the use of Methodological Cabinets in schools), KA Novice Teacher (implementation of the Model) and KA Management (implementation of the activities of the Administrative Board, implementation of school management support), evaluation of the involvement of organizations and the Summary Evaluation Report and Self-Evaluation Report SYPO.
Analyze the educational needs of selected target groups of the project in order to adjust key activities in favour of meeting their needs.	KA Evaluation	The goal was achieved. That objective was achieved for the same reasons set out above.
To build a knowledge base for system change management and synthesize the outputs of previous and existing projects through the organization of expert panels.	KA Cooperation	The goal was achieved. SYPO expert panels were held properly as expected, at the same time representatives of the SYPO project visited expert panels of other IPs. The outcome of the expert panels of cooperation were the Summary Final Reports of the Expert Panel, which are made available to the MEYS and the panellists. Nevertheless, there are some concerns about the real use of the knowledge base by the MEYS. This was not always present on expert panels and there is a suspicion that it does not have enough capacity to work functionally with IPs outputs.
To ensure that the professional public is informed about the objectives and outputs of the project through professional conferences.	KA Cooperation	The goal was achieved. In October 2020, a two-day conference Novice Teacher was held in the context of the completed pilot for novice teachers. The conference was used to get feedback from the participants involved and also served as a tool to promote the project to new schools for the next pilotage. In June 2021, a professional conference on KA Management was held. This professional conference was preceded by the first-round table on the same topic. In January 2022, a professional international conference "Quo Vadis, Cabinets" for KA Cabinets was held. The aim of the expert conference was to look back and highlight previous activities and to focus on the future of cabinets. The professional conference was preceded by a round table in November 2021, focused on the professional growth of teachers, and the output will be presented at the

Partial objectives of the project that will contribute to the fulfilment of the goal / to the expected change	Related key activity	Meeting the goal
		<p>professional conference. In September 2022, an international conference focused on professional support for school leaders was held, which was prepared by the SYPO NPI CZE project in cooperation with the Faculty of Arts of Masaryk University.</p> <p>At the same time, online district conferences were organized, including a Principal's Spa and a final conference "From Teachers to Teachers on May 17, 2023.</p> <p>The outcome of professional conferences is the placement of recordings of the main contributions from the discussions on the YouTube platform. At the same time, the outcome of professional conferences is a report from which an anthology is created, which is sent to all participants and the MEYS. At the end of the project, a final conference will be held summarizing the outputs of the whole project.</p>
Design and pilot test a model of a comprehensive, continuous, and modular system of professional support for teachers through a network of methodological cabinets.	KA Cabinets	<p>The goal was achieved.</p> <p>Despite the unfavourable conditions related to lower participation in cabinets due to the integration of Ukrainian refugees and the aftermath of the COVID-19 pandemic, the last two planned departments of foreign languages and social sciences were created and launched in the period under review. Within the latter, cooperation with the competing project History+ was set up to a reasonable extent. In the future, cooperation with overlapping KAP and MAP projects needs to be coordinated.</p>
To create organizational-institutional, personnel and content conditions for the operation of the system of methodological cabinets.	KA Cabinets	<p>The goal was achieved.</p> <p>Despite extensive personnel changes in the project, the functioning of all methodological cabinets, including the two mentioned above, was successfully ensured organizationally and institutionally. However, participation in cabinets varies across the country, participation depends on the availability of other forms of support, e.g. from the founder, or the activity of teachers.⁷</p>
Pilot verification and implementation of the system of methodological cabinets at national, regional, and selected district levels.	KA Cabinets	<p>The goal was achieved.</p> <p>A network of methodological cabinets was created at national, regional and district level (Czech language and literature, Mathematics and its applications and Informatics and ICT, Pre-primary and primary education, Science education, Foreign languages, and social sciences). Thanks to changes in the organizational structure, personnel have been interconnected and information has been better coordinated and transferred between individual levels of cabinets. In some cases, expectations from national cabinets, which were originally expected to have greater influence at the systemic level, were not fully met. Cabinets have contributed to the professional development of teachers and the deepening of their competences. The benefit of the cabinets was also a large number of activities from which teachers could choose and thus tailor education to their own needs. The challenge for the future is to scale cabinets with a reach for new participants.</p>
Create a network of ICT methodologists (as part of the methodological cabinet Informatics and ICT) at the regional level and verify the content and scope of support for	KA Cabinets	<p>The goal was achieved.</p> <p>The network of ICT methodologists is set up and fully functional, currently consisting of 20 regional ICT methodologists (RIM). There is still a high demand for their services, although there are more RIMs in some regions, their capacities are not able to meet this demand. The network of ICT methodologists is perceived as essential because during the COVID-19 epidemiological situation, the network of</p>

⁷ For example, in structurally disadvantaged regions, participation is still relatively lower than in developed regions.

Partial objectives of the project that will contribute to the fulfilment of the goal / to the expected change	Related key activity	Meeting the goal
digital development of schools across educational areas and school management.		ICT methodologists was able to help the "weakest" schools that had no experience with distance learning and any school settings in this direction. Support for ICT methodologists is also perceived as important in the context of ICT services, which are too expensive for schools if they were to be provided by private entities. The activities of ICT methodologists will be followed by the IT Guru project, within which IT consultants (so-called "IT Gurus") will be mediated, who will help school management, ICT coordinators and network administrators with the purchase of digital technologies (hardware and software) for teaching according to the new revised FEPS, with setting up digital infrastructure, effective IT administration, etc. Under this project, ICT methodologists will continue.
To create and pilot verify the quality management system of FEPS guaranteed by the MEYS.	KA Quality	The goal was achieved. Despite the initial delays and complications due to the failure to amend Act No. 563/2004 Coll., the FEPS evaluation system was created, consisting of a methodology for educational institutions and a methodology for external evaluators of FEPS (i.e. members of the accreditation commission). The system also includes a database of FEPS evaluations, which was consulted with the Accreditation Commission of the MEYS. Based on an agreement with Section 2 of the MEYS, the FEPS Quality Assessment Database will focus on both accredited FEPS (qualification and specialization studies) and other ongoing FEPS. Another output of KA is the proposal of categorization and prioritization of FEPS. The prioritization of FEPS is finished and it is a proposal on how to select important/priority FEPS for teachers within the MEYS. A mechanism was proposed, as well as specific topics that should be prioritized after the end of the SYPO project in order to pay attention to them during accreditation according to system evaluations. In parallel, training programmes for institutions, evaluators, and supervisors (i.e. senior evaluators) were developed.
To propose and pilot verify a model of a comprehensive, continuous, and modular system of support for school management, especially in the field of pedagogical management.	KA Management	The goal was achieved. During 2021, the Model of the School Management Professional Development Support System was completed and subsequently approved, focusing more on school self-reflection. The model was supposed to be linked to the Principal's Standard, elaborated by the CSI, but it was not approved, and the Model was therefore created without any link to it. The piloting of the Model was successfully carried out from September 2021 to the end of 2022, but the participation in piloting decreased significantly over time. Although most school facilities have a defined system of professional development, the Model has often improved it, adopted the Model itself and emphasized the importance of this area of management. The extended form of support has enriched the Model with a mentor, coach, and counselling.
Pilot verification and implementation of the system of activities of the Standing Conference of Principals.	KA Management	The goal was achieved. After the piloting of the Standing Conference of Principals, which was successful, its implementation took place. The SCP have been beneficial in sharing information, practice, and experience among school heads. Another appreciated contribution of the SCP was the commenting of selected documents, e.g. the Czech School Inspectorate. Some members of the SCP see potential especially in cooperation with the MEYS or the Czech School Inspectorate, which, however, has not yet been fully fulfilled or clarified. The SCP has further potential in the area of self-promotion and greater use for novice teachers.
To train the professional staff of methodological cabinets from the regional to the district level.	KA Support KA Cabinets	The goal was achieved. The first courses for members of the methodological cabinets took place in person and then online, then they were supported by an e-learning course. In addition, direct support activities such as regional and district workshops, interviews etc. on

Partial objectives of the project that will contribute to the fulfilment of the goal / to the expected change	Related key activity	Meeting the goal
		topics that cabinet members consider problematic (formative assessment, school-leaving examination, FEP revision, online and distance learning, etc.) were implemented. Webinars were carried out – according to suggestions from members of methodological cabinets on current topics. In the monitored period, more than 76 lecturers and 14 professional regional methodologists were trained.
To train professional staff ensuring the evaluation of the quality of FEPS.	KA Support KA Quality	The goal was achieved. During 2022, the FEPS evaluation system was piloted. 40 participants from educational institutions, 40 evaluators and 20 supervisors were trained. A total of 200 assessment checklists and 100 supervision checklists for 100 evaluated educational programmes were created. This not only succeeded in piloting the set system, but also in fulfilling the outputs set out in the Charter of the SYPO project.
To train defined target groups – teachers and principals – in sub-topics related to the support of novice teachers and the outputs of the network of methodological cabinets.	KA Novice Teacher	The goal was achieved. As part of their own support, courses were implemented for all representatives of the triad (novice teacher, introducing teacher and school management). The support itself included training/webinars, e-learnings, and workshops. The first wave of self-support piloting was completed at the end of the 2019/2020 school year, the second wave was completed at the end of the 2020/2021 school year, and in the autumn of 2021, the third wave of the implementation phase was launched. 174 novice teachers, 85 introducing teachers and 85 school leaders signed up for the 3rd wave of education within the implementation. A total of 10 webinars, 10 moderated discussions and 19 consultations and one information seminar to support novice teachers were implemented. The total number of participants involved was lower than planned and their activity was very low. In cooperation with representatives of the MEYS, the Teachers' Platform and the organization Start Teaching! 3 handbooks for the adaptation period (for novice teachers, for introducing teachers and for school management) and 3 linked e-learnings were finalised and presented in June 2022.
Design and pilot test a comprehensive, continuous, and modular system of support for novice teachers.	KA Novice Teacher	The goal was achieved. At the end of the 2019/2020 school year, the first annual wave of Model piloting was completed and from September 2020, the second wave of Model piloting was launched. Based on the feedback collected during the pilot, the Model of the Support System for Novice Teachers (NT) was revised. Four Four-leaf Clovers for Actors of the Adaptation Period of Novice Teachers ("info-checklists"), Handbooks for Actors of the Adaptation Period of Novice Teachers and E-learning were created.
To build positive reactions among teachers and the professional public, especially to effective forms of professional development of pedagogical staff, not only to classical courses of further education of pedagogical staff, but also especially to innovative forms of professional development of teachers, such as mentoring and listening among teachers, analyses of forms and methods of work, observations, joint	All KA	The goal was achieved. The SYPO project did not implement activities that would directly build positive responses to effective forms of professional development of pedagogical staff, however, within the implemented activities of self-support of pedagogical and management staff (e.g. in the form of webinars, face-to-face seminars, consultations, etc.), the project contributes to the support of the use of innovative methods of development of teaching staff, which also results from field surveys (especially questionnaires and focus groups) carried out for the purposes of this evaluation. The project activities significantly contributed to the professional development of the involved teachers and principals, the revision, adoption, and completion of models of support for the development of school management, including novice teachers, the methodological approach to teaching selected subjects, etc. Some of the involved actors found positive benefits of the project, some less. The project mainly involved already active teachers and failed to reach less motivated teachers

Partial objectives of the project that will contribute to the fulfilment of the goal / to the expected change	Related key activity	Meeting the goal
planning, and subsequent reflection.		with a higher level of support needs. In some areas, it also overlapped or duplicated with other projects, such as MAP, KAP, Support System for Professional Development of Teachers and Principals, History+, etc.

c. Evaluation questions 1.3 and 1.5: Are there risks that jeopardise the implementation of the project and the achievement of the set objectives? What does the implementation team consider to be the biggest obstacles to successful implementation during the project?

The project was completed on 30. 6. 2023. The objectives of the project have been met and this EQ is therefore rather redundant. However, the following chapter summarizes the basic risks and barriers that occurred during the monitored period of project implementation and are also valid for follow-up projects. The answer to this evaluation question was prepared on the basis of information from all methods used in the elaboration of this Evaluation. It is based on previously identified risks in the interim report supplemented by newly identified risks.

During its implementation, **the SYPO project faced dramatic risks** related to factors independent of the NPI CZE, such as the COVID-19 pandemic and related restrictions, the influx of refugees from Ukraine and the need to integrate school-age students into schools. Not only was the **Project able to adapt to these risks and factors, but on the contrary, it managed to respond flexibly and effectively to the given phenomena and bring the necessary support to the field.** Respondents to the survey thus evaluated the benefits in the area of ICT support and the transition to online teaching, support for the integration of foreign language students, etc.

The most important Project risks that have above-project validity for future IPs include:

- **Insufficient involvement of participants in the project activities** – especially in KA Cabinets, where in some regions/areas it was not possible to involve a sufficient number of members, or in KA Novice Teacher, where it was a partial problem to recruit schools with novice teachers and ensure the role of introducing teachers.
- **Lack of experts** – during the implementation of the project, there was a shortage of experts in certain areas and their subsequent rotation and tug-of-war between key activities and other IPs.
- **Low financial evaluation of experts** – another risk of the project was and for the next IPs will be low evaluation of experts given by the hourly rate or limitation of the number of hours in cooperation on agreements on work outside the employment relationship (in Czech DPP and DPC). The applied hourly or daily rates do not reflect the situation on the labour market and sharply rising inflation in the long term.
- **Oversaturation of the school terrain by various projects** – manifested by the subsequent accumulation of related risks and impact on, for example, the difficult orientation of education workers between projects, the lack of experts and their uncoordinated fluctuation between projects, duplicate activities of the SYPO project and other projects, impaired coordination of IPs. etc.
- **Absence of strategic management and coordination on the part of the MEYS** – the repeatedly identified risk was the insufficient capacities of Section II of the MEYS for planning, management, and coordination of system projects. The accompanying manifestation was unclear expectations from the Project, duplicate or uncoordinated activities between individual IPs (e.g. SRP, MAP, KAP, SYPO), unclear commitment on the part of the MEYS to work with the outputs of the Project both during and after its completion. The link to the Strategy for Education Policy of the Czech Republic 2030 was also not entirely clear.

- **Insufficiently clarified assignment and goals, expectations of the Project** – in the SYPO project, as well as typically with other IPs, there was no clear and quick clarification of expectations among the participants of the activities. They often entered the Project with different, unrealistic expectations, which could not be satisfied.
- **"Preach to the converted"** – not a risk, but rather an accompanying fact was the intervention of the SYPO Project among the more active part of the target group of the pedagogical community. More active teachers were involved in the activities of the Project. The project was not so successful in reaching and involving less motivated teachers, e.g. from structurally disadvantaged regions, who would need support the most.

During the project, representatives of the SYPO project kept a risk register, which recorded all identified risks and on the basis of which the project representatives managed the risks. Risks and their mitigation were also summarized in Implementation Reports or Self-Assessment Reports. In the monitored period, **7 new risks were identified and entered into the risk register**. Risks were assessed predominantly as moderate to severe in terms of severity of their impact (9-16 risks). Most of the risks are related to the integration of Ukrainian minors into schools, which reduces the availability of the target group to participate in selected project activities. Two risks relate to the administrative demands of the termination of the SYPO project and the necessary revision of all Project outputs according to the amendment to the CSN ISO 960:2011 citation standard, which will also require revisions of graphic work and proofreading made to already approved project outputs. All risks are also reported in the RoI and are addressed by specific mitigation measures.

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

The answer to this Evaluation question was prepared on the basis of desk research, availability and quality of internal evaluations and individual interviews with representatives of project management and KA Evaluation. The collected data and their analysis do not differ fundamentally from the evaluation of the Expert Panel published in the Interim Report.⁸ The activities of the KA Evaluation were implemented in accordance with the schedule in the corresponding quality even in the monitored period. The methods of evaluation work combined qualitative and quantitative methods of data collection and their subsequent analysis and interpretation. The outputs of the KA Evaluation were also used to improve the quality and adjust other key activities. The final evaluation reports include:

- Interim report from the evaluation of the activities of the Ministry of Culture II.
- Analytical report from the Monitoring of the use of MC activities in schools
- Report of the qualitative study of the results of the activities
- Report from the evaluation of the implementation of the NT Support System Model
- Evaluation report on the implementation of the activities of the Standing Conference of Principals
- Evaluation report from own support of school leaders 2022
- Evaluation report from the pilot of the School Management Support System Model
- SYPO 2022 Self-Assessment Report
- SYPO 2023 Summary Evaluation Report

For the above reasons, the **achieved outputs and applied methods and procedures for the purposes of the project and the Evaluation KA can be considered sufficient.**

⁸ The final mark for the implementation of the KA Evaluation assigned by the expert panel was 1.17 (evaluation as in school). The expert panel agreed that the internal evaluations of the SYPO project are carried out in accordance with good evaluation practice. Evaluations are used effectively to factually manage the implementation of key activities.

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

For the purposes of this evaluation, the main actors for the purposes of this evaluation are considered to be primarily a broad target group of the professional public related to education and the education system. This includes the teachers involved, school principals, as well as representatives of other key IPs linked to education and their partners. The general assessment is based on the feedback of Project managers, managers of key activities.

From the point of view of the Project management, the main benefit of the SYPO project **were methodological cabinets**, *"through which hundreds of teachers in the field with a good professional level were found, who are willing to cooperate and help. A network of these people was created through methodological cabinets, with cooperation being adapted to the needs of the localities."*⁹ The involved teachers appreciated the possibility of **sharing experience** through cabinets (mostly in the form of personal visits to schools, shadowing teachers). This network of methodological cabinets has the potential for support in the future within the revision of the FEP and SEP. Another important benefit of the SYPO project was **the outputs in the field of online teaching**, both through the impact on distance online teaching at schools during the COVID-19 epidemiological situation and through a large number of webinars. This was also very positively evaluated by the representatives of the target groups within the implemented focus groups. Another appreciated benefit of the SYPO project was also **the outputs of the KA Novice Teacher**, especially the NT Model (including its abbreviated version in the form of a manual). Within this KA, e-learning courses for teachers were also created, and the whole KA represents a potential change in the adaptation period of teachers.

From the perspective of the people involved, the SYPO project and its activities considered the needs of managers at different stages of their professional careers and the project met expectations in this respect. The offer of the SYPO project, specifically KA Management, was able to cover the needs of various types of principals, from beginners to experienced ones, from small classes to large schools. The project was beneficial both in reflecting on its own practice and in introducing new measures and long-term goals. The project participants evaluated the sharing of experience and good and bad practice very beneficial.

KA5 – Quality

To evaluate the activities within KA5 Quality, an interview with representatives of KA and one questionnaire survey were carried out, which was completed by a total of 15 respondents. Overall, the survey shows that **the activities are generally evaluated positively and are considered beneficial**.

Although the activities within KA Quality were delayed at the beginning of the SYPO project due to the planned and prepared amendment to the Act (No. 563/2004 Coll., on Education Staff) and adjustments to activities were planned, KA Quality was eventually implemented in the originally planned activities according to the Charter and the existing law. In the end, all activities were set up and implemented.

According to the majority (87%, i.e. 13) of respondents involved in the questionnaire survey, the system of evaluation of FEPS/qualification and specialization studies rather contributes to ensuring quality education of teaching staff, which leads to predetermined goals. The majority of respondents (93%, i.e. 14 respondents) also perceive that a functional model of the FEPS quality evaluation system has been created and at the same time consider (93%, i.e. 14 respondents) the FEPS evaluation system model to be systematic and conceptual. The majority of respondents (87%, i.e. 13 respondents) perceive that the FEPS Evaluation System Model has clear objectives in relation to the different needs of teaching staff at different stages of their professional careers¹⁰, as well as that the Model ensures sufficient definition of the competences and requirements of FEPS (87%, i.e. 13 respondents).¹¹ Four-

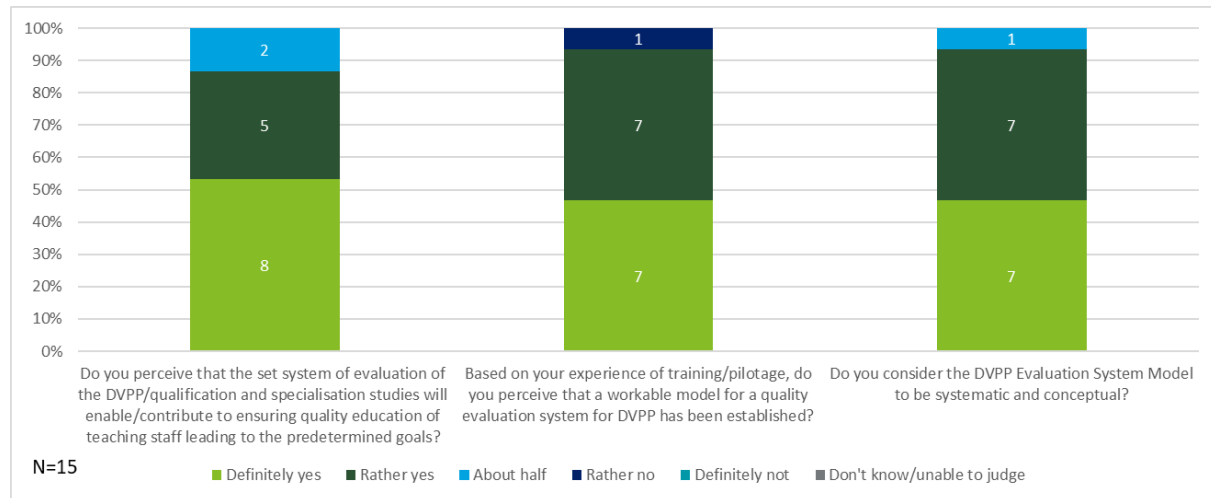
⁹ Source: interview with SYPO project management, 1 March 2023

¹⁰ Annex 42 - Evaluation of questionnaires, figure no. 225

¹¹ Annex 42 - Evaluation of questionnaires, figure no. 226

fifths (i.e. 12) of respondents consider that the Model and methodology of quality management of FEPS are well set up after modifications based on piloting.¹²

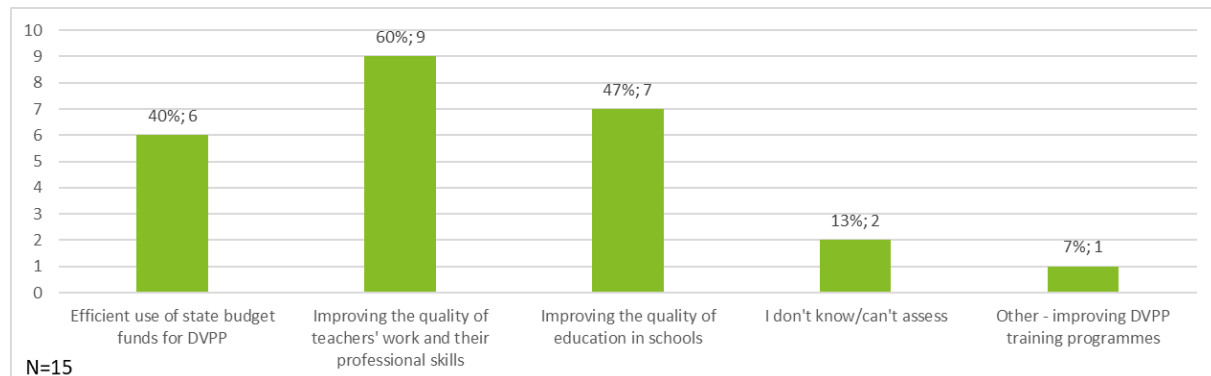
Chart 1 Results and impact of Quality activities



The majority of respondents (87%, i.e. 13 respondents) evaluate the educational program for the FEPS System Evaluation Model as beneficial.¹³ Expectations from the training for the FEPS Evaluation System Model were met for 87% (i.e. 13) of respondents¹⁴ and at the same time the same percentage of respondents perceive that the training on the FEPS Evaluation System Model was sufficient together with the outputs created¹⁵.

The graph below presents the main benefits of the FEPS System Model, which, according to respondents, include improving the quality of teachers' work and their professional skills (60%, i.e. 9 respondents) or improving the quality of education at schools (47%, i.e. 7 respondents).

Chart 2 KA Quality – Main benefits of the FEPS System Model



KA6 – Management

The questionnaire survey among participants of activities carried out within KA6 Management (district conferences, workshops, group and individual consultations, benchlearning), which was completed by a total of 281 respondents, shows that these activities are generally evaluated positively and are considered beneficial. The same positive evaluation was also expressed by the participants of the focus group, whose expectations of involvement in the activities were met and who perceived these activities as beneficial overall. According to FG participants, the greatest benefits of

¹² Annex 42 - Evaluation of questionnaires, figure no. 227

¹³ Annex 42 - Evaluation of questionnaires, figure no. 228

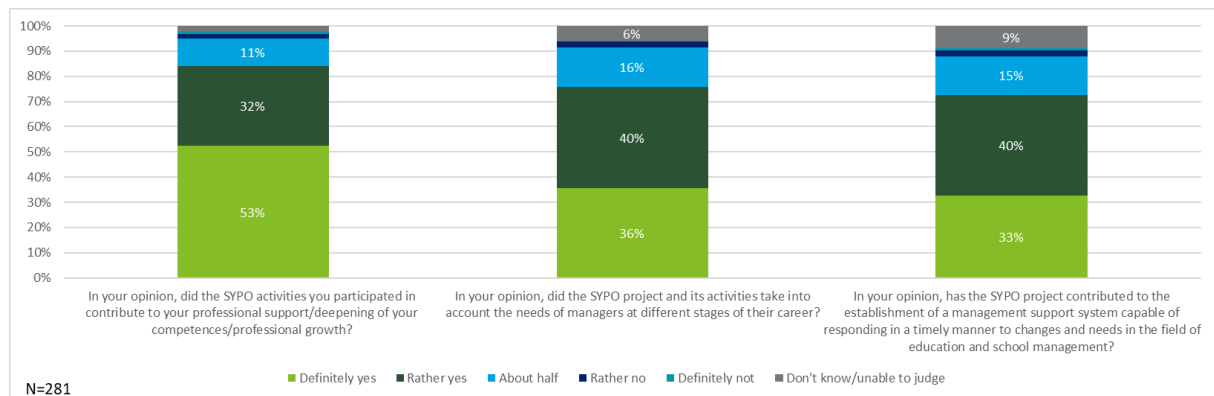
¹⁴ Annex 42 - Evaluation of questionnaires, figure no. 229

¹⁵ Annex 42 - Evaluation of questionnaires, figure no. 230

KA Management activities include sharing experience, rethinking about relevant and new topics and generally a sense of self-development, which is tied to better performance of the position of principal and better performance of duties. Another participant appreciated the individual on-site support and support materials. Participants also appreciated the possibility of choosing and compiling their own "portfolio" of educational and support activities.

According to the majority (85%, i.e. 236) of the participants involved in the questionnaire survey, the SYPO project activities focused on management contribute to professional support and deepening of competencies / professional growth. According to the majority (76%, i.e. 213) of respondents, the activities **consider the needs of managers at different stages of their professional careers**, and according to the majority (73%, i.e. 204) of respondents, **the SYPO project contributes to setting up a system that will be able to respond to changes and needs in the development of school management.**

Chart 3 Results and impacts of Management activities



Four-fifths of respondents (i.e. 234) use the experience gained from SYPO activities at least once a month and at the same time half of the respondents (i.e. 140) **use the experience gained in practice even at least once a week**. Only 5% of respondents replied that they do not yet use the experience and skills gained in SYPO activities in practice.¹⁶

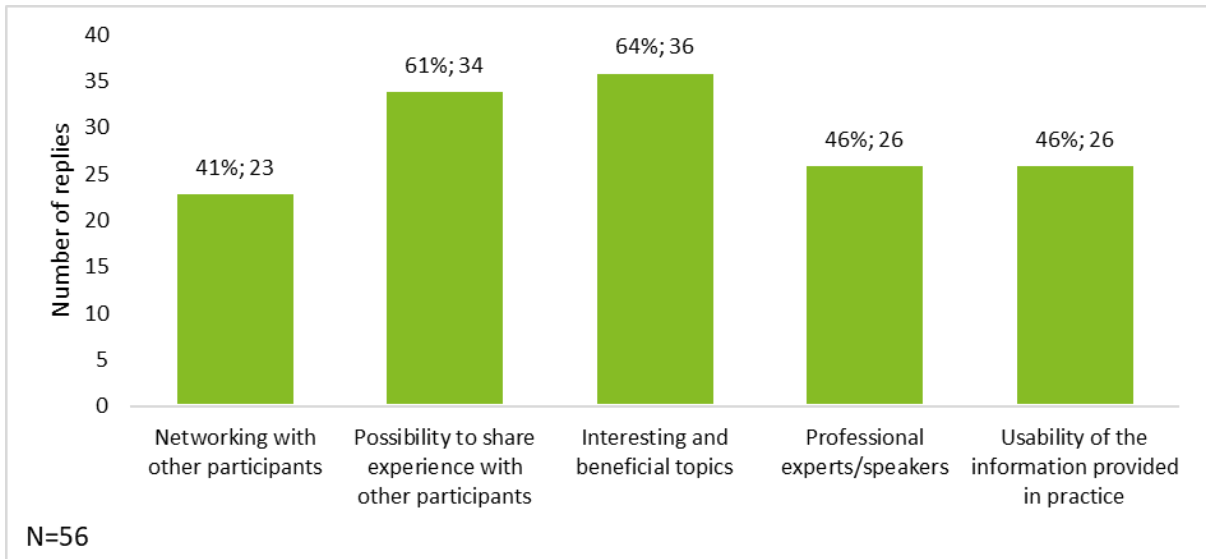
Participants of district conferences are satisfied with this activity in almost all respects¹⁷. Satisfaction is mainly expressed by experts/speakers at the conference (100%, i.e. 56 respondents), the organization of conferences (98%, i.e. 55 respondents) and their factual focus (96%, i.e. 54 respondents). Respondents consider district conferences to be beneficial (95%, i.e. 53 respondents). The conferences met the expectations that respondents had of them (93%, i.e. 52 respondents).

According to respondents, the main benefits of district conferences, shown in the graph below, are mainly interesting and beneficial conference topics (64%, i.e. 36 respondents) and the opportunity to share experience with other participants (61%, i.e. 34 respondents).

¹⁶ Annex 42 - Evaluation of questionnaires, figure 135

¹⁷ Annex 42 - Evaluation of questionnaires, Figure 93-97

Chart 4 KA Management – Main benefits of district conferences

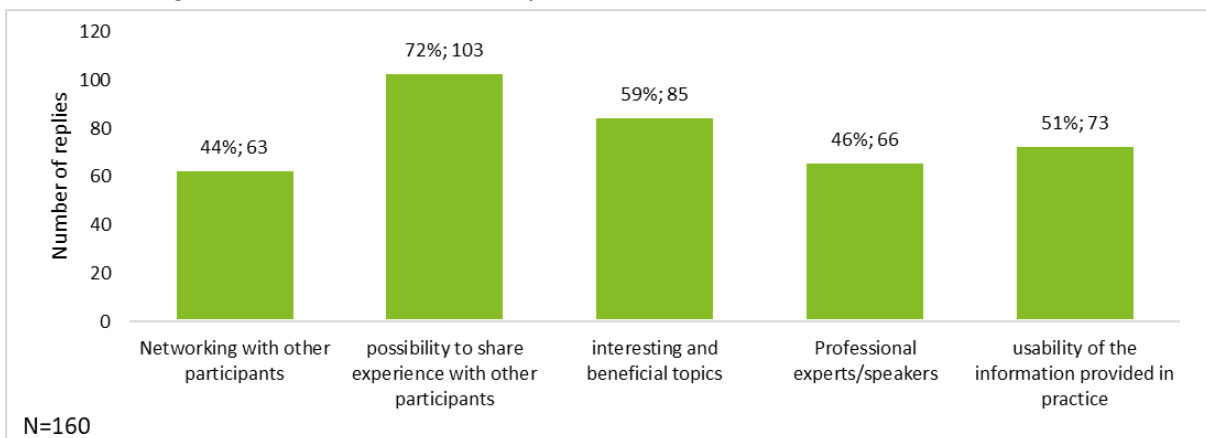


Multiple answers could be chosen.

Respondents who participated in the workshops are generally satisfied with this activity¹⁸. Satisfaction was expressed mainly with workshop lecturers/experts (96%, i.e. 153 respondents), with the organisation of workshops (94%, i.e. 151 respondents) and with the factual focus of workshops (93%, i.e. 149 respondents). Respondents are also mostly satisfied with the sharing of experience among participants (93%, i.e. 149 respondents) and with the benefits of workshops (89%, i.e. 143 respondents). The workshops met the expectations that respondents had of them (90%, i.e. 144 respondents).

The graph below presents the main benefits, which, according to respondents, consist in giving participants the opportunity to share experiences with other participants (72%, i.e. 103 respondents), offering interesting and beneficial topics (59%, i.e. 85 respondents) and providing information that can be used in practice (51%, i.e. 73 respondents), see the graph below.

Chart 5 KA Management – Main benefits of workshops



Multiple answers could be chosen.

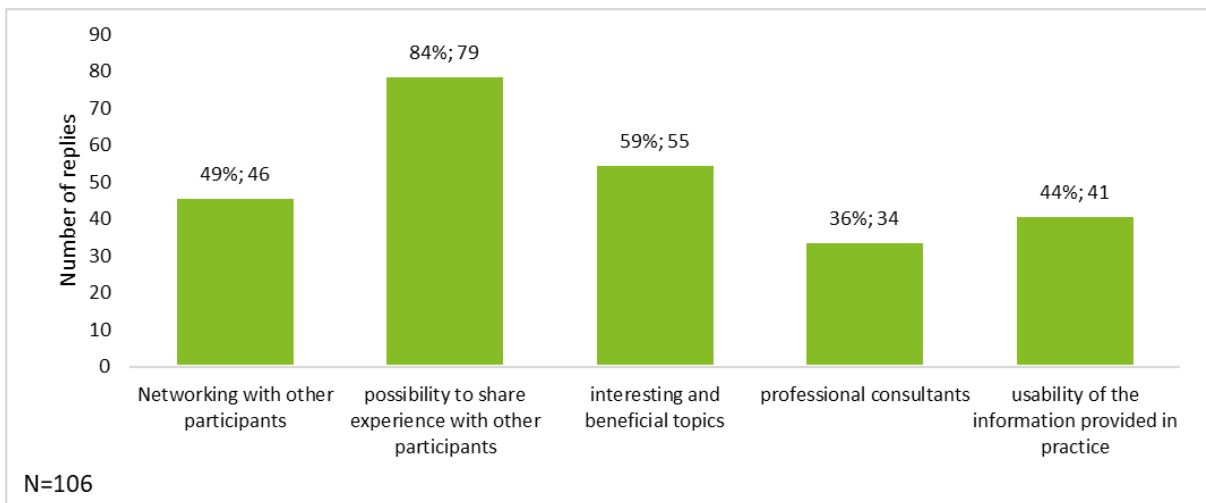
Participants of group consultations are satisfied with this activity in all its aspects¹⁹. Respondents are satisfied with their consultants (97%, i.e. 103 respondents), with the organization (95%, i.e. 101 respondents), with the factual focus (95%, i.e. 101 respondents) and with the fulfilment of expectations/ideas from group consultations (89%, i.e. 94 respondents). The majority of respondents

¹⁸ Annex 42 - Evaluation of questionnaires, Figure 101-109

¹⁹ Annex 42 - Evaluation of questionnaires, Figure 110-117

are satisfied with the benefits of group consultations (89%, i.e. 94) and the main benefit is the possibility of sharing experience with other participants (90%, i.e. 95 respondents), see the graph below.

Chart 6 KA Management – Main benefits of group consultations

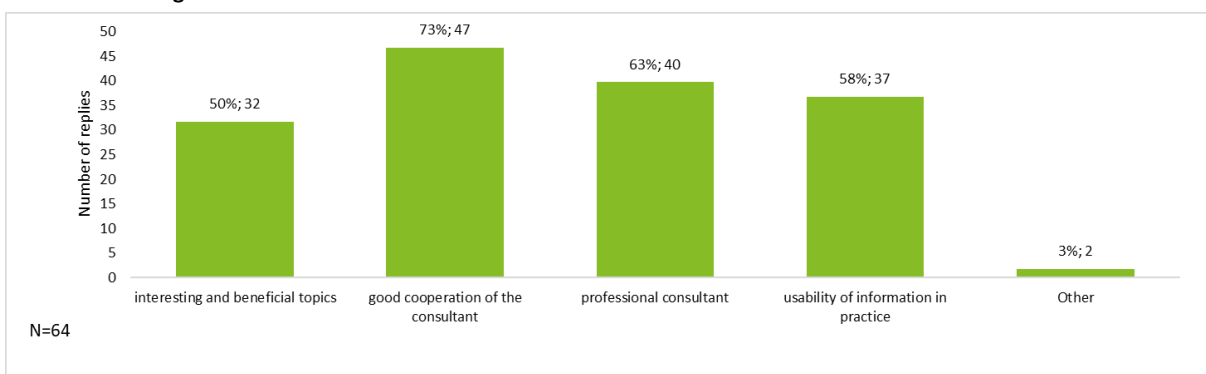


Multiple answers could be chosen.

Respondents are also satisfied with the activity of individual consultations in all aspects²⁰. Satisfaction is mainly with the organisation of consultations (99%, i.e. 63 respondents) and with consultants (99%, i.e. 63 respondents), with the fulfilment of expectations (98%, i.e. 63). The majority of respondents are satisfied with the benefits of individual consultations (99%, i.e. 63 respondents).

The graph below presents the main benefits, which according to respondents include good cooperation of a consultant (73%, i.e. 13 respondents) and conducting consultations by professional consultants (63%, i.e. 40 respondents).

Chart 7 KA Management – Main benefits of individual consultations



Multiple answers could be chosen.

Respondents who participated in benchlearning are satisfied with this activity in all aspects²¹. Satisfaction was expressed mainly with bench learning lecturers/hosts (98%, i.e. 47 respondents), organisations (96%, i.e. 46 respondents) and factual focus (96%, i.e. 46 respondents). Benchlearning met the expectations respondents had (90%, i.e. 42 respondents) and respondents are also satisfied with the benefits of benchlearning (94%, i.e. 45 respondents).

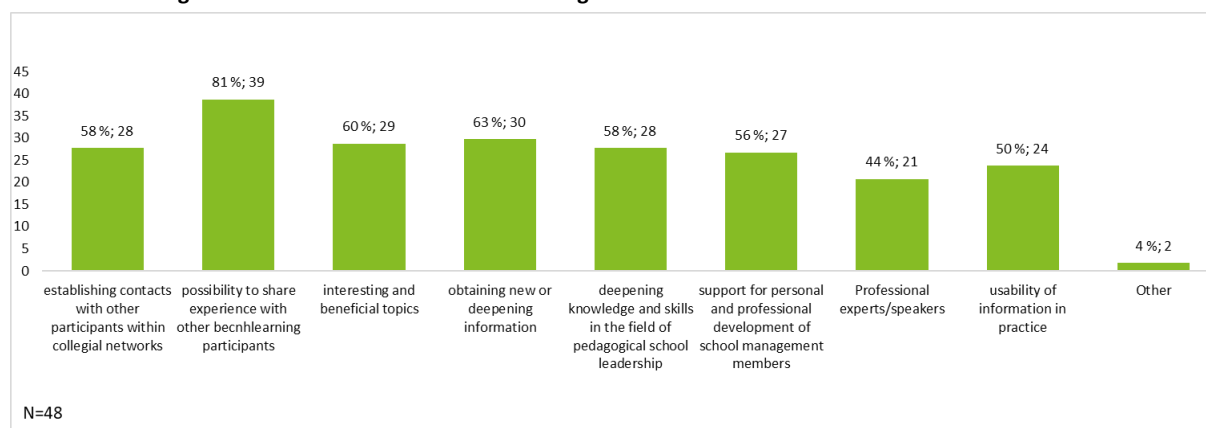
According to respondents, the main benefits of benchlearning, shown in the graph below, are that it gives participants the opportunity to share experiences with other participants (81%, i.e. 39 respondents), brings them new and deeper information (63%, i.e. 30 respondents), offers interesting

²⁰ Annex 42 - Evaluation of questionnaires, Figure 118-124

²¹ Annex 42 - Evaluation of questionnaires, figure no. 125-130

and beneficial topics (60%, i.e. 29 respondents), enables networking with other participants within collegial networks (58%, i.e. 28 respondents) and deepens knowledge and skills in the area of pedagogical school management (58%, i.e. 28 respondents).

Chart 8 KA Management – Main benefits of benchlearning



Multiple answers could be chosen.

Respondents consider the creation of a Model of the School Management Professional Development Support System to be necessary/useful (86%, i.e. 246 respondents) for the school environment²².

KA 7 – Support

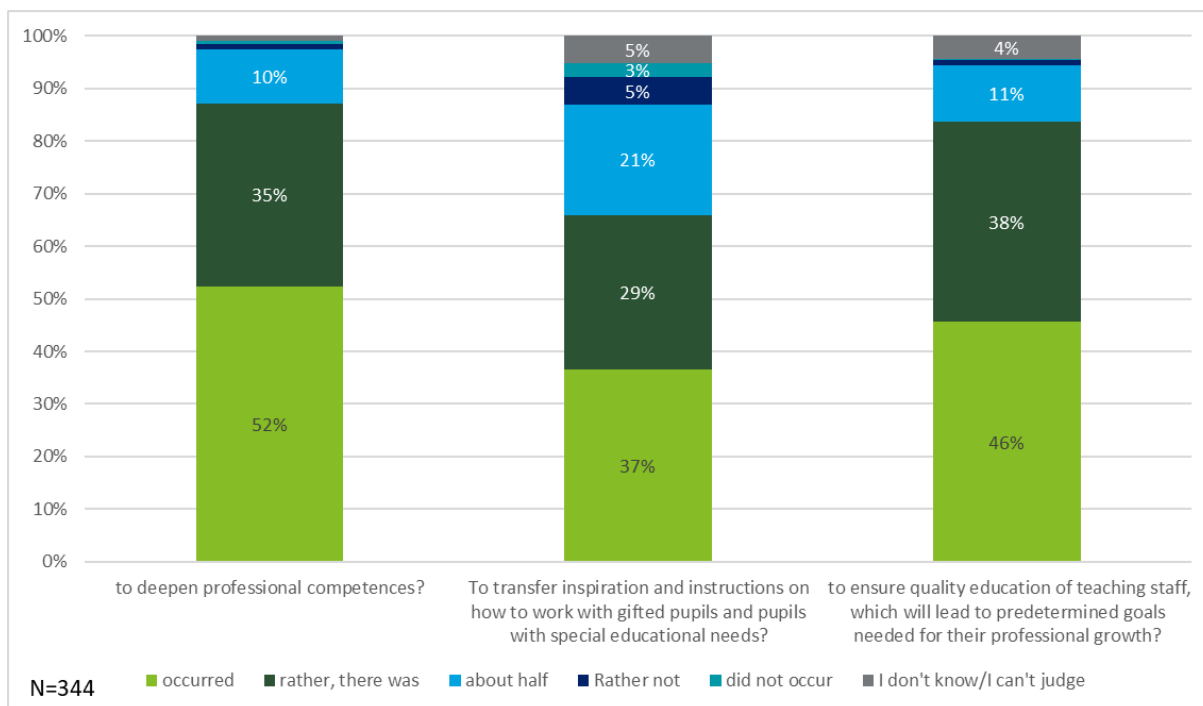
To evaluate the activities in KA7 Support among the participants, one questionnaire survey was carried out, **focused on the evaluation of webinars in the field of industry news**. A total of 344 respondents participated in this questionnaire survey. The survey was divided according to the areas on which the webinars were focused: Czech language and literature (103 respondents), Mathematics and its applications (127 respondents), Informatics and ICT (141 respondents), Pre-primary and primary education (141 respondents), Foreign languages (83 respondents) and Social science education (48 respondents). **The survey shows that webinars are generally evaluated positively in all fields and are evaluated as beneficial. The results of the questionnaire survey focused on webinars copy the results of the survey carried out within the 1st and 2nd IR.**

According to the majority of participants (87%, i.e. 300) involved in the questionnaire survey, **their professional competencies were deepened as a result of webinars**. According to the majority (66%, i.e. 227) of respondents, as a result of the SYPO project webinars, inspiration, and instructions on how to work with gifted pupils and pupils with special educational needs are transferred, and at the same time, according to the majority (84%, i.e. 288) of respondents, quality education of teaching staff is ensured thanks to webinars, see the graph below. **More than half of the respondents (62%, i.e. 213) use the experience gained from webinars in practice at least once a week²³.**

Chart 9 Results and impact of webinars

²² Annex 42 - Evaluation of questionnaires, figure no. 131

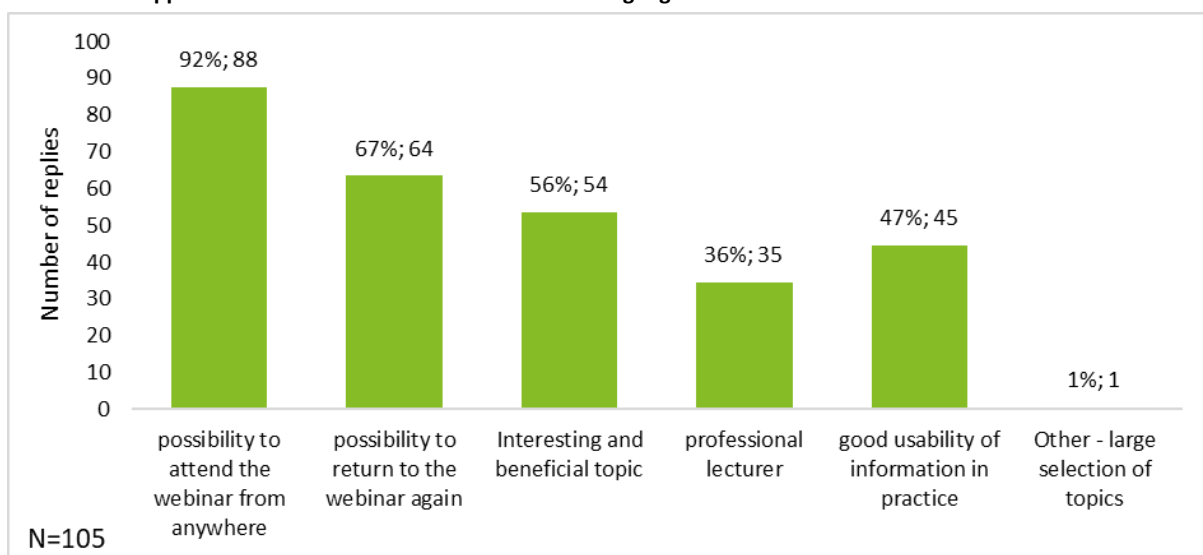
²³ Annex 42 - Evaluation of questionnaires, figure no. 180



Respondents who participated in webinars on Czech language and literature were generally satisfied²⁴. Respondents expressed satisfaction mainly with the organization/technical provision of webinars (100%, i.e. 105 respondents), with webinar lecturers (97%, i.e. 102 respondents), with the fulfilment of expectations (93%, i.e. 99 respondents) and with the factual focus/topics of webinars (93%, i.e. 98 respondents). The majority of respondents (91%, i.e. 96) are also satisfied with the benefits of webinars on Czech language and literature.

The graph below illustrates the main benefits, including the ability to attend the webinar from anywhere (92%, i.e. 88 respondents) and the ability to return to the webinar (67%, i.e. 64 respondents).

Chart 10 KA Support – Main benefits of webinars on Czech language and literature



Multiple answers could be selected

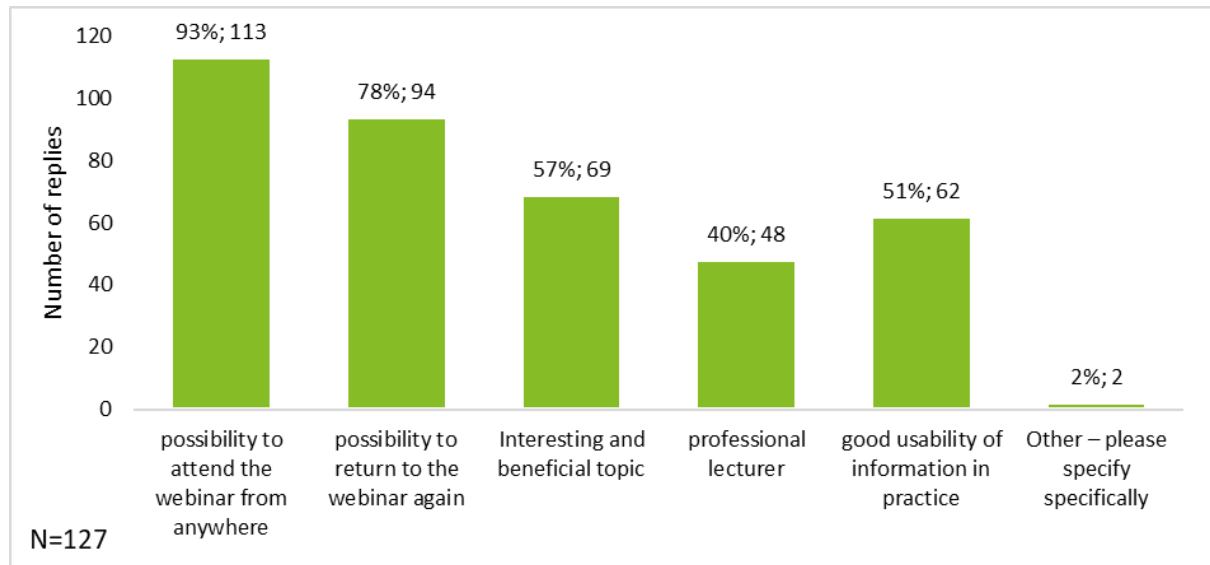
²⁴ Annex 42 - Evaluation of questionnaires, figure no. 141-145

Respondents who participated in webinars on Mathematics and its applications are satisfied²⁵.

Respondents expressed satisfaction mainly with the organization/technical provision of webinars (98%, i.e. 125 respondents), with webinar lecturers (97%, i.e. 123 respondents), with the factual focus/topics of webinars (96%, i.e. 122 respondents) and with the fulfilment of expectations (93%, i.e. 118 respondents). The majority of respondents (95%, i.e. 121) are also satisfied with the benefits of webinars on Mathematics and its applications.

The graph below illustrates the main benefits, including the ability to attend the webinar from anywhere (93%, i.e. 113 respondents) and the ability to return to the webinar (78%, or 94 respondents).

Chart 11 KA Support – Main benefits of webinars on Mathematics and its Applications



Multiple answers could be selected

Respondents who participated in webinars on Informatics and ICT are satisfied²⁶. Respondents expressed satisfaction mainly with the organization/technical provision of webinars (99%, i.e. 139 respondents), with webinar lecturers (93%, i.e. 131 respondents), with the factual focus/topics of webinars (90%, i.e. 128 respondents) and with the fulfilment of expectations (89%, i.e. 125 respondents). The majority of respondents (88%, i.e. 124) are also satisfied with the benefits of webinars on Informatics and ICT.

The graph below shows the main benefits, including the opportunity to attend the webinar from anywhere (95%, i.e. 118 respondents), the opportunity to return to the webinar (77%, i.e. 95 respondents), and the interest and usefulness of the topics (62%, i.e. 77 respondents) to be beneficial.

²⁵ Annex 42 - Evaluation of questionnaires, figure no. 147-151

²⁶ Annex 42 - Evaluation of questionnaires, figure no. 153-157

Chart 12 KA Support – Main benefits of webinars on Informatics and ICT

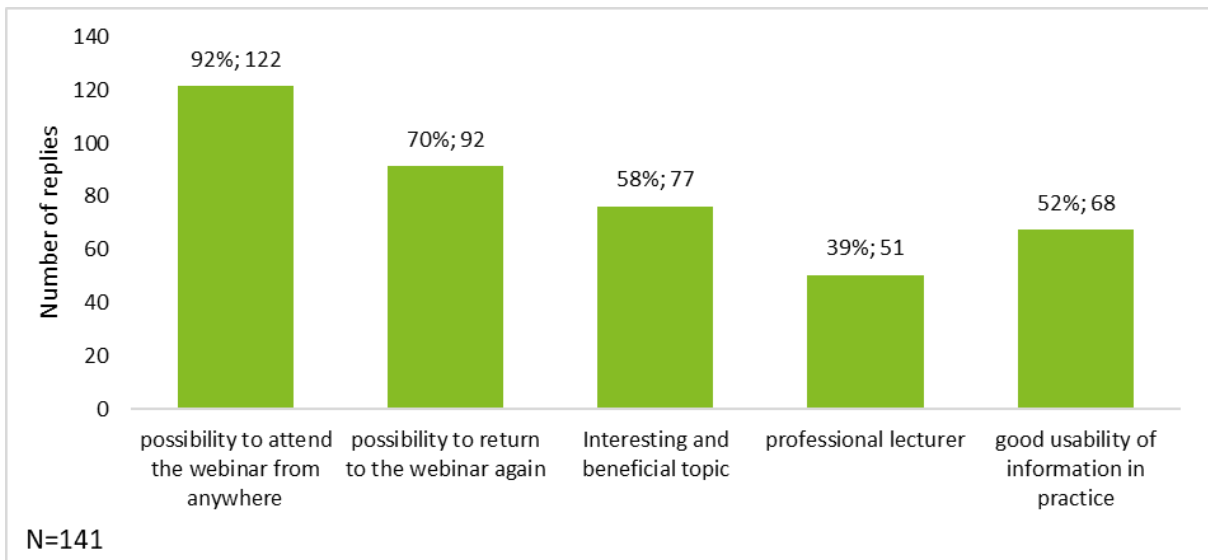


Multiple answers could be selected

Respondents who participated in webinars on the topic of Pre-school and primary education are satisfied²⁷. Respondents expressed satisfaction mainly with the organization/technical provision of webinars (98%, i.e. 138 respondents), with webinar lecturers (97%, i.e. 137 respondents), with the factual focus/topics of webinars (95%, i.e. 134 respondents) and with the fulfilment of expectations (93%, i.e. 131 respondents). The majority of respondents (94%, i.e. 132) are also satisfied with the benefits of webinars on early childhood and primary education.

The graph below shows the main benefits according to respondents, i.e. the possibility to attend the webinar from anywhere (91%, i.e. 122 respondents), the possibility to return to the webinar again (70%, i.e. 92 respondents), the information from these webinars has good usability in practice (52%, i.e. 68 respondents).

Chart 13 KA Support – Main benefits of webinars on Early and primary education



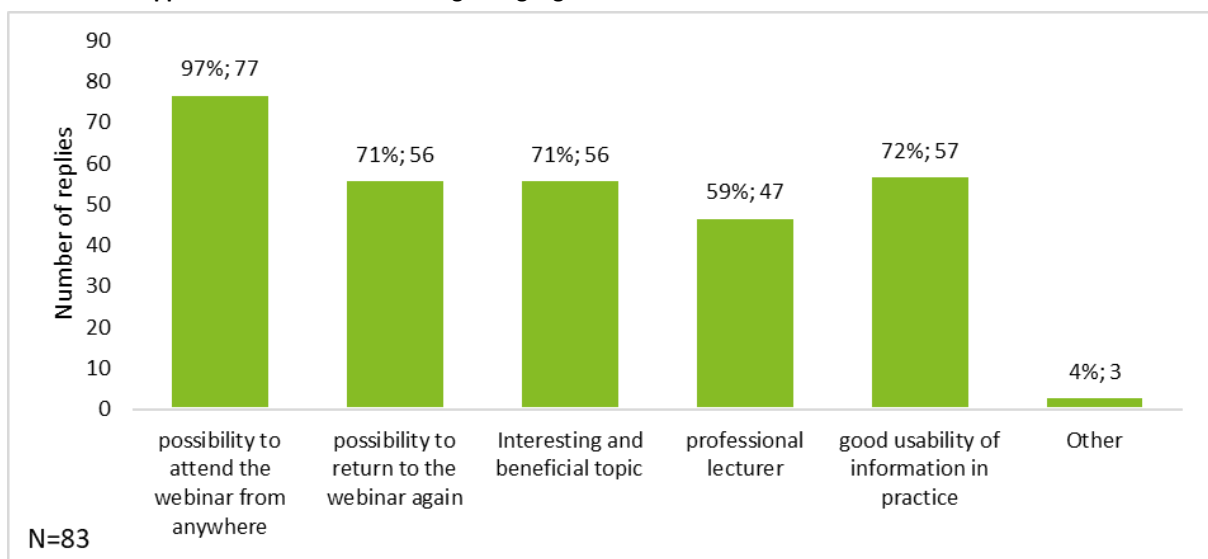
Multiple answers could be selected

²⁷ Annex 42 - Evaluation of questionnaires, figure no. 159-163

Respondents who participated in webinars on Foreign Languages are satisfied²⁸. Respondents expressed satisfaction mainly with the organization/technical provision of webinars (99%, i.e. 92 respondents), with the factual focus/topics of webinars (98%, i.e. 81 respondents), with the lecturers of webinars (95%, i.e. 79 respondents) and with the fulfilment of expectations (94%, i.e. 78 respondents). The majority of respondents (95%, i.e. 79) are also satisfied with the benefits of webinars on Foreign Languages.

According to respondents, the main benefits, as shown in the graph below, include the possibility to attend a webinar from anywhere (97%, i.e. 77 respondents), the fact that the information from these webinars has good usability in practice (72%, i.e. 57 respondents), the possibility to return to the webinar again (71%, i.e. 56 respondents). Respondents also consider the interest and usefulness of the topics to be beneficial (71%, i.e. 56 respondents).

Chart 14 KA Support – Main benefits of Foreign Languages webinars



Multiple answers could be selected

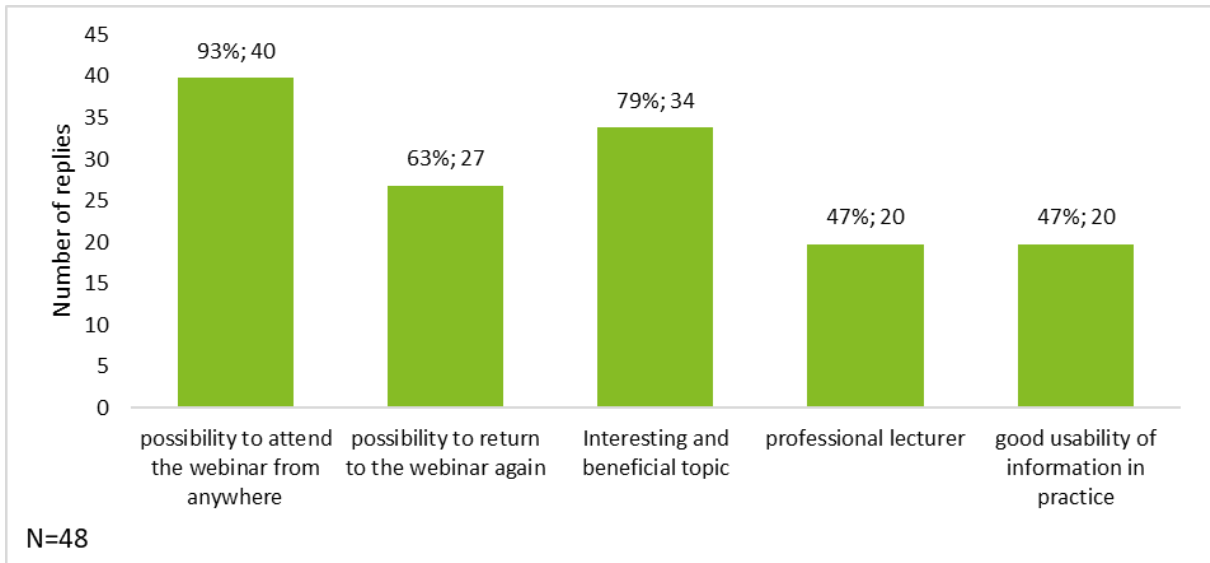
Respondents who participated in webinars on Social Science Education are satisfied²⁹. Respondents expressed satisfaction mainly with the organization/technical provision of webinars (96%, i.e. 46 respondents), with the factual focus/topics of webinars (92%, i.e. 44 respondents), with the webinar lecturers (92%, i.e. 44 respondents) and with the fulfilment of expectations (92%, i.e. 44 respondents). The majority of respondents (90%, i.e. 43) are also satisfied with the benefits of webinars on Social Science Education.

The following graph presents the main benefits, which according to respondents include the possibility to attend a webinar from anywhere (93%, i.e. 40 respondents), the interest and usefulness of the topics (79%, i.e. 34 respondents) and the opportunity to return to the webinar (63%, i.e. 27 respondents) to be beneficial.

²⁸ Annex 42 - Evaluation of questionnaires, figure no. 165-169

²⁹ Annex 42 - Evaluation of questionnaires, figure no. 171-175

Chart 15 KA Support – Main benefits of social science education webinars



Multiple answers could be selected

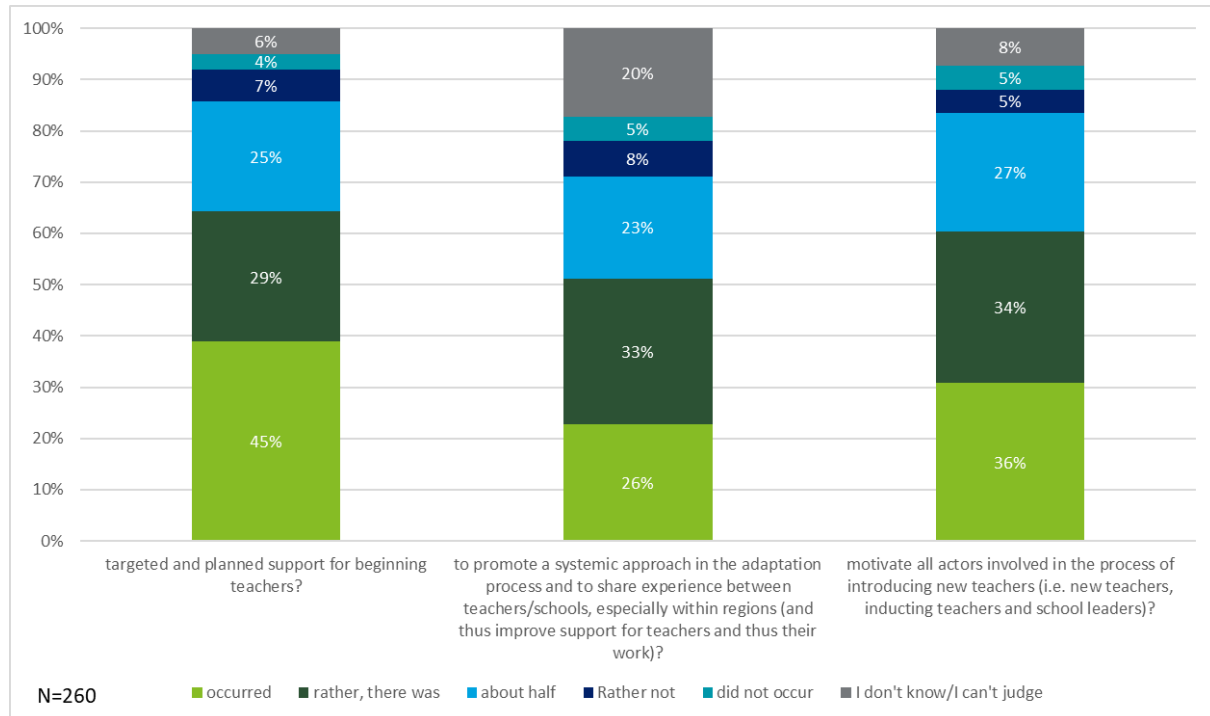
KA 8 – Novice Teacher

To evaluate the activities within KA8 Novice Teacher, one questionnaire survey was carried out, which consisted of two parts according to the involvement of respondents in the activity, namely educational activities (seminar, e-learning, and workshops) and a pilot of support for novice teachers. A total of 260 respondents participated in this questionnaire survey and the survey shows that activities aimed at supporting novice teachers are generally evaluated positively and are considered beneficial.

The same assessment was also heard from the participants of the focus group on this topic. According to the participants of the focus group, the project and its activities contribute to targeted and planned support for novice teachers and to the general setting of the support system for novice teachers. At the same time, according to the participants of the FG, it is possible to use the knowledge from the key activity of the SYPO project Novice Teacher in Practice. The participants agreed that no model of the NT systems existed before, and therefore the SYPO project had an overlap into the system settings and the introduction of support for the Embassy. In addition to the application of the Model of the Support System for Novice Teachers (hereinafter referred to as the "Model") and other measures, the key benefit was the increase in attention to the issue of novice teachers and the need for their support. The model appropriately defines the range of activities, competencies and roles that must not be neglected when introducing a novice teacher. The proposed Model serves as a methodological support for school management as well as for the novice teacher himself and contributes to more effective adaptation and "onboarding".

The activities of the SYPO project aimed at supporting novice teachers according to the majority (74%, i.e. 167) of their participants involved in the questionnaire survey contribute to targeted and planned support for novice teachers. According to the majority (70%, i.e. 157) of respondents, all actors involved in the process of introducing novice teachers (i.e. novice teachers, introducing teachers and school management) are motivated, and at the same time, more than half (59%, i.e. 133) of respondents support a systemic approach in the adaptation process and sharing experience between teachers/schools, especially within regions and at the same time.

Chart 16 Results and impact of Novice Teacher activities



A questionnaire survey among participants in educational activities carried out within KA8 Novice Teacher (seminar, e-learning, and workshops) shows that these activities are generally evaluated among respondents positively and as beneficial. Almost three quarters of respondents (69%, i.e. 98) use the experience gained from educational activities at least once a month³⁰.

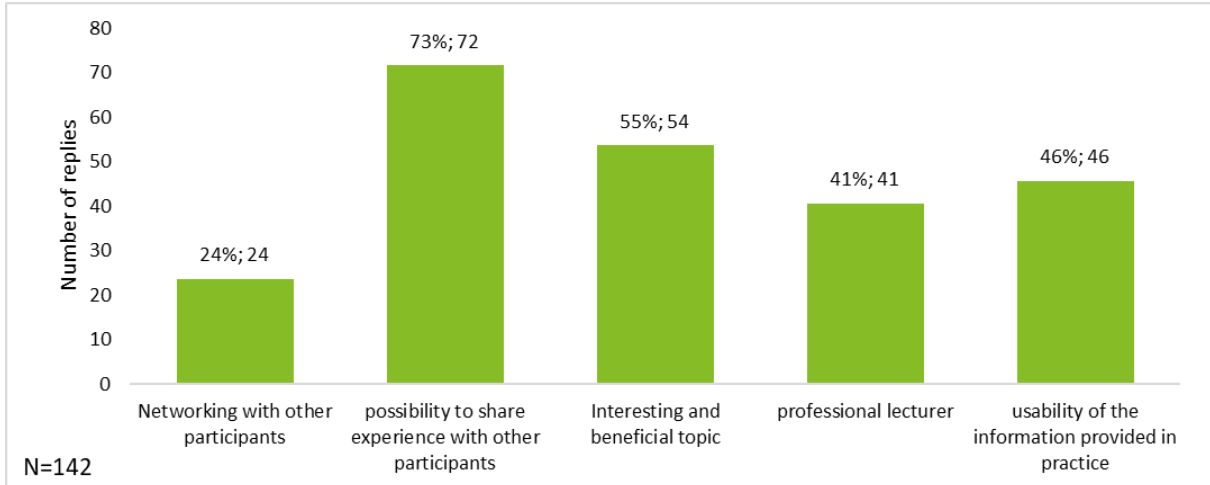
Respondents are mostly satisfied with the seminar in all respects and consider it beneficial³¹. Respondents are satisfied mainly with the quality of the lecturers (83%, i.e. 118 respondents), with the organization of the whole activity (81%, i.e. 115 respondents) and with the factual focus of the seminar (76%, i.e. 108 respondents). Most respondents are also satisfied with the benefits of the seminar (70%, i.e. 99 respondents) and the fulfilment of expectations from the seminar (64%, i.e. 91 respondents). The graph below presents the main benefits, which according to respondents include the possibility of sharing experience (73%, i.e. 72 respondents). Other benefits are also considered by respondents to be interesting and beneficial topics (55%, i.e. 54 respondents) and also to the fact that the information obtained has good usability in practice (46%, i.e. 46 respondents). The most common reasons for the low benefit of the seminar include worse usability of the information provided in practice (7 respondents).³²

³⁰ Annex 42 - Evaluation of questionnaires, figure no. 216

³¹ Annex 42 - Evaluation of questionnaires, figure no. 186-190

³² Annex 42 - Evaluation of questionnaires, Table 46

Chart 17 KA Novice Teacher – Main Benefits of the Seminar

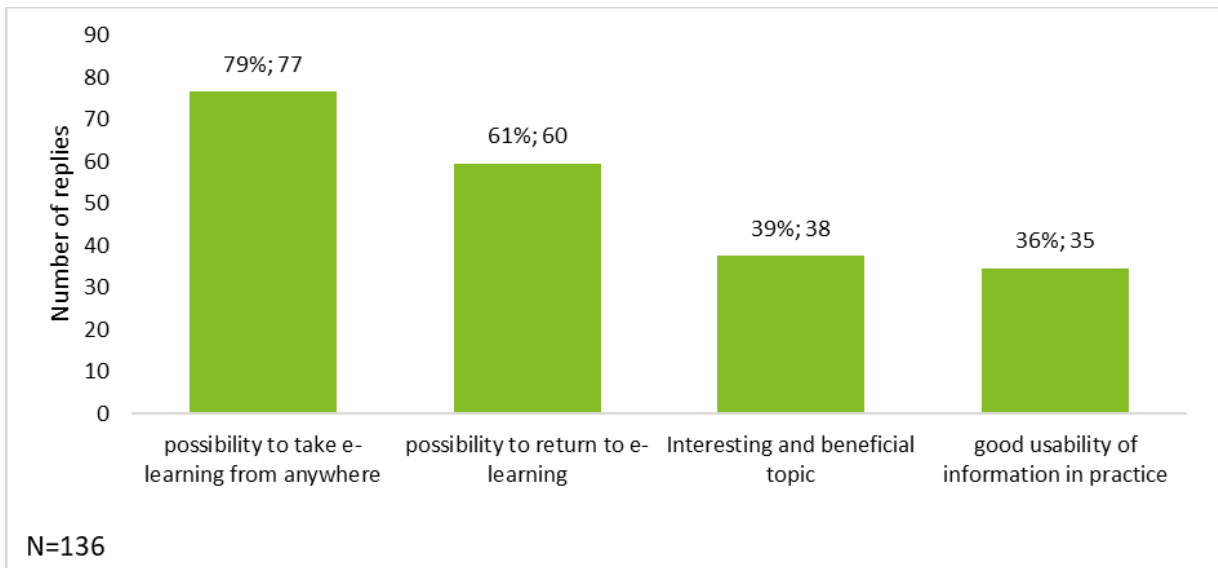


Multiple answers could be chosen.

Respondents are mostly satisfied with the e-learning activity in most respects and consider it beneficial³³. Respondents are satisfied mainly with the organization of e-learning (81%, i.e. 115 respondents) and its factual focus (72%, i.e. 72 respondents). The majority of respondents are also satisfied with the benefits of e-learning (69%, i.e. 98 respondents) and the fulfilment of expectations from e-learning (70%, i.e. 99 respondents).

The graph below presents the main benefits, which, according to respondents, include the possibility to complete e-learning from anywhere (79%, i.e. 77 respondents) and the possibility to return to it (61%, i.e. 60 respondents), see the graph below.

Chart 18 KA Novice Teacher – Main Benefits of e-learning



Multiple answers could be chosen.

Respondents who participated in the workshops are generally satisfied with this activity and consider it beneficial³⁴. Respondents are satisfied mainly with the lecturers/experts of the workshops (74%, i.e. 105 respondents), with the possibility of sharing experience among the participants (70%, i.e. 100 respondents), with their organization (68%, i.e. 96 respondents) and with the factual focus of the workshops (67%, i.e. 95 respondents). The majority of respondents are also satisfied with the

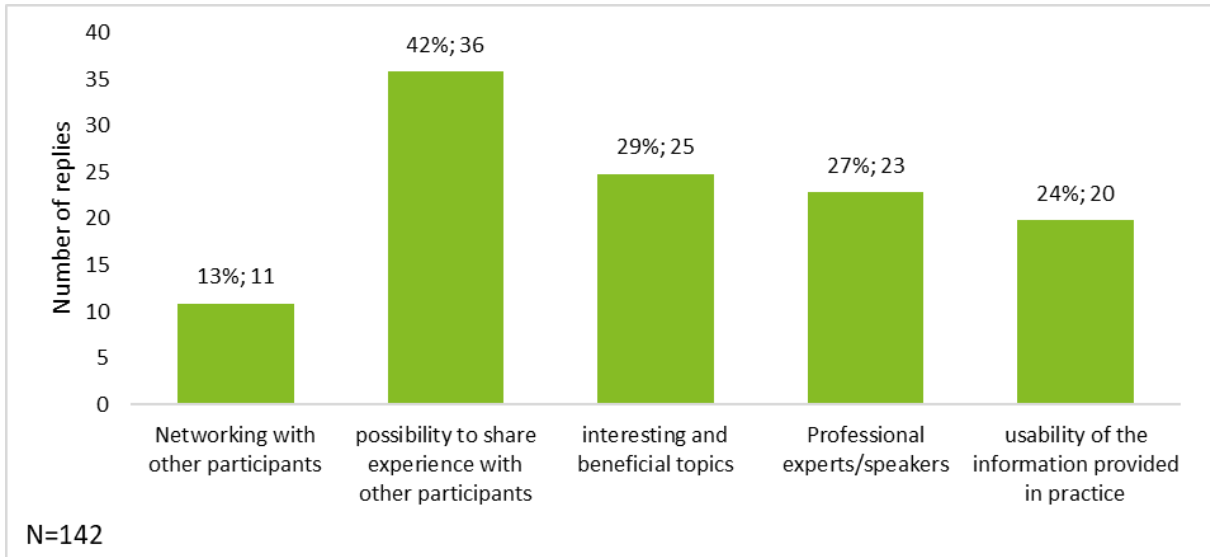
³³ Annex 42 - Evaluation of questionnaires, figure no. 192-195

³⁴ Annex 42 - Evaluation of questionnaires, figure no. 197-202

benefits of workshops (63%, i.e. 89 respondents) and with the fulfilment of expectations from workshops (60%, i.e. 85 respondents).

The graph below presents the main benefits, which according to respondents include the possibility of sharing experiences with other participants (80%, i.e. 71 respondents), but there was a decrease of almost 20 percentage points compared to the 2nd IR for the interest and usefulness of the topics (43%, i.e. 38 respondents; a decrease from 61%) and professional experts/lecturers (38%, i.e. 34 respondents; a decrease from 57%).

Chart 19 KA Novice Teacher – Main Benefits of Workshops



Multiple answers could be selected

Also, the pilot of support for novice teachers, including the creation of a Model of the Support System for Novice Teachers, is considered useful and beneficial³⁵. The majority of respondents (79%, i.e. 98) consider the creation of the Model of the Support System for Novice Teachers and its parts to be necessary/useful, mainly because the Model is focused not only on the novice teacher, but also on the school management and introducing teachers (67%, i.e. 66 respondents) and at the same time it has created a comprehensive support system for novice teachers (57%, i.e. 56 respondents). Three quarters of respondents (76%, i.e. 96) also consider participation in the piloting of the Model to be beneficial.

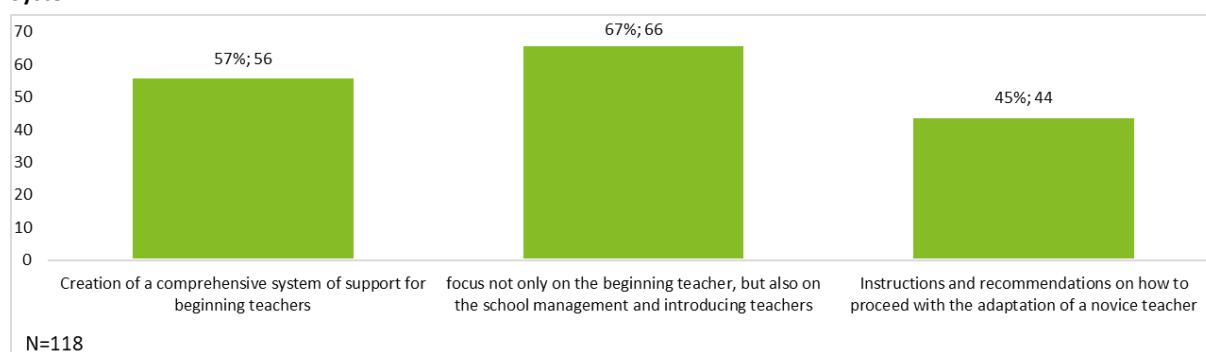
The main reasons for the benefit, as shown in the graph below, for participation in the pilot include obtaining new relevant information and experience (67%, i.e. 64 respondents) and setting up cooperation between triad representatives at the institution (56%, i.e. 54 respondents). The majority of respondents (80%, i.e. 99) are satisfied with the cooperation of the involved triad (novice teacher, introducing teacher and manager) in their institution.³⁶ Three quarters of respondents (75%, i.e. 89) use their experience in piloting a Model at least once a month.³⁷

³⁵ Annex 42 - Evaluation of questionnaires, figure no. 207-214

³⁶ Annex 42 - Evaluation of questionnaires, figure no. 215

³⁷ Annex 42 - Evaluation of questionnaires, figure no. 216

Chart 20 KA Novice Teacher – Main reasons for the necessity/usefulness of the Model of the Novice Teacher Support System



Multiple answers could be selected

According to the participants of the FG, expectations for school management were fulfilled primarily by setting **triad cooperation** (role settings) and **creating adaptation plans**, which were created according to all participants at schools according to their needs. Mapping of **competencies** and the use of the **teacher's portfolio were also evaluated as beneficial**. For competences, the description of the levels could be further developed in order to allow for objective evaluation. The presence of a mentor and personal consultation were also positively evaluated.

f. Evaluation question 3: To what extent does the system of methodological cabinets work/work?

Despite several initial problems, the system of methodological cabinets has proven to be functional and beneficial, especially in the area of competence development and professional development of teachers. According to the evaluation of the focus group participants, who were more critical than the respondents of the questionnaire surveys, their expectations from MC were fulfilled only partially. This was mainly due **to different and unclear expectations from the MC itself, which differed significantly between different target groups**, and the slow and unclear initiation of cabinets with insufficiently clarified roles. Among the cabinet participants, there was an expectation that it would be possible to communicate suggestions from the field to the MEYS and thus participate in the adjustment of the FEP. However, this expectation was not fulfilled and led to partial frustration and disappointment in the participants. However, after overcoming these operational uncertainties, cabinets contributed to disseminating, sharing good practice, networking, and supporting teachers. Problems with communication, and information permeability have been overcome over time and it would be appropriate to maintain and use the contact database in the future. Webinars and all online training and activities have proven to be good. The most positive evaluations were given to the areas of mathematics and the novice teacher. On the contrary, the Cabinets of Foreign Languages and Social Sciences were the last to be established, and yet they did not avoid the same difficulties in their creation as the previous cabinets. The networking of the various levels of cabinets has proved to be effective, contributing to better information sharing. Cabinets also encountered uncoordinated, competing projects, such as MAP, KAP, and History+. **The number of uncoordinated projects sometimes led to an oversaturation of the terrain, "poaching" of experts and participants, and duplicate activities. The configuration and subsequent implementation of the SYPO project activities were significantly helped and the regional branches of the NPI CZE were very positively evaluated.**

As part of the KA Evaluation, an external independent evaluation report *Monitoring the Use of Methodological Cabinet Activities in Schools* was created in October 2022, which was prepared by Moore company for the SYPO project. The overall contribution of the cabinets to the development of pedagogical practice in schools was evaluated by respondents to the surveys carried out in this analysis as rather beneficial. This report also confirms the following assessments of the methodological cabinets, namely:

- contribution to the teachers' own pedagogical practice,
- contribution to support in one's own teaching to master teaching procedures,

- contribution to managing pupils' motivation and active involvement in teaching,
- transfer of knowledge and experience.

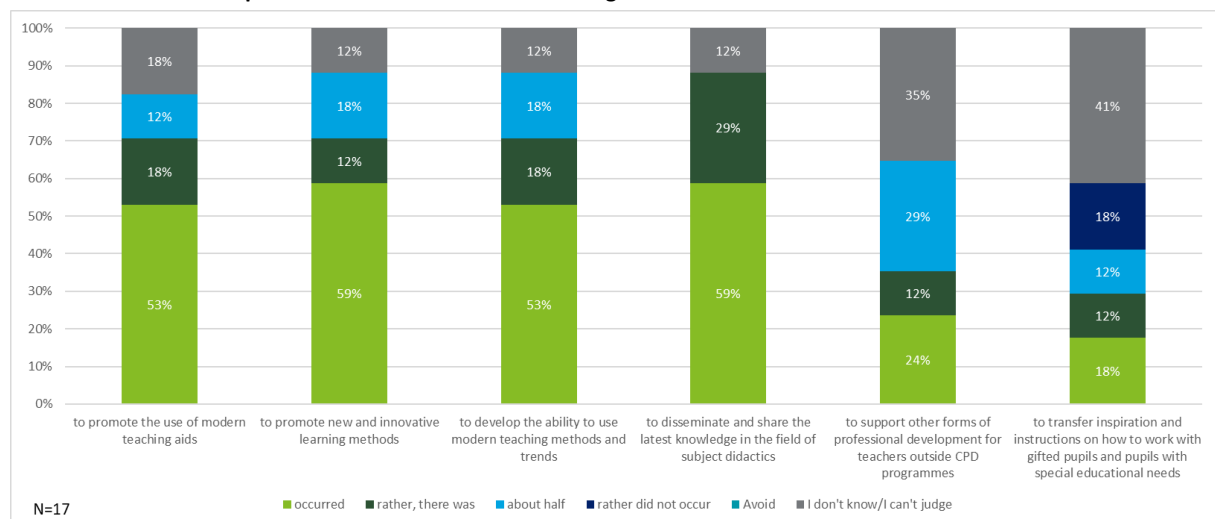
National methodological cabinets

Among the biggest barriers of the SYPO project, various respondents, both representatives of the KA Cabinet itself and the participants of the national cabinets, consider the great competition of other system projects (e.g. KAP, MAP, History+). These projects were not sufficiently coordinated and there was mutual "cannibalism" of the target groups involved. Another barrier was the variety of activities and motivations of the people with whom the project cooperated through KA Cabinets because not everyone had the same enthusiasm for the activities of the SYPO project and dedication of time to the project. Another barrier was the administration associated with the project (i.e. time sheets, travel reports, etc.).

The questionnaire survey among members of national cabinets (hereinafter referred to as "NC"), which was completed by a total of 17 respondents, **shows that NC are generally evaluated positively and are considered beneficial, no higher percentage of negative answers was recorded in any area. According to the majority (65%, i.e. 11) of the NC members involved in the questionnaire survey, the cabinets contribute to the creation of sufficient space for teachers' professional growth / to quality and effective support for the deepening of professional competences.** According to the majority of respondents, cabinets also contribute to other objectives and areas, as follows:

- to promoting the use of modern teaching aids – 71%, i.e. 12 respondents;
- to the promotion of new and innovative learning methods – 71%, i.e. 12 respondents;
- to the development of skills to use modern teaching methods and trends – 71%, i.e. 12 respondents;
- to the dissemination and sharing of the latest knowledge in the field of subject didactics – 88%, i.e. 15 respondents.

Chart 21 Results and impacts of cabinet activities – according to members of national cabinets



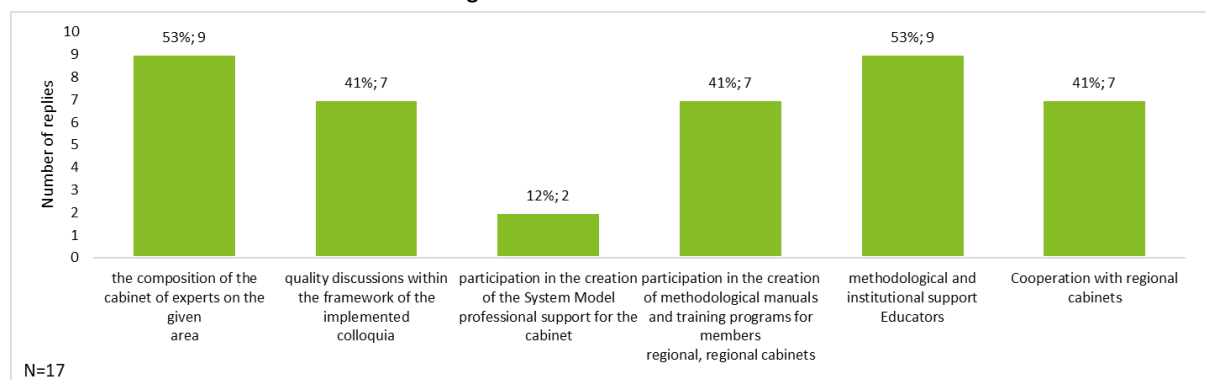
However, this evaluation of the questionnaire surveys participants differs fundamentally from the assessment of the NC by the participants of the focus group. They were less satisfied with their own participation in the NC, their **expectations from NC were fulfilled by half**. This is mainly due to the very different and insufficiently clarified expectations of the NC on the part of both teachers and the MEYS. While teachers expected from the NC primarily a platform for communicating their suggestions on the education system to the MEYS, the expectation of the MEYS was completely the opposite, i.e. sharing didactic practice. In addition to expectations, the role of individual participants and later also representatives of regional cabinets were not sufficiently specified at the beginning. In some cases, cabinet facilitation was not very positive. On the contrary, professional participants, lecturers,

methodologists who contributed to the professional development of participants and their competencies through their inspirational practice were evaluated very positively.

The majority of respondents (65%, i.e. 11) consider the Model of the Professional Support System for individual cabinets/educational areas to be applicable for practice³⁸. Expectations from participation in the NC were fulfilled for the majority of respondents (65%, i.e. 11 respondents).³⁹ The majority of respondents consider the NC cabinets to be beneficial (88%, i.e. 14 respondents).

According to respondents, the main benefits of the NC, as shown in the graph below, lie primarily in the fact that they are composed of experts in the given field (53%, i.e. 9 respondents), providing methodological and institutional support to teachers (53%, i.e. 9 respondents).

Chart 22 Main benefits of national methodological cabinets



Multiple answers could be selected

The NC members were satisfied mainly with the staffing of the NC (88%, i.e. 15 respondents), with the organisation of national colloquia (76%, i.e. 13 respondents) and with the cooperation with other NC members (65%, i.e. 11 respondents⁴⁰). However, some focus group participants were critical of the lack of systemicity and rather haphazard nature of the creation and dissemination of MC outputs. This systemicity, however, also varied with the subject focus of the cabinets, with the mathematics or novice teacher's cabinet being cited as an example of good practice.

The least satisfaction was with the cooperation with the regional cabinets⁴¹. 47% (i.e. 8 respondents) are satisfied with this cooperation, a fifth (18%, i.e. 3) of respondents are half satisfied and 29% (i.e. 5) of respondents are unable to assess/evaluate cooperation with RC.

Regional methodological cabinets

The questionnaire survey among pedagogical and managerial staff involved in regional cabinets (hereinafter referred to as "RC"), which was completed by a total of 153 respondents, shows that RC are generally evaluated positively and are considered beneficial, no higher percentage of negative responses was recorded in any area (except for cooperation with other RC and NC, see below). The results of the questionnaire survey significantly copy and confirm the results of the survey carried out within the 1st and 2nd IR.

On the other hand, the participants of the focus group were somewhat more critical of meeting expectations from their participation in regional cabinets. Their half-fulfilled expectations stemmed both from insufficiently defined expectations at the very beginning of the cabinets and the meaning of their involvement, as well as from their slower start at the beginning of the Project. What they viewed as problematic about the cabinets was the teacher engagement itself, which targeted primarily already engaged teachers and little on teachers with the highest level of support needs, and which sometimes

³⁸ Annex 42 - Evaluation of questionnaires, figure no. 9

³⁹ Annex 42 - Evaluation of questionnaires, figure no. 8

⁴⁰ Annex 42 - Evaluation of questionnaires, figure no. 10-12

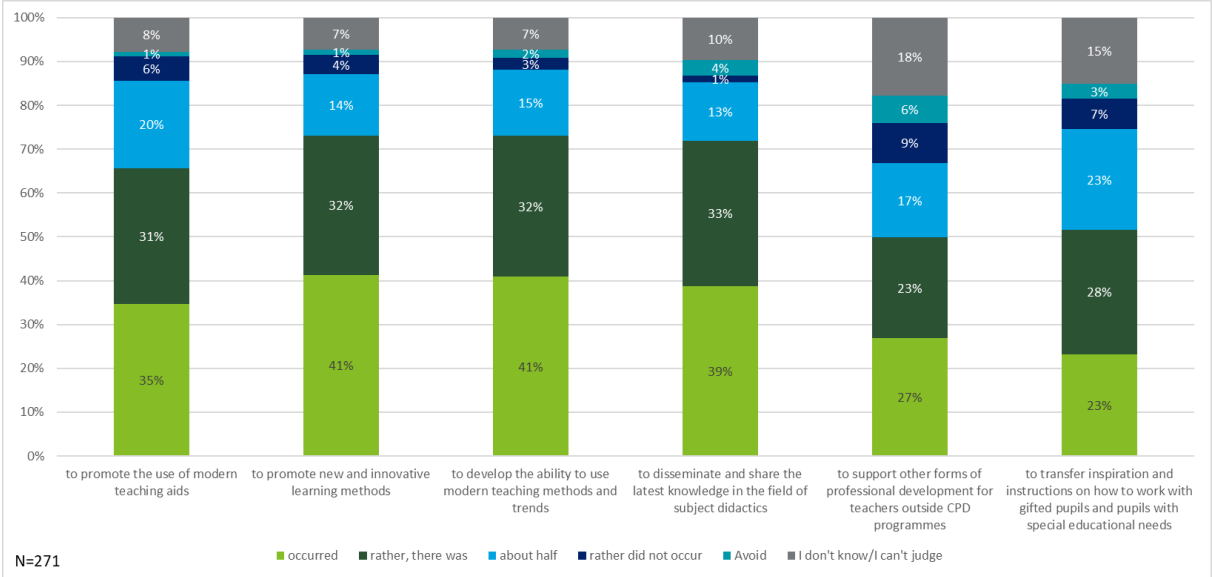
⁴¹ Annex 42 - Evaluation of questionnaires, figure no. 13

chafed at the oversaturation of teacher offerings in selected agglomerations or the impermeability of the communication channel from school principals down to the teaching staff.

According to the majority (75%, i.e. 203) of RC members involved in the questionnaire survey, the cabinets contribute to the creation of sufficient space for the professional growth of teachers and to high-quality and effective support for the deepening of professional competences⁴². According to the majority of respondents, cabinets also contribute to other objectives and areas, as follows:

- to the development of skills to use modern teaching methods and trends – 73%, i.e. 198 respondents;
- to the promotion of new and innovative learning methods – 73%, i.e. 198 respondents;
- to the dissemination and sharing of the latest knowledge in the field of subject didactics – 72%, i.e. 195 respondents;
- to promoting the use of modern teaching aids – 66%, i.e. 178 respondents;
- to the transfer of inspiration and instructions on how to work with gifted pupils and pupils with special educational needs – 51%, i.e. 77 respondents
- to the support of other forms of professional development of teachers outside FEPS programmes – 50%, i.e. 80 respondents.

Chart 23 Results and impacts of cabinet activities – according to members of regional cabinets



The contribution of the cabinets and the participants of the focus group evaluated very similarly, for whom the **sharing of experience and good and bad practices** that contributed to their personal (through confirmation and self-concept) and professional growth was crucial. The possibility of sharing and discussing the expectations, perspectives and demands of primary and secondary education was also positively evaluated. These two levels of education often operate in isolation at teacher level. Some FG participants also positively evaluated the possibility of cooperation with other cabinets in the region, where this cooperation (e.g. in the form of mutual participation in colloquia) contributes to broadening horizons and professional growth of teachers. Similarly, especially for smaller schools or novice teachers, the support provided and the possibility of support in case of any problems were evaluated. This was mentioned in the context of smaller schools or novice teachers. Specific highlights were the SYPO online school, online webinars, especially in the context of a lack of school funding, and visits to other schools or teacher shadowing.

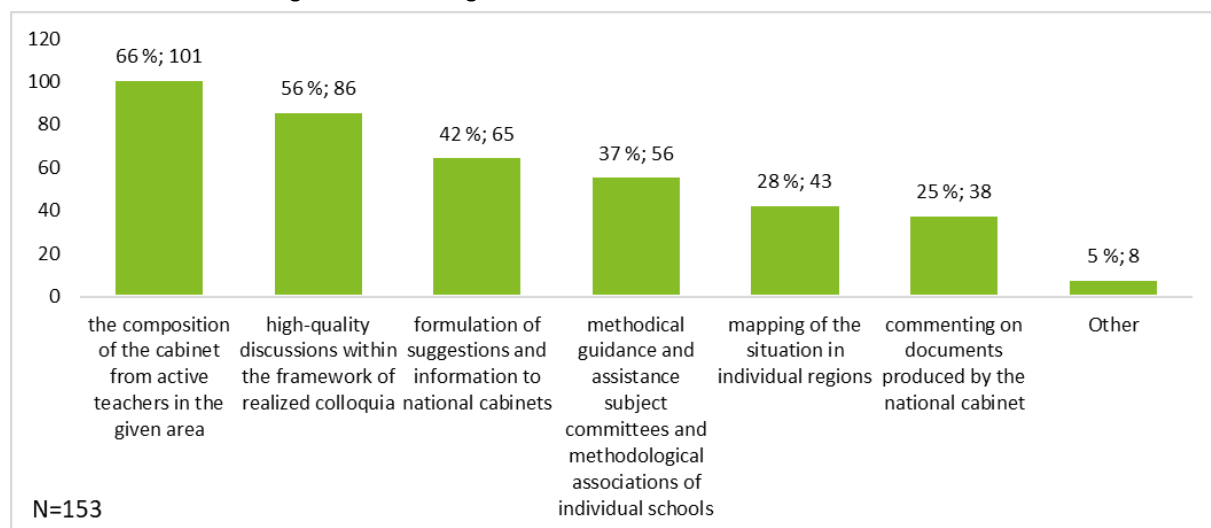
⁴² Annex 42 - Evaluation of questionnaires, figure no. 31

The majority of respondents (72%, i.e. 110) consider the Model of the Professional Support System for individual cabinets, educational areas to be usable for practice. Four-fifths of respondents (80%, i.e. 122) use the experience gained in RC at least once a month.

The questionnaire survey shows that the opportunity to share experience/information and cooperation with colleagues (57%, i.e. 86 out of 150 respondents), the possibility of obtaining new/up-to-date information (27%, i.e. 41 out of 150 respondents), the opportunity to participate in changes in education (21%, i.e. 31 out of 150 respondents) and the possibility of their own professional development (14%) motivated the most to join the RC, i.e. 21 out of 150 respondents).⁴³ **Expectations from participation in the RC were fulfilled for about half of the respondents (58%, i.e. 89 respondents).**⁴⁴ In 14% (i.e. 22) of respondents, expectations were not or rather were not met, the main reasons for not meeting expectations are, according to respondents, dissatisfaction with the procedural provision of the functioning of the RC (7%, i.e. 11 respondents), weaker methodological guidance and assistance to subject committees and methodological associations of individual schools (5%, i.e. 8 respondents) and cooperation with the NC (5%, i.e. 8 respondents).⁴⁵

Three quarters of respondents consider RC to be beneficial (77%, i.e. 118 respondents).⁴⁶ The graph below presents the main benefits of RC, which according to respondents include The main benefits, according to respondents, lie primarily in the fact that they are **composed of active teachers in the given area (66%, i.e. 101 respondents) and in quality discussions within the meetings (56%, i.e. 86 respondents)**, see the graph below .

Chart 24 Main benefits of regional methodological cabinets



Multiple answers could be selected

The RC members are satisfied mainly with the organisation of regional colloquia (88%, i.e. 136 respondents), with the cooperation within the RC (88%, i.e. 134 respondents) and with the staffing of the RC (87%, i.e. 133 respondents).⁴⁷

Respondents are the least satisfied with cooperation with other regional cabinets⁴⁸. The potential for improvement is in the cooperation between different RC, 44% (i.e. 68 respondents) are satisfied with this cooperation, a part (11%, i.e. 17) of respondents are half satisfied, but 41% (i.e. 63) of respondents are unable to assess/evaluate the cooperation between RC. At the same time, 11% (i.e. 17) of

⁴³ Annex 42 - Evaluation of questionnaires, Table 2

⁴⁴ Annex 42 - Evaluation of questionnaires, figure no. 15

⁴⁵ Annex 42 - Evaluation of questionnaires, table no. 3

⁴⁶ Annex 42 - Evaluation of questionnaires, figure no. 16

⁴⁷ Annex 42 - Evaluation of questionnaires, figure no. 22-24

⁴⁸ Annex 42 - Evaluation of questionnaires, figure no. 25-26

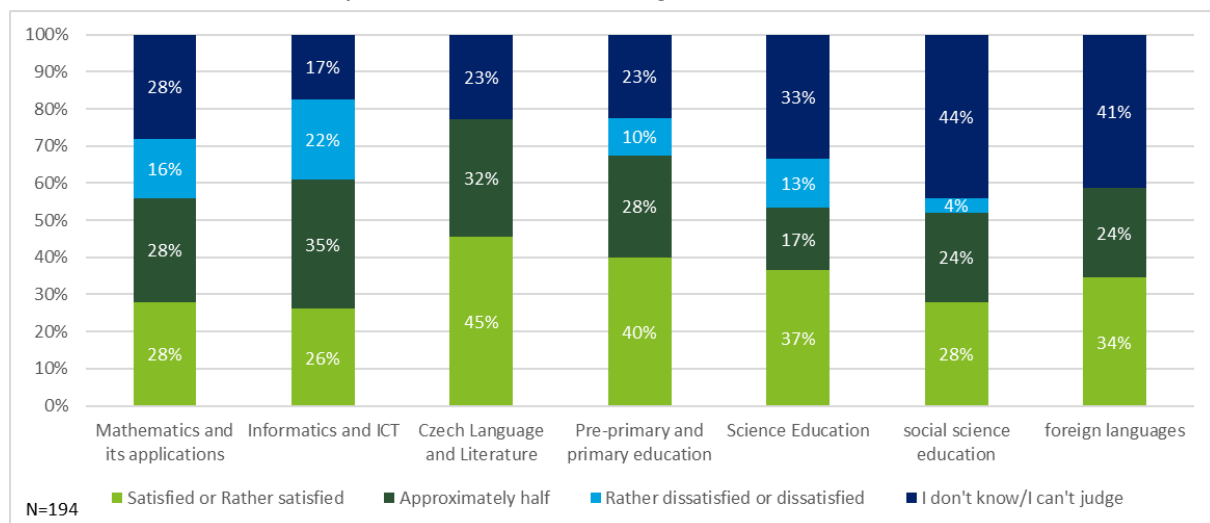
respondents are dissatisfied or rather dissatisfied with the cooperation. Most of the dissatisfied respondents (50%, i.e. 4) most often stated that the reason for dissatisfaction is a worse form of cooperation with other RC.

The importance of interconnection of the RC was mutually confirmed by the participants of the focus group, who in cases where the connection took place, perceived the positive effect of communication with other chairmen of regional cabinets even over regular colloquia. In some cases, this has led to mutual visits to schools and sharing of experience. Although these visits and sharing are the most relevant for preschool education and primary school.

There is also room for improvement in management and cooperation from NC.⁴⁹ Less than half (40%, i.e. 61) of respondents are satisfied with this management and cooperation, a part (12%, i.e. 18) of respondents are half satisfied and another almost a quarter (23%, i.e. 35) of respondents are unable to assess/evaluate cooperation with NC. The dissatisfaction of these respondents consisted most often in a worse form of cooperation with the NC (12 respondents), then in the lower willingness of the NC to reflect the feedback and requirements passed on from the NC (11 respondents) or in the lower interest in cooperation on the part of the NC (8 respondents).

The graph below shows the level of satisfaction of participants in each cabinet. The highest level of satisfaction is evident in the Czech language and Pre-primary and primary education cabinets. On the contrary, a higher level of dissatisfaction was expressed by the participants of the Mathematics and Informatics cabinets. In the case of Informatics, this is in sharp contrast to the statements of respondents to qualitative surveys. They greatly appreciated the support in the field of informatics and ICT, especially in the time of COVID-19. The cabinets of Foreign Languages and Social Science Education are dominated by a high proportion of respondents who could not assess the cabinets due to their late start-up.

Chart 25 Satisfaction with the cooperation of RC and NC according to individual RC



District methodological cabinets

The questionnaire survey among networked pedagogical and senior staff within district cabinets (hereinafter referred to as "DC"), which was completed by a total of 271 respondents, shows that DC is generally evaluated positively and is considered beneficial, no higher percentage of negative responses was recorded in any area.

However, this rating is fundamentally different from the evaluation of the focus **group participants**, who were **rather dissatisfied** with DC. **The difference in (communicated) expectations** was most striking in DC. It was among the DC participants that there was the greatest disappointment regarding

⁴⁹ Annex 42 - Evaluation of questionnaires, figure no. 27-28

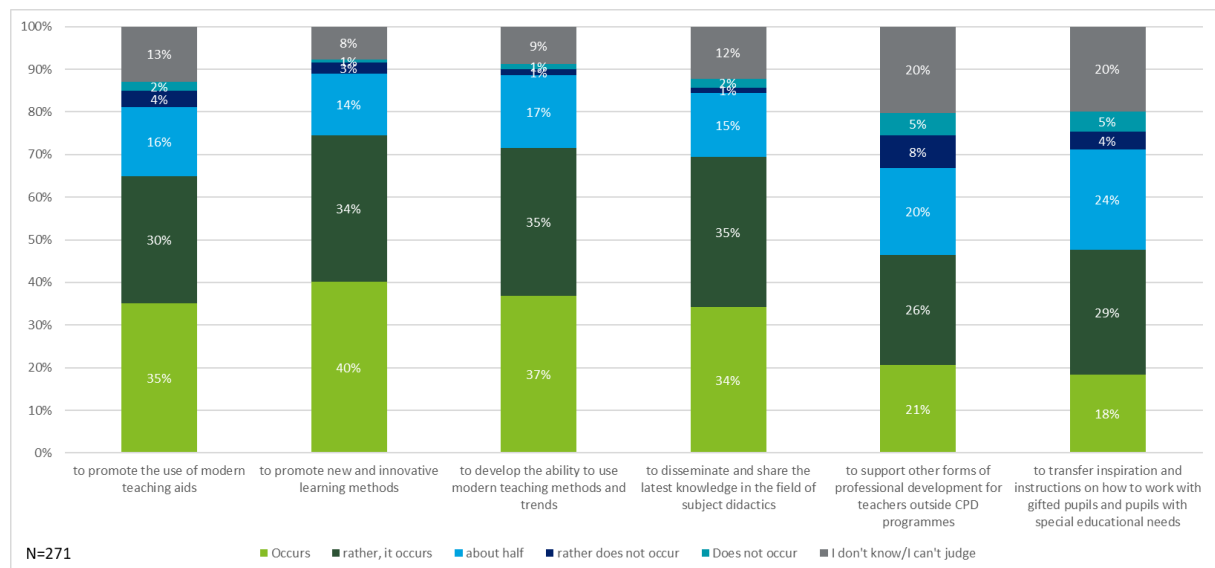
the possibilities and impacts of communicating their own suggestions to the MEYS. In the case of district cabinets, local specifics were most noticeable, e.g. the availability of support activities for teaching staff by the founders or regional authorities. Especially in the case of larger agglomerations, the terrain was oversaturated. **The educational activities of the SYPO project, i.e. webinars and seminars, were very positively evaluated.** Sharing experiences associated with mutual personal visits to schools was the most relevant and best evaluated by a group of nursery school representatives.

According to most participants, the cabinets and **the SYPO project contribute to the professional development of teachers and the deepening of their competences.** This is done, for example, through seminars and webinars that help teachers to develop professionally within their specialisation. One of the participants emphasized the **benefits of webinars in the integration of Ukrainian children.** Attendees also praised the **technical support in organizing the webinars.** As other benefits, FG participants mentioned that all educational activities are **free of charge** or that webinars can be accessed repeatedly and retrospectively.

According to the majority (73%, i.e. 197) of DC members involved in the questionnaire survey, the cabinets contribute to the creation of sufficient space for teachers' professional growth to quality and effective support for the deepening of professional competences⁵⁰. According to the majority of respondents, cabinets also contribute to other objectives and areas, as follows:

- to the promotion of new and innovative learning methods – 74%, i.e. 202 respondents;
- to the development of skills to use modern teaching methods and trends – 72%, i.e. 194 respondents;
- to the dissemination and sharing of the latest knowledge in the field of subject didactics – 69%, i.e. 188 respondents;
- to promoting the use of modern teaching aids – 65%, i.e. 176 respondents;
- to the transfer of inspiration and instructions on how to work with gifted pupils and pupils with special educational needs – 47%, i.e. 129 respondents;
- to the support of other forms of professional development of teachers outside FEPS programmes – 47%, i.e. 126 respondents.

Chart 26 Results and impacts of cabinet activities – according to members of district cabinets



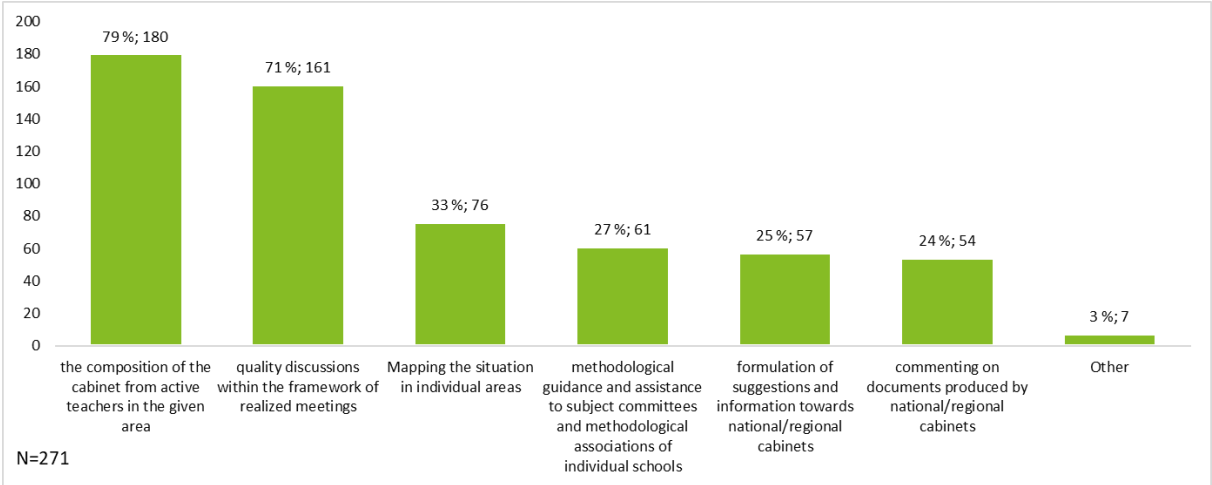
⁵⁰ Annex 42 - Evaluation of questionnaires, figure no. 42

The majority of respondents (79%, i.e. 213) consider the Model of the Professional Support System for individual cabinets and educational areas to be usable for practice⁵¹. Almost three quarters of respondents (73%, i.e. 198) use the experience gained in DC at least once a month⁵².

The questionnaire survey shows that the opportunity to share experience/information with colleagues (47%, i.e. 127 out of 269 respondents), the possibility of obtaining new/up-to-date information and experience usable in practice (44%, i.e. 118 out of 269 respondents), the opportunity to participate in changes in education, to comment on materials (9%, i.e. 23 out of 269 respondents) motivated the most to join DC.⁵³ Respondents' expectations of participation in DC were mostly met (71%, i.e. 193 respondents).⁵⁴

Respondents consider DC to be beneficial (84%, i.e. 227 respondents).⁵⁵ The graph below presents the main benefits of DC according to respondents, which consist mainly in the fact that they are composed of active teachers in the given area (79%, i.e. 180 respondents) and in quality discussions within the meeting (71%, i.e. 161 respondents), see the graph below.

Chart 27 District Cabinets – Main Benefits



Multiple answers could be selected

DC members are satisfied primarily with the cooperation within the DC (91%, i.e. 226 respondents), with the staffing of DC (89%, i.e. 240 respondents) and with the organisation of regional colloquia (76%, i.e. 206 respondents).⁵⁶

Respondents were the least satisfied with cooperation between different DC, 36% (i.e. 98 respondents) are satisfied with this cooperation, but more than half (55%, i.e. 149) of respondents are unable to assess/evaluate cooperation between DC⁵⁷. Respondents were not very satisfied with the management and cooperation of the RC either, more than half (43%, i.e. 117) of respondents are satisfied with this management and cooperation, but half (51%, i.e. 139) of respondents are unable to assess/evaluate cooperation with RC.⁵⁸

ICT Support

⁵¹ Annex 42 - Evaluation of questionnaires, figure no. 34

⁵² Annex 42 - Evaluation of questionnaires, figure no. 35

⁵³ Annex 42 - Evaluation of questionnaires, table no. 6

⁵⁴ Annex 42 - Evaluation of questionnaires, figure no. 32

⁵⁵ Annex 42 - Evaluation of questionnaires, figure no. 33

⁵⁶ Annex 42 - Evaluation of questionnaires, figure no. 37-39

⁵⁷ Annex 42 - Evaluation of questionnaires, figure no.40

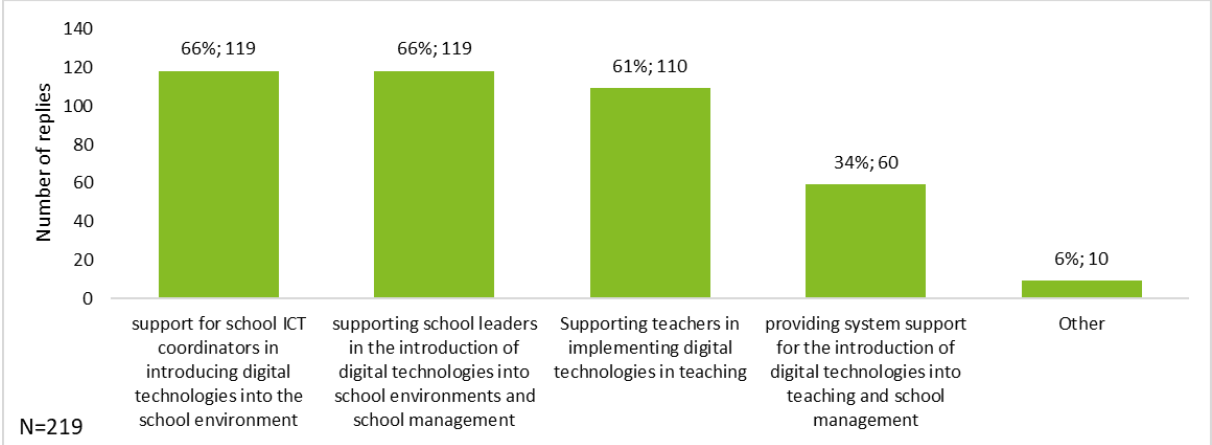
⁵⁸ Annex 42 - Evaluation of questionnaires, figure no. 41

To evaluate the activities within ICT support, one questionnaire survey was carried out, which consisted of two parts according to schools to the activity, either to one-time individual consultations on ICT methodological support or to conceptual ICT methodological support. A total of 219 respondents participated in this questionnaire survey and the survey results show that this support is generally evaluated positively and is considered beneficial. The results of the questionnaire survey significantly copy and confirm the results of the survey carried out within the 2nd IR.

According to the majority of respondents (82%, i.e. 179), the project has created a functional network of ICT methodologists who offer, organize, and provide systematic support to schools/ICT coordinators in the field of integration of technological means into teaching and schools in general.

The graph below presents the main benefits of the network of ICT methodologists, which, according to respondents, include support for school ICT coordinators in introducing digital technologies into school environments (66%, i.e. 119), support for school leaders in introducing digital technologies into school environments and school management (66%, i.e. 119) and support for teachers in introducing digital technologies into teaching (61%, i.e. 110).

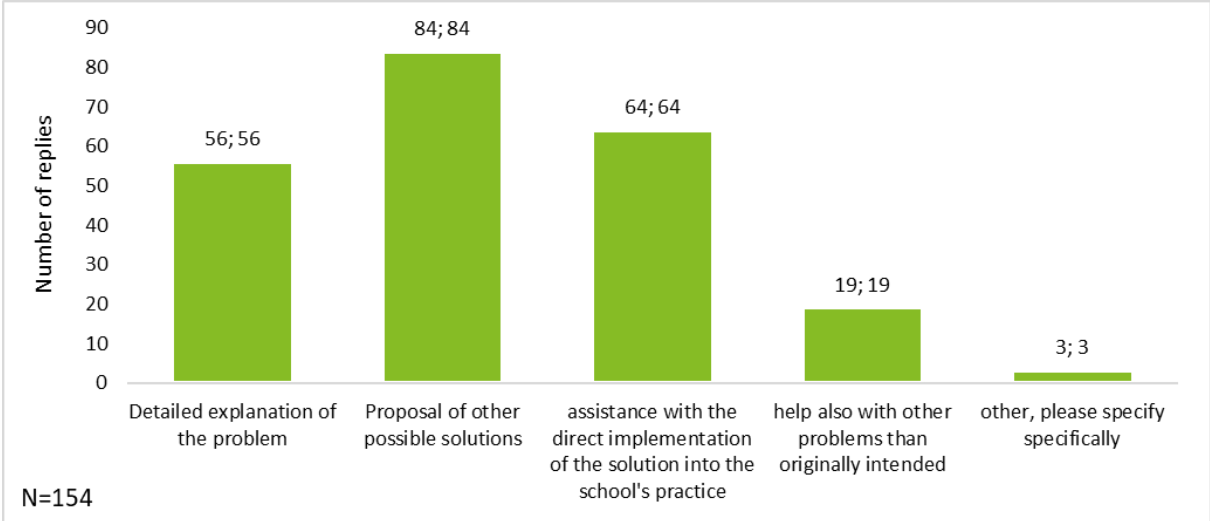
Chart 28 Main benefits of the network of ICT methodologists



The questionnaire survey shows that the expectations of the majority of respondents involved in individual consultations were met (83%, i.e. 128 respondents) that they had from ICT consultations and consider consultations to be beneficial (86%, i.e. 133 respondents). 88% (i.e. 136) of respondents consider the information to be transferable to practice.

The graph below presents the main benefits of individual consultations, which, according to respondents, include a proposal for other possible solutions (63%, i.e. 84 respondents) and assistance with direct implementation into school practice (48%, i.e. 64 respondents). Respondents also positively evaluate the timeliness of the information obtained (85%, i.e. 116 respondents), which contributes to its usability in practice. The questionnaire survey also shows that most respondents managed to solve their problem(s) thanks to the consultation.

Chart 29 Main benefits of individual ICT consultations

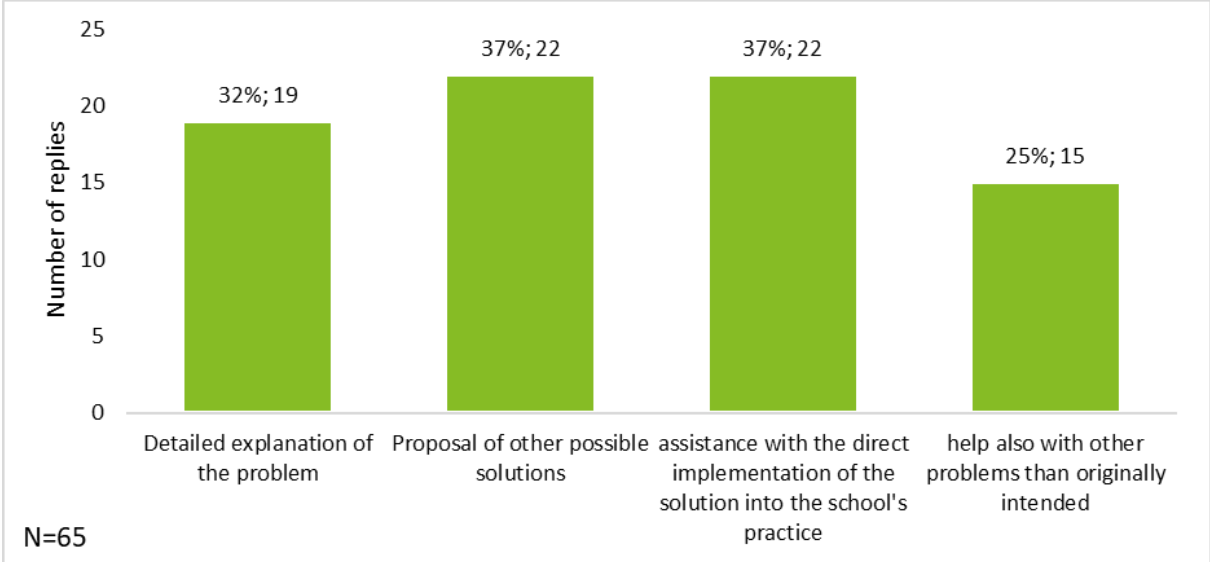


Multiple answers could be selected

The questionnaire survey shows that **the majority of respondents involved in conceptual ICT methodological support met the expectations they had from ICT methodological support (86%, i.e. 56 respondents), consider consultations to be beneficial (91%, i.e. 59 respondents) and consider the information transferable to school practice (89%, i.e. 58 respondents).**

The chart below presents the main benefits of methodological support, which according to respondents include suggesting other possible solutions (37%, i.e. 22 respondents) and helping with direct implementation in school practice (37%, i.e. 22 respondents). Respondents also positively evaluate the timeliness of the information obtained (68%, i.e. 44 respondents), which contributes to its usability in practice. The questionnaire survey also shows that most respondents were able to solve their problem(s) thanks to the consultation.

Chart 30 Main benefits of conceptual ICT methodological support



Multiple answers could be selected

g. Evaluation question 4: To what extent is the public aware of the project?

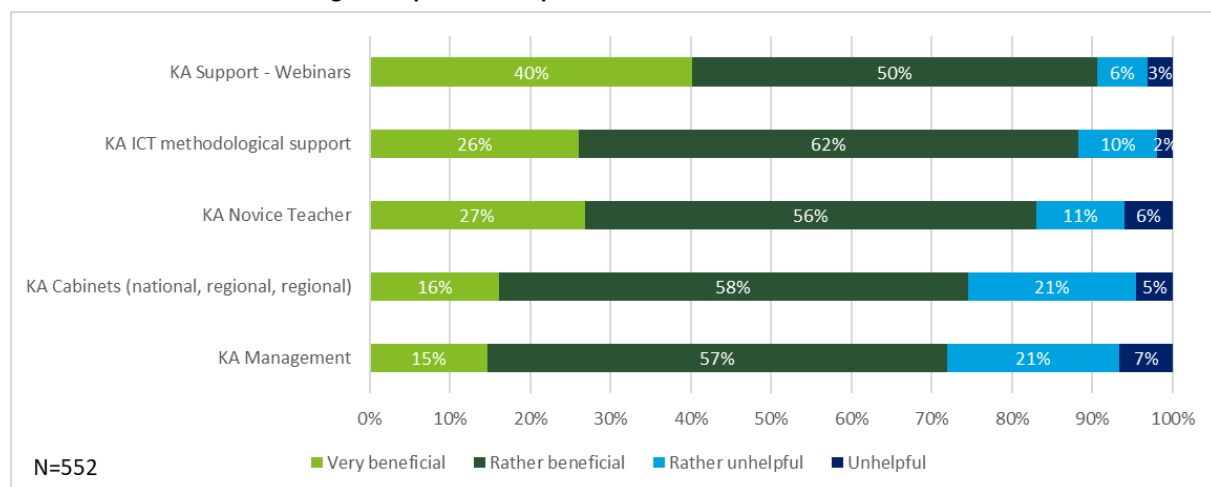
The answer to this evaluation question was prepared mainly on the basis of a questionnaire survey among the professional public. Questionnaire survey was focused on the knowledge of the project, the respondents were principals and teachers of kindergartens, elementary schools, secondary schools, colleges. The questionnaire was completed by 1063 respondents. The specific implementation of each method is given in Annex I, Chapter Methods used for the purpose of processing this report.

The SYPO project implemented activities that contributed to informing the public about the project and its activities. One of the main activities is the creation and distribution of the project's newsletter, which is directly sent to about 14,000 contacts and is also available on the project's website and Facebook. The Facebook profile regularly publishes information about the already implemented activities of the project and links to posts on the website and YouTube channel where the project's webinars are published. The project's YouTube channel has 3.93 thousand subscribers, and the most viewed video is "Tests in Microsoft Forms that self-correct" with 33 thousand views. Knowledge of the project is evident from the conducted survey⁵⁹, where more than half of the respondents know the SYPO project from a randomly selected representative sample of schools and their teaching staff.

A questionnaire survey conducted among the professional public shows that the SYPO project is known by more than half of the respondents from a randomly selected representative sample of schools (52%). The survey also shows that respondents most often learned about the project from the website of NPI CZE (formerly NIDV), then from the school management or were directly approached with an offer to participate in the project activities. The project is known primarily to the managers of the school or school facility and also to the pedagogical staff of the school or school facility. The largest representation among respondents who know the SYPO project were representatives from secondary vocational schools, as well as from primary schools and kindergartens. In terms of regions, most respondents who know the project come from the Moravian-Silesian, Ústí and Central Bohemian regions.

The most beneficial activities, presented in the graph below, according to the respondents surveyed, were KA Support – webinars, which is also reflected in the popularity of some videos uploaded to the project's Youtube channel. At the same time, webinars were often mentioned among the activities that respondents would welcome in the future.

Chart 31 Benefits of KA according to the professional public



The SYPO (<http://www.projektsypo.cz/>) website had a total of 237,235 users and 428,958 visits between 08/03/2019 and 12/06/2023, with more than half of the visitors leaving the site immediately. The highest number of visits was recorded in the first half of 2020 and at the beginning of 2023. Users were most often from the Capital City of Prague (more than a fifth) and Brno. About 20% (57,658) of users returned to the site repeatedly.

As of 21 June 2023, 3,500 people liked the SYPO Facebook page and 4,2000 followed (<https://www.facebook.com/projektsypo/>). In recent months, posts have been shared on average two to three times a week. The total reach of the project's Facebook profile is 142,934 users for the period from 13/06/2020 to 13/06/2023. These posts regularly have around 5-10 "Likes". Contributions are

⁵⁹ Annex 42 - Evaluation of questionnaires, figure no. 232-241

aimed at promoting project activities (e.g. webinars) or sharing articles and posts where the SYPO project or its activities and members appear.

The YouTube channel of the SYPO project (<https://www.youtube.com/projektsypo>) has **3,930 subscribers** and the total number of views of all videos reaches almost 650 thousand. The first video was uploaded on 10/12/2019. The most watched videos are those focused on online learning. The most viewed videos are "Tests in Microsoft Forms that self-correct" with 33,000 views, "Formative assessment: Introduction and practical demonstrations" with 25,000 and "Online learning in MS Teams" with 23,000 views. In the last year, videos have been regularly added to the channel, but viewership is more in the hundreds of views. The most popular video since the beginning of 2022 is "Formative Assessment: Introduction and Practical Demonstrations" with 4,000 views.

The Instagram account of the SYPO project (<https://www.instagram.com/projektsypo/>) is the least used social network of the project, having a total of 21 posts and 250 subscribers with the last post added almost 2 years ago.

Subsequently, **the final conference of the project took place** on 17 May 2023 in an online form. The recording of the conference was then uploaded to the project's Youtube channel.

h. Evaluation question 5: How does the cooperation work and what common results have been achieved?

The answer to this Evaluation Question was prepared primarily based on in-depth interviews with team managers and representatives of cooperating IPs, participants of expert panels, and focus groups. Information related to the cooperation was deepened based on desk research.

The implementation of KA Cooperation was carried out following the schedule, an international round table focusing on the digital competencies of teachers was held on 20 March, and the final expert panel B was held on 30 March, which was postponed due to shifts in the implementation of KA Quality, and on 17 May the final conference of the SYPO project took place. Over the past year and a half, it has been carried out in cooperation with other IPs and other entities through mutual participation in expert panels, especially within the last panels of the PPUC and SRP projects and within the expert panels of the APIV A and APIV B projects. Another form of cooperation with other IP projects was the involvement of representatives of the PPUC project in the methodological cabinets of the SYPO project. In the monitored period, however, there were no major new outputs in cooperation with IPs projects, rather cooperation and mutual participation in activities were completed. The most intensive cooperation took place at the level of expert panels. These were evaluated by the majority of respondents for cooperation as beneficial, but sometimes too formal with low periodicity.

Cooperation with the APIV A and APIV B projects worked well in the form of mutual participation in panels, where the progress in the projects was clarified and mutual visits to activities took place. More intensive cooperation took place with the APIV B project, where there was close cooperation with team managers of the SYPO project, including KA Quality, where the outputs were interconnected. The output of the expert panel of cooperation *Competences for inclusive education* in the competence profiles of pedagogical staff was directly created for the key activity Beginning teacher of the SYPO project. Furthermore, the output of the expert panel of cooperation APIV B Recommendations for creating webinars as a form of FEPS for setting up webinars in the SYPO project was used. There was cooperation on webinars during distance learning and there was also promotion of APIV B webinars on the website and on the YouTube channel of the SYPO project.

In September 2022, a three-day conference on *Supporting Management in Education as a Way to Improve Schools* was held in Prague in cooperation with KA Management. The conference was prepared in cooperation with the Faculty of Arts of Masaryk University and at the same time representatives of the ENIRDELM network, which is engaged in the promotion of management/leadership in various European countries, were addressed. A representative of KA Cooperation said that she received positive feedback from the participants, because the conference was attended by many guests from abroad, who could present their foreign perspective and at the

same time the conference allowed informal networking and discussion on current topics. Due to the fact that the conference was attended by foreign experts, the SYPO project was presented in the form of a symposium.

The activities of KA Cooperation have been extended to include monitoring of KAP and MAP projects. Specialist district methodologists were in contact with people from the KAP and MAP projects and provided periodic reports on cooperation. The topic of monitoring/cooperation was mainly mutual information and coordination of activities to avoid duplication of outputs and mutual competition. Representatives of the Project management themselves identified further potential for cooperation development in the area of cooperation with Local Action Groups.

Cooperation and mutual reporting were functional and beneficial, practically coordinated at the level of IPs managers' meetings, meetings of managers of individual key project activities, the NPI CZE Steering Committee and the monitoring committees of the MEYS. Meetings of the Support Centre staff then served to inform about events in the region. However, during 2022 and 2023, some IPs managers did not show such interest in professional cooperation due to the fact that their projects were ending, and the implementation of their own activities was a priority for them. In rare cases, most notably in the SRP project, there was a very significant or even duplicate interconnection of the topics and content of the projects⁶⁰. Although this interconnection was identified only after similar outputs were created, they were coordinated and synergistically connected before dissemination among the professional public.

The worst rated area of cooperation was cooperation with core employees of the material Section II of the MEYS. According to respondents, the potential of cooperation has not been sufficiently exploited, mainly due to the absence of capacities of the staff of the Subject Section of the MEYS and **the absence of strategic management of large projects. Employees of the MEYS could not effectively cooperate on the outputs of the SYPO project** in parallel with their own core activities. It was not clear to many respondents how the outputs of the SYPO project would be further handled by the MEYS. These shortcomings often resulted in fragmented and uncoordinated activities at the level of the MEYS and the NPI CZE, and especially the collection of a wide range of recommendations, which, however, remained unanswered. This **"absence of the MEYS", the inability to respond and provide feedback on the collected recommendations and suggestions, contributed to the negative perception of the role of the MEYS among cabinet members.** Some respondents see the cause of these problems in the multi-source financing of systemic projects and the absence of core "project managers" in the subject section of the MEYS who would be included under the Civil Service Act. This is currently not possible due to the setting of the Civil Service Act, which does not allow the systemization of such a job before the start of the project. **In the future, we can recommend more intensive planning and coordination of IPs on the part of the MEYS, including a clear definition of the expected benefits and their sustainability.**⁶¹ All this with regard to the own capacities of the MEYS.

Another negative side effect of the cooperation was the occasional overlapping of a larger number of expert panels and the accompanying "poaching" of experts. At certain moments, the selected IPs became so close in content and theme that there was a lack of factual experts who would be able to cover the requirements of all projects at once. Therefore, in exceptional cases, there has been an uncoordinated rotation of experts between IPs and each other. The situation was also aggravated by the independent conditions for an employment relationship with experts (300 hours per year after the merger of NIDV and NUV into the NPI CZE) and the maximum hourly rate of eligible costs for experts (about CZK 350 / hour), which is not competitive. In the future, we can recommend reducing and better

⁶⁰ E.g. parallel, duplicate creation of the Competency Model of the Director in the SYPO and SRP projects. Or activities focused on management and strategic management.

⁶¹ For example, at the time of their establishment, SYPO, PPUC, APIV A and B belonged to different organizations with different focus, which limited the expected cooperation at the time of their establishment.

coordination of expert panels between individual IPs, increasing the usual rate to a competitive level on the labour market and using the maximum possible hourly rate for certain hourly rate positions.

i. Evaluation question 6: What were the unintended impacts of the SYPO project?

To identify unintended impacts, all methods implemented for this report (desk research, meta-evaluation, individual interviews, focus groups) were used. In the course of the conducted surveys, no unexpected, unintended impacts of the evaluated project were identified. All the mentioned impacts and effects fall within the anticipated impacts on the personal development of the persons involved. An example is the statement of one participant in the focus group, who as an unintended effect stated, "organizing and reminding himself of previously acquired knowledge by self-study of what he should do as an introducing teacher". However, this impact fits perfectly with the expectations of development within the KA novice teacher. No additional unintended impacts beyond those previously identified in the 1st and 2nd IR were identified during the execution of the final report. This absence of identified unintended impacts can result from very complex activities and their expected impacts. The second reason may be the methodological limitation of the surveys carried out, which, despite their length (e.g. focus groups, individual interviews), did not provide participants with enough time to reflect on such a complex issue.

A potential unintended effect of the Project, but not a demonstrable impact, is the frustration identified in the surveys with the lack of action by the MEYS, and the absence or too slow feedback on the proposals and recommendations produced by the Project. This concomitant phenomenon stemmed primarily from the mismatch between the expectations of Project participants and the MEYS, and secondly from the limited capacity of the MEYS to process individual project outputs of this magnitude. However, the frustration cannot be empirically demonstrated, its degree of generality, intensity, or duration. Nor can the impacts and manifestations of this frustration be empirically examined. A similar effect, not impact, is the pilfering of experts in the poorly coordinated activities of various individual system projects.

5 Evaluation of work with recommendations during the contract

The following table evaluates the incorporation of recommendations from previous evaluation outputs. A number of recommendations have been incorporated; the table shows the recommendations that remain valid for subsequent IPs.

ID	Recommendation name	Evaluation of the incorporation of recommendations
02_PZ01	Support for networking to district methodological cabinets	<p>The recommendation remains valid</p> <p>Although all 5 cabinets in the implementation were staffed at the district levels, some participants within the focus group reported that in some areas they faced a lower interest of teachers in joining the cabinet network. One of the reasons was the overload of other projects, or involvement in competing projects, such as the History + project.</p>
04_IR01; 05_IR02	Continuing to coordinate IPs cooperation by the MEYS and ensuring the use of IPs outputs	<p>The recommendation remains valid</p> <p>From the conducted surveys, it was found that there is still interest of IPs representatives in greater cooperation of projects and their greater coordination and management from the level of the MEYS. This is a recommendation that should be considered in the implementation of other IPs in subsequent programming periods. The MEYS has worked with this recommendation in the past, so it is recommended to continue coordinating IPs in OP JAK. In the preparation of new IPs, their interconnection and cooperation are considered in order to avoid duplication and fragmentation of activities into several projects. The new IPs will build on and work with Ips outputs from OP RDE.</p>
07_IR01	Distribution of seminar participants according to school levels	<p>The recommendation has been incorporated but remains valid</p> <p>Within the project, some activities were modified to reflect the division according to school levels. There has been a change in the structure of examples of good practice in the Model of the Support System for Novice Teachers, which are now divided according to school levels. Moderated discussions are carried out, which are organized in categories according to the type of school or according to the level of profession at the school, in the number of 10-15 participants.</p> <p>Nevertheless, according to the findings from field surveys carried out for the purposes of this report and from internal evaluations, some participants would still welcome if the activities within the KA Novice Teacher were more divided according to fields / levels of education.</p>
01_IR02	Focus on the implementation of KA Quality	<p>The recommendation has been incorporated</p> <p>Despite the initial delays and complications due to the failure to amend Act No. 563/2004 Coll., the FEPS evaluation system was created, consisting of a methodology for educational institutions and a methodology for external evaluators of FEPS (i.e. members of the accreditation commission). The planned outputs were successfully implemented, and the expected goals of the KA were met.</p>
02_IR02	Ensuring the sustainability of post-project activities	<p>The recommendation has been incorporated but remains valid</p> <p>Participants in the activities of the SYPO project and especially of the cabinets (respondents to the questionnaire survey, participants of focus groups and interviews) consider it appropriate to ensure a follow-up to the activities of the project even after its completion, in order to continue to ensure support for teachers and school management.</p>
04_IR02	Deepening of cooperation between the NC and the RC	<p>The recommendation remains valid</p> <p>The surveys carried out revealed that despite the adjustment of cooperation, there is still room for improvement of cooperation between national and regional methodological cabinets.</p>

6 Conclusions and recommendations

The following chapter contains a synthesis of conclusions on individual evaluation questions and related recommendations, if relevant. Due to the phase of the evaluated SYPO project, which has already been completed, the recommendations do not contain a further specification of the time or severity of the impact and prioritization. These data are no longer relevant. On the contrary, all recommendations are formulated in such a way that they are valid for upcoming projects of the NPI CZ/MEYS.

Table 4 Conclusions

Conclusion	Description of conclusion	Recommendation ID
EQ 1.1 The implementation of the project and its activities was carried out in accordance with the planned schedule	Based on the analysis and the surveys carried out, it can be stated that most of the KAs were implemented according to the planned schedule and adequately responded to current needs. To ensure timeliness and quality, internal evaluation activities were carried out, in which representatives of other KAs were included, so that these KAs were implemented in accordance with the needs of target groups and project participants. The project flexibly adapted to changing conditions and responded effectively and helped the target groups to face new challenges associated with the transition to distance learning, new demands on ICT competences and the integration of refugee children.	02_IR02
		01_FR01
		01_FR02
		01_FR03
EQ 1.2 All partial objectives of the project have been fulfilled	Based on the surveys carried out for the purposes of this report, all 16 sub-objectives have been met, including previously threatened objectives 1 and 2. Detailed description of the achievement of each of the objectives in Annex IV.	01_FR04
EQ 1.3 and 1.5 There were risks and barriers partially threatening the implementation of the project	<p>In the monitored period 7 new risks were identified and entered into the risk register. Risks were assessed predominantly as moderate to severe in terms of severity of their impact (9-16 risks). Most of the risks are related to the integration of Ukrainian minors into schools, which reduces the availability of the target group to participate in selected project activities. Two risks relate to the administrative demands of the termination of the SYPO project and the necessary revision of all Project outputs according to the amendment to the CSN ISO 960:2011 citation standard, which will also require revisions of graphic work and proofreading made to already approved project outputs. All risks are also reported in the RoI and are addressed by specific mitigation measures.</p> <p>The most important risks of the Project, which have above-project validity for future IPs, are described in Chapter 4 c. Evaluation questions 1.3 and 1.5.</p> <p>The most important barrier for KA Support during the implementation of the entire SYPO project was the registration of participants in educational programs and the related system that monitors the values of monitoring indicators at the implemented events. The monitoring indicator for the SYPO project is the school, and it is therefore necessary to know the name of the school in webinars through a completed questionnaire. For each such school, it is necessary to prove the participation with a confirmation from the headmaster, who will receive an email to confirm the teacher's participation in the webinars. After some time, another questionnaire will come to conclude whether it is a so-called "positively influenced school", which meant complications with the whole process for the SYPO project, because thousands of inquiries came from participants who needed to send an email again, or there was a problem with the confirmation that was needed to send a certificate of participation in the educational program.</p>	01_FR05
		03_IR02
		04_IR02
		02_FR01
		02_FR02
		02_FR03
02_FR04		
	02_FR05	
	02_FR06	

Conclusion		Description of conclusion	Recommendation ID
EQ 1.4	Appropriately set internal evaluations	Internal evaluations carried out by representatives of the SYPO project (KA Evaluation) are carried out by good evaluation practice. Evaluations are used effectively to factually manage the implementation of key activities. Set methods and procedures for the project and KA Evaluation considered appropriately set. The activities of the KA Evaluation respond to the current course of the project and the needs of individual KAs.	
EQ 2	The model of the FEPS quality evaluation system contributes to ensuring quality education of teaching staff	Although the activities within the Quality KA were delayed at the beginning of the SYPO project due to the planned and prepared amendment to the Act (No. 563/2004 Coll., on Education Staff), in the end the KA was implemented in the originally planned activities according to the Charter and the existing Act. In the end, all activities were set up and implemented. The system of evaluation of FEPS/qualification and specialization studies is evaluated by the participants of the questionnaire survey as beneficial, systematic, and conceptual. Respondents consider the main impacts of the FEPS Model to be improving the quality of teachers' work and their professional skills or improving the quality of education at schools.	
EQ 2	Appropriately set support for school management and activities contribute to the achievement of the set goals of KA Management	Activities within KA Management are generally evaluated positively by their participants and are considered beneficial. According to the participants, the SYPO project provides comprehensive support to school leaders and covers a wide range of topics from which interesting topics can be selected for everyone at different stages of their careers. The participants of the activities (district conferences, workshops, individual and group consultations) are mostly satisfied with the activities in all respects – i.e. with the organization, with lecturers/experts/lecturers, with the fulfilment of expectations, with the possibility of sharing experience and also with the usability of information in practice. Respondents consider the creation of a Model of the Support System for the Professional Development of School Management to be necessary/useful, as a comprehensive system of support for school management will be created At the same time, the conducted surveys show that the activities of the SYPO project contribute to the goals of KA Management, which include the objective to contribute to professional support and deepening of competencies / professional growth of managers, the goal to take into account the needs of managers at different stages of their professional careers and the project generally contributes to setting up a system that will be able to respond to changes and needs in the development of school management.	
EQ2	Webinars focused on industry news are evaluated positively and contribute to the development of teachers	The conducted surveys show that webinars focused on industry news are generally evaluated positively in all fields, they are evaluated as beneficial and, according to their participants, contribute to the deepening of their professional competences. The main benefits of webinars include the possibility to attend them from anywhere, to return to them repeatedly, but also interesting and beneficial topics and good usability of information in practice. A sufficiently wide range of webinars is also positively evaluated, thanks to which everyone can choose according to their needs.	
EQ2	The project contributes to the support of novice teachers and the activities contribute to the fulfilment of the set goals of KA Novice Teacher	Activities within KA Novice Teacher are generally evaluated positively and are considered beneficial. According to the participants in the activities, the SYPO project contributes to targeted and planned support for novice teachers and motivates all actors involved in the process of introducing novice teachers (i.e. novice teachers, introducing teachers and school management). The participants of the focus group agreed that the Novice Teacher Model has an overlap into the system settings and the introduction of support for the Primary Office. Participants in the activities (seminars, e-learning, and workshops) are mostly satisfied with the activities in all respects – i.e. with the organization, with lecturers/experts/lecturers,	

Conclusion	Description of conclusion	Recommendation ID
	<p>with the fulfilment of expectations, with the possibility of sharing experience and also with the usability of information in practice.</p> <p>Respondents consider the creation of a Model of the School Management Professional Development Support System to be necessary/useful, as it forms a comprehensive system of support for novice teachers and at the same time contains instructions and recommendations on how to proceed with the adaptation of a novice teacher.</p> <p>The surveys carried out show that the SYPO project at the participating institutions contributed mainly to a better setting/deepening of triad cooperation, not only among the participants directly involved in the project, but within the whole institutions.</p>	
EQ 3	<p>Building a network of cabinets from national to district is evaluated as beneficial, different, and unclear expectations were problematic</p> <p>Despite a number of birth problems, the system of methodological cabinets has proven to be functional and beneficial, especially in the area of competence development and professional development of teachers. According to the evaluation of the participants of the focus groups, their expectations from MC were fulfilled only partially. This was mainly due to different and unclear expectations from the MC itself, which differed significantly between different target groups, the slow and unclear initiation of cabinets with insufficiently clarified roles. Among the cabinet participants, there was an expectation that it would be possible to communicate suggestions from the field to the MEYS and thus participate in the adjustment of the FEP. However, this expectation was not fulfilled and led to partial frustration and disappointment of the participants. However, after overcoming these operational uncertainties, cabinets contributed to disseminating, sharing good practice, networking, and supporting teachers. Problems with communication, information permeability were overcome over time. The difference in (communicated) expectations was most pronounced in the Regional Cabinets.</p> <p>It was not possible to involve less active teachers, who would need support the most. Similarly, the support and promotion of the project was not focused on structurally disadvantaged regions, where the development and motivation of teaching staff is crucial.</p>	
EQ 3	<p>Uncoordinated competitive projects led to oversaturation of the terrain</p> <p>Cabinets also encountered uncoordinated, competing projects, e.g. MAP, KAP, History+. The multiplicity of uncoordinated projects sometimes led to oversaturation of the field and "poaching" of experts and participants and duplication of activities.</p> <p>Survey participants pointed out that there is a need to learn from competing projects and to ensure that the network of cabinets built is sustained after the end of the project, at all three levels.</p>	
EQ 4	<p>The SYPO project implemented activities that contributed to informing the public about the project and its activities</p> <p>One of the main activities is the creation and distribution of the project's newsletter, which is directly sent to about 14,000 contacts and is also available on the project's website and Facebook. The Facebook profile regularly publishes information about the already implemented activities of the project and links to posts on the website and YouTube channel where the project's webinars are published. The project's YouTube channel has 3.93 thousand subscribers, and the most viewed video is "Tests in Microsoft Forms that self-correct" with 33 thousand views. Knowledge of the project is evident from the conducted survey, where more than half of the respondents know the SYPO project from a randomly selected representative sample of schools and their teaching staff.</p>	

	Conclusion	Description of conclusion	Recommendation ID
EQ 5	The most common form of IPs cooperation are expert panels.	The most intensive cooperation of the SYPO project with other IPs took place at the level of expert panels, where representatives of the SYPO project participate in expert panels of other projects and representatives of these projects are invited to the expert panels of the SYPO project. These were evaluated by the majority of respondents for the purposes of cooperation as beneficial, but sometimes too formal with low periodicity. The role of project representatives on the panels depends on their topics, if they are relevant topics, participants with project representatives of panels cooperate other IPs actively. In the monitored period, however, there were no major new outputs in cooperation with IPs projects, rather cooperation and mutual participation in activities were completed.	
EQ 6	There are no unintended impacts during the project	During the elaboration of the 2nd IR, no other unintended impacts of the Project were identified. Either these are concomitant phenomena and effects of the concurrence of various projects, or they are only individual impacts on individual survey participants that cannot be applied to the entire project and environment.	

a. Recommendation

Each recommendation includes impact and time criteria:

Table 5 Impact and time criteria

Criterion	Description of the criterion	Criteria values
Time perspective	The evaluation shall determine how long the proposed action can be implemented in such a way as to achieve a real improvement in the area covered by the recommendation.	<ol style="list-style-type: none"> 1) Recommendations for implementation in the long term (more than 1 year). 2) Recommendations for implementation in the medium term (6 months – 1 year). 3) Recommendation for immediate implementation (less than 6 months).
Severity of impact	The evaluation indicates the significance we attach to the impact of the recommendation being evaluated.	<ol style="list-style-type: none"> 1) Low importance – the implementation of the recommendations will lead to a positive change in the situation, which does not pose a serious problem. 2) Of medium importance – the implementation of the recommendations will lead to a positive change in the situation, which is of moderate importance. 3) High importance – the implementation of the recommendations will lead to a very significant positive change in the situation, which is a very serious problem.

The resulting evaluation in the recommendation is listed in the column "Prioritisation of recommendations". The value is the product of the value in the column "Severity of impact" and the value in the column "Time aspect". The implementation steps are not listed in the table because they are no longer relevant due to the end of the project. It is not clear for what infrastructure it would be designed. The values that these products acquire are evaluated as follows:



1-3 points – low priority recommendations;

















-  4-6 points – medium priority recommendations;
-  7-9 points – high priority recommendations.

Table 6 Recommendation

ID	Recommendation name	Description of the recommendation	Severity of the impact	Temporal perspective	Prioritize recommendations	Responsibility
Final general recommendations beyond the scope of the evaluated Project						
02_IR02	Ensuring the sustainability of post-project activities	Participants in the activities of the SYPO project and especially of the cabinets (respondents to the questionnaire survey, participants of focus groups and interviews) consider it appropriate to ensure a follow-up to the activities of the project even after its completion, in order to continue to ensure support for teachers and school management.	2	2		<ul style="list-style-type: none"> • NPI CZE • MEYS
01_FR01	More effective use of outputs of individual projects by the MEYS	If projects are obliged to create recommendations for the MEYS, it is necessary to discuss this in advance with the material departments of the MEYS, which are to take over the recommendations. At the same time, it is necessary to meaningfully set a number of recommendations and ensure the cooperation of the MEYS staff directly in the process of creating recommendations.	2	2		<ul style="list-style-type: none"> • NPI CZE • MEYS
01_FR02	Strengthening the management capacities of individual projects at the MEYS	Establish permanent positions of project managers at the MEYS that would go beyond the horizon of systemization of jobs. Create positions of project managers at material departments of the MEYS or otherwise increase the capacity of material departments of the MEYS for more effective handling of IPs outputs.	8	7		<ul style="list-style-type: none"> • MEYS • MA OP HOW TO
01_FR03	Improve coordination and planning of individual (systemic) projects	To intensify cooperation between NPI CZE and subject departments of the MEYS, or the OP JAK Directorate in planning and coordination of individual projects and their activities (e.g. History+, SYPO, APIV, SRP.) To ensure that e.g. expert panels of different IPs do not overlap in time, to avoid mutual poaching of experts, etc. Ensure coordination with projects in the field of education and training implemented e.g. by the Technical Agency of the Czech Republic with the support of the Ministry of Education.	8	7		<ul style="list-style-type: none"> • MEYS • NPI CZE
01_FR04	Increase hourly remuneration rates for	Increase the usual rate for experts on projects from the current approximately CZK 350 / hour to a competitive level on the labour market. For certain positions, use the maximum possible rate set out in the Rules for Applicants and Beneficiaries in the amount of CZK 632 / hour.	6	5		<ul style="list-style-type: none"> • MEYS • NPI CZE

ID	Recommendation name	Description of the recommendation	Severity of the impact	Temporal perspective	Prioritize recommendations	Responsibility
	experts and teachers involved ⁶²	Increase the remuneration of involved teachers accordingly to increase their motivation and participation.				
01_FR05	Modify undergraduate education of pedagogical staff	To focus the subject structure in the final year of studies in the faculties of education and teacher training on school administration, mental hygiene, and communication competences. In these areas, beginning teachers often lack competence when they start school.	5	3		• MEYS
Project-specific recommendations						
03_IR02	Support for networking into methodological cabinets	From the surveys conducted, it was found that in some regions/areas there is less interest among teachers in joining regional and district methodological cabinets. It is recommended to support the members of the methodological cabinets in their efforts to involve other members in the project.	1	3		• NPI CZE
04_IR02	Deepening of cooperation between the NC and the RC	From the conducted surveys it was found that despite the regulation of cooperation, there is still room for improvement of cooperation between national and regional methodological cabinets, according to the results of the questionnaire survey especially in the 3 original cabinets (i.e. Czech, Math and ICT).	1	3		• NPI CZE
02_FR01	Involving inactive teachers and teachers from structurally disadvantaged regions	Target and recruit participants from structurally disadvantaged regions, use local founders, regional authorities, and targeted campaigns. Find ways to reach and involve inactive teachers, e.g. through financial remuneration, through principals and founders, targeted campaigns, etc.	4	5		• NPI CZE
02_FR02	Webinars/videos from other schools	Sharing experience was generally evaluated by all respondents very positively and as one of the greatest benefits of involvement in the project. Webinar participants would appreciate webinars from other schools in the future. It was interesting for the participants to see the Department of Natural Sciences or the chemical laboratory of other schools. It was an unplanned part of the webinars, which was evaluated very positively.	1	2		• NPI CZE
02_FR03	Support of observation	Support mutual visits to kindergartens and primary schools, or subject teachers in special classrooms (e.g. chemistry, physics). Alternatively, it can be replaced by webinars, reports from this school environment.	1	2		• NPI CZE

⁶² At the same time, this recommendation is relevant only for future projects of a similar type.

ID	Recommendation name	Description of the recommendation	Severity of the impact	Temporal perspective	Prioritize recommendations	Responsibility
02_FR04	Cooperation with MAP and KAP	Connect the Cabinets with the MAP and KAP through close coordination ensured by the participation of MAP and KAP representatives in the Cabinet structures and vice versa.	1	3		• NPI CZE
02_FR05	Narrower focus of the project	Given that the SYPO project was focused on four smaller, logically interconnected, projects in one, retrospectively the project management would have preferred a narrower focus on methodological cabinets/individual activities, both in terms of management and publicity and the opportunity to address problems in more depth. However, the approach within the project was given by the OP RDE call.	1	2		• NPI CZE
02_FR06	Upskilling of Cabinet Chairman	Strengthening the soft skills (e.g. communication, facilitation, presentation) of cabinet presidents through their regular training.	1	2		• NPI CZE

7 Evaluation of cooperation with the Client and stakeholders

Throughout the evaluation, there was intensive and effective communication and cooperation with both the evaluation unit of the MEYS, the Managing Authority and the representatives of the evaluated SYPO project. Communication has always been seamless, fast, and comprehensive. Based on the Supplier's requirements, the necessary and demanded data, if available, was always immediately handed over. If the data were not available, the date of their sending was always specified.

The client also always and efficiently commented on the submitted scenarios and proposals of questionnaire surveys in a timely manner. This cooperation ensured appropriate complexity of the issues.

Working with the involved stakeholders, especially representatives of IPs, was trouble-free. The selected respondents responded in a timely and positive manner to the request for cooperation in the evaluation and participated in interviews, although in many cases they no longer worked at the NPI CZE, and "their" projects ended long ago.

8 Analysis of the evaluation process and recommendations

This chapter evaluates the evaluation process from the formal point of view (evaluation of the quality of the evaluation process and its outputs by the Supplier, i.e. evaluation of cooperation with the Client and stakeholders, assessment of the quality of available/provided data, assessment of the scope of work with regard to the defined time) and proposal of recommendations for streamlining the course of further evaluation.

The Supplier carried out all research surveys according to the set schedule and in accordance with a validated methodology. Throughout the evaluation, there was intensive and effective communication and cooperation with both the evaluation unit of the MEYS, the Managing Authority and the representatives of the evaluated SYPO project. Communication has always been seamless, fast, and comprehensive. Based on the Supplier's requirements, the necessary and demanded data, if available, was always immediately handed over. If the data were not available, the date of their sending was always specified. The client was actively involved in selected surveys, e.g. by participating in focus groups. However, that participation was conceived as an observational and not an active participant. This did not disrupt the discussion. The Supplier always warned the participants that representatives of the MEYS would be present at the focus group, which was never a problem for the participants. Nevertheless, we would recommend considering the participation of the Client's representatives for the purposes of future evaluations. This can negatively affect the openness of respondents and thus the validity and complexity of the data obtained.

The client also always and efficiently commented on the submitted scenarios and proposals of questionnaire surveys in a timely manner. This cooperation ensured appropriate complexity of the issues.

During the last stage of the continuous evaluation, the implementation team was changed on the part of the Supplier, which, however, did not affect the implementation, schedule, or quality of the evaluation outputs.

A negative side effect was the large number of parallel evaluations of the SYPO project, in which the same target groups were repeatedly involved. In addition to continuous evaluation, internal evaluation of SYPO took place within the framework of KA Evaluation, supplemented by partial external evaluations. Furthermore, the evaluation of the Governing Body took place. This led to a certain oversaturation of the terrain with evaluation activities. In the future, we recommend carefully considering the necessity of evaluation by the MA itself and to coordinate all parallel evaluations consistently.

9 List of sources and literature

The following sources of data and information were used in the preparation of this Interim Report.

Methodological, evaluation and other documents

- Implementation reports and their annexes (1.- 22. RoI)
- Reflective report of the organization involved in the project – result indicator 5 08 10 Report from the evaluation of the implementation of the Model of the Support System for Novice Teachers
- Monitoring of the use of methodological cabinet activities in schools (2022)
- Evaluation report on the implementation of the activities of the Standing Conference of Principals
- Evaluation report from own support of school leaders 2022
- Evaluation report from the pilot of the School Management Support System Model
- Interim self-evaluation report of the project Support System for Professional Development of Teachers and Principals (SYPO) for 2022
- Statistics of the SYPO Facebook page
- Google Analytics of the SYPO project website
- Formal standards for the implementation of evaluations – available from:
https://czecheval.cz/dokumenty/ces_formalni_standardy_evaluaci_short_5_.pdf

10 Attachments

a. Annex I: Technical report detailing the survey

i. Methods used for the purpose of processing this report

The answers to the evaluation questions were formulated on the basis of the findings of the methods used in the following table. Triangulation of evaluation methods was used to formulate conclusions and answers to evaluation questions to ensure high informative power of conclusions.

Method	Description of the application of the method	Minutes from the method	Evaluation question
Secondary data analysis	In this method, the monitoring indicators of the project and the values of financial progress compared to the financial milestone were evaluated. The data were obtained from IS MS2014+.	Not relevant	<ul style="list-style-type: none"> • Stage 1.1
Desk research and meta-evaluation	<p>During the whole period and especially at its end, an analysis of secondary data sources provided by the implementer of the evaluated Project was carried out. List of documents:</p> <p>Implementation reports and their annexes</p> <p>Aid application and annexes, requests for amendments</p> <p>Within the meta-evaluation, materials processed within the KA Evaluation were used. The findings of these materials were linked to those identified in this report and included in particular the following materials:</p> <ul style="list-style-type: none"> • Reflective report of the participating organisation in the project – result indicator 5 08 10 • Report from the evaluation of the implementation of the Model of the Support System for Novice Teachers • Monitoring of the use of methodological cabinet activities in schools (2022) • Evaluation report on the implementation of the activities of the Standing Conference of Principals • Evaluation report from own support of school leaders 2022 • Evaluation report from the pilot of the School Management Support System Model • Interim self-evaluation report of the project Support System for Professional Development of Teachers and Principals (SYPO) for 2022 • Statistics of the SYPO Facebook page • Google Analytics of the SYPO project website 	Not relevant	<ul style="list-style-type: none"> • Stage 1.1 • Stage 1.2 • E.2. • E.3. • E.4. • E.6.
Individual interviews	Team Manager of the key activity of KA Governance – the interview was conducted on 9 March 2023.	The minutes are included in the annex to this document KA1 Proceedings	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3
A total of 10 interviews with representatives of the Project management and its key activities and 7 interviews with			

Method	Description of the application of the method	Minutes from the method	Evaluation question
<p>cooperating projects were conducted.</p> <p>All interviews were conducted online via MS Teams.</p>	Team manager of the key activity of KA Cooperation – the interview was conducted on 2 March 2023.	The minutes are included in the annex to this document KA2 cooperation	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E5
	Team manager of the key activity of KA Evaluation – the interview was conducted on 3 March 2023.	The minutes are part of the annex to this document KA Evaluation	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E1.4
	Team Manager of the key activity of KA Cabinets – the interview was conducted on 14 March 2023	The minutes are included in the annex to this document KA4 Cabinets	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E3
	Group interview with representatives of the key activity of KA Quality – the interview was conducted on 27 February 2023.	The minutes are included in the annex to this document KA5 Quality	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3
	Team Manager of the key activity of KA Management – the interview was conducted on 28.2.2023.	The minutes are included in the appendix to this KA6 Management document	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E6
	Team Manager of Key Activity KA Support – interview conducted on 08/03/2023	The minutes are included in the annex to this document KA7 Support	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E2
	Team Manager of the key activity of KA Novice Teacher – the interview was conducted on 1.3.2023.	The minutes are included in the appendix to this document KA8 Novice Teacher	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E2
	Team manager of the key activity of KA Public – the interview was conducted on 9 March 2023.	The minutes are included in the annex to this document KA9 Public	<ul style="list-style-type: none"> • E1.1 • E1.2 • E1.3 • E4
	Participant of the cooperation platform Novice Teacher – the interview was conducted on 13 June 2023.	The minutes are included in the Annex to this document	• Stage 5
	Participant of the cooperation platform Quality – interview was conducted on 13 June 2023.	The minutes are included in the Annex to this document	• Stage 5
SRP project representative – the interview was conducted on 8 June 2023 by an online interview via MS Teams.	The minutes are included in the annex to this	• Stage 5	

Method	Description of the application of the method	Minutes from the method	Evaluation question
		document SRP Interview	
	P-KAP project representative – the interview was conducted on 8 June 2023 by an online interview via MS Teams.	The minutes are included in the annex to this document – Interview P-KAP	• Stage 5
	Representatives of the PPUC project – the interview was conducted on 8 June 2023 by an online interview via MS Teams.	The minutes are included in the annex to this document – PPUC Interview	• Stage 5
	Representative of the APIV A project – the interview was conducted on 12 June 2023 in the form of a telephone interview.	The minutes are included in the annex to this document – Interview APIV A	• Stage 5
	Representatives of the APIV B project – the interview was conducted on 12 June 2023 by an online interview via MS Teams.	The minutes are included in the annex to this document – Interview APIV B	• Stage 5
Questionnaire survey	Cabinets – respondents to the survey were members of national, regional and district methodological cabinets (Mathematics and its applications, Czech language and literature, Informatics and ICT, Pre-primary and primary education, Science education, Social science education and Foreign languages). The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.	The results are included in the Annex to this document	• Stage 1.3 • Stage 3
	<p>The first six surveys were carried out during April 2023. The last questionnaire survey assessing the knowledge of the SYPO project among the professional public was carried out during May and June 2023.</p> <p>All questionnaire surveys were carried out on the basis of validated methodology, target group and approved scenarios. For all questionnaires, after several reminders and addressing other samples of target groups, the necessary return was achieved.</p>		
	<p>Number of addressees⁶³:</p> <ul style="list-style-type: none"> • National cabinets 77 (163), return rate 17 (22%) • Regional cabinets 518 (604), return rate 153 (30%) • District cabinets 1323, return rate 271 (20%) <p>Return rate: 441</p>		
	<p>ICT methodological support – respondents were representatives of schools who were provided with support in the field of ICT. The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.</p> <p>Number of addressees: 798</p> <p>Return: 219 (27%)</p>	The results are included in the Annex to this document	• Stage 1.3 • Stage 3






⁶³ 84 members of the NC are also members of the RC and at the same time some members of the RC are also DC members – that is why all members of the NC (163), and RC (604) were addressed, the sample for DC was set and it depended on the respondents which level they would choose based on their longer experience. This affects the values of respondents and responses at individual cabinet levels















Method	Description of the application of the method	Minutes from the method	Evaluation question
	<p>Management – respondents were participants of their own support in KA Management (managers of schools and school facilities). The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.</p> <p>Number addressed:1155</p> <p>Return: 281 (24%)</p>	The results are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • E2
	<p>Support – webinars – respondents were pedagogues and managers who attended one of the project's webinars. The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.</p> <p>Number of addressed: 1360</p> <p>Return: 344 (25%)</p>	The results are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • E2
	<p>Beginning teacher – respondents to the survey were participants in their own support and pilotage of the Model of the Support System for Novice Teachers in KA Novice Teachers - i.e., novice teachers, introducing teachers and representative of school management. The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.</p> <p>Number of addressed: 1245</p> <p>Payback: 260 (21%)</p>	The results are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • E2
	<p>Quality – the survey respondents were participants in the pilot of materials for the evaluation of the quality of further education of pedagogical staff (FEPS). The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.</p> <p>Number of addressed: 21</p> <p>Payback: 15 (71%)</p>	The results are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • E2
	<p>Knowledge of the SYPO project among the professional public – respondents were the professional public. The e-mail addresses of the addressed participants in the project activities were obtained from the representatives of the SYPO project.</p> <p>Number of addressed: 2182</p> <p>Return: 1063 (48%)</p>	The results are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 4
Focus groups	<p>Participants of KA 6 Management – participants were addressed by email invitation to FG.</p> <p>10 participants signed up to participate and 7 participated in FG.</p>	The minutes are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • E2
	<p>Participants of KA 8 Beginning teacher – participants were addressed by e-mail invitation to FG.</p>	The minutes are included in the	<ul style="list-style-type: none"> • Stage 1.3 • E2















Method	Description of the application of the method	Minutes from the method	Evaluation question
	10 participants signed up to participate and 6 participated in FG.	Annex to this document	
	Members of the National Methodical Cabinets – participants were addressed by e-mail invitation to the FG. 10 participants signed up to participate and 7 participated in FG.	The minutes are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • Stage 3
	Members of the Regional Methodological Cabinets – participants were addressed by e-mail invitation to the FG. 10 participants signed up to participate and 8 participated in FG.	The minutes are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • Stage 3
	Members of the Regional Methodological Cabinets – participants were addressed by e-mail invitation to the FG. 10 participants signed up to participate and 9 participated in FG.	The minutes are included in the Annex to this document	<ul style="list-style-type: none"> • Stage 1.3 • Stage 3

b. Annex II: Background and primary data

Below are the data containing the primary data obtained by Deloitte – in Czech language.

1	Individual interview of SYPO project management – minutes	 1_SYPO_Rozhovor_V edení projektu_zapis.c
2	Individual interview KA Governance – minutes	 2_SYPO_Rozhovor_K A Řízení_zapis.docx
3	Individual interview KA Cooperation – minutes	 3_SYPO_Rozhovor_K A Spolupráce_zapis.dc
4	Individual interview KA Evaluation – minutes	 4_SYPO_Rozhovor_K A Evaluace_zapis.docx
5	Individual interview of KA Cabinets – minutes	 5_SYPO_Rozhovor_K A Kabinety_zapis.docx
6	Group interview KA Quality – minutes	 6_SYPO_Rozhovor_K A Kvalita_zapis.docx
7	Individual interview KA Management – minutes	 7_SYPO_Rozhovor_K A Management_zapis.
8	Individual interview KA Support – minutes	 8_SYPO_Rozhovor_K A Podpora_zapis.docx
9	Individual interview KA Beginning teacher – minutes	 9_SYPO_Rozhovor_K A Začínající učitel_zap
10	Individual interview KA Public – minutes	 10_SYPO_Rozhovor_ KA Veřejnost_zapis.dc
11	Individual interview of a representative of the P-KAP project – minutes	 11_SYPO_Rozhovor_ P-KAP_zapis.docx
12	Individual interview of a representative of the SRP project – minutes	 12_SYPO_Rozhovor_ SRP_zapis.docx
13	Individual interview of a representative of the PPUC project – minutes	 13_SYPO_Rozhovor_ PPUČ_zapis.docx

14	Individual interview of project representative APIV A – minutes	 14_SYPO_Rozhovor_ APIV A_zapis.docx
15	Individual interview of APIV B project representative – minutes	 15_SYPO_Rozhovor_ APIV B_SYPO_zapis.docx
16	Individual interview – participant of the cooperation platform 1 - minutes	 16_SYPO_Rozhovor_ účastnice odb.panelu .docx
17	Individual interview – participant of the cooperation platform 2 - minutes	 17_SYPO_Rozhovor_ účastnice odb.panelu .docx
18	Focus Group KA Management Scenario	 18_SYPO_Fokusní skupina_Management.docx
19	Focus group KA Novice Teacher – scenario	 19_SYPO_Fokusní skupina_Začínající učí.docx
20	Focus group Regional methodological cabinets – scenario	 20_SYPO_Fokusní skupina_Oblastní kabi.docx
21	Focus group Regional methodological cabinets – scenario	 21_SYPO_Fokusní skupina_Krajské kabir.docx
22	Focus group National methodological cabinets – scenario	 22_SYPO_Fokusní skupina_Národní kabi.docx
23	Focus group KA Management - minutes	 23_SYPO_Fokusní skupina_Management.docx
24	Focus group KA Novice teacher – minutes	 24_SYPO_Fokusní skupina_Začínající učí.docx
25	Focus group Regional methodological cabinets – minutes	 25_SYPO_Fokusní skupina_Oblastní kabi.docx
26	Focus Group Regional Methodological Cabinets – minutes	 26_SYPO_Fokusní skupina_Krajské kabir.docx
27	Focus Group National Methodological Cabinets – minutes	 27_SYPO_Fokusní skupina_Národní kabi.docx

28	Questionnaire survey ICT methodological support – scenario	 28_SYPO_Dotaznik_I CT metodická podpor
29	Questionnaire survey Management – scenario	 29_SYPO_Dotaznik_ Management_otazky.I
30	Quality Questionnaire Survey – scenario	 30_SYPO_Dotaznik_K valita_otazky.pdf
31	Questionnaire survey Cabinets – scenario	 31_SYPO_Dotaznik_K abiny_otazky.pdf
32	Questionnaire survey Support – Webinars – scenario	 32_SYPO_Dotaznik_ Webinare_otazky.pdf
33	Questionnaire survey Beginning teacher – scenario	 33_SYPO_Dotaznik_Z acinajici_ucitel_otazky.
34	Questionnaire survey Knowledge of the SYPO project among the professional public – scenario	 34_SYPO_Dotaznik_Z nalost projektu SYPO
35	Questionnaire survey ICT methodological support – Primary data	 35_SYPO_Dotaznik_I CT metodická podpor
36	Management Questionnaire Survey – Primary Data	 36_SYPO_Dotaznik_ Management_primarr
37	Questionnaire survey Quality – Primary data	 37_SYPO_Dotaznik_K valita_primarni_data.x
38	Questionnaire survey Cabinets – Primary data	 38_SYPO_Dotaznik_K abiny_primarni_data
39	Questionnaire survey Support – Webinars – Primary data	 39_SYPO_Dotaznik_ Webinare_primarni_d
40	Questionnaire survey Novice teacher – Primary data	 40_SYPO_Dotaznik_Z acinajici_ucitel_primarr
41	Questionnaire survey Knowledge of the SYPO project among the professional public – Primary data	 41_SYPO_Dotaznik_Z nalost projektu SYPO

42	Evaluation of questionnaires	 42_SYPO_Vyhodnocení dotazníků.docx
43	Risk register (as of 30.6.2023)	 43_Registr rizik (k 30.6.2023).xlsx

c. Annex III: Main findings and conclusions in a form that can be used for presentation

Presentation, answering evaluation questions and recommendations


SYPO_Final_presentation.pptx

11 List of abbreviations

Abbreviation	Explanation
1. IR	1. Interim report of this Evaluation
2. IR	2. Interim report of this Evaluation
APIV A	Joint education and support of schools step by step. Implementation of the Action Plan for Inclusive Education – Methodological Support
APIV B	Project Support for Joint Education in Pedagogical Practice
CSI	Czech School Inspectorate
CZE	Czech Republic
DC	District Methodical Cabinet
EQ	Evaluation question
ES	Elementary school
FEP	Framework Educational Programme
FEPS	Further education of pedagogical staff
FG	Focus group
FR	Final report of this Evaluation
ICT	Information and communication technologies
IPs	Individual system projects
IR	Interim evaluation report
IT	Information technology
KA	Key activity
MA	Managing authority
MAP	Local action plan
MC	Methodical Cabinet
MEYS	Ministry of Education, Youth and Sports
NC	National Methodical Cabinet
NPI CZE	National Pedagogical Institute of the Czech Republic
NS	Nursery school
NT	Novice teacher
OP RDE	Operational Programme Research, Development, Education
PPUC	Supporting teachers' work
RC	Regional Methodical Cabinet
RIM	Regional ICT Methodologist
RoI	Report on implementation
SCP	Standing Conference of Principals
SRP	Project Strategic Management and Planning in Schools and Territories
SS	High school
SYPO	Project Support System for Professional Development of Teachers and Principals
VOS	Higher vocational school

12 List of tables

Table 1 Overview of the main evaluation recommendations.....	7
Table 2 SYPO project indicators	12
Table 3 Fulfilment of partial objectives of the project.....	16
Table 4 Conclusions.....	51
Table 5 Impact and time criteria	54
Table 6 Recommendation	55

13 Chart list

Chart 1 Results and impact of Quality activities	23
Chart 2 KA Quality – Main benefits of the FEPS System Model.....	23
Chart 3 Results and impacts of Management activities.....	24
Chart 4 KA Management – Main benefits of district conferences.....	25
Chart 5 KA Management – Main benefits of workshops	25
Chart 6 KA Management – Main benefits of group consultations.....	26
Chart 7 KA Management – Main benefits of individual consultations	26
Chart 8 KA Management – Main benefits of benchlearning.....	27
Chart 9 Results and impact of webinars.....	27
Chart 10 KA Support – Main benefits of webinars on Czech language and literature.....	28
Chart 11 KA Support – Main benefits of webinars on Mathematics and its Applications.....	29
Chart 12 KA Support – Main benefits of webinars on Informatics and ICT	30
Chart 13 KA Support – Main benefits of webinars on Early and primary education	30
Chart 14 KA Support – Main benefits of Foreign Languages webinars.....	31
Chart 15 KA Support – Main benefits of social science education webinars.....	32
Chart 16 Results and impact of Novice Teacher activities	33
Chart 17 KA Novice Teacher – Main Benefits of the Seminar.....	34

Chart 18 KA Novice Teacher – Main Benefits of e-learning	34
Chart 19 KA Novice Teacher – Main Benefits of Workshops	35
Chart 20 KA Novice Teacher – Main reasons for the necessity/usefulness of the Model of the Novice Teacher Support System	36
Chart 21 Results and impacts of cabinet activities – according to members of national cabinets.....	37
Chart 22 Main benefits of national methodological cabinets.....	38
Chart 23 Results and impacts of cabinet activities – according to members of regional cabinets.....	39
Chart 24 Main benefits of regional methodological cabinets.....	40
Chart 25 Satisfaction with the cooperation of RC and NC according to individual RC	41
Chart 26 Results and impacts of cabinet activities – according to members of district cabinets.....	42
Chart 27 District Cabinets – Main Benefits	43
Chart 28 Main benefits of the network of ICT methodologists	44
Chart 29 Main benefits of individual ICT consultations	45
Chart 30 Main benefits of conceptual ICT methodological support	45
Chart 31 Benefits of KA according to the professional public.....	46



Deloitte is a leading global provider of audit, assurance, business, financial, risk and tax advisory and related services. Our network of member firms in more than 150 countries and territories serves four of the five Fortune Global 500® companies. To learn more about the way around 264,000 professionals do what makes sense for clients, visit www.deloitte.com.

Deloitte Central Europe is a regional organisation of entities affiliated to Deloitte Central Europe Holdings Limited, a member firm of Deloitte Touche Tohmatsu Limited in Central Europe. Professional services are provided by subsidiaries and affiliates of Deloitte Central Europe Holdings Limited, which are separate and independent legal entities. Deloitte Central Europe Holdings Limited's subsidiaries and affiliates are among the leading CEE companies serving more than 6,000 employees from 44 locations in 18 countries.

This publication contains general information only and neither Deloitte Touche Tohmatsu Limited nor any of its member firms or their affiliates (collectively, the "Deloitte Network") provides professional advice or services through this publication. You should consult a qualified professional advisor to take any decision or action that may have an impact on your finances or business. No entity within the Deloitte network of Companies is liable for losses incurred by any person as a result of the use of such communications.

"Deloitte" or "DTTL" means one or more of Deloitte Touche Tohmatsu Limited, a UK private company limited by guarantee, its member firms and their respective associates. Neither Deloitte Touche Tohmatsu Limited nor any of its member firms shall be liable for the acts or omissions of other member firms. Each member firm is a separate and independent legal entity operating under the name "Deloitte", "Deloitte & Touche", "Deloitte Touche Tohmatsu" or other similar name. "Deloitte Central Europe", "DCE", "firm" or "we" means one or more entities associated with Deloitte Central Europe Holdings Limited, a member firm of Deloitte Touche Tohmatsu Limited in Central Europe. Professional services are provided by subsidiaries and affiliates of Deloitte Central Europe Holdings Limited, which are separate and independent legal entities. Deloitte Advisory s.r.o is a subsidiary of Deloitte Central Europe Holdings Limited.