

National Workshop report Czech Republic

Prague
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MENTEP National Workshop report

Czech Republic Prague, January 2018


The aim of the national workshops was to discuss and interpret at country level the results and data analysis from the MENTEP field trials with National Public Authorities. In particular, the objectives were for national stakeholders to get acquainted with the results at national and European level, to interpret them within the national policy and practice context, but also to develop the implications and next steps for teacher training and the adaptation and sustainability of the Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT).

Each MENTEP partner that participated in the field trials organised a workshop in its own country (Cyprus, Czech Republic, Finland, France, Greece, Estonia, Italy, Lithuania, Spain, Portugal, Slovenia). MENTEP partners were asked to invite between six and fifteen participants with a core interest in the project: policy makers, researchers, teachers, representatives from teacher training organisations, teacher training curriculum authorities and inspectorates.

The Czech national workshop took place on 10 January 2018 at the Residence Dlouhá 17, Prague. Overall 13 participants attended, including representatives from European Schoolnet EUN (2), the research institute for the evaluation of public policies IRVAPP (1) and from the MENTEP partner organisation DZS - Centre for International Cooperation in Education (4), the Ministry of Education, Youth and Sports (1), the National Institute for Education (2), Department of Information Technology, Charles University Faculty of Education Prague (1), Fond dalšího vzdělávání (Fund of Further Education - organisation under Ministry of Labour and Social Affairs) (1), and one independent expert involved in digital education. There were no teachers from the Czech sample participating in the field trials present at the workshop.

Pavla Šabatková, Head of the School Education Unit at the DZS Centre for International Cooperation in Education welcomed participants and described the work of the centre.





Vladimíra Pavlicová, consultant to the DZS Centre for International Cooperation in Education and national coordinator responsible for MENTEP field trials and the national ecosystem chaired the workshop.

Presentations & Discussion


This national Discussion Workshop Report summarises the conclusions reached in the national workshop in the Czech Republic. It consists of the following sections, each time summarising the key points of the presentation and the discussion afterwards, both with a particular focus on the most striking findings evolving from the data analysis within the context of the Czech Republic and the impact of the TET-SAT.

1. About the MENTEP project
2. The new self-assessment tool TET-SAT
3. The research design of the policy experimentation
4. Results of the experimentation - national descriptors
 - The response rates to the Follow-Up Survey (FUS)
 - The characteristics of the MENTEP teachers
 - Teachers' use of the TET-SAT: Numbers, satisfaction & feedback score
5. Results of the experimentation - the impact of the TET-SAT
6. National and international developments in relation to the TET-SAT, competence assessment and certification.
7. Conclusions and next steps in the Czech Republic

In the morning, European Schoolnet set the scene with two presentations on the rationale of the MENTEP project and the newly developed self-assessment tool TET-SAT, which was tested during the field trials



1. Presentation: About the MENTEP project



Anja Balanskat, Senior Advisor and MENTEP project manager (EUN), presented the rationale of the MENTEP project and showed a short introductory video. As a policy experimentation, it is not “just” a project but the aim is to test an intervention resulting in reliable evidence based on a strong methodology. European Schoolnet coordinates the project, with 15 partners from 13 countries.

Workshop participants had no particular comments on this presentation.

Find out more [here](#); Presentation available [here](#)



2.a Presentation: The new self-assessment tool TET-SAT

Anja Balanskat introduced workshop participants to the new self-assessment tool [TET-SAT](#) developed by the MENTEP consortium with the help of experts based on existing tools and frameworks. The TET-SAT aims to trigger teachers' self-reflection, identify learning needs and initiate actions to further develop their competences. The tool assesses four dimensions of digital competence: digital pedagogy, digital content use and production, digital communication and collaboration and digital citizenship. Teachers are invited to position themselves for each competence choosing the one of five statements that most closely describes their practice. After answering the 30 questions, teachers receive personalised feedback, including links to national and European ecosystems of training resources mapped against the competence areas of the tool.


Try out the [TET-SAT](#) here; Presentation available [here](#)

For further information: [MENTEP Brochure 2017](#)


Vladimíra Pavlicová presented the [Czech ecosystem](#), the collection of national training resources linked to the TET-SAT. The aim of creating the eco-system for CZ was to highlight selected best quality resources and the key documents and resources for each of the four areas. The preparation of the eco-system revealed that there were many resources in some areas (e.g. safety) but less in others (e.g. well-being and environment).

2.b Discussion: The new self-assessment tool TET-SAT

The presentation of the TET-SAT was followed by a discussion. There was overall a positive reaction to the TET-SAT, participants appreciated the tool for teachers' self-reflection.




Pavla Šabatková briefly explained why the Czech Republic decided to take part in MENTEP to allow participants to have a better overview about the whole project. She also reported on the experience gained from the project. The Czech Republic decided to participate in the project as it was something new and the expected outcomes (TET-SAT) focused on the improvement of teachers' digital competences which fully corresponds to the CZ Digital Education Strategy. It was also challenging to know if teachers would voluntarily take part in using a self-assessment tool since self-evaluation is not yet so common in the Czech education system. Having the TET-SAT prepared, CZ considered the tool as the innovation.



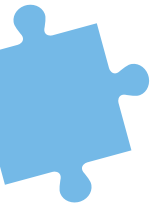
Pavla Šabatková also pointed out that MENTEP had been designed as a three years project, but with respect to the experience gained, five years would have been more realistic to develop a tool, test it scientifically and evaluate the project.

In general, it was outlined that it was a challenge to design a tool from scratch even if there were tools and frameworks partly available, the partnership had to agree on the main dimensions and levels / descriptors at EU level. EUN pointed out that that there was nothing already out there that the partnership could use as it was.


Pavla Šabatková also mentioned the difficulties of the translation of the tool to Czech as it took a lot of time to make the tool easy to understand for CZ teachers. The quality of translation was appreciated by Bořivoj Brdička.




Participants then asked about practical aspects of the TET-SAT (Is it possible to use the TET-SAT twice to compare progress? What about the feedback page?). EUN explained that in order to compare progress, you can see previous session results (using the same account, by clicking on a link as separate PDFs), but you cannot export the results to a spreadsheet such as Excel to compare. The idea of using the TET-SAT as a professional development tool is indeed that teachers use it more than once to monitor their progress. As regards the feedback score, it was explained by EUN that:

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- The TET-SAT does not provide a summative evaluation, the results given (a feedback score with a textual description) aim to inform the user on his/her competence level but also give links to resources to develop further their digital pedagogical competence.
 - The feedback score is computed as a sum of the responses chosen to the different items in the TET-SAT.

Participants also wanted to know the next plans with the tool. EUN explained that the second version is to come, e.g. with more encouragement to use ecosystems, and linking teacher-produced examples to level descriptors (that were collected within MENTEP MOOC). The possibility for teachers to work only on one area (not all four) as asked by one participant will be investigated. However, this will have implications on how the results will be analysed. EUN also mentioned that the tool had not been intended to be the core product of the project, but to investigate the type of impact it can make on teachers.





The national stakeholders explained that Czech teachers usually worry about being tested. Therefore, the presentation of the tool in the future seems to be very important- the tool should be presented not as a test that might influence teacher´ salary, but as a support of their professional development. EUN reiterated the purpose of the tool, which has to be highlighted in the Czech context: it is not there to judge teachers, but to support them as lifelong learners.

The other questions focused on privacy and data protection. EUN made it clear that participants´ details were anonymised before the field trials. The importance to guarantee privacy of teachers was also highlighted throughout the project by the DZS Centre for International Cooperation in Education.

The comments and suggestions for improvement of the tool will be integrated in the final version of the tool, which should be ready in March 2018.

3. Presentation: The Research design of the policy experimentation

Davide Azzolini of IRVAPP, the organisation responsible for the MENTEP evaluation, presented first the evaluation question, the counterfactual approach, the experimental design and the data collection plan. The evaluation question of the policy experimentation was: **What is the impact of the Technology-Enhanced Teaching Self-Assessment Tool (TET-SAT) on teachers´ TET competences?**

More information about the research methodology [here](#); Presentation available [here](#)
Workshop participants had no particular comments on this presentation.

4. Presentation: Results of the experimentation - national descriptors

Davide Azzolini (IRVAPP) also presented first results: in particular the context of the experimentation:

- a. The response rates to the Follow-Up Survey (FUS)
- b. The characteristics of the MENTEP teachers
- c. Teachers´ use of the TET-SAT: Numbers, satisfaction and feedback score

Presentation available [here](#)

4.1. Response rates to the Follow-Up Survey in CZ

In CZ the response rate to the FUS 75.1%, was considered 'not bad', but only 16.8% (42 teachers) used the TET-SAT (the 2nd lowest of all countries). Therefore, the effects of the TET-SAT are reported on the overall sample. Because of the small number of teachers taking up the tool in CZ, as well as in the other participating countries, it was not possible to estimate the impact of the tool at the country level but only at the aggregate level.

4.2. Characteristics of MENTEP teachers


General characteristics

In CZ, 52 schools took part in the MENTEP field trials, 813 teachers in those schools were invited to take part in the trials and 523 of those teachers completed the Benchmark Survey. This group is the experiment's sample. They were divided into two matched sub-groups: the control group ('non-encouraged teachers') and the experimental group ('encouraged teachers'). At the end of the trial period, all were invited to complete a Follow-up Survey. 393 teachers completed it, a 78% completion rate for the control group (213 completed the Follow-up Survey) and 72% for the experimental group (completed by 180 teachers).

In CZ, 81% of those who completed the Benchmark Survey were female compared to 75% overall, as can be seen in the table below. Participants tended to be younger than in other countries, and to spend more time than average on administration and preparing lessons.

Individual characteristics of the teachers

Individual characteristics	Overall	CZ
Sex		
Females	75%	81%
Age		
Age <40	25%	37%
Age 40/50	36%	29%
Age >50	39%	34%
Subject		
Humanities	42%	46%
Scientific	32%	39%
Other subjects	25%	15%
(Average) Weekly hours devoted to		
Teaching	18	18
Preparing lessons	8	9
Admin duties	4	5
Other	3	4
<i>N teachers</i>	5,598	393



The sampled teachers participating in the Benchmark Survey reported similar levels of ICT device ownership at home as the overall average but cell phone ownership was lower: 66% of CZ teachers owning one compared to 83% overall. 91% of Czech teachers had a home internet connection and 91% a portable PC at home. Use of the devices at home tended to be lower than the overall average, with 56.2% of Czech teachers (50% overall) using them for less than one hour/day.

Teachers' self-assessed TET-ability, use of ICT and attitudes

MENTEP teachers rated their (pre-trial) digital competence as high at the Benchmark Survey. Especially the following statements: "I can stimulate students to use ICT in a critical manner" (overall 90% and 84% in CZ), "I can support students in searching for information by means of ICT" (95% overall, 94% in CZ), and "I can support students to communicate with ICT in a safe, responsible and effectively way" (90% overall and 88% in CZ). On the other hand, CZ teachers rated their competence level lower than average on their proficiency in "(re)designing ICT applications in view of a specific educational setting" (71% overall and 59% in CZ) and "selecting ICT applications effectively in creating a learning environment" (77% on average and 68% in CZ).

Teachers' views on ICT in teaching

The same group of teachers, both overall and in CZ, has very positive views about ICT in teaching and learning according to their responses to the Benchmark Survey, particularly that ICT enables students to access better sources of information, as seen in the table below. On the other hand, CZ teachers have markedly more critical views in all other areas: only 52% considered that ICT helps students learn to collaborate with other students (75% overall), and only 37% that it helps students develop skills in planning and self-regulation of their work compared to 65% overall.


Teachers attitudes towards ICT in teaching and learning. Percentage of teachers that agree with the proposed statements

Using ICT at school	Agreement*	
	Overall	CZ
Enables students to access better sources of information	94%	97%
Helps students to consolidate and process information more effectively	84%	87%
Helps students learn to collaborate with other students	75%	52%
Enables students to communicate more effectively with others	64%	47%
Helps students develop greater interest in learning	76%	59%
Helps students work at a level appropriate to their learning skills	76%	73%
Helps students develop skills in planning and self-regulation of their work	65%	37%
Improves academic performance of students	60%	43%

* "Agreement": percentage of teachers who slightly agree, agree, totally agree



Teachers' actual use of ICT



Across all countries taking part in MENTEP field trials teachers showed widespread use of ICT in teaching in the Benchmark Survey. CZ teachers' self-assessments were close to the overall average with some variation. They reported less use in using ICT to provide remedial or enrichment support to individual students or small groups of students (50% said they used it in at least some lessons compared to 77% overall), and in supporting inquiry learning (52% compared to 76%).

Teacher collaboration on the use of ICT in teaching

Overall, there were moderate levels of teacher collaboration with other teachers on the use of ICT. CZ teachers reported slightly less collaboration with colleagues in all areas and particularly in collaborating to develop ICT based lessons based on the curriculum (13% in CZ, 42% overall).


Discussion: Characteristics of MENTEP teachers

The discussion started with the approach of self-assessment as a way of teachers' professional development. Pavla Šabatková observed that self-assessment is rather less used in CZ and neither is peer-to-peer collaboration among teachers. Also, self-assessment is used very little by students according to the Czech School Inspectorate findings.

In the Czech Republic, 12 days are allocated to teachers for Professional Development, but the form might vary a lot (self-study, participation in a conference, workshop, etc.) - according to the decision of head teacher. Participants wanted to know if teachers were asked about details of their professional development in the surveys. IRVAPP confirmed that the question on the number of hours spent on training was part of the Follow-up Survey.

The question was raised if the TET-SAT should produce badges, participants view on this was mixed with a preference to give a badge after completion of professional development trainings/courses rather than doing the self-assessment tool. The self-assessment tool is thus considered as the first step in professional development that enables teachers to reflect on which topics they should further focus on.

The next discussion point dealt with the methodology of the project. The project involved control and experimental groups, not the entire population. Moreover, the results depend on a self-reflected, subjective tool rather than on a test of teachers' competences. Is the methodology correct? IRVAPP replied that there is no alternative yet; the issue is how to measure TET (digital pedagogical)




competences. The progress of measuring digital competences is more advanced for students (tests on students' digital skills already exists), but less in case of teachers. IRVAPP explained that in tests generally, the items must:

- 1) Create scales that are reliable and internally consistent. The Cronbach's alpha is the measure commonly used to estimate the scales reliability.
- 2) Within the four areas of the TET-SAT, the scales must be unidimensional, that is, there must be only one latent factor that can be inferred from the items.

Results of the test run by IRVAPP show that all the four areas of the TET-SAT meet the two conditions. The conclusion of the test is that the score from the four areas is calculated from unidimensional and reliable scales and can hence be considered informative of the level of self-assessed TET competences within each subsection.

4.3.a Presentation: The field trial in the Czech Republic score

Vladimíra Pavlicová, described the trials in CZ. She said that persuading schools to agree to participate, while respecting the experimental protocol, was the most challenging part of the project. The target was 50 schools and 1,000 teachers, as in other participating countries.



Much communication was needed and the whole process was time-consuming. The Centre for International Cooperation in Education provided the list of schools in CZ to IRVAPP. Of these 81 schools were randomly selected as well as 117 replacements if they did not agree to take part. 58 of the 81 schools met the criteria for inclusion in the project (e.g. having ISCED 2 level). However, only seven schools agreed to take part (12%) and 51 refused. For that reason, this procedure had to be made four times to reach the target number. Eventually 52 schools were identified, all from random sampling.

The low acceptance rate (20%) can be explained by the following reasons:

- Schools are overloaded with different projects
- There was no financial support from the project, e.g. to purchase ICT equipment
- Random selection excluded the possibility of volunteering
- Self-assessment is not common in CZ
- It was difficult to explain the project to potential schools without disrupting the protocol ("We want you to take part in the project, but can't tell you in detail what it's about").



The field trials were described (emails sent to head teachers and teachers, reminders were sent if there was no response, etc.). The Deputy Minister of Education signed the letter inviting schools to complete the Follow-up Survey and this was said to be 'very helpful'. Some one-to-one support for teachers was provided, e.g. how to register on the platform and answers to questions, such as what to do if a teacher had started the survey but had not completed it. The support of head teachers was reported as crucial. It was important that everyone involved, including the head teachers, should understand the added value of the project for themselves and the school, but this was difficult in MENTEP. The timetable also caused difficulties, e.g. forgetting passwords in the period between the Benchmark and Follow-up Surveys. Vladimíra Pavlicová also remarked the issue of schools for students with special educational needs - these schools were included in the project and they actively participated in the project.

Presentation available [here](#)

Discussion

It was expressed that it is important to feed back to the European Commission how difficult it is to organise field trials like this, involving randomised controlled trials. An open call would have been easier.

IRVAPP answered the question if the schools taking part were truly representative, given the fact that four rounds of selection took place in CZ before the quota was reached. IRVAPP replied that the sample is representative (in each round, the school to address were randomly selected).

4.3.b Teachers' use of the TET-SAT: Numbers, satisfaction and feedback score

Davide presented the results of the field trial in CZ. Fewer than one in five encouraged teachers used the TET-SAT (none of the non-encouraged teachers did) in CZ.

As shown in the table, 12.8% of encouraged teachers completed the TET-SAT compared with 26.7% overall. Only in Finland did a lower percentage of teachers complete the TET-SAT.

	Total of encouraged teachers	Encouraged teachers who started the TET-SAT		Encouraged teachers who started and completed the TET-SAT	
		Number	%	Number	%
Overall	2,750	930	33.8%	734	26.7%
cz	250	42	16.80%	32	12.80%

In the Follow-up Survey, teachers were asked to give reasons for non-completion. Time constraint, lack of interest and unaware of it were the main reasons given in CZ, similar to other countries.

Main reason	Overall	CZ
Unaware of it	32%	23%
Time constraints	30%	26%
Not interesting	10%	25%
Already competent	4%	5%
Could not access	4%	3%
Do not use ICT	3%	4%
Not interested in training	1%	3%
Other	15%	12%
<i>Number of respondents</i>	<i>1,069</i>	<i>142</i>

Data analysis revealed that, overall, a certain profile of teacher was more likely (50% probability) to use the TET-SAT: teaching a scientific subject, with a teaching workload of 12 hours a week, with many ICT devices at home, positive views on ICT, highly collaborative, has undergone a lot of training in ICT for teaching and who has a high level of self-assessed ICT ability. On the other hand, less likely (15% probability) to complete the TET-SAT was a humanities teacher with a teaching workload of 25 hours a week, with no ICT devices at home and negative views on ICT, weakly collaborative, little ICT training and a low level of self-assessed ICT ability. There was no correlation between age, gender and teaching experience and TET-SAT completion.

As numbers completing the TET-SAT were low, IRVAPP did not produce any results for CZ for comparison with other countries.

In the Follow-up Survey teachers were asked for their views on the TET-SAT after using it. On average, CZ teachers rated its features 7.4 out of a maximum of 10 (the overall mean was 7.5), generally scoring features in line with other countries, but rating the national resource eco-system 7.7 compared to 7.3 in other countries. On the other hand, they rated the online access, ease of understanding and international learning resources lower than teachers in other countries.

CZ teachers who answered the question (38) thought that the TET-SAT was less useful than their peers, rating it lower than teachers in other countries on all measures except ease of use and self-comparison usefulness. In particular, only 37% of CZ teachers considered that the TET-SAT helped them to assess their competence (compared to 64% overall) and to re-think use of ICT in teachers (compared to 62% overall), and 39% that the resources were useful to improve their teaching (51% overall).

Item	Agree	CZ - agree
TET-SAT helped me to assess my competence	64.4%	37%
TET-SAT helped me to re-think use of ICT in teaching	61.6%	37%
TET-SAT took too much time	38.1%	37%
TET-SAT was boring	30.1%	29%
TET-SAT was useful	63.2%	58%
TET-SAT was easy	74.8%	79%
Feedback page useful to assess my competences	69.3%	68%
Resources useful to improve teaching	51.1%	39%
Overall satisfied	63.1%	55%
Self-comparison useful	55.0%	66%
I would recommend tool	59.5%	58%
Inspired to try new practices in my teaching	54.4%	45%
I prefer to use self-assessment tool to other methods of ass.	56.9%	47%
<i>Number of respondents</i>	<i>818</i>	<i>38</i>

Discussion


As regards the main reason for not using the TET-SAT, it was pointed out by one participant that the item “not interesting” could rather mean I was not interested in the TET-SAT rather than the TET-SAT is not interesting as teachers gave their reason for not using the TET-SAT.

It was also mentioned that in general, CZ teachers might be more critical than their peers in Europe. In discussion, it was also highlighted that 58% of CZ teachers would recommend the tool to their colleagues and the same ratio considers the TET-SAT as a useful tool (according to the results), therefore the perception of the TET-SAT might be viewed as quite positive.

Participants also investigated which encouragement communication had the most effect on teachers. EUN replied that this depends on the country context, in some countries, it depends on the organisation sending the email, e.g. in Portugal the ministry of education sent it. In CZ, the project was based on a fully voluntary approach which corresponds to the role of the DZS - Centre for International Cooperation in Education. As the TET-SAT is planned to be at disposal for teachers in the future, it is worth to find out how many teachers is willing to use a self-assessment tool on voluntary basis.

5. Presentation: Results of the experimentation - The impact of the TET-SAT

Davide Azzolini (IRVAPP) presented the overall feedback scores, the short- and medium-term effects of using the TET-SAT. The effects of the TET-SAT are reported on the overall sample. Given the number of teachers by country, country-level



estimates of the impact of the TET-SAT cannot be given. The impact evaluation results show that using the TET-SAT leads teachers to develop more informed and critical assessments of their TET competence. After using the TET-SAT, teachers tend to have a more critical perception of their level of TET competences. Their self-assessed ICT ability decreases (especially among older teachers and women). Moreover, teachers who used the TET-SAT showed slightly more critical views on ICT in teaching and learning, especially those who started with a very high self-assessed TET competence.

Presentation available [here](#); More information available [here](#)

Discussion

Participants asked if the teachers realised they had been overestimating their competence. EUN replied that they did not see it for individual items, but received it for each area and subarea as part of the final scores in these areas.

The discussion on the results, the impact of the TET-SAT, raised new questions, such as: How to motivate teachers to continue professional development on a voluntary basis? How to change their thinking about professional development once they qualify as a teacher?

Participants then considered the long-term effects. EUN and IRVAPP pointed out that it would be interesting to send out one more questionnaire to identify a more long term impact (e.g. uptake of training or on ICT use in the classroom), but the project duration does not allow for this.

Participants also expressed that the development of the TET-SAT and testing of its effects are positive results from the MENTEP project. They were interested in the future of the tool and sustainability of the project. EUN pointed out that the final and improved version of the TET-SAT will be available in March 2018 and it will be certainly sustained by EUN. Sustainability actions foreseen by partners are currently discussed in each country. A follow up project could be envisaged.



6. National and international developments in relation to the TET-SAT, competence assessment and certification

Roger Blamire, Senior Adviser (EUN), gave an overview of international and European initiatives related to the development of competence frameworks and tools for teachers including an update of the work by UNESCO, JRC and ISTE.



7. Next steps in the Czech Republic

There was a general discussion about the next steps (without presentation).

Daniela Růžičková from the National Institute for Education mentioned the need to work with Czech initial teacher education providers in the area of digital competences of teachers. She appreciated the work of MENTEP on looking at frameworks and tools.


Ondřej Neumajer gave some insights into the current CZ strategy of digital education. Within the strategy, a digital competence standard for teachers is to be adopted and integrated into initial teacher education and global standards for teachers. An online tool for teachers “Profil Učitel²¹” arising from digital competence standard is to be prepared. The teacher tool must align with the existing tool for school “Profil Učitel²¹”.

He pointed out that a few years ago, there were no standards and no tools for teacher’s competence in CZ. Currently, there is (1) MENTEP (European project with online tool TET-SAT, in CZ), (2) an online tool based on UNESCO framework (created by the National Institute for Further Education, in CZ) and (3) DigCompEdu framework (not yet in CZ, but this standard might be used for the preparation of the tool “Profil Učitel²¹” – however, it is still under discussion).

Bořivoj Brdička asked who owns the content and data of the tools presented by Roger Blamire. EUN replied that in the case for the tools developed by the JRC (i.e. the European Commission) such as DigCompEdu, the data gathered is owned by the EC. The TET-SAT is owned by EUN and partners and is an Open Educational Resource.

Daniela Růžičková mentioned that the DigCompEdu is in English only, with no translation. EUN mentioned that the JRC tool will be translated for tests in selected pilot countries. EUN also pointed out that the TET-SAT as part of EUN services provides follow-up support resources and teacher support and it is not clear how JRC will be able to provide maintenance and teacher support for DigCompEdu as it is primarily a research-based organisation.

Pavla Šabatková highlighted that the TET-SAT will be offered to all as an introduction to self-assessment but it cannot be used for certification (like ECDL). The TET-SAT is fully available in CZ and it is linked to a national and European ecosystem that can help teachers to not only assess, but also further develop their TET competences.



EUN aims to promote and regularly update the TET-SAT and eco-system, maintenance of the tool and national eco-system is also intended in the CZ.

Finally, Anja Balanskat outlined the final steps in the MENTEP project and thanked participants for their interest and contributions to the valuable discussions at the workshop.

Conclusion:

The Czech national stakeholders consider the MENTEP project as a very useful project to introduce to teachers the issue of self - assessment and self-education. Based on the experience from the project, Czech Republic should promote the TET-SAT as a relevant and useful tool available in Czech language and use all outcomes of the project in developing the online tool "Profil Učitel²¹".

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