INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

CZECH REPUBLIC

MINISTRY OF EDUCATION, YOUTH AND SPORTS

Implementation document

for the Operational Programme

EDUCATION

FOR COMPETITIVENESS

Version on 9 June 2010

OP Vzdělávání
pro konkurenceschopnost

Contents

INVESTMENT TO THE EDUCATIONAL DEVELOPMENT
1 Introduction 9
2 Strategy of the Programme 10
3 Priority axis 1 – Initial Education 14
3.1 Area of support 1.1 – Quality Improvement in Education 16
3.1.1 Focus of the support 16
3.1.2 Objectives of the area of support 16
3.1.3 Supported activities 17
3.1.4 Type of support 19
3.1.5 Form and amount of support 19
3.1.6 Beneficiaries 20
3.1.7 Target groups 22
3.1.8 Territorial focus of the support 22
3.1.9 Time schedule 22
3.1.10 Categories of the area of support 22
3.1.11 State aid 22
3.1.12 Indicators 23
3.1.13 Financial plan 27
3.2 Area of support 1.2 - Equal opportunities for children and pupils, including children and pupils with special educational needs 28
3.2.1 Focus of the support 28
3.2.2 Objectives of the area of support 28
3.2.3 Supported activities 29
3.2.4 Type of support 31
3.2.5 Form and amount of the support 31
3.2.6 Beneficiaries 32
3.2.7 Target groups 33
3.2.8 Territorial focus of the support 34
3.2.9 Time schedule 34
3.2.10 Categories of the area of support 34
3.2.11 State aid 34
3.2.12 Indicators 35
3.2.13 Financial plan 40

3.3 Area of support 1.3 - Further Education of Employees at Schools and Educational Institutions 41
3.3.1 Focus of the support 41
3.3.2 Objectives of the area of support 41
3.3.3 Supported activities 42
3.3.4 Type of support 43
3.3.5 Form and amount of support 43
3.3.6 Beneficiaries 44
3.3.7 Target groups 45
3.3.8 Territorial focus of the support 46
3.3.9 Time schedule 46
3.3.10 Categories of the area of support 46
3.3.11 State aid 46
3.3.12 Indicators 47
3.3.13 Financial plan 51
3.4 Area of Support 1.4 – Improved Conditions for Primary School Education 51
3.4.1 Focus of the support 51
3.4.2 Objectives of the area of support 51
3.4.3 Supported activities 52
3.4.4 Type of support 52
3.4.5 Form and amount of support 52
3.4.6 Beneficiaries 53
3.4.7 Target groups 53
3.4.8 Territorial focus of the support 53
3.4.9 Time schedule 53
3.4.10 Categories of the area of support 54
3.4.11 State aid 54
3.4.12 Indicators 54
3.4.13 Financial plan 59
4 Priority axis 2 – Tertiary Education, Research and Development 60
4.1 Area of support 2.1 – Tertiary Professional Education 62
4.1.1 Focus of the area of support 62
4.1.2 Objectives of the area of support 62
4.1.3 Supported activities 62
4.1.4 Type of support 63

4.1.5 Form and amount of support 63
4.1.6 Beneficiaries 63
4.1.7 Target groups 64
4.1.8 Territorial focus of the support 64
4.1.9 Time schedule 64
4.1.10 Categories of the area of support 64
4.1.11 State aid 64
4.1.12 Indicators 65
4.1.13 Financial plan 73
4.2 The area of support 2.2 – Higher Education 74
4.2.1 Focus of the area of support 74
4.2.2 Objectives of the area of support 74
4.2.3 Supported activities 74
4.2.4 Type of support 75
4.2.5 Form and amount of support 75
4.2.6 Beneficiaries 75
4.2.7 Target groups 75
4.2.8 Territorial focus of support 76
4.2.9 Time schedule 76
4.2.10 Categories of the area of support 76
4.2.11 State aid 76
4.2.12 Indicators 77
4.2.13 Financial plan 85
4.3 Area of support 2.3 - Human Resources in Research and Development 86
4.3.1 Focus of the area of support 86
4.3.2 Objectives of the area of intervention 86
4.3.3 Supported activities 86
4.3.4 Type of support 87
4.3.5 Form and amount of support 87
4.3.6 Beneficiaries 87
4.3.7 Target groups 87
4.3.8 Territorial focus of support 88
4.3.9 Time schedule 88
4.3.10 Categories of the area of support 88
4.3.11 State aid 88

4.3.12 Indicators 89
4.3.13 Financial plan 99
4.4 Area of support 2.4 – Partnership and Networks 100
4.4.1 Focus of the area of support 100
4.4.2 Objectives of the area of support 100
4.4.3 Supported activities 100
4.4.4 Type of support 101
4.4.5 Form and amount of support 101
4.4.6 Beneficiaries 101
4.4.7 Target groups 102
4.4.8 Territorial focus of the support 102
4.4.9 Time schedule 102
4.4.10 Categories of the area of support 102
4.4.11 State aid 103
4.4.12 Indicators 103
4.4.13 Financial plan 107
5 Priority axis 3 – Further education 108
5.1 Area of support 3.1 - Individual further education 110
5.1.1 Focus of the support 110
5.1.2 Objectives of the area of support 110
5.1.3 Supported activities 110
5.1.4 Type of support 110
5.1.5 Form and amount of support 111
5.1.6 Beneficiaries 111
5.1.7 Target groups 111
5.1.8 Territorial focus of the support 111
5.1.9 Time schedule 112
5.1.10 Categories of the area of support 112
5.1.11 State aid 112
5.1.12 Indicators 112
5.1.13 Financial plan 114
5.2 Area of support 3.2 - Support of Further Education Supply 115
5.2.1 Focus of the support 115
5.2.2 Objectives of the area of support 115
5.2.3 Supported activities 115

5.2.4 Type of support 116
5.2.5 Form and amount of support 116
5.2.6 Beneficiaries 117
5.2.7 Target groups 117
5.2.8 Territorial focus of support 117
5.2.9 Time schedule 117
5.2.10 Categories of the area of support 118
5.2.11 State aid 118
5.2.12 Indicators 119
5.2.13 Financial plan 122
6 Priority axis 4a - System Framework of Lifelong Learning (The Convergence objective) 123
6.1 Area of support 4.1 – A system framework of lifelong learning 123
6.1.1 Focus of the support 123
6.1.2 Objectives of the area of support 124
6.1.3 Supported activities 124
6.1.4 Type of support 126
6.1.5 Form and amount of the support 126
6.1.6 Beneficiaries 127
6.1.7 Target groups 127
6.1.8 Territorial focus of the support 128
6.1.9 Time schedule 128
6.1.10 Categories of the area of support 128
6.1.11 State aid 128
6.1.12 Indicators 129
6.1.13 Financial plan 131
7 Priority axis 5a – Technical Assistance (The Convergence objective) 132
7.1 Area of support 5.1 - Programme management, control, monitoring and evaluation 133
7.1.1 Focus of the support 133
7.1.2 Objectives of the area of support 133
7.1.3 Supported activities 133
7.1.4 Type of support 134
7.1.5 Form and amount of support 134
7.1.6 Beneficiaries 134
7.1.7 Target groups 134

7.1.8 Territorial focus of the support 134
7.1.9 Time schedule 135
7.1.10 Categories of the area of support 135
7.1.11 Indicators 135
7.1.12 Financial plan 137
7.2 Area of support 5.2 – Programme information and publicity 138
7.2.1 Focus of support 138
7.2.2 Objectives of the area of support 138
7.2.3 Supported activities 138
7.2.4 Type of support 138
7.2.5 Form and amount of support 138
7.2.6 Beneficiaries 139
7.2.7 Target groups 139
7.2.8 Territorial focus of the support 139
7.2.9 Time schedule 139
7.2.10 Categories of the area of support 139
7.2.11 Indicators 140
7.2.12 Financial plan 142
7.3 Area of support 5.3 - Increase in absorption capacity of entities implementing the programme 143
7.3.1 Focus of the support 143
7.3.2 Objectives of the area of support 143
7.3.3 Supported activities 143
7.3.4 Type of support 143
7.3.5 Form and amount of support 143
7.3.6 Beneficiaries 144
7.3.7 Target groups 144
7.3.8 Territorial focus of support 144
7.3.9 Time schedule 144
7.3.10 Categories of the area of support 144
7.3.11 Indicators 144
7.3.12 Financial plan 147
8 Financial framework 148
8.1 Eligible expenditures 150
8.2 Cross financing 152

8.3 State aid 152
9 Partnership 156
10 EC OP Management and implementation 157
11 Publicity and information 160
Annexe 1 - Abbreviations Used 161
Annexe 2 – Explanation of Terms Used 162
Annexe 3 – List of basic legislation of the CR and EC 166
Annexe 4 – Explanation of certain eligible and ineligible processes and activities within the framework of Priority axis 1 – Initial Education 167
Annexe 5 – Implementation of educational activities in Priority axis 3 – area of support 3.2 Supporting the offer of further education within Global Grants 178

1 Introduction

The presented Implementation Document of the Education for Competitiveness Operational Programme follows the Education for Competitiveness Operational Programme (hereinafter referred to as "EC OP"), which has been adopted by CR Government decree No 821 of 28 June 2006 and approved by CR Government decree No 1302 of 15 November 2006. Subsequently, the EC OP was approved by the European Commission on 12 October 2007.

In planning the operational programmes for programme period 2007 – 2013, strategic approach and decentralisation of controlling of interventions are used on a large scale. The operational programmes are therefore elaborated only to the level of priority axes that are approved by the European Commission. The Implementation Document elaborates the areas of support, which serve, in the context of the programme, as tools for achievement of the Priority axis objectives, and in relation to recipients, as implementation programmes (the lowest level of the operational programme). The Implementation Document of the EC OP has been elaborated in accordance with methodological guidelines of the Ministry for Regional Development for elaboration of operational programmes priorities for the period 2007 – 2013 to the levels of areas of support.

In the introduction of the document, abbreviations and terms used herein, strategies, global objective, specific objectives and priority axes are defined. The main part of the document consists of chapters, which describe in detail all the basic parameters of areas of support within the framework of EC OP.

2 Strategy of the Programme

National economy based more and more on knowledge, and at the same time, open to global environment, places increasing demands on individuals in terms of knowledge and skills during their whole career. Apart from other things, it requires extensive language knowledge, ability to work with information and manage information and communication technologies and ability to use them appropriately. Moreover, individuals must be able to work in different cultural environments and work within various teams, as well as they must be prepared well for change of their career caused by unexpected changes of external economical and social conditions etc.

If people want to be employable and competitive enough in the labour market, they have to keep their knowledge and skills up to date for the whole life. In order to fulfil the above mention preconditions, primarily, it is necessary to develop effective system of further education, focused especially on the needs of middle-aged and older generations in consequence of prolongation of active life and to make effective use of the existing infrastructure of the educational institutions.

In society based on knowledge and innovations, great emphasis is put on support of mutual links between educational system, research and development area and business sector. It is necessary to develop appropriate environment and conditions in order to enable effective processes of creation, transfer and use of knowledge and support of innovative solutions on all levels.

The educational system and the framework of further education linked with it fulfil more tasks. In addition to cultural, socialisation, democratisation or ethical roles, the educational system should also help individuals to explore their qualifications and to further develop them and use them successfully in the course of their career life. The system of further education should allow the individuals to respond flexibly both to the changing requirements of particular professions and changes in the labour market.

All the preconditions mentioned above were reflected during the formulation of a global objective and specific objectives of the EC OP. We can consider especially the following thesis as crucial: “from the point of view of long-term sustainable competitiveness, it is necessary for the Czech Republic to develop, by the help of effective educational system, qualified, adaptable and mobile labour force employable in the labour market, not only in the areas of manufacturing, services and public sector, but also in activities aimed at the area of creation, transfer and use of knowledge”. It is obvious that employability of individuals in the labour market depends mainly on their level of education, qualification and their willingness for further learning and retraining. The possibility of good application in the labour market and the efficiency of the education is also determined by a reasonable selection of educational track. Therefore, the objective of EC OP is to increase readiness of individuals for joining the competitive economy through the use of proposed interventions.

In accordance with the Regulations and in order to ensure a uniform framework of ESF national system activities in terms of education, a combination of funds from the Convergence Objective and Regional Competitiveness and Employment Objective is to be applied. The so called multi-objective focus applies to such activities where it is desirable to cover the entire Czech Republic, i.e. including the capital city of Prague.

The above mentioned activities of a systemic nature, with a nationwide impact (for example, activities resulting in the links between initial and further education) fall under priority axes 4a and 4b of the System Framework of Lifelong Learning. The national projects to be implemented under this axis will be of a systemic nature and will affect initial, tertiary and further education. The advantage of this approach lies in the assurance of the uniform implementation and management of system activities over the entire Czech Republic.

The multi-objective focus also includes the Priority axis Technical assistance that is also to be used to support individual national projects. The EC OP Managing Authority shall ensure that resources allocated for the Convergence Objective are not used to finance interventions under the Regional Competitiveness and Employment Objective, simultaneously, the EC OP Managing Authority shall ensure, in co-operation with the Managing Authority of the Prague Adaptability Operational Programme (hereinafter referred to as "PA OP"), that the activities carried out under the EC OP are not duplicated by the PA OP activities, i.e. that the same type of activities is not implemented for the same target group. The Managing Authority shall also ensure sufficient financial allocation to activities of a system/national nature.

The EC OP Managing Authority also ensures, in cooperation with the HRE OP, that the activities carried out under the EC OP are not duplicated by the HRE OP activities, i.e. that the same type of activities is not implemented for the same target group.

The strategy of the Operational Programme Education for Competitiveness is fully in accordance with the basic strategic documents of the Czech Republic. EC OP is based on the National Strategic Reference Framework 2007 – 2013 (hereinafter referred to as "NSRF") and the EC OP global objective ensures significant part of NSRF Strategic Objective of Open, Flexible and Coherent Society and a Competitive Czech Economy. It is also based on the National Lisbon Programme 2005 – 2008, resp. on the National Reform Programme of the Czech Republic (hereinafter referred to as "NRP") and also on the Economic Growth Strategy (hereinafter referred to as "EGS"). At the same time, EC OP supports the main lines of the National Education Development Programme in the Czech Republic (the so called "White Paper") and areas defined in the Long-term Development Plan for Education and the Educational System 2005, and particularly 2007. Last but not least, EC OP reflects the conclusions and recommendations of strategic documents laying down the policy in the area of human resource development, which include the Human Resources Development Strategy for the Czech Republic 2007.

EC OP respects the Cohesion Policy for support of growth and employment: Community Strategic Cohesion Guidelines 2007-2013[1] (hereinafter referred to as "CSG"), Communication from the Commission to the Council and the European Parliament - Integrated Guidelines for Growth and Jobs, and the proposal of Regulation on the European Social Fund. The global objective of the operational programme is in full compliance with the third guideline of the CSG - More and Better Jobs, and with the Economic Growth Strategy of the Czech Republic.

[1] Communication from the Commission COM (2005) 299 Cohesion Policy in Support of Growth and Employment: Community Strategic Guidelines, 2007-2013, Brussels, 5 July 2005.

Global objective of the EC OP

The global objective of the EC OP 2007 - 2013 is the development of an educational society in order to strengthen the Czech Republic's competitiveness by modernising the systems of initial, tertiary and further education, integrating them into a comprehensive system of lifelong learning, and improving conditions in research and development.

Specific objectives of EC OP

Specific objectives represent the paths leading to the global objective fulfilment.

The specific objectives of EC OP are as follows:

1. Development and quality improvement of initial education with emphasis on improvement of key competencies of school leavers guaranteeing their employability in the labour market and on increase of motivation for further education.

2. Innovation of tertiary education system so as to ensure a link to research and development activity, to increase the flexibility and creativity of graduates employable in a knowledge economy, to make the research and development conditions more attractive, and to create a comprehensive and effective system to support the innovation process as a whole.

3. Strengthening the adaptability and flexibility of human resources as the basic factor of the economy's competitiveness and sustainable development of the Czech Republic through the further education system development, both on the sides of supply and demand.

4. Establishment of a modern, quality and efficient system of lifelong learning through the development of the system of initial, tertiary and further education, including the mutual interconnection of these individual components of the lifelong learning system.

The specific objectives fall within the Priority axis of the NSRF - Open, Flexible and Coherent Society and a Competitive Czech Economy. All the specific objectives form a consistent whole in terms of the content proposal and focus of EC OP priority axis.

THE SCHEME OF SPECIFIC OBJECTIVES AND EC OP PRIORITY AXIS

Global objective

Development of educational society to strengthen the competitiveness of the Czech Republic through the modernisation of initial, tertiary and further education systems, their mutual connection in a comprehensive system of lifelong learning, and improvement of conditions in research and development.

Specific objective 1

Development and quality improvement of initial education with emphasis on improvement of key competencies of school leavers guaranteeing their employability in the labour market and on increase of motivation for further education.

Priority axis 1

Initial education

Specific objective 2

Innovation of tertiary education system so as to ensure a link to research and development activity, to increase the flexibility and creativity of graduates employable in a knowledge economy, to make the research and development conditions more attractive, and to create a comprehensive and effective system to support the innovation process as a whole.

Priority axis 2

Tertiary education, research and development

Specific objective 3

Strengthening the adaptability and flexibility of human resources as the basic factor of the economy's competitiveness and sustainable development of the Czech Republic through the further education system development, both on the sides of supply and demand.

Priority axis 3

Further education

Specific objective 4

Establishment of a modern, quality and efficient system of lifelong learning through the development of the system of initial, tertiary and further education, including the mutual interconnection of these individual components of the lifelong learning system

Priority axis 4a and 4b

System framework of lifelong learning

Priority axis 5a and 5b

Technical assistance

3 Priority axis 1 – Initial Education

This Priority axis is focused on supporting the first specific objective of EC OP, which deals with the development and quality improvement of the initial education. The implementation of the Priority axis lays emphasis on respecting the equal access, support of key skills, ensuring the quality of education of teaching staff and taking consideration of each person's individual talents to increase the employability of school leavers in the labour market and, at the same time, to achieve a positive approach to further education. Annexe 4 provides information on some of the eligible and ineligible actions and activities within the framework of Priority axis 1.

This Priority axis will primarily be implemented by getting the curriculum reform completed and detailing and providing the comprehensive methodological support for the creation and implementation of school framework programmes and their innovations with necessary emphasis placed in particular on the development of key competencies of pupils. A room will be provided for the implementation of retrospective corrections and innovations of individual steps of the curriculum reform based on monitoring, evaluation, self-evaluation by schools and quality-assuring tools. Among other things, a significant role will be played by school networking and support for the partnership and cooperation of schools, educational institutions and other institutions with special regard to the labour market as well as community development. Integration of Czech schools and educational institutions into international projects will be supported as well.

Within this priority axis, equal opportunities for everybody entering the educational system, and the creation of individual school framework programmes also with an emphasis placed on the Roma ethnic issue will specifically be supported. Emphasis will also be placed, in particular, on the support of pupils with special educational needs and on the creation of optimum conditions for pupils with extraordinary talents. Attention will be paid to various aspects of education for sustainable development, particularly to the prevention of racism and xenophobia and to the support of multicultural and environmental training and education. Increased attention will be paid to the education of foreigners living in the Czech Republic. Furthermore, the system of assistance services will be supported and enhanced with emphasis on the prevention of early school leavers, including the support of the so called “safety net” for fast return into the system of initial education. Attention will also be devoted to the development of career consultancy.

Last but not least, the creation of a motivating system of further education for staff of schools and educational institutions will be significantly supported, along with the systematic support of this education with emphasis placed on both professional competencies and competencies leading to the improvement of management abilities necessary for the further development of schools and educational institutions.

Global objective of the Priority axis 1:

Development and quality improvement of initial education with emphasis on improvement of key competencies of school leavers guaranteeing their employability in the labour market and on increase of motivation for further education.

Specific objective of the Priority axis 1:

1. Quality improvement of the initial education.
2. Improvement of equal opportunities for children and pupils, including children and pupils with special educational needs.

3. Improvement of competencies of teaching and non-teaching staff of schools and school facilities.

There are four areas of support formulated within Priority axis 1:

1.1 Quality improvement in education.

1.2 Equal opportunities for children and pupils, including children and pupils with special educational needs.

1.3 Further education of staff of schools and school facilities.

1.4 Improvement of the conditions for primary school education.

3.1 Area of support 1.1 – Quality Improvement in Education

3.1.1 Focus of the support

Within the curriculum reform focused on the initiative of schools, it is necessary to find new and innovative ways to learning, with emphasis placed on the development of key competencies. The tools are the development of school educational programmes and their subsequent implementation in practise. These activities will be supported in terms of methodology, information and their dissemination. The curriculum reform will be supported by the change of forms (including educational programmes modules) and content of tuition in order to support and develop the individual potential of pupils – to build a basis for their lifelong learning, the harmonic development of their personalities and specific employability in the labour market. Attention will be devoted to improvement of dynamic development of the pupils' personalities rather than static learning of high amounts of facts, with emphasis on inter-subject links. The support will also focus on the area of creativity development, problem solving, searching and working with information, and using new technologies in education, language education and new contents of education such as multicultural education, sustainable development, healthy lifestyle, entrepreneurship, and European integration.

The focus of the area of support will include quality improvement of the function of the whole initial education system as well. This will include, particularly, further development of information (e.g. portal services, information centres at schools) and evaluation environment, which will provide feedback for implementation of the curriculum reform through the support of monitoring and evaluation (including support of quality improvement of the work of the Czech School Inspection), self-evaluation of schools and quality management systems. These tools will be integrated into the whole system. While spreading the examples of good practice, great attention will be paid to the support of cooperation of schools, their networking, partnership with other entities both in the educational area and in the job market (including international partnerships and internships of students and teachers) and sustainable development at a regional and local level. The entire area of career consultancy and information activity in terms of labour market needs aimed at an efficient selection of educational path and professional orientation will be supported. Various activities will be also promoted (including leisure-time activities) focused on the prevention of a premature leaving of the education without completing the relevant level of education, which is a precondition for education at the next level, or education that results in a qualification applicable in the labour market.

Within the framework of this area of support, projects focused mainly on the pupils of schools and school facilities should be supported.

3.1.2 Objectives of the area of support

<u>Global objective:</u>

Quality improvement of initial education.

<u>Specific objectives:</u>

- Completion of the curriculum reform, implementation of the initial education based on obtaining key competencies, universally useful for placement on the labour market and for further education.

- Development of partnerships and networks between schools and other entities involved in schooling and education.
- Development of information activities and career consultancy for ensuring professional orientation, effective selection of the educational path and prevention of premature leaving.
- Ensurance of quality in education through implementation of external and internal evaluation systems in education and implementation of quality management systems.

3.1.3 Supported activities

Global grants (implementation commenced in 2008 – completed by 31/12/2012)

- Creating conditions for the implementation of school framework programmes at schools and educational institutions, supporting the activities of methodological teams and staff at schools and educational institutions involved in the innovation of SFP.
- Implementation of new curriculum documents at every school, and educational and information support of the curriculum reform focused on a broader public consisting of teachers and parents at the regional level.
- Introducing teaching methods, organisational forms and teaching activities, including the creation of modular teaching programmes, with emphasis on inter subject links, which lead to the development of key competencies.
- Introducing teaching methods, organisational forms and teaching activities that increase the quality of foreign language education (including e-learning).
- Support for tuition in foreign languages at secondary schools.
- Improving conditions for the tuition of technical subjects, and increasing pupils' motivation to study these subjects.
- Creating conditions for long-term employment of fully qualified guest teachers of foreign languages.
- Improving conditions for using ICT for both pupils and teachers, including outside of classes.
- Use of ICT in general educational and vocational subjects.
- Development of partnerships and networking – partnerships, cooperation and exchange of experiences between schools and educational institutions and between schools, educational institutions, non-governmental non-profit organisations and other participants in the education field.
- Cooperation between initial educational institutions at regional level and operators in the labour market (including foreign ones) with potential application of innovative forms of cooperation (e.g. internships of students/teachers with employers).
- Cooperation between initial educational institutions and local and regional state administrative bodies and local government with the potential application of innovative forms of cooperation (e.g. involvement of schools in the community development).
- Development of career consultancy at schools, including identifying those pupils at risk of poor career choices or who may prematurely leave the education system, and educational

and information activities directed at pupils and parents and focused on the rationalisation of the choice of further educational path.

- Supporting schools in the field of evaluation, providing evaluation tools and verifying key competencies of pupils in order to improve the quality of education:
- Support of information centres at schools, including marketing support.
- Development of entrepreneurial knowledge, abilities and skills of pupils in initial education (primary schools, secondary schools).
- Development of the knowledge, abilities and skills of pupils in education for sustainable development, with emphasis placed on the environmental area, including the implementation of practical (environmental) programmes.

Global grants (implementation commenced by 2011 – completed by 30/06/2015)

- Supporting the implementation of the curriculum reform of schools and educational institutions
- Supporting the tuition of foreign languages and in foreign languages at schools and educational institutions
- Improving the conditions for the tuition of technical and scientific subjects and crafts, including the increase in the motivation of pupils to education in these subjects.
- Improving the conditions for the use of ICT in generally educational and professional subjects for both pupils and teachers in and outside classes.
- Cooperation between initial educational institutions and operators in the labour market (including foreign ones) with potential application of innovative forms of cooperation
- Cooperation between initial educational institutions and state administration and local government with the potential application of innovative forms of cooperation, including the involvement of schools in the community development.
- Development of career consultancy at schools, including identifying those pupils at risk of poor career choices or who may prematurely leave the education system
- Supporting schools in the field of evaluation, providing evaluation tools and verifying key competencies of pupils in order to improve the quality of education
- Development of entrepreneurial knowledge, abilities and skills of pupils in initial education
- Development of the competencies of pupils in education for sustainable development.

Other individual projects

The below mentioned activities are focused mainly on development of methodics and methodical tools, frameworks and standards, information and medial support, monitoring of the educational system, support in the area of evaluation, central provision of good practice examples and development of educational programmes for teachers including their pilot verification.

- Supporting the implementation of the curriculum reform of schools and educational institutions.

- Supporting the tuition of foreign languages and in foreign languages at schools and educational institutions.
- Cooperation between initial educational institutions and operators in the labour market (including foreign ones) with potential application of innovative forms of cooperation.
- Cooperation between initial educational institutions and state administrative bodies and local government with the potential application of innovative forms of cooperation, including the involvement of schools in community development).
- Development of career consultancy at schools, including identifying those pupils at risk of poor career choices or who may prematurely leave the education system.
- Creating an information and communication system in initial education, and development of portal services (valid only for regional IPs).
- Supporting schools in the field of evaluation, providing evaluation tools and verifying the key competencies of pupils in order to improve the quality of education, even in the international context.
- Education of the Czech School Inspection staff to improve, in particular, the quality of evaluation in connection with the implementation of curriculum reform and innovation of school framework programmes.
- Development of entrepreneurial knowledge, abilities and skills of pupils in initial education.
- Development of the competencies of pupils in education for sustainable development.

3.1.4 Type of support

The support is implemented through:

a) global grants of CR regions (decentralised system of support), within the framework of which, the so called grant projects will be supported;

b) other individual projects.

The form of global grants will be based on the Council Regulation No 1083/2006, Articles 42 and 43.

3.1.5 Form and amount of support

With regard to the legal form of beneficiaries, the support is provided as a non-returnable financial relief (subsidy) or as a direct allocation of resources. The co-financing rate reaches 100 % of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Global grant:

Maximum duration of the project submitted within the framework of the global grant is 3 years.

Minimum volume of financial resources for the grant project submitted within the framework of the global grant is 400.000 CZK. Maximum permissible amount of financial resources for a grant project is 25.000.000 CZK.

Individual project:

Maximum duration of the project will be specified in a call.

Minimum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call. Maximum permissible amount will be specified in a call.

3.1.6 Beneficiaries

In the case of global grants support, the region acts as an Intermediate Body and the authors of grant projects, resp. the beneficiaries are as follows:

- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- societies and schools associations (i.e. for example, civic societies established pursuant to Act No 83/1990 Coll., on association of citizens, as amended; interest groups of legal entities established pursuant to Act No 40/1964 Coll., section 2, § 20f, Civil Code, as amended, that are registered in the registers of regional authorities);
- legal entities engaged in the area of education and career consultancy;
- municipal and local authorities and their associations, pursuant to Act No 128/2000 Coll., on municipalities (Municipal Establishment), as amended;
- trade unions and employers' organisations, professional and trade associations;
- the Czech Chamber of Commerce pursuant to Act No 301/1992 Coll., on the Czech Chamber of Commerce and the Agrarian Chamber of the Czech Republic;
- employers, if they render performance in accordance with their scope of business, relating to activities that may be considered as subjects of support of EC OP or with development of conditions necessary for such activities;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

In the event that the beneficiary of a global grant is a primary school, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.

In the case of support of other individual projects, the beneficiaries are as follows:

- subsidised organisations and organisational parts subordinated to MEYS;
- central state administration bodies;
- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- societies and schools associations (i.e. for example, civic societies established pursuant to Act No 83/1990 Coll., on association of citizens, as amended; interest groups of legal entities established pursuant to Act No 40/1964 Coll., section 2, § 20f, Civil Code, as amended, that are registered in the registers of regional authorities);
- legal entities engaged in the area of education and career consultancy;
- other educational institutions (i.e. other legal entities with their scope of business in the area of education);
- regions pursuant to Act No 129/2000 Coll., on regions (Regional Establishment), as amended;
- trade unions and employers' organisations, professional and trade associations;
- the Czech Chamber of Commerce pursuant to Act No 301/1992 Coll., on the Czech Chamber of Commerce and the Agrarian Chamber of the Czech Republic;
- employers, if they render performance in accordance with their scope of business, relating to activities that may be considered as subjects of support of EC OP or with development of conditions necessary for such activities;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

In the event that a primary school is the beneficiary of support granted within the category of other individual projects, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.

3.1.7 Target groups

- pupils of schools and educational institutions;
- staff at schools and educational institutions;
- managers at schools and educational institutions;
- Czech School Inspection (CSI)[2] staff;
- employees of organisations engaged in the area of education of children and youth (up to 18 years) and employees of organisations engaged in the area of leisure time of children and youth (up to 18 years).

3.1.8 Territorial focus of the support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

3.1.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

3.1.10 Categories of the area of support

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills for training personnel with a view to innovation and a knowledge-based economy.

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

3.1.11 State aid

According to the Resolution of the Commission No 2003/146, Ministries are not enterprises within the meaning of Article 87 section 1 of EC Treaty. Regarding the subsidies of MEYS as a beneficiary, it is not considered as state aid. Regions of CR as administrators of global grants/ intermediate bodies are not enterprises within the meaning of Article 87 section 1 of EC Treaty as well, because from their position, they will only distribute resources from ESF to the beneficiaries. Individual regions as beneficiaries will not be enterprises as well, because they do not perform economic activities in the given area (they do not offer goods and service on a given market).

[2] The target group comprising Czech School Inspection (CSI) staff is authorised to be a target group only for Other Individual Projects.

Regarding the support of schools and educational institutions, this support is compatible with Article 87 section 1 of EC Treaty. "*These measures regarding education do not fall under the scope of Article 87 section 1 of the Agreement, because they provide direct support for the people, no matter where they are, and they do not privilege certain enterprises or sectors. The examples of such measures are: school education and basic vocational training (such as apprentice education programmes and study while employed); education or retraining for unemployed, including training in companies.*"

Support within the area 1.1 allows to provide support to the beneficiaries in a form of direct non-returnable relief (subsidy), which has been confirmed also by the Office for the Protection of Competition (hereinafter only "OPC") in its opinion of 27 November 2006, ref. No 20 538/2006/430.

Provision of the support in the area of support 1.1 to private primary and secondary schools/educational institutions will be subject to the precondition that such programmes will not be commercially used beyond the framework of the standard educational system.

3.1.12 Indicators

Ind. type.	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.01	Number of EC OP projects supported within Priority axis 1 – Initial Education	The total number of projects supported by EC OP programmes	number	0	880	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported	The total number of persons who received any form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated	number	0	428,420	IS MONIT7 + EC OP	annually

Ind. type.	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
					forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.41.01	of which		men		number	0	214,210	IS MONIT7 + EC OP	annually
	07.41.02			women		number	0	214,210	IS MONIT7 + EC OP	annually
	07.41.14	of which	**Out of the total number of supported persons, the number of persons – pupils, who received support from projects in the area of initial education**		Number of persons – children, pupils – supported as target groups within the project's implementation (pupils, children of schools and educational institutions that were purchasers of the given service).	number	0	426,286	IS MONIT7 + EC OP	annually
	07.41.15		of which	boys		number	0	212,743	IS MONIT7 + EC OP	annually
	07.41.16			girls		number	0	212,743	IS MONIT7 + EC OP	annually

Ind. type.	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.65		**Number of supported persons – employees in the field of further education**		The total number of persons – employees in the field of further education, who received support within the framework of projects (researchers, teaching and academic staff, and other employees).	number	0	2,934	IS MONIT7+ EC OP	annually
	07.41.66		of which	men		number		367	IS MONIT7+ EC OP	annually
	07.41.67		of which	women		number		2,568	IS MONIT7+ EC OP	annually
	07.41.80		Number of supported persons in further education – teaching and academic staff		The total number of persons – employees in further education – teaching and academic staff who received support within the framework of projects.	number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.81		of which	men		number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.82		of which	women		number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.20	**Number of supported persons – service providers**			The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	29,344	IS MONIT7+ EC OP	annually

Ind. type.	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.10	**Number of newly created/innovated products**		Total number of newly created/innovated products where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, new educational modules, study material, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.)	number	0	2,348	IS MONIT7+ EC OP	annually
	06.43.14	of which	Proportion of all newly created/innovated products that include an environmental component (i.e., at least 15-20% devoted to tuition) in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an environmental component in the total number of newly created/innovated products.	%	0	25	IS MONIT7+ EC OP	annually
	06.43.15		A proportion of newly created/ innovated products with an ICT component in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an ICT component in the total number of newly created/innovated products.	%	0	25	IS MONIT7+ EC OP	annually
	06.43.12	of which	Number of newly created/ innovated products with an environment component	Total number of new/innovated products, in which there is a thematic complex with at least 15-20% of tuition devoted to environment.	number	0	587	IS MONIT7+ EC OP	annually

Ind. type.	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.13		Number of newly created/ innovated products with an ICT component	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to area of support).	number	0	587	IS MONIT7 + EC OP	annually
Results	06.04.01	Proportion of pupils involved in educational activities within projects compared to the total number of pupils at schools and educational institutions		Proportion of pupils involved in educational activities within projects compared to the total number of pupils at schools and educational institutions	%	0	70%	IS MONIT7 + EC OP IIE	annually

3.1.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P1	EU	SR	Total resources	Co-financing proportion		For information	
						EU	CR	EIB	Private
1.1	*Quality improvement in education*	38%	233 347 650	41 178 997	274 526 647	85%	15%	0	0

3.2 Area of support 1.2 - Equal opportunities for children and pupils, including children and pupils with special educational needs

3.2.1 Focus of the support

The important priority of the educational system consists in ensuring equal opportunities for education, regardless of type of handicap or social disadvantages, e.g. health, economic, social, ethnic, based on sex or nationality etc. It is also very important to create conditions for integration of persons with special educational needs into the standard educational stream and to ensure the necessary special pedagogical and psychological support services.

Therefore, activities allowing for an individual approach depending on the actual needs of socially disadvantaged pupils and children are supported through the second area of support, including the creation of individual educational plans and a motivating educational environment and support mechanisms. Simultaneously supported are activities focused on creating adjusted educational programmes and conditions for education of socially disadvantaged children in nursery schools based on school framework programmes, which however do not support segregation of these children. Special attention will be devoted to the prevention of racism and xenophobia and to the support of a multicultural environment and education, with an emphasis on the issue of the Roma ethnic group. Greater attention will be paid to the education of foreigners living in the Czech Republic, also in a form of their pre-school preparation (particularly in respect of language). Similarly, the area of equal opportunities will be promoted by ensuring the necessary activities associated with the early care of children with socio-cultural disadvantages including their parents in order to eliminate any potential barriers preventing these children from the entry and integration into the education system.

A significant activity for meeting the principle of equal opportunities is the development of a consultancy and assistance service system (including education of assistants) and the creation of a safety net to facilitate the re-entry of premature school leavers into the education system. Part of this area of support will be focused on support of informal education and competencies gained within such education, e.g. support of education of employees working in the area of informal education of children and young people, creating educational modules recognisable as a part of further education, creating activation programmes, consultancy and information systems on existing possibilities of informal education both on regional and national level.

This area will also support vocational training of the teaching staff, which is related with an increasing need of individual approach towards education and with the introduction of new forms of group and independent work of pupils including increasing need to develop competencies of the teaching staff for teaching children with special educational needs, in particular children from socially disadvantaged environments from the age of three up to the start of mandatory school attendance.

Within this area of support, projects with activities focused mainly on children and pupils with special educational needs should be supported.

3.2.2 Objectives of the area of support

<u>Global objective:</u>

Improvement of equal opportunities of children and pupils, including the children and pupils with special educational needs.

Specific objectives:

- Development and application of educational methods and forms of teaching supporting equal access to education, and increasing competencies of the teaching staff to eliminate barriers for equal access.
- Development of consultancy and assistance, special pedagogical and psychological services.
- Provide support to promote success in education and to prevent premature departures from the education system.
- Creation of a system that provides timely care for children who have a socio-cultural disadvantage.
- Prevention of racism and xenophobia and education of children of foreigners living in the Czech Republic.

3.2.3 Supported activities

Global grants (implementation commenced in 2008 – completed by 31/12/20120

- Application and improvement of organisational forms of tuition and teaching methods supporting an equal access to education, including the creation of individual school framework programmes, use of ICT and e-learning applications.
- Increasing competencies of the teaching staff to eliminate barriers preventing equal access for all individuals to education.
- Development of consultancy, elaboration and extension of the offer of assistance, special pedagogical and psychological services for pupils with special educational needs.
- Building a “safety net” for persons threatened by premature leaving of the education system and those who wish re-entry into the system.
- Timely provision of the minimum guaranteed care for socio-culturally disadvantaged children.
- Prevention of racism and xenophobia by promoting a multicultural environment and education.
- Education of children of foreigners (particularly language education) living in the Czech Republic.
- Support of the non-formal education and the competencies gained within, improvement of the education system for the staff of non-governmental non-profit organisations and leisure time centres, and creation of educational modules recognisable as a part of further education.

Global grants (implementation commenced in 2011 – completed by 30/06/2015)

- Application and improvement of organisational forms of tuition and teaching methods supporting an equal access to education, including the creation of individual school framework programmes, use of ICT and e-learning applications.
- Increasing competencies of the teaching staff to eliminate barriers preventing equal access for all individuals to education.
- Development of consultancy, elaboration and extension of the offer of assistance, special pedagogical and psychological services for pupils with special educational needs.
- Building a "safety net" for persons threatened by premature leaving of the education system and those who wish re-entry into the system.
- Timely provision of the minimum guaranteed care for socio-culturally disadvantaged children.
- Education of children of foreigners (particularly language education) living in the Czech Republic.
- Support of the non-formal education and the competencies gained within, improvement of the education system for the staff of non-governmental non-profit organisations and leisure time centres, and creation of educational modules recognisable as a part of further education.

Other individual projects

The below mentioned activities are focused mainly on development of methodics and methodical tools, frameworks and standards, information and medial support, monitoring of the educational system, support in the area of evaluation, central provision of good practice examples and development of educational programmes for teachers including their pilot verification.

- Application and improvement of organisational forms of tuition and teaching methods supporting an equal access to education, including the creation of individual school framework programmes, use of ICT and e-learning applications.
- Increasing competencies of the teaching staff to eliminate barriers preventing equal access for all individuals to education.
- Development of consultancy, elaboration and extension of the offer of assistance, special pedagogical and psychological services for children and pupils with special educational needs.
- Timely provision of the minimum guaranteed care for socio-culturally disadvantaged children.
- Prevention of racism and xenophobia by promoting a multicultural environment and education.
- Support of the non-formal education and the competencies gained within, improvement of the education system for the staff of non-governmental non-profit organisations and leisure time centres, and creation of educational modules recognisable as a part of further education.

- Prevention of socially-pathological effects (truancy, aggression, criminality, violence, addictive substance abuse, sexually transmitted diseases, etc.) through the programmes that are aimed at the development of the individuality of a child and a pupil through raising key competences which lead to the improvement of social climate in a group.
- Implementing of humane models in the area of education of children and pupils with special educational needs, support of new therapeutic programmes and principles, whose objective is to increase the social competencies of children and pupils with special educational needs (e.g. principle of therapeutic community, psychotherapeutic approaches such as canistherapy, hipotherapy, art therapy, music therapy, etc.)

3.2.4 Type of support

The support is implemented through:

a) global grants of CR regions (decentralised system of support), within the framework of which, the so called grant projects will be supported;

b) other individual projects

The form of global grants will be based on the Council Regulation No 1083/2006, Articles 42 and 43.

3.2.5 Form and amount of the support

With regard to the legal form of beneficiaries, the support is provided as a non-returnable financial relief (subsidy) or as a direct allocation of resources. The co-financing rate reaches 100 % of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. Therefore, the contribution from ESF will be calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

<u>Global grant:</u>

Maximum duration of the project submitted within the framework of the global grant is 3 years.

Minimum volume of financial resources for the grant project submitted within the framework of the global grant is 400.000 CZK. Maximum permissible amount of financial resources is 25.000.000 CZK.

<u>Individual project:</u>

Maximum duration of the project will be specified in a call.

Minimum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call. Maximum permissible amount will be specified in a call.

3.2.6 Beneficiaries

In the case of global grants support, the region acts as an Intermediate Body and the authors of grant projects, resp. the beneficiaries are as follows:

- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- societies and schools associations (i.e. for example, civic societies established pursuant to Act No 83/1990 Coll., on association of citizens, as amended; interest groups of legal entities established pursuant to Act No 40/1964 Coll., section 2, § 20f, Civil Code, as amended, that are registered in the registers of regional authorities);
- legal entities engaged in the area of education and career consultancy;
- organisations engaged in the area of leisure-time activities of children and youth.
- municipal and local authorities and their associations, pursuant to Act No 128/2000 Coll., on municipalities (Municipal Establishment), as amended;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

In the event that the beneficiary of a global grant is a primary school, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.

In the case of support of other individual projects, the beneficiaries are as follows:

- subsidised organisations and organisational parts subordinated to MEYS;
- central state administration bodies;
- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- societies and schools associations (i.e. for example, civic societies established pursuant to Act No 83/1990 Coll., on association of citizens, as amended; interest groups of

legal entities established pursuant to Act No 40/1964 Coll., section 2, § 20f, Civil Code, as amended, that are registered in the registers of regional authorities);

- legal entities engaged in the area of education and career consultancy;
- other educational institutions (i.e. other legal entities with their scope of business in the area of education);
- regions pursuant to Act No 129/2000 Coll., on regions (Regional Establishment), as amended;
- trade unions and employers' organisations, professional and trade associations;
- the Czech Chamber of Commerce pursuant to Act No 301/1992 Coll., on the Czech Chamber of Commerce and the Agrarian Chamber of the Czech Republic;
- employers, if they render performance in accordance with their scope of business, relating to activities that may be considered as subjects of support of EC OP or with development of conditions necessary for such activities;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

In the event that a primary school is the beneficiary of support granted within the category of other individual projects, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.

3.2.7 Target groups

- children and pupils with special educational needs from the age of three (e.g., nursery schools and preparatory classes for admission to primary schools);
- children (up to 18 years), who have prematurely left the system of the initial education;
- pupils at basic and secondary schools with special educational needs and pupils at risk of leaving the educational process prematurely;
- children and pupils at educational institutions for special-interest education or involved in organisations that provide leisure time activities for children and youth, if the activities of the project being implemented are focused on the prevention of socio-pathological phenomena (applicable to the category of Other Individual Projects) and the creation of an inclusive environment at school (applicable to the categories of Global Grants and Other Individual Projects);

- parents of children and pupils;
- extraordinarily talented children and pupils[3];
- gifted children and pupils[4];
- staff at schools and educational institutions;
- managers at schools and educational institutions;
- the staff of organisations engaged in the education of children and youth and the staff of organisations that provide leisure time activities and special-interest education for children and youth;
- the staff and volunteers of organisations engaged in providing education or assistance services and in the field of leisure time activities and special-interest education for children and youth.

3.2.8 Territorial focus of the support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

3.2.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

3.2.10 Categories of the area of support

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills for training personnel with a view to innovation and a knowledge-based economy

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

3.2.11 State aid

The focus of the area of support on handicapped and socially disadvantaged children and pupils (assistance services, consultancy etc. for handicapped and socially disadvantaged pupils) means that the subsidies in the area of support 1.2 will not, with regard to the specific character of the targets of support, fulfil the definition of state aid according to Article 87 section 1 of EC Treaty, on condition that the subsidy for subjects offering the services within

[3] Within the meaning of Regulation No 73/2005 Coll., on the education of children, pupils and students with special educational needs and children, pupils and students who are exceptionally gifted.

[4] The definition of the target group is specified in Annexe 4.

the area in question against payment (private schools and on concrete circumstances for example non-profit organisations) will be subject to elimination of double financing of the same activities both from public resources and tuition fees, resp. payment for the services offered. These findings have been confirmed also by the OPC in its opinion of 27 November 2006, ref. No 20 538/2006/430.

3.2.12 Indicators

Ind. type	Ind. code	Indicator	Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.01	Number of EC OP projects supported within Priority axis 1 – Initial Education	The total number of projects supported by EC OP programmes	number	0	293	IS MONIT7+ EC OP	annually
	07.41.00	Total number of person supported	The total number of persons who received any form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	232,274	IS MONIT7+ EC OP	annually
	07.41.01	of which men		number	0	116,137	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.02		women		number	0	116,137	IS MONIT7+ EC OP	annually
	07.41.14	of which	**Out of the total number of supported persons, the number of persons – pupils, who received support from projects in the area of initial education**	Number of persons – children/pupils and parents supported as target groups within the framework of project implementation (children/pupils, parents, schools, educational facilities who were the recipients of the given service).	number	0	230,613	IS MONIT7+ EC OP	annually
	07.41.15		of which: boys		number	0	114,906	IS MONIT7+ EC OP	annually
	07.41.16		of which: girls		number	0	114,906	IS MONIT7+ EC OP	annually
	07.41.65		**Total number of persons supported – employees in further education**	The total number of persons – employees in the field of further education, who received support within the framework of projects (researchers, teaching and academic staff, and other employees).	number	0	2,462	IS MONIT7+ EC OP	annually
	07.41.66		of which: men		number		410	IS MONIT7+ EC OP	annually
	07.41.67		of which: women		number		2,052	IS MONIT7+ EC OP	annually
	07.41.80		**Number of supported persons in further education – teaching and**	The total number of persons – employees in further education – teaching and academic staff who received support within the framework of projects.	number	0	NA	IS MONIT 7+ EC OP	annually

Ind. type	Ind. code		Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
			academic staff							
	07.41.81		of which	men		number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.82			women		number	0	NA	IS MONIT 7+ EC OP	annually
	06.12.00		**Number of pupils with special educational needs incorporated in integrated classes**		Number of pupils with special educational needs incorporated in integrated classes who received support within the project implementation	number	0	6,938	IS MONIT 7+ EC OP	annually
	06.12.01		of which	boys		number	0	3,469	IS MONIT 7+ EC OP	annually
	06.12.02			girls		number	0	3,469	IS MONIT 7+ EC OP	annually
	06.12.10 [5]		**Number of pupils with special educational needs incorporated in regular classes**		Number of pupils with special educational needs incorporated in regular classes who received support within the project implementation	number	0	449	IS MONIT 7+ EC OP	annually
	06.12.11		of which	boys		number	0	224	IS MONIT 7+ EC OP	annually

[5] Monitoring indicator 06.12.10 and its individual indicators according to sex 06.12.11 and 06.12.12 are only relevant for projects in the 2nd global grants implemented from 2011.

Ind. type	Ind. code	Indicator			Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.12.12			Girls		number	0	225	IS MONIT 7+ EC OP	annually
	07.41.20	**Number of supported persons – service providers**			The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	24,623	IS MONIT7 + EC OP	annually
	06.43.10	**Number of newly created/innovated products**			Total number of newly created/innovated products where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, new educational modules, study material, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.).	number	0	1,231	IS MONIT7 + EC OP	annually
	06.43.14	of which	Proportion of newly created/innovated products that include an environmental component (i.e., at least 15-20% devoted to tuition) in the total number of newly created/innovated products.		The proportion of newly created/innovated products that include an environmental component in the total number of newly created/innovated products.	%	0	5	IS MONIT7 + EC OP	annually

Ind. type	Ind. code		Indicator	Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.15		A proportion of newly created/ innovated products with an ICT component in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an ICT component in the total number of newly created/innovated products.	%	0	15	IS MONIT7 + EC OP	annually
	06.43.16		A proportion of newly created/ innovated products focused exclusively on pupils with special educational needs in the total number of newly created/innovated products	Total number of newly created/innovated products focused exclusively on pupils with special educational needs, measured proportionally to the total number of newly created/ innovated products.	%	0	20	IS MONIT7 + EC OP	annually
	06.43.12	of which	**Number of newly created/ innovated products with an environment component**	Total number of new/innovated products, in which there is a thematic complex with at least 15- 20% of tuition devoted to environment.	number	0	62	IS MONIT7 + EC OP	annually
	06.43.13		**Number of newly created/ innovated products with an ICT component**	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to the area of support).	number	0	185	IS MONIT7 +EC OP	annually

Ind. type	Ind. code	Indicator	Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.19	**Number of newly created/ innovated products focused exclusively on pupils with special educational needs**	Total number of newly created/ innovated products focused exclusively on pupils with special educational needs.	number	0	246	IS MONIT7 +EC OP	annually
Results	**06.04.02**	**A proportion of pupils with special educational needs in integrated classes compared to the total number of pupils with special educational needs**	A proportion of pupils with special educational needs in integrated classes compared to the total number of pupils with special educational needs.	%	45.3	55	IS MONIT7 + EC OP IIE	annually

3.2.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P1	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
1.2	*Equal opportunities for children and pupils, including children and pupils with special educational needs*	18%	108 497 793	19 146 669	127 644 462	85%	15%	0	0

3.3 Area of support 1.3 - Further Education of Employees at Schools and Educational Institutions

3.3.1 Focus of the support

The crucial part of successful curriculum reform is the support of teaching staff and employees at schools and educational institutions on a larger scale. The curriculum reform cannot be implemented separately from the development of human resources in the entire educational system. Teaching staff and other employees at schools are the first to initiate and ensure successful change of the educational environment and climate at their schools, and they have to assume the responsibility for the implementation of the curriculum reform. If the teaching staff are to develop new key competencies and skills in pupils, they must master them themselves (e.g. IT competencies, foreign languages, etc.) and manage the pedagogical procedures to transmit and develop such competencies and skills in pupils and children. The teaching staff must also be familiar with the methods of pedagogical projecting (creation of school framework programmes) and the basic issues concerning the possibilities of school leavers in the labour market; many of them must also be able to master career consultancy skills. Therefore, appropriate conditions must be developed for them and it is necessary to motivate them for executing such steps.

Therefore, the area of support will particularly be focused on the creation of a motivating environment of further education for teaching and non-teaching staff at schools and educational institutions and on the subsequent systematic promotion of this education (improving availability, quality and attractiveness of further education of staff at schools) with emphasis placed on both expert competencies of teaching staff needed for implementation of the curriculum reform and competencies leading to the improvement of managerial skills necessary for the further development of schools and educational institutions. Here, the emphasis will be placed on strengthening the knowledge in the area of control and management, project, financial and human resources management as well as on acquiring language and ICT skills. Methodical support of foreign languages teaching will also be a part of this. In this regard, the preparation and education of headmasters of schools and educational institutions will be supported, together with departmental personal policy in terms of human resources development and last but not least the preparation of appropriate individuals for demanding managerial and methodical functions at the school level and on the development of educational programmes for managerial staff at schools and educational institutions. Activities of further education of staff at schools will be supported by providing both information and consultancy.

3.3.2 Objectives of the area of support

<u>Global objective:</u>

Improvement of competencies of teaching and non-teaching staff of schools and school institutions.

<u>Specific objectives:</u>

- supporting the system and various forms of further education of teaching staff and other employees of schools and educational institutions, plan of the career development system.

- Implementation of further education of teaching staff supporting development and increasing competencies of teachers (with emphasis on curriculum reform implementation, foreign languages teaching and use of ICT in tuition) and managers at schools and educational institutions.
- Increasing the availability, quality and attractiveness of the offer of further education for school employees.

3.3.3 Supported activities

Global grants (implementation commenced in 2008 – completed by 31/12/2012

- Further education of the teaching staff at schools and educational institutions, including implementation of vocational practice and international internships of the teaching staff with emphasis on the implementation of the curriculum reform, language education, use of ICT in tuition and environmental education, including the mastering of other modern pedagogical methods connected with a systematic improvement of the quality and efficiency of education.
- Methodical support of foreign language education, including consultancy and advisory activities and creation of methodical tools and documents within the scope of the further education of teaching staff at schools and educational institutions.
- Increasing the competencies of managerial staff at schools and educational institutions in the area of management and human resource policy.
- Increasing the availability, quality and attractiveness of the offer of further education for school employees and educational institutions.

Global grants (implementation commenced in 2011 – completed by 30/06/2015

- Supporting the professional development of the teaching staff of schools and educational institutions in the field of the curriculum reform.
- Supporting the professional development of the teaching staff of schools and educational institutions in the field of foreign language education and education in foreign languages.
- Supporting the professional development of the teaching staff of schools and educational institutions in the field of tuition of technical and scientific subjects and crafts.
- Supporting the professional development of the teaching staff of schools and educational institutions in using ICT in education.
- Supporting the professional development of the teaching staff of schools and educational institutions for sustainable development.
- Increasing the availability, quality and attractiveness of the offer of further education for non-teaching staff of schools and educational institutions.
- Increasing the competencies of managerial staff at schools and educational institutions in the area of management and human resource policy.

Other individual projects

The below mentioned activities are focused mainly on development of methodology and methodical tools, frameworks and standards, information and medial support, monitoring of

the educational system, support in the area of evaluation, central provision of good practice examples and development of educational programmes for teachers including their pilot verification.

- Supporting the professional development of the teaching staff of schools and educational institutions in the field of the curriculum reform.
- Supporting the professional development of the teaching staff of schools and educational institutions in the field of foreign language education and education in foreign languages.
- Supporting the professional development of the teaching staff of schools and educational institutions in the field of tuition of technical and scientific subjects and crafts.
- Supporting the professional development of the teaching staff of schools and educational institutions for the development of the competencies of pupils for the labour market (vocational education and career consultancy)
- Supporting the professional development of the teaching staff of schools and educational institutions in using ICT in education.
- Supporting the professional development of the teaching staff of schools and educational institutions for sustainable development.
- Increasing the competencies of managerial staff at schools and educational institutions in the area of management and human resource policy.
- Increasing the availability, quality and attractiveness of the offer of further education for non-teaching staff of schools and educational institutions.

3.3.4 Type of support

The support is implemented through:

a) global grants of CR regions (decentralised system of support), within the framework of which, the so called grant projects will be supported;

b) other individual projects.

The form of global grants will be based on the Council Regulation No 1083/2006, Articles 42 and 43.

3.3.5 Form and amount of support

With regard to the legal form of beneficiaries, the support is provided as a non-returnable financial relief (subsidy) or as a direct allocation of resources. The co-financing rate reaches 100 % of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

<u>Global grant:</u>

Maximum duration of the project submitted within the framework of the global grant is 3 years.

Minimum volume of financial resources for the grant project submitted within the framework of the global grant is 400.000 CZK. Maximum permissible amount of financial resources for a grant project is 25.000.000 CZK.

Individual project:

Maximum duration of the project will be specified in a call.

Minimal permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call. Maximum permissible amount will be specified in a call.

3.3.6 Beneficiaries

In the case of global grants support, the region acts as an Intermediate Body and the authors of grant projects, resp. the beneficiaries are as follows:

- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- societies and schools associations (i.e. for example, civic societies established pursuant to Act No 83/1990 Coll., on association of citizens, as amended; interest groups of legal entities established pursuant to Act No 40/1964 Coll., section 2, § 20f, Civil Code, as amended, that are registered in the registers of regional authorities);
- other educational institutions (i.e. other legal entities with their scope of business in the area of education);
- municipal and local authorities and their associations, pursuant to Act No 128/2000 Coll., on municipalities (Municipal Establishment), as amended;
- the Chamber of Commerce and the Agrarian Chamber in accordance with Act No 301/1992 Coll., on the Chamber of Commerce of the Czech Republic and the Agrarian Chamber of the Czech Republic;
- employers, employer organisations and professional and occupational associations, if, on the basis of the subject of their activities, they provide fulfilment related to activities that can be supported from the EC OP or help create the prerequisite conditions for such activities;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

In the event that the beneficiary of a global grant is a primary school, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is

implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.

In the case of support of other individual projects, the beneficiaries are as follows:

- subsidised organisations and organisational parts subordinated to MEYS;
- central state administration bodies;
- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- other educational institutions (i.e. other legal entities with their scope of business in the area of education);
- regions pursuant to Act No 129/2000 Coll., on regions (Regional Establishment), as amended;
- the Chamber of Commerce and the Agrarian Chamber in accordance with Act No 301/1992 Coll., on the Chamber of Commerce of the Czech Republic and the Agrarian Chamber of the Czech Republic;
- employers, employer organisations and professional and occupational associations, if, on the basis of the subject of their activities, they provide fulfilment related to activities that can be supported from the EC OP or help create the prerequisite conditions for such activities;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

In the event that a primary school is the beneficiary of support granted within the category of other individual projects, support cannot be granted for projects or project activities if the school in question is already receiving financing for these projects or project activities from area of support 1.4. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of support.

3.3.7 Target groups

- staff at schools and educational institutions[6];

[6] According to the resolution of the Monitoring Committee of 9th December 2008 includes teachers at nursery schools as well.

- managing/controlling staff at schools and educational institutions[7];

3.3.8 Territorial focus of the support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

3.3.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

3.3.10 Categories of the area of support

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills for training personnel with a view to innovation and a knowledge-based economy

3.3.11 State aid

MEYS, regions of CR as administrators of the global grants and intermediate bodies are not enterprises according to the Article 87 section 1 of EC Treaty. Regarding other beneficiaries, the area of support 1.3 do not fall under the scope of state aid within the meaning of the Article 87 section 1 of EC Treaty. The measures regarding education do not fall under the scope of Article 87 section 1 of EC Treaty, because they provide direct support for the people, no matter where they are, and they do not privilege certain enterprises or sectors.

The development of further education of teachers and employees in educational system is a measure that allows them to get qualification, which is not connected with their company (concrete school). Basically, it is a public investment to improvement of qualification of the profession, which significantly influences the culture of the Czech population and quality of tuition; and this is an interest highly exceeding rather economical interest of the concrete school. The improvement of the qualification should not be reflected by increasing tuition fees paid by the pupils. It is possible to define a condition of elimination of double financing for the beneficiaries that the further education of teaching staff will not be reflected in the tuition fees, in cases of improvement of qualification of the teaching staff at schools and educational institutions with tuition fees as their source of income.

[7] According to the resolution of the Monitoring Committee of 9th December 2008 includes managers at nursery schools as well.

3.3.12 Indicators

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.01	Number of EC OP projects supported within Priority axis 1 – Initial Education		The total number of projects supported by EC OP programmes	number	0	278	IS MONIT7+ EC OP	annually
	07.41.10	Total number of persons supported		The number of persons who received support one or more times within the framework of accepted projects regardless of the number of provided supports. Each person who received support is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	321 340	IS MONIT7+ EC OP	annually
	07.41.01	of which	men		number	0	160,670	IS MONIT7+ EC OP	annually
	07.41.02		women		number	0	160,670	IS MONIT7+ EC OP	annually
	07.41.10	of which	**Number of supported persons – clients of services**	The number of persons (clients of services) who received support one or more times within the framework of accepted projects regardless of the number of provided supports. Each person who received support is counted	number	0	321,340	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
					only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.41.11		of which	men		number	0	87,358	IS MONIT7+ EC OP	annually
	07.41.12			women		number	0	233,982	IS MONIT7+ EC OP	annually
	07.41.20	**Number of supported persons – service providers**			The number of persons who provide services or support the provision of services, who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	13,703	IS MONIT7+ EC OP	annually
	06.43.10	**Number of newly created/innovated products**			The total number of newly created/innovated products where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, new educational modules, study material, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.).	number	0	1,096	IS MONIT7+ EC OP	annually
	06.43.14	of which	Proportion of newly created/innovated products that include an environmental component (i.e., at least 15-20% devoted to tuition) in the total number of newly		The proportion of newly created/innovated products that include an environmental component in the total number of newly created/innovated products.	%	0	20	IS MONIT7+ EC OP	annually

Ind. type	Ind. code		Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
			created/innovated products						
	06.43.15		A proportion of newly created/ innovated products with an ICT component in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an ICT component in the total number of newly created/innovated products.	%	0	40	IS MONIT7+ EC OP	annually
	06.43.16		A proportion of newly created/ innovated products focused exclusively on pupils with special educational needs in the total number of newly created/innovated products	The total number of newly created/innovated products focused exclusively on pupils with special educational needs, measured proportionally to the total number of newly created/innovated products.	%	0	5	IS MONIT7+ EC OP	annually
	06.43.12	of which	**Number of newly created/ innovated products with an environment component**	The total number of new/innovated products, in which there is a thematic complex with at least 15-20% of tuition devoted to environment.	number	0	219	IS MONIT7+ EC OP	annually
	06.43.13		**Number of newly created/innovated products with an ICT component**	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to the area of support).	number	0	439	IS MONIT7+ EC OP	annually

Ind. type	Ind. code		Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.19		**Number of newly created/innovated products focused exclusively on pupils with special educational needs**	The total number of newly created/innovated products focused exclusively on pupils with special educational needs.	number	0	55	IS MONIT7+ EC OP	annually
	07.46.00		Number of successfully supported persons	The number of persons who received support one or more times within the framework of accepted projects and who completed a course/programme/field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	252,207	IS MONIT7+ EC OP	annually
	07.46.01	of which	**men**		number	0	68,516	IS MONIT7+ EC OP	annually
	07.46.02		**women**		number	0	183,691	IS MONIT7+ EC OP	annually
Results	07.41.13		A proportion of successfully supported employees of schools and educational institutions compared to the total number of employees of schools and educational institutions	A proportion of successfully supported employees of schools and educational institutions who have completed the course in a prescribed manner compared to the total number of employees of schools and educational institutions.	%	0	90%	IS MONIT7+ EC OP IIE	annually

3.3.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P1	EU	SR	Total resources	Co-financing proportion		For information	
						EU	CR	EIB	private
1..3	*Further education of employees at schools and educational institutions*	18%	110,857,295	19,563,053	130,420,348	85%	15%	0	0

3.4 Area of Support 1.4 – Improved Conditions for Primary School Education

3.4.1 Focus of the support

The areas that will be supported within this portion of Priority axis 1 are those that have been identified as the weakest parts of the initial education system in the CR over the long-term. They have been defined within the EC OP SWOT analysis and currently the strategy of the EC OP is focused on finding solutions for these areas. By providing support to these specifically identified priorities and concentrating financial resources on these areas, the most critical problems should be resolved or at least minimised. The specific priorities that have been identified and on which this area of support will be concentrated include the development of knowledge, ability and skills in foreign languages; mathematics; the natural sciences; information and communication technologies (ICT); reading and information literacy; financial literacy; and inclusive education.

Whilst implementing projects focused on these priorities, not only will the knowledge, skills and abilities of pupils be developed, but support will also be provided towards the professional growth and expertise of educational employees specifically aimed at ensuring that they are able to develop their pupils' knowledge, skills and abilities.

3.4.2 Objectives of the area of support

Global objective:

To improve the quality of primary school education.

Specific objectives:

- To develop the financial, reading and information literacy of pupils and to support the educational preparation of teaching staff in order to ensure this development;
- To develop the foreign language skills of pupils and teaching staff by using modern methods and technologies;
- To support the use of digital technologies in education, including the information literacy of pupils and teaching staff;

- To develop the knowledge, skills and abilities of both pupils and teachers in mathematics and the natural sciences; and
- To develop the inclusive education of pupils who have special educational needs within the mainstream education system.

3.4.3 Supported activities

- Creating conditions for the development of the knowledge skills and abilities of pupils in the areas of reading and information literacy and supporting the educational activities of teaching staff;
- Creating conditions for improving the quality of foreign language teaching at primary schools;
- Establishing access to digital educational materials, both online as well as offline, and supporting the development of the corresponding competencies of pupils and teaching staff;
- Supporting innovative work forms and methods focused on developing the key competencies of pupils in the area of mathematical training and supporting the further education of teaching staff;
- Creating the conditions for introducing teaching methods, organisational forms and teaching activities, which will lead towards the improvement of teaching subjects in the natural sciences and supporting the educational activities of teaching staff;
- Creating the conditions for developing inclusive education for pupils who have special education needs; and
- Creating the conditions for developing the financial literacy of pupils, i.e., the knowledge, skills and abilities that are required to maintain financial security and active participation in the market of financial products and services, and supporting the educational activities of teaching staff.

3.4.4 Type of support

Support is provided through the category of Other Individual Projects and takes into account Article 11(3)(b) of the Regulation (EC) No 1081/2006 of the European Parliament and of the Council, as amended by Article 7(4) of the Regulation (EC) No 1080/2006 of the European Parliament and of the Council, as amended.

3.4.5 Form and amount of support

Taking into account the legal form of the recipients, support is provided in the form of subsidies. The co-financing rate will reach up to 100% of the eligible expenditures for a

project. The co-financing rate for the EC OP from the ESF will reach up to 85% of total public expenditure and the remaining 15% will be paid from national public sources. The contribution from the ESF will therefore be calculated in relation to the total amount of eligible public expenditure.

Within this area of support, it is possible to finance activities within the framework of each supported project, which, by their nature, fall under the ERDF. The total amount of eligible project expenditures (cross financing) will be specified more precisely in the applicable call.

The subsidy amount will always be calculated in relation to the total amount of eligible project expenditures.

The maximum duration of a project will be defined in the applicable call.

The minimum and maximum allowable amounts of total eligible expenditures for each individual project will be defined in the applicable call.

3.4.6 Beneficiaries

- Primary schools (legal entities registered in the school register, which carry out the activities of schools and educational institutions.

Support cannot be granted for projects or project activities within this area of support if the school in question is already receiving financing for these projects or project activities in the form of grant projects or in the category of other individual projects from areas of support 1.1, 1.2 1.3. If the primary school is implementing a project within the area of support 1.4, it cannot participate as a target group in identical activities within the framework of projects being implemented by other beneficiaries of areas of support 1.1, 1.2 or 1.3.

3.4.7 Target groups

- Primary school pupils;
- Primary school teaching staff.

3.4.8 Territorial focus of the support

This area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

3.4.9 Time schedule

The activities within this area of support will be implemented in accordance with the time schedule for the programme period 2007-2013 (or 2015, as applicable). If the financial resources allocated to this area of support are exhausted, the implementation of the activities will be terminated prior to the end of this timeframe.

3.4.10 Categories of the area of support

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills of training personnel with a view to innovation and a knowledge-based economy.

3.4.11 State aid

The support applies to education (developing the knowledge, skills and abilities of pupils) and the further education of teachers and other education system employees. Essentially, it is a public investment towards improving the quality of education and increasing the level of professional qualifications, which fundamentally influence the education level of the Czech population and the quality of teaching. This particular focus of interest significantly exceeds the more abstract economic interest of any specific school. The measure makes it possible to provide beneficiaries with support in the form of direct non-returnable aid (subsidies), which meets the definition of public support as set forth in Article 87(1) of the EC Treaty, under the condition that the granting of the subsidy to subjects that offer services in the applicable area (private schools) is made conditional on the elimination of double financing for these activities from public resources and tuition fees, i.e., payment for the provision of services. These findings have been confirmed by the opinion published by the OPC on 27 November 2006 under Ref No. 20538/2006/430. ,

3.4.12 Indicators

Ind. type	Ind. Code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2014	Source	Monitoring frequency
Outputs	49.11.01	Number of EC OP projects supported within Priority axis 1 – Initial Education	The total number of projects supported by EC OP programmes	number	0	2,523	IS MONIT7 + EC OP	annually
	07.41.00	Total number of supported persons	The total number of persons who received any form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any	number	0	206,306	IS MONIT7 + EC OP	annually

Ind. type	Ind. Code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2014	Source	Monitoring frequency
				activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.41.01	of which	men		number	0	103,153	IS MONIT7 + EC OP	annually
	07.41.02		women		number	0	103,153	IS MONIT7 + EC OP	annually
	07.41.14		**Out of the total number of supported persons, the number of persons – children/pupils who received support from projects in the area of initial education**	The number of persons – children/pupils who received direct support as members of the target group within the framework of project implementation (pupils, children, schools and educational institutions, which were clients of the services in question).	number	0	206,306	IS MONIT7 + EC OP	annually

Ind. type	Ind. Code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2014	Source	Monitoring frequency
	07.41.15		of which	boys		number	0	103,153	IS MONIT7 + EC OP	annually
	07.41.16			girls		number	0	103,153	IS MONIT7 + EC OP	annually
	07.41.10	of which	**Number of supported persons – clients of services**		Number of persons (clients of services) who received one or more supports within the accepted projects. Each supported person is included only once. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	147,660	IS MONIT7 + EC EC OP	annually
	07.41.11		of which	men		number	0	40,142	IS MONIT7 + EC OP	annually
	07.41.12			women		number	0	107,518	IS MONIT7 + EC OP	annually
	06.12.10	of which	**Number of pupils with special educational needs incorporated in regular classes**		Number of pupils with special educational needs incorporated in regular classes who received support within the project implementation	number	0	1,613	IS MONIT7 + EC OP	annually

Ind. type	Ind. Code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2014	Source	Monitoring frequency
	06.12.11		of which	boys		number	0	806	IS MONIT7 + EC OP	annually
	06.12.12			girls		number	0	807	IS MONIT7 + EC OP	annually
	07.41.20	Number of persons supported – service providers			The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	22,330	IS MONIT7 + EC OP	annually
	06.43.10	**Number of newly created/innovated products**			The total number of newly created /innovated products where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, new educational modules, study materials, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.).	number	0	1,625	IS MONIT7 + EC OP	annually

Ind. type	Ind. Code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2014	Source	Monitoring frequency
	07.46.00	Number of successfully supported persons		The number of persons who received support one or more times within the framework of accepted projects and who completed a course/programme/field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	115,893	IS MONIT7 + EC OP	annually
	07.46.01	of which	**men**		number	0	31,484	IS MONIT7 + EC OP	annually
	07.46.02		**women**		number	0	84,409	IS MONIT7 + EC OP	annually
Results	06.04.01	Proportion of pupils involved in educational activities within projects in the total number of pupils at schools and educational institutions		The proportion of pupils involved in educational activities within projects in the total number of pupils at schools and educational institutions	%	0	70	IS MONIT7 + EC OP IIE	annually
	06.04.02	Proportion of pupils with special educational needs who attend integrated classes in the total number of pupils with special educational needs		The proportion of pupils with special educational needs who attend integrated classes in the total number of pupils with special educational needs.	%	45.3	55	IS MONIT7 + EC OP IIE	annually

Ind. type	Ind. Code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2014	Source	Monitoring frequency
	07.41.13	Proportion of successfully supported school and educational institution employees in the total number of school and educational institution employees	The proportion of successfully supported school and educational institution employees, who completed a course in the prescribed manner, in the total number of school and educational institution employees.	%	0	90	IS MONIT7 + EC OP IIE	annually

3.4.13 Financial plan

Area of support No	Area of support name	Allocation share in P1	EU	SR	Total resources	Co-financing proportion		For information	
						EU	CR	EIB	Private
1.4	*Improved conditions for primary school education*	26%	159 375 000	28 125 000	187 500 000	85%	15%	0	0

4 Priority axis 2 – Tertiary Education, Research and Development

The Priority axis 2 fulfils the second specific objective of EC OP and is focused on the modernisation of tertiary education, including making the system of tertiary professional education more attractive. The Priority axis is further focused on making the research and development area more attractive, and strengthening the partnership and networks between public and private sectors.

The scope and significance of the tertiary education system has grown rapidly as a result of continuously increasing requirements for the population's education, which naturally changes the system's function and mission as well. The former model with the element of strictly selective preparation available to a limited number of applicants has been overcome, and the tertiary education has become a matter available to a far higher number of people with broadly diversified abilities, motivations, and expectations. This shift also brings about the necessity to adapt education to the preconditions and abilities of the applicants. At the same time, the education must be offered to a much wider spectrum of various social applications including applications in research and development. These very diverse demands can only be met by a system that is richly diversified and permeable. The increased system diversification automatically also brings greater demands on the widely conceived vocational level and performance of teaching/academic employees, but also employees active in research and development.

It is obvious that the tertiary education system in the Czech Republic has not been sufficiently diversified so far (primarily in terms of its form) to provide adequate education to all applicants for study. Primarily, the area of lower tertiary education (ISCED 5b, study at tertiary professional schools and bachelor's study programmes), which normally focuses primarily on the current needs of labour market, is insufficiently developed. It is equally necessary to emphasise the fact that in many areas the existing system of tertiary education insufficiently reflects the requirements of the employer sphere both as to structure of the graduates and their quality. For example, the number and quality of graduates from technical and natural science branches remains insufficient.

Another significant problem is also the existence of regions of the Czech Republic with a lower number of people with completed higher education; eventually drift of people with completed higher education from these regions. Therefore, the objective of this Priority axis is also the creation of possibilities to acquire tertiary education in these regions and the settlement of regional disparities in terms of the level of education.

It also becomes apparent that the system is not set up in a sufficiently appropriate manner so as to motivate the individual to operate and remain in the area of research and development activities. With regard to intensive internationalisation and globalisation, the tertiary education and research and development system faces the necessity of improving the quality and increasing the attractiveness of the environment for both domestic and foreign applicants in the areas that have a substantial effect on building a knowledge society.

Last but not least, the link between tertiary education institutions and research and development institutions on one hand and the manufacturing and private sector and public authorities on the other hand proves to be insufficient. A more intensive stimulation for partnership and an intensive mutually beneficial cooperation between the above-mentioned subjects are missing. As a consequence, transmission of the knowledge and results of research and development from educational and research institutions towards their effective utilisation

in practice is limited. For the time being, the tertiary education, research and development, and private sector and public authorities form no comprehensive and efficient system that would use various forms to support the formation and transmission of innovative solutions.

Global objective of the Priority axis 2

Innovation in the area of tertiary education towards cohesion with research and development activity, increased flexibility and creativity of graduates employable in a knowledge economy, making the conditions for research and development more attractive and towards the creation of comprehensive and effective tools to support the innovation process as a whole.

Specific objectives of the Priority axis 2

1. Improving the quality of education at tertiary professional schools.
2. Improving the quality and intensifying the diversification of universities with emphasis on the requirements of a knowledge economy.
3. Improving the quality of human resources for research and development, including the improvement of vocational training and conditions of employees and use of appropriate motivational and promotional tools.
4. Strengthening the relationships between tertiary education institutions, research institutions and private sector entities and state administration bodies (including promotional activities).

There are four areas of support formulated within the Priority axis 2:

2.1 Tertiary professional education

2.2 Higher education

2.3 Human resources in research and development

2.4 Partnerships and networks

4.1 Area of support 2.1 – Tertiary Professional Education

4.1.1 Focus of the area of support

The area of support 2.1 is focused on modernisation and enhancing the attractiveness of the tertiary professional education system, because so far, it does not fulfil the role of a full-valued pillar of the tertiary level of education. The main attention will be devoted to innovation of existing school framework programmes, which will result in better employability of the tertiary professional school graduates in the labour market, i.e. they will respond to dynamic changes in the labour market and the changing requirements of employers.

Equally, the tertiary professional education is a suitable tool to improve the formal education of those who have completed only high school education and have not continued their further education in university. The intention is to achieve a higher share of students at tertiary professional schools, who will find quality jobs in the labour market. By increasing the quality and attractiveness of school framework programmes, the tertiary professional education should become an alternative to bachelor's study programmes, thus contributing to a larger diversification of the tertiary education system.

4.1.2 Objectives of the area of support

Global objective:

Quality improvement of education at tertiary professional schools and supporting extension of their capacities.

Specific objectives:

- Innovation and strengthening the quality of the educational programmes at tertiary professional schools in order to increase the employability of tertiary professional school graduates on the labour market.
- Improving the vocational, pedagogical and managerial skills of the teaching staff at tertiary professional schools.

4.1.3 Supported activities

- Innovation of educational programmes in accordance with requirements for a knowledge economy and labour market needs through modularisation, credit system classification, extending the offer of combined and distance learning, tuition in foreign languages, supporting a spirit of entrepreneurship, etc.
- Bringing in specialists from both business and abroad during the creation and implementation of innovated educational programmes.
- Support for practical training and internships of students attending tertiary professional schools with future employers.
- Creation, introduction and realisation of quality assessment systems.
- Introduction and innovation of systems to monitor labour market demand for tertiary professional schools graduates.
- Support for cooperation between tertiary professional schools and universities.

- Support for cooperation between tertiary professional schools and secondary schools to increase motivation to study.
- Supporting the creation of high quality teams of the tertiary professional schools employees.
- Supporting the intersectoral mobility of the tertiary professional schools employees.
- Improving managerial skills in the area of tertiary professional schools management.
- Improving literacy of the tertiary professional schools employees in ITC.
- Increasing language competencies of the tertiary professional schools employees.
- Increasing the professional competencies of teaching staff at tertiary professional schools.
- Increasing the knowledge of tertiary professional school staff of the university environment and how its various parts are managed.
- Support for cooperation with foreign educational and scientific institutions, preparation for involving staff of tertiary professional schools in international projects and networks.

4.1.4 Type of support

The support is implemented through other individual projects.

4.1.5 Form and amount of support

With regard to the legal form of beneficiaries, the support is provided as a non-returnable financial relief (subsidy) or as a direct allocation of resources. The co-financing rate reaches up to 100% of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Maximum duration of the project is 3 years.

Minimum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call.

Maximum permissible amount will be specified in a call.

4.1.6 Beneficiaries

- tertiary professional schools (i.e. legal entities carrying on the activities of tertiary professional schools, registered in the schools register);
- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);

- tertiary professional school associations (i.e., civic societies established pursuant to Act No 83/1990 Coll., on association of citizens, as amended; interest groups of legal entities established pursuant to Section 20f of Act No 40/1964 Coll., the Civil Code, as amended, which are registered in the registers of regional authorities);
- regions pursuant to Act No 129/2000 Coll., on regions (Regional Establishment), as amended;

4.1.7 Target groups

- tertiary professional schools students;
- teaching staff of tertiary professional schools, including professionals from the field who also provide performance at tertiary professional schools;
- non-teaching staff of tertiary professional schools;
- people interested in tertiary professional schools study;
- teaching staff of basic and secondary schools (assuming partnerships between tertiary education institutions and the respective schools have been established).

4.1.8 Territorial focus of the support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

4.1.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

4.1.10 Categories of the area of support

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills for training personnel with a view to innovation and a knowledge-based economy.

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

4.1.11 State aid

The supported activities are compatible with the Article 87 section 1 of EC Treaty. The measures regarding education do not fall under the scope of Article 87 section 1 of EC Treaty, because they provide direct support for the people, no matter where they are, and they do not privilege certain enterprises or sectors.

The economic aspect of the support of cooperation of tertiary professional schools with primary and secondary schools and universities, as well as with foreign educational institutions, can not disturb economic competition. As regards the other supported activities,

with regard to the Act on schools, which categorises tertiary professional schools, together with primary and secondary schools, into one integrated education system (§ 8 of the Act on schools) and with reference to the policies and objectives of education (where, apart from other things, according to § 2 section 3 of the Act on schools, the education provided in accordance with this law – education at tertiary professional schools as well – is a public service), the support formulated this way falls under the compatibility within the Article 87 section 1 of EC Treaty.

The compatibility is subject to the precondition that the school will not commercially use the programmes beyond the framework of standard tertiary professional education and that the support intended for practical classes will not exceed the costs, provably incurred by a company in relation with practical classes of the students. Subsidised practical classes must be provided to the students free of charge (eventually, the costs must be lowered by the amount representing students´ fee for the tuition). Similar condition must be applied also on the modernisation and enhancement of attractiveness of the tertiary professional education system, i.e. for example, quality improvement of foreign languages tuition or support of internships with private tertiary professional schools, which will be subsidised on condition that the activities will not be reflected in tuition fees nor subjected to the payment of a fee from the side of school.

These findings have been confirmed also by the OPC in its opinion of 27 November 2006, ref. No 20 538/2006/430.

4.1.12 Indicators

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.02	Number of EC OP projects supported within Priority axis 2 – tertiary education, research and development		The total number of projects supported by EC OP programmes.	number	0	300	IS MONIT7 + EC OP	annually
	06.43.17	**Number of newly created/innovated courses within the education programme at tertiary professional schools**		Total number of newly created/innovated courses within the education programme in supported projects at tertiary professional schools.	number	0	350	IS MONIT7 + EC OP	annually
	06.43.12	of which	**Number of newly created/innovated products that include an environmental component**	The total number of newly created/innovated products that devote at least 15-20% of tuition to environmental issues.	number	0	20	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.13	**Number of newly created/innovated products that include an ICT component**	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to the area of support).	number	0	20	IS MONIT7 + EC OP	annually
	07.41.20	**Number of supported persons – service providers**	The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported	The total number of persons who received any form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	7,200	IS MONIT7 + EC OP	annually

Ind. type	Ind. code		Indicator		Definition		Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.01	of which	men				number	0	3,600	IS MONIT7+ EC OP	annually
	07.41.02		women				number	0	3,600	IS MONIT7+ EC OP	annually
	07.41.30	of which	**Number of supported persons – students in further education**		Number of persons in further education – university and college students that were supported within the projects		number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.31		of which	men			number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.32			women			number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.55		**Total number of persons (students) supported**		The number of persons (students at universities and tertiary professional schools) who received support within the framework of projects.		number	0	6,500	IS MONIT7+ EC OP	annually
	4110		of which	men			number	0	3,250	IS MONIT7+ EC OP	annually
	4111			women			number	0	3,250	IS MONIT7+ EC OP	annually
	07.41.50		of which	Number of supported persons – university students	The number of students.		number	0	6,500	IS MONIT7+ EC OP	annually
	07.41.51	of which		of which	men		number	0	1,950	IS MONIT7+	annually

Ind. type	Ind. code	Indicator		Definition		Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
									EC OP	
	07.41.52			women		number	0	4,550	IS MONIT7 + EC OP	annually
	07.41.65	**Number of supported persons – employees in the field of further education**		The total number of persons – employees in the field of further education, who received support within the framework of projects (researchers, teaching and academic staff, and other employees).		number	0	700	IS MONIT7 + EC OP	annually
	07.41.66	of which	men			number	0	350	IS MONIT7 + EC OP	annually
	07.41.67		women			number	0	350	IS MONIT7 + EC OP	annually
	07.41.80	of which	Number of supported persons in the field of further education – teaching and academic staff	The total number of employees active in the field of further education – teaching and academic staff, who received support within the framework of projects.		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.81		of which	men		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.82			women		number	0	300	IS MONIT7 + EC OP	annually
	07.41.90		Number of supported persons in the field of further education – other	The total number of employees active in the field of further education – other employees, who received support within the framework of projects.		number	0	NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
		employees						
	07.41.91	of which men		number	0	NA	IS MONIT7+ EC OP	annually
	07.41.92	of which women		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.00	Total number of successfully supported persons	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	6,480	IS MONIT7+ EC OP	annually
	07.46.01	of which men		number	0	3,240	IS MONIT7+ EC OP	annually
	07.46.02	of which women		number	0	3,240	IS MONIT7+ EC OP	annually
	07.46.30	**Number of successfully supported persons – students in further education**	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. In those cases when a person receives multiple various/unrelated forms of assistance within the	number	0	NA	IS MONIT 7+ EC OP	annually

Ind. type	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
					framework of one project, this person is counted as many times as the types of support they received.					
	07.46.31		of which	men		number	0	NA	IS MONIT 7+ EC OP	annually
	07.46.32		of which	women		number	0	NA	IS MONIT 7+ EC OP	annually
	07.46.55	of which	**Number of successfully supported persons in initial education – students**		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. In those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	5,850	IS MONIT7 + EC OP	annually
	4621	of which	of which	men		number	0	2,925	IS MONIT7 + EC OP	Annually
	4622	of which	of which	women		number	0	2,925	IS MONIT7 + EC OP	annually
	07.46.50	of which	of which	Number of successfully supported persons – tertiary professional school students	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as EC OP is concerned, in those cases when a person receives multiple	number	0	5,850	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator			Definition		Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
					various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.						
	07.46.51			of which	Men		number	0	1 755	IS MONIT7 + EC OP	annually
	07.46.52				Women		number	0	4 095	IS MONIT7 + EC OP	annually
	07.46.65		**Number of successfully supported persons – employees in further education**		Number of participants in further education who successfully completed an educational programme supported by the EC OP in the prescribed manner.		number	0	630	IS MONIT7 + EC OP	annually
	07.46.66		of which	men			number	0	315	IS MONIT7 + EC OP	annually
	07.46.67			women			number	0	315	IS MONIT7 + EC OP	annually
	07.46.80		of which	Number of successfully supported person – teaching and academic staff	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as		number	0	NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator			Definition		Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
					many times as the types of support they received.						
	07.46.81			of which	Men		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.82				Women		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.90		Number of successfully supported persons – other employees		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.91		of which		Men		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.92				Women		number	0	NA	IS MONIT7 + EC OP	annually
Results	07.42.20	A proportion of successfully supported persons (tertiary professional schools students) compared to the total number of supported tertiary professional schools students.			A proportion of successfully supported tertiary professional schools students in EC OP projects compared to the total number of supported tertiary professional schools students.			0	90	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.42.70	**Number of partners involved**	Total number of partners involved in projects (partner = any person who has concluded a partnership agreement with the applicant).	number	0	50	IS MONIT7+ EC OP	annually
	07.42.80	Sustainability of created partnerships	The proportion of newly established partnerships that are still functional six months after the provision of support is terminated.	%	0	20	EC OP MA	2 studies during the programme period, the first in the year 2011

4.1.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P2	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
2.1	*Tertiary professional education*	12%	75,735,153	13,365,027	89,100,180	85%	15%	0	0

4.2 The area of support 2.2 – Higher Education

4.2.1 Focus of the area of support

In the area of support focused on modernisation and development of higher education, the main emphasis will be placed on such an offer of study programs that will allow the graduates to find jobs easily in the labour market, and at the same time to significantly contribute to the development of knowledge-based economy. Especially the study programs at the level of bachelor's studies should reflect the labour market trends and ensurance of employability of the graduates in a long-term horizon as much as possible. However, the emphasis on improving the quality of higher-education study programmes will be placed at all levels. With regard to bachelor's study programmes, the primary objective is both their increased focus on labour market requirements and the opportunity to continue in follow-up master's study programmes. The master's and doctoral programmes, however, should be selective and prepare graduates for professional positions and for the activity in research and development. At the same time, it is necessary to ensure appropriate qualification of academic staff and other university employees.

4.2.2 Objectives of the area of support

Global objective:

Improving the quality and intensifying the diversification of universities with emphasis on the requirements of a knowledge economy.

Specific objectives:

- Innovation and quality improvement of higher-education study programmes.
- Increasing employability of higher-education graduates in the labour market.

4.2.3 Supported activities

- Innovation of study programmes in accordance with the requirements of a knowledge-based economy and the needs of the labour market through modularisation, improving the quality of the combined and distance learning that are offered, modernising teaching methods, tuition in foreign languages, supporting a spirit of entrepreneurship, etc.
- Innovations falling outside the scope of one study programme and increasing possibilities for interdisciplinary study.
- Bring in specialists from both business and abroad during the creation and implementation of innovated study programmes.
- Support for practical training and internships of university students with future employers.
- Creation, introduction, realisation and evaluation of quality assessment systems.
- Introduction and innovation of systems to monitor labour market demands for graduates in a particular field.
- Supporting teams creation.
- Support of intersectoral mobility of academic staff.
- Improving managerial skills in the area of university management.

- Improving ITC literacy of academic staff and other employees.
- Increasing language competencies of academic staff and other university employees.
- Increasing the professional competencies of academic staff.
- Support for cooperation with foreign educational and scientific institutions, preparation for involving individuals in international projects and networks.
- Supporting cooperation between universities and primary and secondary schools by providing consultancy services and assisting talented pupils.

4.2.4 Type of support

The support is implemented through other individual projects.

4.2.5 Form and amount of support

The support is provided as a non-returnable financial relief (subsidy). The co-financing rate reaches up to 100% of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Maximum duration of the project is 3 years.

Minimum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call.

Maximum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call.

4.2.6 Beneficiaries

- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended.

4.2.7 Target groups

- university students;
- people interested in university study;
- academic university staff;
- other university staff;
- teaching staff of primary, secondary and tertiary professional schools (in case of providing consultancy services and assisting talented pupils).

4.2.8 Territorial focus of support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

4.2.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

4.2.10 Categories of the area of support

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills for training personnel with a view to innovation and a knowledge-based economy.

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

4.2.11 State aid

As regards the participation of public university in economic competition (its status as an enterprise within the meaning of the Article 87 section 1 of EC Treaty), conditions for additional activity according to the Act No 111/1998 Coll., on universities, following the enterprise definition according the interpretation of the Article 80 ECSC (ECJ 19/16 Manesmann v. High Authority) for public universities not focused on long-term economic objective, for the purpose of subsidies from the area of support 2.3, is moved outside the definition of an enterprise within the meaning of the Article 87 section 1 of EC Treaty and in particular, support for these schools from the area of support 2.3 is not a state aid.

Regarding private universities, further education of academic, managerial and administrative staff is compatible with the Article 87 section 1. The measures regarding education do not fall under the scope of Article 87 section 1 of EC Treaty, because they provide direct support for the people, no matter where they are, and they do not privilege certain enterprises or sectors. The economic aspect of cooperation of universities with primary and secondary schools and universities, as well as the cooperation with international educational institutions, also can not be considered as a state aid.

Regarding other supported activities, the condition for compatibility of the support is that the private university will use the support within the framework of standard university study, will not subject it to the payment of a fee and will not make any economical profit from the support, except the fact itself that the support will help to improve the quality of tuition at the respective university (which is, however, an implicit condition of the support, because modernisation and development of higher education is the particular objective of this area of support). The support can be provided to private universities on condition that it will not be reflected in tuition fees nor subjected to the payment of any fee from the side of the school students.

These findings have been confirmed also by the OPC in its opinion of 27 November 2006, ref. No 20 538/2006/430.

4.2.12 Indicators

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	**49.11.02**	**Number of EC OP projects supported within Priority axis 2 – tertiary education, research and development**		The total number of projects supported by EC OP programmes.	number	0	540	IS MONIT7 + EC OP	annually
	06.43.18	**Number of newly created/ innovated courses within the study programme**		Total number of newly created/ innovated courses within the study programme in projects supported at universities.	number	0	630	IS MONIT7 + EC OP	annually
	06.43.12	of which	Number of newly created/innovated products that include an environmental component	The total number of newly created/innovated products that devote at least 15-20% of tuition to environmental issues.	number	0	25	IS MONIT7 + EC OP	annually
	06.43.13		Number of newly created/innovated products that include an ICT component	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to the area of support).	number	0	25	IS MONIT7 + EC OP	annually
	07.41.20	**Number of supported persons – service providers**		The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported		The total number of persons who received any	number	0	127,200	IS MONIT7	annually

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
				form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.				+ EC OP	
	07.41.01	of which	men		number	0	63,600	IS MONIT7 + EC OP	annually
	07.41.02		women		number	0	63,600	IS MONIT7 + EC OP	annually
	07.41.55	of which	**Total number of persons supported in initial education – students**	Number of persons in initial education – students directly supported as target groups within the project implementation that were consumers of the particular service.	number	0	120,000	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator			Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	4110		of which	men		number	0	60,000	IS MONIT7 + EC OP	annually
	4111		of which	women		number	0	60,000	IS MONIT7 + EC OP	annually
	07.41.60		of which	Number of persons supported – university students	The number of students.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.61		of which	of which	men	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.62		of which	of which	women	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.65		**Total number of persons (employees in further education) supported**		The total number of persons – employees in the field of further education, who received support within the framework of projects (researchers, teaching and academic staff, and other employees).	number	0	6,900	IS MONIT7 + EC OP	annually
	07.41.80		of which	Number of supported persons in the field of further education – teaching and academic staff	The total number of employees active in the field of further – teaching and academic staff, who received support within the framework of projects.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.81		of which	of which	men	number	0	NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator			Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.82				women	number	0	NA	IS MONIT7+ EC OP	annually
	07.41.90			Number of supported persons in the field of further education – other employees	The total number of employees active in the field of further education – other employees, who received support within the framework of projects.	number	0	NA	IS MONIT7+ EC OP	annually
	07.41.91			of which	men	number	0	NA	IS MONIT7+ EC OP	annually
	07.41.92				women	number	0	NA	IS MONIT7+ EC OP	annually
	07.41.30		**Number of supported persons – students in further education**		The number of persons in further education – students of universities and colleges that were supported within the projects	number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.31		of which		men	number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.32				women	number	0	NA	IS MONIT 7+ EC OP	annually
	07.46.00	**Total number of successfully supported persons**			The total number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those	number	0	114,480	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
				cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.46.01		men		number	0	57,240	IS MONIT7 + EC OP	annually
	07.46.02		women		number	0	57,240	IS MONIT7 + EC OP	annually
	07.46.55	of which	**Total number of supported persons in initial education – students**	Number of persons in initial education – students directly supported as target groups within the project implementation that were consumers of the particular service.	number	0	108,000	IS MONIT7 + EC OP	annually
	4621		of which men		number	0	54,000	IS MONIT7 + EC OP	annually
	4622		of which women		number	0	54,000	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.46.60		Number of successfully supported persons – university students	The number of students who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.61	of which		men	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.62			women	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.65	**Number of successfully supported persons – employees in further education**		Number of participants in further education who successfully completed an educational programme supported by EC OP in the prescribed manner.	number	0	6,480	IS MONIT7+ EC OP	annually
	07.46.66	of which	men		number	0	3,240	IS MONIT7+ EC OP	annually
	07.46.67		women		number	0	3,240	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator			Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.46.80		of which	Number of successfully supported persons – teaching and academic staff	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.81			of which	men	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.82				women	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.90			Number of successfully supported persons – other employees	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator			Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Results	07.46.91			of which	men	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.92				women	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.30		**Number of successfully supported persons – students in further education**		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support within the project is counted only once. (EC OP exception: in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.)	number	0	NA	IS MONIT 7+ EC OP	annually
	07.46.31		of which	men		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.32			women		number	0	NA	IS MONIT7+ EC OP	annually
	07.42.70	**Number of partners involved**			Total number of partners involved in projects (partner = any person who has concluded a partnership agreement with the applicant).	number	0	180	IS MONIT7+ EC OP	annually
	07.42.30	A proportion of successfully supported persons (university students) compared to the total number of supported			A proportion of successfully supported university students in EC OP projects compared to the total number of	%	0	90	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator	Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
		university students	supported university students.					
	07.42.80	Sustainability of created partnerships	The proportion of newly established partnerships that are still functional six months after the provision of support is terminated.	%	0	20	MA EC OP	2 studies during the programme period, the first in the year 2011

4.2.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P2	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	Private
2.2	*Higher education*	35%	220,320,446	38,880,079	259,200,525	85%	15%	0	0

4.3 Area of support 2.3 - Human Resources in Research and Development

4.3.1 Focus of the area of support

The area of support 2.3 is focused on increasing the attractiveness and improving the conditions for employees in research and development in both universities and institutions dealing with research and development. The activities implemented within this area will support the development of human resources in areas, in which the extension of research and development infrastructures will be supported within other operational programmes (especially RaDfI). Individual activities should ensure that individuals with the preconditions for operating in research are sufficiently motivated, do not leave research activity and have adequate conditions for their activities. Equally, the conditions for foreign employees and involvement of research and development institutions into international networks will be created, which will lead to increased attractiveness of research and development area in the Czech Republic and to improvement of quality and effects of research and development.

4.3.2 Objectives of the area of intervention

Global objective:

Improving the quality of human resources for research and development, including the improvement of vocational training and conditions of employees and use of appropriate motivational and promotional tools.

Specific objectives:

- increasing the attractiveness and improving the conditions for employees in research and development.
- Popularisation of research and development and their results.

4.3.3 Supported activities

- Other specific vocational training of employees in research and development.
- Further education of research and development employees in the area of R&D management. Popularisation and communication, disseminating scientific and research results into practice, technology transfer, acquiring the knowledge to protect, remunerate and administer the intellectual property of R&D employees.
- Supporting the creation of quality teams in R&D and their further development, especially initialisation jobs and starting jobs.
- Preparing for the involvement of individuals and teams in international networks and projects in the area of research and development.
- Support of intersectoral mobility, especially mobility between research institutions and private and public sectors.
- Activities aimed at popularising R&D and its benefit to society.
- Support of systematic work with students and pupils in the area of familiarisation with R&D.

4.3.4 Type of support

The support is implemented through other individual projects.

4.3.5 Form and amount of support

The support is provided as a non-returnable financial relief (subsidy). The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures. In the case that the support will be provided outside the state aid rule, the co-financing rate from EC OP will reach up to 100 % of the total eligible expenditures. In the case that the support will be provided within the state aid rule, the co-financing rate from the beneficiary's own resources on the eligible expenditures will be defined on the basis of the state aid rules.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Maximum duration of the project is 3 years.

Minimum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call.

Maximum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call.

4.3.6 Beneficiaries

- Universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended.
- Public research institutions pursuant to Act No 341/2005 Coll., on public research institutions.
- Other research organisations as defined by Act No. 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws.

4.3.7 Target groups

- academic and other staff of universities;
- employees of R&D institutions;
- university students;
- people interested in R&D activities.
- teaching staff at primary and secondary schools (only in relation to the activity 'Support of systematic work with students and pupils in the area of familiarisation with R&D').

4.3.8 Territorial focus of support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

4.3.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015).In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

4.3.10 Categories of the area of support

74 Developing human potential in the field of research and innovation, in particular through post-graduate studies and vocational training of researchers, and networking activities between universities, research centres and enterprises.

81 Mechanisms for a better creating, monitoring and evaluating of good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

4.3.11 State aid

According to the Community Framework for state support of research, development and innovation (2006/C 323/01), published on 30 December 2006, that replaced the Communication from the Commission 96/C 45/06 (Framework of state supports of research and development of the community), Article 2.2, a research institution is a certain subject, e.g. university or research institute, irrespective of its legal form. According to the Article 3.1 of the Framework, the research institution is a beneficiary of the state support within the meaning of the Article 87 section 1 of EC Treaty, provided that all the conditions in the Article 87 section 1 of EC Treaty are fulfilled. This requires, apart from other things and in accordance with jurisdiction, that the research institution is defined as an enterprise within the meaning of the Article 87 section 1 of EC Treaty. It does not depend on its legal status (whether it has been established according to public or private law) or economic character (i.e. whether it creates profit or not). What is decisive for considering it as an enterprise is the fact, whether such institution performs economic activity (the activity consisting in offering goods or services in a particular market) or not. Therefore, any public financing falls (on fulfilment of other conditions) under the Article 87 section 1 of EC Treaty.

Nevertheless, the opinion of the Commission is that the primary activities of research institutions are usually of non-profit nature. If the same subject carries on activities of both economic and non-economic nature, the financing from public resources with the aim of double financing will not fall under the Article 87 section 1 of EC Treaty, if it is possible to clearly separate both mentioned types of economic activities, as well as respective costs and financing (here, in a footnote, the Commission refers to the economic activities consisting in concrete research made to order of an industrial subject by rental of research infrastructures and provision of advisory services). According to the European Commission, the proof that these costs have been allocated appropriately, can be made by presenting the annual financial statements of universities and research institutions.

Therefore, the new legal regulation and consequent opinion of OPC defines as the condition of compatibility of the support that non-economic (research) activities and their financing must be clearly separated from potential economic activities carried on by the beneficiary, and that the beneficiary must be able to appropriately classify the costs to particular economic and non-economic activities. Not only the presence of support on the level of beneficiaries should be verified, but also on the level of the subjects that demand services from these beneficiaries (so that there cannot be indirect support to enterprises in right of research making).

Education of staff of schools/scientific research institutions in the case of non-economic activities is also not a state aid. In the case of activities of economic nature, carried out in competition with other subjects, it is necessary to use the Regulation No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation). The support will be provided in accordance with the categories of aid defined in chapter II section 7 Aid for research and development and innovation, section 8 Training aid, resp. section 5 Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs of the above mentioned regulation. In relevant cases, it is possible to proceed according to the Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid.

Due to that reason, the support of the projects for increasing the attractiveness and improving the conditions for research and development staff at universities and institutions dealing with research and development can be aimed only at projects of non-economic nature, resp. non-competitive nature, in order to it can be qualified as a non-aid according to the Article 87 section 1 of the EC Treaty. The support must be subject to the ability of a beneficiary to appropriately classify the costs to particular economic and non-economic activities, so that the support is not directed into a commercial sphere.

Within the particular activities, in which the state aid is provided, it is possible to combine several rules on state aid provision, in particular Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid. The way of provision of the state aid is based on the OPC recommendation of 22 August 2008, ref. No 17086/2008/420VZ.

4.3.12 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.02	Number of EC OP projects supported within Priority axis 2 – tertiary education, research and development	The total number of projects supported by EC OP programmes.	number	0	450	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.20	**Number of supported persons – service providers**	The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported	The total number of persons who received any form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.01	of which men		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.02	of which women		number	0	NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.14	Out of the total number of supported persons, the number of supported persons in initial education – children/pupils in projects	Number of persons – children/pupils, directly supported as target groups within the project's implementation (pupils, children at schools and educational institutions who were the purchasers of the given service).	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.15	of which: boys		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.16	of which: girls		number	0	NA	IS MONIT7 + EC OP	annually
	41.04	of which: number of primary school pupils		number	0	NA	IS MONIT7 + EC OP	annually
	41.05	of which: of which: boys		number	0	NA	IS MONIT7 + EC OP	annually
	41.06	of which: of which: girls		number	0	NA	IS MONIT7 + EC OP	annually
	41.07	of which: number of secondary schools pupils		number	0	NA	IS MONIT7 + EC OP	annually
	41.08	of which: of which: boys		number	0	NA	IS MONIT7 + EC OP	annually
	41.09	of which: of which: girls		number	0	NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.55	**Total number of persons (students) supported**	The number of persons (university and tertiary professional school students) who received support within the framework of projects.	number	0	NA	IS MONIT7+ EC OP	annually
	41.10	of which: men		number	0	NA	IS MONIT7+ EC OP	Annually
	41.11	of which: women		number	0	NA	IS MONIT7+ EC OP	Annually
	07.41.50	of which: Number of supported persons – tertiary professional school students	The number of students.	number	0	NA	IS MONIT7+ EC OP	Annually
	07.41.51	of which: of which: men		number	0	NA	IS MONIT7+ EC OP	Annually
	07.41.52	of which: of which: women		number	0	NA	IS MONIT7+ EC OP	Annually
	07.41.60	of which: Number of supported persons – university students	The number of students.	number	0	NA	IS MONIT7+ EC OP	Annually
	07.41.61	of which: of which: men		number	0	NA	IS MONIT7+ EC OP	Annually
	07.41.62	of which: of which: women		number	0	NA	IS MONIT7+ EC OP	Annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.65	**Number of supported persons – employees in further education**		Total number of persons – employees in further education that were supported within the projects (researchers, teaching, academic and other staff)	number	0	5500	IS MONIT 7+ EC OP	annually
	07.41.66	of which	men		number	0	2750	IS MONIT7 + EC OP	annually
	07.41.67		women		number	0	2750	IS MONIT7 + EC OP	annually
	07.41.70	of which	Number of supported persons in further education – research and development workers	Number of persons in further education – research and development workers who were supported within the projects	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.71	of which	men		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.72		women		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.30	**Number of supported persons – students in further education**		Number of persons in further education – students of university and colleges that were supported within the projects	number	0	2,000	IS MONIT 7+ EC OP	annually
	07.41.31	of which	men		number	0	41,000	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.32			women		number	0	1,000	IS MONIT7+ EC OP	annually
	07.46.00	Total number of successfully supported persons			The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.01	of which	men			number	0	NA	IS MONIT7+ EC OP	annually
	07.46.02	of which	women			number	0	NA	IS MONIT7+ EC OP	annually
	46.12	of which	**Number of successfully supported persons in initial education (children, pupils)**		Total number of persons (children, pupils) in initial education who have successfully completed the education programme with support from the EC OP in a prescribed manner.	number	0	NA	IS MONIT7+ EC OP	annually
	46.13	of which	of which	boys		number	0	NA	IS MONIT7+ EC OP	annually
	46.14	of which	of which	girls		number	0	NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	46.15	number of primary school pupils		number	0	NA	IS MONIT7+ EC OP	annually
	46.16	of which boys		number	0	NA	IS MONIT7+ EC OP	annually
	46.17	of which girls		number	0	NA	IS MONIT7+ EC OP	annually
	46.18	number of secondary school pupils		number	0	NA	IS MONIT7+ EC OP	annually
	46.19	of which boys		number	0	NA	IS MONIT7+ EC OP	annually
	46.20	of which girls		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.55	**Number of successfully supported persons in initial education – students**	The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. When a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually
	46.21	of which men		number	0	NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	46.22	women			number	0	NA	IS MONIT7+ EC OP	annually
	07.46.50	Number of successfully supported persons – tertiary professional school students		The number of students who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually
	07.46.51	of which	men		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.52		women		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.60	Number of successfully supported persons – university students		The number of students who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they	number	0	NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator				Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
						received.					
	07.46.61			of which	men		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.62				women		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.65	**Number of successfully supported persons – employees in further education**				Number of participants in further education who successfully completed an educational programme supported by the EC OP in the prescribed manner.	number	0	4,950	IS MONIT 7+ EC OP	annually
	07.46.66		of which	men			number	0	3,150	IS MONIT7+ EC OP	annually
	07.46.67			women			number	0	1,800	IS MONIT7+ EC OP	annually
	07.46.70			Total number of successfully supported employees in R&D in further education		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Results	07.46.71	of which	of which	men		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.72			women		number	0	NA	IS MONIT7+ EC OP	annually
	07.46.30		**Number of successfully supported persons – students in further education**		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. When a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT 7+ EC OP	annually
	07.41.31			men		number	0	NA	IS MONIT7+ EC OP	annually
	07.41.32			women		number	0	NA	IS MONIT7+ EC OP	annually
	07.42.70	**Number of partners involved**			Total number of partners involved in projects (partner = any person who has concluded a partnership agreement with the applicant).	number	0	168	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.42.50	Proportion of successfully supported persons in the field of further education – research and development employees in the total number of supported persons – employees in the field of further education	The proportion of successfully supported persons active in the field of further education – research and development employees involved in EC OP projects in the total number of supported persons – employees in the field of further education	%	0	90	IS MONIT7 + EC OP	annually
	07.42.80	Sustainability of created partnerships	The proportion of newly established partnerships that are still functional six months after the provision of support is terminated.	%	0	20	MA EC OP	2 studies during the programme period, the first in the year 2011

4.3.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P2	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
2.3	*Human resources in research and development*	33%	206,550,418	36,450,074	243,000,492	85%	15%	0	0

4.4 Area of support 2.4 – Partnership and Networks

4.4.1 Focus of the area of support

A condition for the education system to respond in a sufficiently flexible manner to requirements of the labour market and challenges of the technological development and knowledge society is the intensive partnership of various entities in as wide a spectrum of activities as possible. For this reason, Priority axis tertiary education, research and development covers an area of intervention that is focused on partnerships and networks. The main emphasis is placed on implementing the joint projects, creating partnerships and cooperation in networks between educational and research and development institutions and public and private sectors. Equally, it is necessary to devote attention to the publicity of their mutual cooperation including promotion of technical and natural sciences and research and development. One of the main objectives within this area of support is to ensure a better link between the requirements of the labour market and the offer presented by educational institutions in the tertiary education system through closer contact and joint activities. Another objective is to support effective transmission of knowledge, results of research and development and innovative solutions from educational institutions to the entrepreneurial sphere by means of partnership and joint activities.

4.4.2 Objectives of the area of support

Global objective:

Strengthening relations between the tertiary education institutions, research institutions and private sector entities and public authorities (including promotional activities).

Specific objectives:

- Improving efficiency of transmission of results from research and development activities for their further utilisation.
- Improving the ability of educational institutions to respond to the requirements of the labour market.

4.4.3 Supported activities

- Preparation of human resources for the formation and functioning of technological platforms, technologically oriented clusters, etc.
- Work placements and internships for students, teachers, academic and scientific workers in the private and public sectors for the purpose of establishing cooperation or developing existing cooperation;
- Support for cooperation between tertiary education institutions, research and development centres, business and the public sector, including creation of communication and interactive platforms.
- Support of educational and training activities aimed at increasing mutual cooperation between educational institutions, research and development centres, business and the public sector.
- Setting up and supporting contact points in tertiary education institutions and research and development institutions intended for business and the public sector.

- Setting up and supporting contact points for popularisation of research and development.
- Supporting the implementation of full-cost methods as a tool for applicative cooperation.

4.4.4 Type of support

The support is implemented through other individual projects.

4.4.5 Form and amount of support

With regard to the legal form of beneficiaries, the support is provided as a non-returnable financial relief (subsidy) or as a direct allocation of resources. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. Therefore, the contribution from ESF will be calculated in relation to the total eligible public expenditures. In the case that the support will be provided outside the state aid rule, the co-financing rate from EC OP will reach up to 100 % of the total eligible expenditures. In the case that the support will be provided within the state aid rule, the co-financing rate from the beneficiary's own resources on the eligible expenditures will be defined on the basis of the state aid rules.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Maximum duration of the project is 3 years.

Minimum permissible amount of the total eligible expenditures for one individual project (other) will be specified in a call.

Maximum permissible amount of the total eligible expenditures for a project will be specified in a call.

4.4.6 Beneficiaries

- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- tertiary professional schools (i.e. legal entities carrying on the activities of tertiary professional schools, registered in the schools register);
- public research institutions as defined by Act No 341/2005 Coll., on public research institutions;
- other research organisations as defined by Act No. 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws;
- directly controlled organisations under central state administration bodies;
- regions pursuant to Act No 129/2000 Coll., on regions (Regional Establishment), as amended;
- municipal and local authorities and their associations, pursuant to Act No 128/2000 Coll., on municipalities (Municipal Establishment), as amended;

- public health care facilities pursuant to the Act on public non-profit institutional health care facilities and on amendments to some acts, as amended by Act No 483/2006 Coll., and legal entities operating health care facilities pursuant to Act No 160/1992 Coll., on health care in non-state health care facilities, as amended;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.
- the Czech Chamber of Commerce pursuant to Act No 301/1992 Coll., on the Czech Chamber of Commerce and the Agrarian Chamber of the Czech Republic.

4.4.7 Target groups

- tertiary professional schools students;
- university students;
- teaching and non-teaching staff of tertiary professional schools;
- academic staff and other employees of universities;
- other employees dealing with education, research and development;

4.4.8 Territorial focus of the support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

4.4.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

4.4.10 Categories of the area of support

74 Developing human potential in the field of research and innovation, in particular through post-graduate studies and vocational training of researchers, and networking activities between universities, research centres and enterprises.

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

4.4.11 State aid

According to the ECJ jurisdiction (173/73, Italy vs. Commission), each measure that could form a state aid, is judged on the basis of its effects[8]. The area of support is primarily focused on networking, creating partnerships, information exchange and cooperation between subjects operating in science and research, education and practise; on expenditures that are not generally able to distort economic competition[9].

However, in the case that the beneficiaries will be business entities, the subsidies may represent indirect state aid. According to the OPC opinion, in such case, the subsidies should not include benefits in a form of payment of some parts of the costs, savings on personnel costs, preferences in use of infrastructures or networks and other forms of preferences.

If it is not possible to prevent the above mentioned, the following will be applied (according to the OPC opinion) - the Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid, resp. block exemption rule according to the Commission Regulation No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation), if it concerns extension of its range so that it will include the support intended for research and development in accordance with the categories of aid defined in chapter II section 7 Aid for research and development and innovation, section 8 Training aid, resp. section 5 Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs.

Within the particular activities, in which the state aid is provided, it is possible to combine several rules on state aid provision, in particular Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid. The way of provision of the state aid is based on the OPC recommendation of 22 August 2008, ref. No 17086/2008/420VZ.

4.4.12 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.02	Number of EC OP projects supported within Priority axis 2 – tertiary education, research and development	The total number of projects supported by EC OP programmes.	number	0	240	IS MONIT7 + EC OP	annually

[8] Cit. Kincl, Veřejná podpora v Evropské Unii *(State aid in European Union)*, Bova Polygon, Prague 2004

[9] According to the latest development of the jurisdiction, the ability to distort the competition is not derived from the fact itself, that it is an aid, because there are two independent attributes of the state aid, and the existence of both of them must be proven separately.

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.20	**Number of supported persons – service providers**		The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Number of persons supported		The total number of persons who received any form of support within the framework of the project, without regard to the number of times support was provided. Each person supported within the framework of the project is counted only once. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. As far as the EC OP is concerned, in those cases when a supported person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	500	IS MONIT7 + EC OP	annually
	07.41.01	of which	**men**		number	0	300	IS MONIT7 + EC OP	annually
	07.41.02		**women**		number	0	200	IS MONIT7 +	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
								EC OP	
	07.46.00	Number of successfully supported persons		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. When a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	NA	IS MONIT 7+ EC OP	annually
	07.46.01	of which	**men**		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.02		**women**		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.65	of which	**Number of successfully supported persons – employees in further education**	Number of participants in further education who have successfully completed the educational programme in the prescribed manner with support from the EC OP	number	0	NA	IS MONIT 7+ EC OP	annually
	07.46.66		of which **men**		number	0	NA	IS MONIT7	annually

Ind. type	Ind. code	Indicator			Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
									+ EC OP	
	07.46.67			**women**		number	0	NA	IS MONIT7 + EC OP	annually
	07.46.70	of which	Number of successfully supported research and development employees within the field of further education		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	450	IS MONIT7 + EC OP	annually
	07.46.71		of which	men		number	0	225	IS MONIT7 + EC OP	annually
	07.46.72			women		number	0	225	IS MONIT7 + EC OP	annually
	06.43.10	**Number of newly created/innovated products**			The total number of newly created/innovated products, where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, new educational modules, study materials, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals,	number	0	40	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
			etc.).					
Results	**07.42.70**	**Number of partners involved**	Total number of partners involved in projects (partner = any person who has concluded a partnership agreement with the applicant).	number	0	100	IS MONIT7 + EC OP	annually
	07.42.80	Sustainability of created partnerships	The proportion of newly established partnerships that are still functional six months after the provision of support is terminated.	%	0	20	MA EC OP	2 studies during the programme period, the first in the year 2011

4.4.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P2	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
2.4	*Partnership and networks*	20%	123,930,251	21,870,044	145,800,295	85%	15%	0	0

5 Priority axis 3 – Further education

In highly-developed economics, education and flexibility represent a crucial competitive advantage for both individuals and a sustainable development of the society as a whole. Knowledge and skills acquired in the process of initial education are not sufficient due to fast technological and other changes and so the life-long learning combined with updating, increasing or changing the qualification becomes a necessity.

In the EU context, the participation of people in further education is low in the Czech Republic and the main part of this type of education is realised in the form of retraining of the unemployed or job seekers. In such a case and at such a time, however, it is a solution of an already arisen problem rather than a prevention of employment loss. Further education focused on the possibilities of professional growth and increase in the qualifications and adaptability of the Czech Republic's population is rather a marginal element within the framework of further education, with no systematic solution.

The insufficient conceptual approach to this issue is a big problem in further education in the Czech Republic. So far, the system outputs have been ensured through a large number of individual institutions offering school framework programmes, and the further education market is thus determined primarily by a supply that is not sufficient and does not deal with the long-term or strategic needs of the country. There is no systematic and institutional framework for further education, and the situation is quite unclear in terms of the offer of educational possibilities and capacities for further education. This is manifested, among other things, by the fact that the existing further education programmes are not suitably linked with the system of initial and tertiary education. Therefore, creation of the institutional framework of further education becomes one of the crucial activities of this priority axis. Furthermore, it is necessary to involve secondary schools and tertiary professional schools, as well as universities, in offering further education, to support school networks providing educational services to adults in regions and involvement of social partners in the preparation of further education offer. It is necessary to prepare conditions for functioning and utilisation of possibilities offered by Act No 179/2006 Coll., on verification and recognition of results of further education. Within the framework of this law, it is necessary to stimulate the demand for further education as much as possible, i.a. through mechanisms of verification and recognition of results of further education. However, intervention must also take place on the supply side, which will lead to an increase in the scope and focus of further education provision, as well as improve the methods used for informing the public.

Global objective of the Priority axis 3:

To strengthen the adaptability and flexibility of human resources as the primary factor influencing the economy's competitiveness and the sustainable development of the Czech Republic by promoting further education on both the supply and demand sides.

Specific objectives of the Priority axis 3:

1. Facilitation of individual access for the Czech Republic's population to further education and an increase in its motivation to lifelong learning.

2. Extending the offer of further education and strengthening public awareness of what is being provided.

There are three areas of support formulated within the Priority axis 3:

3.1 Individual further education

3.2 Support of further education supply

5.1 Area of support 3.1 - Individual further education

5.1.1 Focus of the support

The requirements for a qualified labour force are developing dynamically in the labour market and a functional system of further education can be an important tool for each individual, by means of which the necessary knowledge and skills can be added and acquired. The support for further education will be aimed also at individuals who want to take the responsibility for their better employability in the labour market. Within this area of support, further education of people in general competencies with an emphasis on strengthening the educated, competitive society, applicable in the labour market will be supported. The accent will be put on increasing the level of education of individuals, as well as on extending or changing their current qualifications. In accordance with the SWOT analysis of EC OP, where the foreign language knowledge, use of information technologies and generally low level of entrepreneurial skills were indicated as problematic, the activities of this area of support will be focused, in particular, on creation of educational modules that would support these competencies on a national level. One of the activities of this area of support will be also promotion and stimulation of individual education as a part of further education and as a value that can people gain during their life. The objective is thus to make an improvement in acceptance of further education as a priority.

5.1.2 Objectives of the area of support

Global objective:

Facilitation of individual access for the Czech Republic's population to further education and an increase in its motivation to lifelong learning.

Specific objectives:

- Improving the quality of general and vocational competencies of the CR population.
- Increasing the motivation and strengthening the active approach of individuals to further education.

5.1.3 Supported activities

- Training aid in the area of general and vocational competencies.
- Stimulating the demand for individual education of individuals and extend general awareness on importance and possibilities of further education.
- Creating the educational modules focused on supporting general competencies (language skills, IT skills, entrepreneurial skills).
- Actions for the support of promotion of further education of individuals in the area of vocational and general competencies.
- Support for the quality of information and advisory services on individual further education.

5.1.4 Type of support

The support is implemented through other or national individual projects.

5.1.5 Form and amount of support

The support is provided as a non-returnable financial relief (subsidy) up to 100 % of the total eligible expenditures of the project. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. Therefore, the contribution from ESF will be calculated in relation to the total eligible public expenditures.

The amount of subsidy will be always calculated in relation to total eligible expenditures of the project.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

Maximum duration of the project will be specified in a call.

Minimum permissible amount for one national individual project will be specified in a call.

Maximum permissible amount of the total eligible expenditures for a project will be specified in a call.

5.1.6 Beneficiaries

- MEYS
- organisation (legal entity) or association of organisations engaged in the area of further education with experience in stimulation of further education demand;
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- the Czech Chamber of Commerce pursuant to Act No 301/1992 Coll., on the Czech Chamber of Commerce and the Agrarian Chamber of the Czech Republic;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended, and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended.

5.1.7 Target groups

- Individuals - permanent residents in the Convergence objective regions.

5.1.8 Territorial focus of the support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

5.1.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

5.1.10 Categories of the area of support

73 Measures to increase participation in education and vocational training throughout the life-cycle, including through actions to achieve a reduction in early school leaving, the gender-based segregation of subjects and increased access to and quality of primary, vocational and tertiary education and vocational training.

5.1.11 State aid

Within the area of support 3.1 – Individual further education – the support will be provided to physical entities – individuals, for the purchase of educational services. With regard to this fact and on condition that the selection of educational services will not be limited by the provider of the support, i.e. an individual can choose any subject offering educational services, it is not a state aid.

5.1.12 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.03	Number of EC OP projects supported within Priority axis 3 – further education	The total number of projects supported by EC OP programmes.	number	0	1	IS MONIT7+ EC OP	annually
	07.41.00	Total number of supported persons	Total number of persons who received any form of support within the project regardless of the number of provided supports. Support is understood to be any activity financed from the budget for the project from which the target	number	0	NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
				groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional practice, etc. When a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.41.01	of which	**men**		number	0	NA	IS MONIT7 +EC OP	annually
	07.41.02		**women**		number	0	NA	IS MONIT7 +EC OP	annually
	07.46.00	Number of successfully supported persons		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who	number	0	800,000	IS MONIT7 +EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
				received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.46.01	of which	**men**		number	0	400,000	IS MONIT7+ EC OP	annually
	07.46.02		**women**		number	0	400,000	IS MONIT7+ EC OP	annually
Results	**06.03.51**	**Proportion of participants in individual actions of further education / number of persons in further education (in total population, aged 25-64 years)**		Total number of participants in individual actions of further education in total population in further education that is economically active and aged 25-64 years within the OP area of support.	**%**	0	15	CSO *(Czech Statistical Office)*	annually

5.1.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P2	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
3.1	*Individual further education*	50%	144,947,662	25,578,999	170,526,661	85%	15%	0	0

5.2 Area of support 3.2 - Support of Further Education Supply

5.2.1 Focus of the support

At the present, the supply of further education market is characteristic with momentary and short-term focus and thus it does not deal with strategic needs of the labour market or individuals regarding their employability. At the same time, there are also some demotivating elements in the supply, consisting for example in too much rigidity of school framework programmes, insufficient flexibility, which does not take into account individual experiences and abilities. Moreover, the development of distance learning is not as fast as it should be. Due to that reasons, this area of support will be focused on activities improving the quality and extending the range of supply in the area of further education, at the same time, more emphasis should be placed on cohesion between initial and further education.

5.2.2 Objectives of the area of support

Global objective:

Extension of further education offer and increase in information of further education offer.

Specific objectives:

- Support the quality and range of offer in the area of further education.
- Support the cohesion between initial and further education.

5.2.3 Supported activities

Global grants

- Support of cohesion between further education and initial education by the creation of educational modules.
- Support of education supply in the area of further education - development of framework programmes for adult education at schools and other educational institutions.
- Education of teachers, tutors, management staff and organisational personnel at schools and other educational and consultancy centres engaged in the area of specialisation education and education for sustainable development.
- Development of networks and partnerships of entities in the area of further education and consultancy.
- Consultancy and methodical assistance when introducing modern and innovative educational technologies and methods (for organisations engaged in the area of specialisation and further education and education for sustainable development).

National individual projects

- Building of professional capacities of educational and consultancy networks (national and over-regional) engaged in the area of environmental specialisation education, environmental consultancy and education for sustainable development through education of teachers, lecturers, consultants and management staff and organisational personnel and through creation or innovation of educational or consultancy programmes and methodology.

- Support of education offer in the area of further education – development of further education programmes, which will lead to better cohesion between initial and tertiary education.
- Development of networks and partnerships of entities in the area of further education and consultancy with aim to extend further education programmes offer and to provide methodical support during their implementation.

5.2.4 Type of support

The support is implemented through:

a) global grants of CR regions (decentralised system of support), within the framework of which, the so called grant projects will be supported;

b) national individual projects (centralised system of support).

The form of global grants will be based on the Council Regulation No 1083/2006, Articles 42 and 43.

5.2.5 Form and amount of support

With regard to the legal form of beneficiaries, the support is provided as a non-returnable financial relief (subsidy) or as a direct allocation of resources. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures. In the case that the support will be provided outside the state aid rule, the co-financing rate from EC OP will reach up to 100 % of the total eligible expenditures. In the case that the support will be provided within the state aid rule, the co-financing rate from the beneficiary's own resources on the eligible expenditures will be defined on the basis of the state aid rules.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature. The amount of the total eligible expenditures of the project (the so called cross-financing) will be specified in a call.

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

<u>Global grant:</u>

Maximum duration of the project submitted within the framework of the global grant is 3 years.

Minimum volume of financial resources for the project submitted within the framework of the global grant is 400.000 CZK. Maximum permissible amount of financial resources is 25.000.000 CZK.

<u>Individual project:</u>

Maximum duration of the project will be specified in a call.

Minimal permissible amount of the total eligible expenditures for one national individual project will be specified in a call. Maximum permissible amount will be specified in a call.

5.2.6 Beneficiaries

In the case of global grants support, the region acts as an Intermediate Body and the authors of grant projects, resp. the beneficiaries are as follows:

- educational institutions (i.e. legal entities with their scope of business in the area of education) including legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- universities pursuant to Act No 111/1998 Coll., on universities and on amendments and supplements to other acts (the Universities Act), as amended;
- non-governmental non-profit organisations (established pursuant to Act No 83/1990 Coll., on association of citizens, as amended, Act No 248/1995 Coll., on public benefit associations and on amendments and supplementations to some acts, as amended (public benefit associations), Act No 3/2002 Coll., on freedom of religion and role of churches and religious organisations and on amendments to some acts (the Act on churches and religious organisations), as amended and Act No 227/1997 Coll., on foundations and endowment funds and on amendments and supplementations to some related acts (the Act on foundations and endowment funds), as amended;
- the Czech Chamber of Commerce pursuant to Act No 301/1992 Coll., on the Czech Chamber of Commerce and the Agrarian Chamber of the Czech Republic.
- municipal and local authorities and their associations, pursuant to Act No 128/2000 Coll., on municipalities (Municipal Establishment), as amended.

In the case of support of national individual projects, the beneficiaries are as follows:

- MEYS;
- ME.

5.2.7 Target groups

- lecturers;
- employees of educational institutions;
- participants in further education.

5.2.8 Territorial focus of support

The area of support is intended for all regions of the Czech Republic falling within the scope of the Convergence objective.

5.2.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

5.2.10 Categories of the area of support

62 Creating lifelong learning systems and strategies in enterprises; vocational training and services for employees to increase their adaptability to changes; support entrepreneurship and innovation.

72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills of training personnel with a view to innovation and a knowledge-based economy.

73 Measures to increase participation in education and vocational training throughout the life-cycle, including through actions to achieve a reduction in early school leaving, the gender-based segregation of subjects and increased access to and quality of primary, vocational and tertiary education and vocational training.

5.2.11 State aid

For the support of education of staff of schools and educational institutions, as well as for the support of education of employees and lecturers of private educational institution, resp. non-profit organisations, and for the support of education offer in the area of further education, according to the OPC opinion of 27 November 2006, ref. No 20 538/2006/430, the Commission Regulation (EC) No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation) will be used, in accordance with the categories of aid defined in chapter II section 8 Training aid, resp. section 5 Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs. In relevant cases, it is possible to proceed according to the Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid.

In relation to the activities – consultancy during implementation of modern and innovative educational technologies, the OPC has recommended to provide the support as the so called de minimis aid according to the Commission Regulation (EC) No 1998/2006) on the application of Articles 87 and 88 of the Treaty to de minimis aid, resp. according to the Commission Regulation (EC) No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation). The support will be provided in accordance with the categories defined in chapter II section 8 Training aid, resp. section 5 Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs. Activities regarding the development of networks and partnerships of entities can form a state aid. Based on these facts, the OPC has recommended to provide the support as the so called de minimis aid according to the Commission Regulation (EC) No 1998/2006) on the application of Articles 87 and 88 of the Treaty to de minimis aid, resp. according to the Commission Regulation (EC) No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation). The support will be provided in accordance with the categories defined in chapter II section 8 Training aid, resp. section 5 Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs.

In relation to the activities connected with the creation of conditions for the system of links between initial and further education, realised by the subjects providing initial education, it can happen that the financial support will be provided outside the state aid framework. Alternatively, the support will be provided according to the Commission Regulation (EC) No

800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation). The support will be provided in accordance with the categories defined in chapter II section 8 Training aid, resp. section 5 Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs. In relevant cases, it is possible to proceed according to the Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid.

Within particular activities, in which the support is provided, it is possible to combine the use of state aid rules, especially those regulated in the Commission Regulation (EC) No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation), and the Commission Regulation (EC) No 1998/2006 on the application of Articles 87 and 88 of the Treaty to de minimis aid. The way of provision of the state aid is based on the OPC recommendation of 22 August 2008, ref. No 17086/2008/420VZ.

5.2.12 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	49.11.03	Number of EC OP projects supported within Priority axis 3 – Further Education	The total number of projects supported by EC OP programmes.	number	0	800	IS MONIT7 + EC OP	annually
	07.41.00	Total number of supported persons	Number of persons who received any form of support within the project regardless of the number of provided supports. Support is understood to be any activity financed from the budget for the project from which the target groups gain benefits. The support can be in the form of, e.g., educational or requalification courses, internships, professional consultations, advisory services, training, schooling, professional	number	0	8,900	IS MONIT7 +EC OP	annually

				practice, etc. When a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.					
	07.41.01	of which	**men**		number	0	4,450	IS MONIT7 +EC OP	annually
	07.41.02		**women**		number	0	4,450	IS MONIT7 +EC OP	annually
	07.46.00	Number of successfully supported persons		The number of persons who received support one or more times within the framework of accepted projects and who completed a course / programme / field of study in the prescribed manner. Each person who received support is counted only once. As far as the EC OP is concerned, in those cases when a person receives multiple various/unrelated forms of assistance within the framework of one project, this person is counted as many times as the types of support they received.	number	0	8,000	IS MONIT7 +EC OP	annually

	07.46.01	**of which**	**men**		number	0	4,000	IS MONIT7 +EC OP	annually
	07.46.02		**women**		number	0	4,000	IS MONIT7 +EC OP	annually ě
Outputs	**06.43.10**	**Number of newly created/ innovated products**		Total number of newly created/innovated products – (new/innovated educational programmes, educational modules, study material, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.)	number	0	2,300	IS MONIT7 + EC OP	annually
	06.43.14	of which	Proportion of newly created/innovated products that include an environmental component (i.e., at least 15-20% devoted to tuition) in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an environmental component in the total number of newly created/innovated products.	%	0	10	IS MONIT7+ EC OP	annually
	06.43.15		A proportion of newly created/innovated products with an ICT component in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an ICT component in the total number of newly created/innovated products.	%	0	20	IS MONIT7+ EC OP	annually

	06.43.12	of which	**Number of newly created/innovated products with an environment component**	Total number of new/innovated products, in which there is a thematic complex with at least 15-20% of tuition devoted to environment.	number	0	230	IS MONIT7+ EC OP	annually
	06.43.13		**Number of newly created/innovated products with an ICT component**	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to the area of support).	number	0	460	IS MONIT7+ EC OP	annually
Results	**06.03.51**	**Proportion of participants in individual actions of further education / number of persons in further education (in total population, aged 25-64 years)**		Total number of participants in individual actions of further education in total population in further education that is economically active and aged 25-64 years within the OP area of support.	**%**	0	30	IS MONIT7+ EC OP CSO	annually

5.2.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P2	EU	SR	Total resources	Co-financing proportion		For information	
						EU	CR	EIB	private
3.2	*Support of further education supply*	50%	144,947,662	25,578,999	170,526,661	85%	15%	0	0

6 Priority axis 4a - System Framework of Lifelong Learning (The Convergence objective)

Priority axis 4b – System Framework of Lifelong Learning (The Regional competitiveness and employment objective)

Priority axes 4a and 4b focus on activities that generate outputs that will be used to create comprehensive components of the education system in the Czech Republic, without regard to the regional location of the institutions with which the outputs are associated. Activities of this type are defined as 'national system activities'.

Priority axis 4a includes a portion of the system activities from programmes in the Convergence regions. Priority axis 4b includes a portion of the system activities from programmes in the Regional Competitiveness and Employment regions.

One area of support has been defined for Priority axes 4a and 4b:

6.1 Area of support 4.1 – A system framework of lifelong learning

The objective of Priority Axes 4a and 4b is to implement nationwide system activities that touch on all of the above-specified material priorities throughout all of the Czech Republic, including the capital city of Prague. These are specific multi-objective priority axes, which have been defined in order to support and finance activities intended to develop the system at the initial, tertiary and further education levels.

6.1.1 Focus of the support

Area of support 4.1 is focused on creating a system framework that will be used to support interlinked system solutions within all areas of education, research and development in the Czech Republic. The system framework will support activities and solutions that cannot be effectively implemented by the separate support of individual institutions or associations of institutions, but require coordination at a centralised level.

The support for the system framework of lifelong education will focus on the evaluation and adjustment of an interlinked management system for the education scheme in the Czech Republic and on increasing the effectiveness of the resources that are spent, particularly in relation to the quality and the definition of the primary principles for the functionality of the education system, up to and including the level of the material objectives of the required legislative changes.

This framework, as defined above, will:

- at the initial education level: focus on completing and promoting enlightening reform through the creation, innovation and implementation of school educational programmes. The quality of the education system will be improved through supporting the development of the key competencies of pupils, students and teachers in order to meet the needs of the twenty-first century; the implementation of a monitoring system; both the external evaluation as well as the self-evaluation of schools; promoting a contemporary approach for teacher-to-student and student-to-student relations; and, at the same time, increasing the effectiveness of how financial resources are spent;

- at the tertiary education level and for research and development: activities will strive to create a system and institutional framework for tertiary education; increase the effectiveness of decision making and management; and supporting the development of human resources in the field of research and development;
- at the level of further education: an integrated further education system will be created, which will define the competencies and responsibilities of individual institutions; a national further education policy will be drafted; and steps will be taken to create an effectively functioning market in this area..

The subsequent objective will be to interlink the initial, tertiary and further education systems. The most important activities within the framework of these priority axes will aim both at elaborating on specific system issues for the individual phases of lifelong learning within their individual contexts as well as at linking individual educational levels and creating a lifelong earning system that is transparent and, at the same time, interlinked and which contain unifying parameters in the areas of quality and evaluation; financing for education and for cross-sectional topics directly tied to supporting the competitiveness of the Czech Republic's economy, e.g., support for environmental, technical and entrepreneurial education.

6.1.2 Objectives of the area of support

Global objective:

To create a contemporary, quality, non-discriminatory and effective lifelong learning system through developing initial, tertiary and further education and interconnecting these individual components of the lifelong learning system, therefore making it possible to develop the potential of each individual person within the context of global challenges and the Czech Republic's competitiveness.

Specific objectives:

1. To create an interlinked system for management, financing and support, thus leading towards improving the quality of activities in all areas of education;
2. To create a system that provides support towards improving the quality of initial education;
3. To create a system and institutional framework for tertiary education and the development of human resources within research and development activities; and
4. To complete an integrated concept for the system and institutional framework for further education and ensure that it is interlinked with initial education.

6.1.3 Supported activities

- Optimising the system in place for financing education;
- Developing an inspection and evaluation system for the education system in the Czech Republic;
- Completing and implementing a quality assessment system for the education that is provided;

- Analysing the status of education both at the national/regional level as well as in the international context;
- Creating and implementing a self-evaluation system for all types of schools and educational institutions;
- Disseminating information to the general public about the role and objectives of educational reforms;
- Creating a set of criteria and tools that can be used to measure the level to which key competencies have been attained by pupils in initial education (including field-of-interest and non-formal education);
- Strengthening the system that provides information on educational options;
- Identifying the factors that affect the positioning of graduates from secondary schools and universities on the labour market and defining an educational policy that will eliminate unfavourable factors;
- Developing school career guidance services at the system level, including identification of pupils and students who are vulnerable due to poor career choices or who may leave the education system prematurely; and performing awareness-raising and information dissemination activities aimed at pupils and parents and focused on rationalising the selection of a future educational path;
- Creating and verifying school framework programmes at pilot schools, including the processing and comprehensive application of results; providing methodical, awareness-raising and informational support for curriculum reform;
- Developing, implementing and supporting the centralised control of evaluation processes at the time secondary school studies are completed;
- Implementing and performing the pilot verification of programmes and organisational forms of work, which will influence the school environment in a positive manner;
- Establishing a further education system for the teaching staff at schools and educational institutions; developing the competencies of teachers and other employees who work with children and youth;
- Providing further education and support to the teaching staff at schools and educational institutions, with emphasis placed on the implementation of curriculum reform, including learning additional contemporary teaching methods associated with systematically improving the quality and effectiveness of education;
- Developing the key competencies of children and youth through non-formal and field-of-interest education;
- Developing and performing the pilot verification of a system that provides timely care for children from socio-culturally disadvantaged environments;
- Creating and performing the pilot verification of child development and educational programmes for schooling facilities at children's care homes and juvenile detention centres;
- Creating and supplementing basic diagnostic and intervention tools for the school consultancy network in the Czech Republic;
- Developing a consultancy services system at schools and new approaches for the consultancy services provided to pupils with special education needs;

- Creating a system of assistance services according to the forms and types of aid provided within the Czech Republic's school system;
- Innovating the management system in place for tertiary education and for research and development institutions;
- Designing and verifying a support system for project management at tertiary education institutions and at research and development institutions;
- Designing and implementing a support system for entrepreneurship, an entrepreneurial approach and innovative solutions to be used at tertiary education institutions and in the field of research and development;
- Designing and verifying a system for evaluating the quality of tertiary education and research and development;
- Designing and verifying a system that will effectively support technical subjects and the natural sciences, including the vocational and research activities of young people;
- Designing and verifying a control system, the use of audits and risk management within the area of academic rights and freedoms in relation to bringing authority and responsibility into balance;
- Sharing good practice principles through the creation of internal legislation at tertiary education institutions;
- Creating a comprehensive system for the further education system in the Czech Republic;
- Creating support systems for further education at the national level (e.g., consultancy services, information and monitoring systems);
- Creating mechanisms that will help interconnect the initial, tertiary and further education levels;
- Further developing and using the national qualification system;
- Developing and creating a system for recognising the results of previous education;
- Building and implementing support systems at the regional and national levels, in particular through mobilisation programmes, consultancy services and information systems associated with the existing options for non-formal education; and
- Verifying and recognising the results from further education within the school system at the nationwide and regional levels.

6.1.4 Type of support

The support is implemented through individual national projects (centralised support).

6.1.5 Form and amount of the support

The support is provided in the form of the direct allocation of resources. The co-financing level reaches 100% of eligible project expenditures. ESF co-financing for the EC OP is at a level of 85% of total public expenditure and the remaining 15% of the resources will be paid from national public resources. The contribution from the ESF will therefore be calculated in relation to the total amount of eligible public expenditure.

Within this area of support, it is possible to finance activities that fall under the ERDF on the basis of their nature within the framework of each supported project. The amount of the total eligible expenditures for a project (cross-financing) will be specified in the applicable call.

The amount of the subsidy will always be calculated in relation to the total eligible expenditures for a project.

The maximum duration of a project is not limited in any way.

The minimum allowable amount of total eligible expenditures will be specified in the applicable call.

The maximum allowable amount of total eligible expenditures will be specified in the applicable call.

6.1.6 Beneficiaries

- The Ministry of Education, Youth and Sports
- The Czech School Inspection.

6.1.7 Target groups

- Pupils at schools and educational institutions, including pupils with special educational needs and pupils at risk of leaving the education system prematurely;
- Children and youth – participants in field of interest and non-formal education;
- Children with special educational needs from nursery schools and preparatory classes for admission to primary schools;
- Children who have been placed in children's care homes and juvenile detention centres;
- The parents of socially disadvantaged children and pupils;
- The staff of schools and educational institutions;
- The staff of non-governmental non-profit organisations who work with children and youth;
- The managerial staff of schools and educational institutions;
- University students and students at tertiary professional schools;
- Persons interested in studying at a tertiary professional school or university;
- Graduates from tertiary professional schools and universities for a period of up to ten years after they have completed their studies;
- The staff of universities, tertiary professional schools and research and development institutions;
- Participants in further education;;
- Institutions that provide further education; and
- Institutions that provide consultancy services in the field of further education.

6.1.8 Territorial focus of the support

This area of support respects the multi-objective focus of individual national projects, which include the territorial objectives of both Convergence as well as of Regional Competitiveness and Employment.

6.1.9 Time schedule

The activities within this area of support will be implemented in accordance with the time schedule for the programme period 2007-2013 (or 2015, as applicable). If the financial resources allocated to this area of support are exhausted, the implementation of the activities will be terminated prior to the end of this timeframe.

6.1.10 Categories of the area of support

62 Creating lifelong learning systems and strategies in enterprises; vocational training and services for employees to increase their adaptability to changes; support entrepreneurship and innovation. 72 Design, introduction and implementation of reforms in education and vocational training systems in order to develop employability, improving the labour market relevance of primary and vocational education and vocational training, updating skills of training personnel with a view to innovation and a knowledge-based economy.

6.1.11 State aid

The specific objective of system measures is to create a system and institutional framework for initial education.

According to the Commission Decision EC/2003/146, the ministries are not undertakings within the meaning of Article 87(1) of the EC Treaty. As far as subsidies granted to the MEYS or the CSI as a beneficiary are concerned, they are not considered to be state aid.

For the reasons specified above, projects of a system nature are not considered to be state aid in accordance with Article 87(1) of the EC Treaty. This was confirmed by the OPC in its opinion of 27 November 2006 (Ref. No 20 538/2006/430).

Support will be granted exclusively to the MEYS or the CSI in the case of system (general) measures. One of the conditions that must be met is the exclusion of selectivity in accordance with Article 87(1) of the EC Treaty, i.e., the measure must be applied to all subjects (schools, research and development institutions) throughout the entire sector (education) and in the applicable territory (that is, without any territorial discrimination, sectoral discrimination, or any other form of discrimination that would lead to any specific type of business gaining an advantage). Furthermore, subsidies cannot be granted for activities that are already performed on a commercial basis. It is necessary to ensure that public entities and the organisations that are founded by them are not supported in activities that would lead to economic competition with other entities on the market. In these cases, it is necessary to proceed in accordance with one of the block exemptions.

6.1.12 Indicators

Ind. Type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.04	Number of EC OP projects supported within Priority axis 4 – System Framework of Lifelong Learning		The total number of projects supported by EC OP programmes.	number	0	33	IS MONIT 7+ EC OP	annually
	06.43.21	**Number of newly created/innovated products contributing towards the improved quality of initial education**		The total number of newly created/innovated products, where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, new educational modules, study materials, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.).	number	Convergence 0 RCE 0	Convergence 100 RCE 8	IS MONIT 7+ EC OP	annually
	06.43.14	of which	Proportion of newly created/innovated products that include an environmental component (i.e., at least 15-20% devoted to tuition) in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an environmental component in the total number of newly created/innovated products.	%	Convergence 0 RCE 0	Convergence N/A RCE N/A	IS MONIT 7+ EC OP	annually
	06.43.15		Proportion of newly created/innovated products that include an ICT component in the total number of newly created/innovated products	The proportion of newly created/innovated products that include an ICT component in the total number of newly created/innovated products.	%	Convergence 0 RCE 0	Convergence N/A RCE N/A	IS MONIT 7+ EC OP	annually

Ind. Type	Ind. code		Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.16		Proportion of newly created/ innovated products focused exclusively on pupils with special educational needs in the total number of newly created/innovated products	The total number of newly created/ innovated products focused exclusively on pupils with special educational needs, measured as a proportion of the total number of newly created/innovated products.	%	Convergence 0 RCE 0	Convergence N/A RCE N/A	IS MONIT 7+ EC OP	annually
	06.43.12	of which	**Number of newly created/ innovated products with an environmental component**	The total number of newly created/innovated products that devote a thematic unit of at least 15-20% of tuition to environmental issues.	number	Convergence 0 RCE 0	Convergence N/A RCE N/A	IS MONIT 7+ EC OP	annually
	06.43.13		**Number of newly created/innovated products that include an ICT component**	The total number of newly created/innovated products that devote a thematic unit of at least 20 hours to information technology issues (according to the area of support).	number	Convergence 0 RCE 0	Convergence N/A RCE N/A	IS MONIT 7+ EC OP	annually
	06.43.19		**Number of newly created/ innovated products focused exclusively on pupils with special educational needs**	The total number of newly created/ innovated products focused exclusively on pupils with special educational needs	number	Convergence 0 RCE 0	Convergence N/A RCE N/A	IS MONIT 7+ EC OP	annually
	07.41.20	**Number of supported persons – service providers**		The number of persons who are either service providers or who support the provision of services and who received support one or more times within the framework of accepted projects. Each person who received support is counted only once.	number	0	N/A	IS MONIT 7+ EC OP	annually

Ind. Type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	06.43.22	**Number of newly created/ innovated products in the area of tertiary education and the development of human resources in the field of research and development**	The total number of newly created/innovated products – new educational modules, study materials, pilot verification, analyses, studies, syntheses, web portals, innovated educational programmes, etc.)	number	Convergence 0 RCE 0	Convergence 81 RCE 6	IS MONIT 7+ EC OP	annually
	06.43.11	**Number of newly created/ innovated products in the area of further and products that contribute towards an ensured link between further education and initial education**	Total number of newly created/innovated products, where changes in their objectives, contents, methods and forms have increased their quality (new/innovated educational programmes, study materials, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.).	number	Convergence 0 RCE 0	Convergence 1 300 RCE 100	IS MONIT 7+ EC OP	annually
Results	**06.43.20**	**Number of newly created/innovated products that have nationwide impact**	The number of newly created products that have nationwide impact (laws, legislative amendments, decrees, government regulations, White Papers, conceptual documents, national qualification system).	number	Convergence 0 RCE 0	Convergence 58,4 RCE 4,6	IS MONIT 7+ EC OP	annually

6.1.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P4a/P4b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	CR	EIB	private
4a 1 (Convergence)	*System framework of lifelong education*	100%	210 862 611	37 211 049	248 073 660	85%	15%	0	0
4b 1 (RKE)			16 220 201	2 862 388	19 082 589	85%	15%	0	0

7 Priority axis 5a – Technical Assistance (The Convergence objective)

Priority axis 5b – Technical Assistance (The Regional competitiveness and employment objective)

These priority axes are prepared in accordance with the Article 46 of the Council Regulation (EC) on structural funds and are focused on support of control and implementation of EC OP, by means of which, preparatory, management, monitoring, evaluation, information and control activities will be cross-sectionally financed. Within the framework of the priority axes Technical assistance, the actions focused on strengthening the administrative capacity of implementation bodies of EC OP, as well as on support of preparation of programme documents for the new programme period will be financed. Last but not least, the actions focused on strengthening the absorption capacity of entities to drawdown resources from EC OP will be supported.

Priority axis 5a covers a share of programme activities in the regions under the Convergence Objective.

Priority axis 5b covers a share of programme activities in the regions under the Regional Competitiveness and Employment Objective.

Allocations for the priority axes have been calculated as follows:

- for Priority axis 5a: 4% (pursuant to Article 46 of the Council Regulation No 1083/2006) of the amount allocated to regions under the Convergence Objective of the programme;
- for Priority axis 5b: 4% (pursuant to Article 46 of the Council Regulation No 1083/2006) of the amount allocated to regions under the Regional Competitiveness and Employment Objective of the programme;

Global objective of priority axes 5a and 5b:

To achieve successful implementation of the programme by ensuring all the necessary activities within the scope of its implementation structures and by strengthening the absorption capacity of entities drawing on funds.

Specific objectives of priority axes 5a and 5b

1. To ensure effective management, control, monitoring and assessment (evaluation) of the programme, including sufficient administrative capacity of the implementation structure entities.
2. To provide for monitoring and evaluation of the programme's progress and its wide publicity.
3. To increase the absorption capacity of entities for obtaining resources from structural funds.

There are three areas of support formulated within the priority axes 5a and 5b:

5.1 Programme management, control, monitoring and evaluation

5.2 Programme information and publicity

5.3 Increase in absorption capacity of entities implementing the programme

7.1 Area of support 5.1 - Programme management, control, monitoring and evaluation

7.1.1 Focus of the support

Provision of technical assistance of the EC OP implementation is based on the Council Regulation No 1083/2006, Article 46. Within the framework of technical assistance and through the area of support 5.1, the comprehensive support will be provided to the Managing Authority and all Intermediate Bodies during programme management, control, monitoring and evaluation.

7.1.2 Objectives of the area of support

Global objective:

To ensure effective management, control, monitoring and assessment (evaluation) of the programme, including sufficient administrative capacity of the implementation structure entities.

Specific objectives:

- Facilitating the preparation of methodical documents
- Providing the support for programme implementation authorities
- Ensuring regular control of all implementation processes
- Ensuring effective evaluation and monitoring of the programme

7.1.3 Supported activities

- Creation of implementation documents of the programme.
- Strengthening the administrative capacity of the Managing Authority and Intermediate Bodies in relation to all necessary activities and ensuring its continuous activity (e.g. management, control, monitoring).
- Ensuring the activity of other implementation structure entities (e.g. Intermediate Bodies, the Monitoring Committee - support of MC secretariat, processing of draft reports etc., selection boards).
- Assistance in selection of projects, contracting, monitoring and evaluating within the scope of the programme in a uniform and comprehensive manner.
- Ensuring the technical administration and implementation of the programme (e.g. operation, maintenance and development of a monitoring and information system).
- Development of necessary skills and professional knowledge for management and administration of the programme (e.g. training sessions and seminars for staff of implementation bodies).
- Passing on and exchanging experience with EU member states (e.g. conferences, seminars, and workshops).
- Research studies and investigations focusing on further development of the programme.

- Preparation of underlying studies and documents for the next programme period 2014 - 2020, including ex-ante evaluation.
- Audit and inspection of projects implemented on-site.
- Processing of evaluations and monitoring studies according to the requirements of the Regulation.

7.1.4 Type of support

The support is implemented through individual projects.

7.1.5 Form and amount of support

In all its types, the support is provided as a non-returnable financial relief (subsidy) for eligible expenditures up to 100 % of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature, up to 9 % of the total eligible expenditures of the project (the so called cross financing).

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Minimum permissible amount of the total eligible expenditures for a project is not specified.

Maximum permissible amount of the total eligible expenditures for a project is not specified.

A combination of resources from the Convergence objective and the Regional competitiveness and employment objective will be used for financing the activities. EC OP Managing Authority will monitor and keep records of using this flexibility in order to identify and trace down expenditures which are involved therein (audit trail).

7.1.6 Beneficiaries

- EC OP Managing Authority;
- EC OP Intermediate Bodies

7.1.7 Target groups

- employees of EC OP Managing Authority;
- employees of EC OP Intermediate Bodies;
- Monitoring Committee.

7.1.8 Territorial focus of the support

The area of support contents multi-objective focus of national individual projects, which intervene in both the territory of the Convergence objective and the territory of the Regional competitiveness and employment objective.

7.1.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

7.1.10 Categories of the area of support

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

85 Preparation, implementing, monitoring and control.

86 Evaluation and studies, information and communication.

7.1.11 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.05	Number of EC OP projects supported within Priority axis 5 – Technical Assistance	The total number of projects supported by EC OP programmes	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.05.00	**Number of studies and reports prepared (including those of an evaluative nature)**	The total number of studies and reports associated with economic and social cohesion (ESC) policy that were prepared over the course of the entire programme period.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.11.00	**Number of implemented trainings, seminars, workshops, conferences, and other similar activities**	The number of events implemented to disseminate the results of methodical and evaluative studies or to support the incorporation of these results in the OPs; the number of training sessions on the new monitoring system, training for the employees of the implementing structure and for potential applicants.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code		Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	48.12.00	of which	**Number of training courses, seminars, workshops and conferences with international participation**	The number of training sessions, seminars, workshops and other similar events that were held with international participation	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.16.00		**Number of persons who participated in educational courses within the framework of technical assistance**	The number of persons who participated in educational courses within the framework of technical assistance.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.16.01	of which	**men**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.16.02		**women**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.18.00		**Number of successfully supported persons within the framework of technical assistance**	Number of persons who have successfully completed the education programme with support from the EC OP in a prescribed manner.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.18.01	of which	**men**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.18.02		**women**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.20.00		**Number of persons providing services**	number of full-time jobs per work contracts and contracts for work	number	Convergence 0	Convergence NA RCE	IS MONIT 7+	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
					RCE 0	NA	EC OP	
Results	48.50.00	Rate of satisfaction of grant beneficiaries	Rate of satisfaction of grant beneficiaries; the evaluation will cover communication with Intermediate Bodies/Managing Authority, quality of the methodology used for the project implementation, unambiguous nature and completeness of rules, quality and promptness of processing the data to be sent and applications for grants in Intermediate Bodies/Managing Authority and sending the payments in time. The rate of satisfaction is expressed in %.	%	Convergence 0 RCE 0	Convergence 70 RCE 70	MA questionnaire	annually

7.1.12 Financial plan

In €

Area of support No	Area of support name	Allocation share in P5a/5b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
5a 1 (Convergence)	*Programme management, control, monitoring and evaluation*	90%	65 226 448	11 510 550	76 736 998	85%	15%	0	0
5b 1 (RCE)			583 927	103 046	686 973	85%	15%	0	0

7.2 Area of support 5.2 – Programme information and publicity

7.2.1 Focus of support

Provision of technical assistance of the EC OP implementation is based on the Council Regulation No 1083/2006, Article 46. Within the framework of technical assistance and through the area of support 5.1, information campaign will be implemented and wide publicity will be ensured, with focus on programme beneficiaries and target groups. The information campaign and programme publicity will be based on the approved EC OP Communication Plan.

7.2.2 Objectives of the area of support

Global objective:

Ensuring awareness of programme applicants, beneficiaries and target groups.

Specific objectives:

- To reach a high level of awareness of programme beneficiaries and target groups
- To ensure wide awareness on existence of EC OP and possibilities of support from this programme

7.2.3 Supported activities

- Dissemination of information on the programme and successful projects to the wider public (e.g. newspapers, websites, TV, brochures, press-trips).
- Dissemination of information on the programme and successful projects to potential authors of projects (e.g. seminars, workshops, informative events).
- Mediation of experience of individual players involved in implementation of the programme (e.g. organisation of seminars and workshops in order to exchange experience between beneficiaries, partners and the public).
- Creation and administration of websites for the programme - comprehensive provision of information (e.g. about EC OP, other OPs, etc.).
- Publishing activity (e.g. information brochures, bulletin with updated information on ESF/SF).
- Processing of continuous thematic studies and analyses in relation to implementation of the programme.

7.2.4 Type of support

The support is implemented through individual projects.

7.2.5 Form and amount of support

In all its types, the support is provided as a non-returnable financial relief (subsidy) for eligible expenditures up to 100 % of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining

15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature, up to 9 % of total eligible expenditure of the project (the so called cross financing).

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Minimum permissible amount of the total eligible expenditures for a project is not specified.

Maximum permissible amount of the total eligible expenditures for a project is not specified.

A combination of resources from the Convergence objective and the Regional competitiveness and employment objective will be used for financing the activities. EC OP Managing Authority will monitor and keep records of using this flexibility in order to identify and trace down expenditures which are involved therein (audit trail).

7.2.6 Beneficiaries

- EC OP Managing Authority;
- EC OP Intermediate Bodies.

7.2.7 Target groups

- employees of EC OP Managing Authority;
- employees of EC OP Intermediate Bodies;
- beneficiaries;
- public.

7.2.8 Territorial focus of the support

The area of support contents multi-objective focus of national individual projects, which intervenes in both the territory of the Convergence objective and the territory of the Regional competitiveness and employment objective.

7.2.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

7.2.10 Categories of the area of support

86 Evaluation and studies, information and communication

7.2.11 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.05	Number of EC OP projects supported within Priority axis 5 – Technical Assistance	The total number of projects supported by EC OP programmes	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.05.00	**Number of studies and reports prepared (including those of an evaluative nature)**	The total number of studies and reports associated with economic and social cohesion (ESC) policy that were prepared over the course of the entire programme period.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.11.00	**Number of implemented trainings, seminars, workshops, conferences, and other similar activities**	The number of events implemented to disseminate the results of methodical and evaluative studies or to support the incorporation of these results in the OPs; the number of training sessions on the new monitoring system, training for the employees of the implementing structure and for potential applicants.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.16.00	**Number of persons who participated in educational courses within the framework of technical assistance**	The number of persons who participated in educational courses within the framework of technical assistance.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.16.01	**of which men**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	48.16.02		**women**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.00	**Number of successfully supported persons within the framework of technical assistance**		Number of persons who have successfully completed the education programme with support from the EC OP in a prescribed manner.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.01	**of which**	**men**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.02		**women**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.20.00	**Number of persons providing services**		Number of full-time jobs per work contracts and contracts for work	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
Results	48.50.00	Rate of satisfaction of grant beneficiaries		Rate of satisfaction of grant beneficiaries; the evaluation will cover communication with Intermediate Bodies/Managing Authority, quality of the methodology used for the project implementation, unambiguous nature and completeness of rules, quality and promptness of processing the data to be sent and applications for grants in Intermediate Bodies/Managing Authority, and sending the payments	%	Convergence 0 RCE 0	Convergence 70 RCE 70	MA questionnaire	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
			in time. The rate of satisfaction is expressed in %					

7.2.12 Financial plan

In €

Area of support No	Area of support name	Allocation share in P5a/5b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
5a 2 (Convergence)	*Programme information and publicity*	5%	3 623 692	639 475	4 263 167	85%	15%	0	0
5b 2 (RCE)			32 441	5 725	38 166	85%	15%	0	0

7.3 Area of support 5.3 - Increase in absorption capacity of entities implementing the programme

7.3.1 Focus of the support

Provision of technical assistance of the EC OP implementation is based on the Council Regulation No 1083/2006, Article 46. Through the area of support 5.3, the ability of all potential beneficiaries to prepare, implement and manage the projects submitted for support within the EC OP will be supported.

7.3.2 Objectives of the area of support

Global objective:

To increase the absorption capacity of entities for obtaining resources from structural funds.

Specific objectives:

- To improve the competence of applicants in the area of projects preparation
- To improve the competence of beneficiaries in the area of project management and implementation

7.3.3 Supported activities

- Creation and preparation of projects for submission to the EC OP.
- Provision of information, consultancy and advisory services to potential applicants for ESF support (e.g. in the area of processing applications and attachments) and to beneficiaries (e.g. in the area of projects implementation).

7.3.4 Type of support

The support is implemented through individual projects.

7.3.5 Form and amount of support

In all its types, the support is provided as a non-returnable financial relief (subsidy) for eligible expenditures up to 100 % of the eligible project expenditures. The co-financing rate of the EC OP from the ESF will reach 85% of the total public expenditures and the remaining 15% of the financial resources will be paid from national public resources. The contribution from ESF will be therefore calculated in relation to the total eligible public expenditures.

In this area of support, it is possible to finance those activities, within the framework of every supported project, which fall under the ERDF in terms of their nature, up to 9 % of total eligible expenditure of the project (the so called cross financing).

The amount of subsidy will be always calculated in relation to the total eligible projects expenditures.

Minimum permissible amount of the total eligible expenditures for a project is not specified.

Maximum permissible amount of the total eligible expenditures for a project is not specified.

A combination of resources from the Convergence objective and the Regional competitiveness and employment objective will be used for financing the activities. EC OP

Managing Authority will monitor and keep records of using this flexibility in order to identify and trace down expenditures which are involved therein (audit trail).

7.3.6 Beneficiaries

- EC OP Managing Authority;
- EC OP Intermediate Bodies

7.3.7 Target groups

- employees of EC OP Managing Authority;
- employees of EC OP Intermediate Bodies;
- beneficiaries;
- public.

7.3.8 Territorial focus of support

The area of support contains multi-objective focus of national individual projects, which intervene in both the territory of the Convergence objective and the territory of the Regional competitiveness and employment objective.

7.3.9 Time schedule

The activities of the area of support will be implemented in accordance with the time schedule of the programme period 2007 – 2013 (resp. 2015). In the case that the financial resources for the area of support will be drained, implementation of the activities will be stopped already before this term.

7.3.10 Categories of the area of support

81 Mechanisms for better creating, monitoring and evaluating good policies and programmes at national, regional and local levels, and building the capacities to implement policies and programmes.

7.3.11 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.05	Number of EC OP projects supported within Priority axis 5 – Technical Assistance	The total number of projects supported by EC OP programmes	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	48.05.00	**Number of studies and reports prepared (including those of an evaluative nature**		The total number of studies and reports associated with economic and social cohesion (ESC) policy that were prepared over the course of the entire programme period.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7+ EC OP	annually
	48.11.00	**Number of implemented trainings, seminars, workshops, conferences, a other similar activities**		The number of events implemented to disseminate the results of methodical and evaluative studies or to support the incorporation of these results in the OPs; the number of training sessions on the new monitoring system, training for the employees of the implementing structure and for potential applicants.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7+ EC OP	annually
	48.12.00	of which	**Number of training courses, seminars, workshops and conferences with international participation**	The number of events – training sessions, seminars, workshops and other similar events that were held with international participation.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7+ EC OP	annually
	48.16.00	**Number of persons who participated in educational courses within the framework of technical assistance**		The number of persons who participated in educational courses within the framework of technical assistance	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7+ EC OP	annually
	48.16.01	**of which**	**men**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	48.16.02		**women**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.00	**Number of successfully supported persons – within the framework of technical assistance**		Number of persons who have successfully completed the education programme with support from the EC OP in a prescribed manner.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.01	**of which**	**men**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.02		**women**		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
Results	48.50.00	Rate of satisfaction of grant beneficiaries		Rate of satisfaction of grant beneficiaries; the evaluation will cover communication with Intermediate Bodies/Managing Authority, quality of the methodology used for the project implementation, unambiguous nature and completeness of rules, quality and promptness of processing the data to be sent and applications for grants in Intermediate Bodies/Managing Authority, and sending the payments in time. The rate of satisfaction is expressed in % .	%	Convergence 0 RCE 0	Convergence 70 RCE 70	MA questionnaire	annually

7.3.12 Financial plan

In €

Area of support No	Area of support name	Allocation share in P5a/5b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
5a 3 (Convergence)	*Increase in absorption capacity*	5%	3 623 691	639 475	4 263 166	85%	15%	0	0
5b 3 (RCE)			32 440	5 725	38 165	85%	15%	0	0

8 Financial framework

Financial table according to Priority axis and areas of support

In *€, standard prices*

Priority axis/ area of support No	Priority axis/ area of support name	Fund	Allocation share	EU	National resources					Total resources	Co-financing proportion		For information	
					National public resources									
					total	SR	regions	municipalities	St. funds		EU	ČR	EIB	Other resources
1	**Initial education**	**ESF**	**34%**	**612 077 738**	**108 013 719**	**108 013 719**	**0**	**0**	**0**	**720 091 457**	**85%**	**15%**	**0**	**0**
1.1	Quality improvement in education	ESF	38%	233 347 650	41 178 997	41 178 997	0	0	0	274 526 647	85%	15%	0	0
1.2	Equal opportunities for children and pupils, including children and pupils with special educational needs	ESF	18%	108 497 793	19 146 669	19 146 669	0	0	0	127 644 462	85%	15%	0	0
1.3	Further education of employees at schools and educational institutions	ESF	18%	110 857 295	19 563 053	19 563 053	0	0	0	130 420 348	85%	15%	0	0
1.4	Improved conditions for primary school education	ESF	26%	159 375 000	28 125 000	28 125 000	0	0	0	187 500 000	85%	15%	0	0
2	**Tertiary education, research and development**	**ESF**	**35%**	**626 536 268**	**110 565 224**	**110 565 224**	**0**	**0**	**0**	**737 101 492**	**85%**	**15%**	**0**	**0**
2.1	Tertiary professional education	ESF	12%	75 735 153	13 365 027	13 365 027	0	0	0	89 100 180	85%	15%	0	0
2.2	Higher education	ESF	35%	220 320 446	38 880 079	38 880 079	0	0	0	259 200 525	85%	15%	0	0
2.3	Human resources in research and development	ESF	33%	206 550 418	36 450 074	36 450 074	0	0	0	243 000 492	85%	15%	0	0
2.4	Partnership and networks	ESF	20%	123 930 251	21 870 044	21 870 044	0	0	0	145 800 295	85%	15%	0	0
3	**Further education**	**ESF**	**16%**	**289 895 324**	**51 157 998**	**51 157 998**	**0**	**0**	**0**	**341 053 322**	**85%**	**15%**	**0**	**0**
3.1	Individual further education	ESF	50%	144 947 662	25 578 999	25 578 999	0	0	0	170 526 661	85%	15%	0	0
3.2	Support of further education supply	ESF	50%	144 947 662	25 578 999	25 578 999	0	0	0	170 526 661	85%	15%	0	0

4.1a	**System framework of lifelong learning**	**ESF**	**12%**	**210 862 611**	**37 211 049**	**37 211 049**	**0**	**0**	**0**	**248 073 660**	**85%**	**15%**	**0**	**0**
4.1b	**National system activities**	**ESF / KpZ**		**16 220 201**	**2 862 388**	**2 862 388**	**0**	**0**	**0**	**19 082 589**	**85%**	**15%**	**0**	**0**
5a	**Technical assistance**	**ESF**	**4%**	**72 473 831**	**12 789 500**	**12 789 500**	**0**	**0**	**0**	**85 263 331**	**85%**	**15%**	**0**	**0**
5.1	Programme management, control, monitoring and evaluation	ESF	90%	65 226 448	11 510 550	11 510 550	0	0	0	76 736 998	85%	15%	0	0
5.2	Programme information and publicity	ESF	5%	3 623 692	639 475	639 475	0	0	0	4 263 167	85%	15%	0	0
5.3	Increase in absorption capacity	ESF	5%	3 623 691	639 475	639 475	0	0	0	4 263 166	85%	15%	0	0
5b	**Technical assistance**	**ESF / KpZ**		**648 808**	**114 496**	**114 496**	**0**	**0**	**0**	**763 304**	**85%**	**15%**	0	0
5.1	Programme management, control, monitoring and evaluation	ESF	90%	583 927	103 046	103 046	0	0	0	686 973	85%	15%	0	0
5.2	Programme information and publicity	ESF	5%	32 441	5 725	5 725	0	0	0	38 166	85%	15%	0	0
5.3	Increase in absorption capacity	ESF	5%	32 440	5 725	5 725	0	0	0	38 165	85%	15%	0	0
Education for Competitiveness OP total				**1 828 714 781**	**322 714 374**	**322 714 374**	**0**	**0**	**0**	**2 151 429 155**	**85%**	**15%**	**0**	**0**
of which: the Convergence objective				**1 811 845 772**	**319 737 490**	**319 737 490**	**0**	**0**	**0**	**2 131 583 262**	**85%**	**15%**	**0**	**0**
the Competitiveness objective				**16 869 009**	**2 976 884**	**2 976 884**	**0**	**0**	**0**	**19 845 893**	**85%**	**15%**	**0**	**0**

8.1 Eligible expenditures

The EC OP is co-financed from the European Social Fund and from public resources of the Czech Republic. Within the definition of financial allocations, the contribution has been defined as a percentage of the total eligible expenditures on the level of areas of support. Definition of the contribution from the EC OP funds is based on the Article 53 of the Council Regulation (EC) No 1083/2006. The contribution is set to 85 % of the total public expenditure. The remaining 15 % are allocated on the level of national public resources, i.e. as a part of national budget.

The support provided to the projects implemented by the EC OP covers only the eligible expenditures, i.e. the expenditures with direct causal connection with objectives of the project that is being implemented within the framework of approved EC OP.

Within the framework of the EC OP and in accordance with the Article 11 of the Council Regulation (EC) No 1081/2006, the support including any financial resources with common contribution from employers and employees is provided[10]. The support is in a form of non-returnable direct relief (subsidy) for purchase of goods and services in accordance with the rules regarding public contracts.

Eligible expenditures: the expenditures qualified for the contribution from ESF on condition that they were spent in accordance with national regulations, including accounting regulations.

The eligible expenditures are, in particular, as follows:

- personal expenditures relating to the project implementation;
- travelling allowances related to the project implementation;
- purchase of equipment related to the project implementation;
- expenditures for a local office;
- purchase of services related to the project implementation;
- entertainment expenses, e.g. during MC meetings, conferences and coordination meetings of implementation teams;
- small construction works related to the project implementation;
- direct support;
- VAT of non-payers and payers, but only in the case that there is no entitlement for deduction according to the Act No 235/2004 Coll., on value added tax, as amended.

Non-eligible expenditures: the expenditures that are not spent in accordance with the project objectives and that are not necessary for their implementation. Furthermore, these can be the expenditures that are not adequate to the activities and spent not in accordance with a

[10] When respecting the Article 53 section 1 letter b) of the Council Regulation (EC) No 1083/2006.

principle of economic efficiency and effectiveness or in accordance with European or Czech legislation.

The expenditures that did not incur or were not paid actually between 1 January 2007 and 31 December 2015 are also considered as non-eligible expenditures.

The contribution from ESF **cannot** be provided, in particular, for the following expenditures:

a) value added tax with entitlement for deduction[11];
b) interest on credits;
c) purchase of furniture, vehicles, infrastructure, real estates and lands.

Furthermore, the following items are also not entitled to the contribution from ESF:

- operational expenditures on regular repair and maintenance, gifts, shortages and damages;
- extraordinary expenditures, e.g. correction of previous period expenditures, settlement of employees rights for compensation on reorganisation, compensations on work injuries, expenditures for restoration of a rented object after termination of renting in accordance with an agreement, etc.;
- rewards of statutory bodies members;
- other personal expenditures that are not defined by law or by regulation (e.g. pension scheme allowance, employees catering allowance);
- sanction fees, fines and penalties, resp. other sanction expenditures, contracted in agreements or resulting due to other reasons;
- exchange rate differences between foreign exchange market rate announced by CNB on the time of valuation of accounting transaction and beneficiary's commercial bank rate on the time of payment;
- interests on credits and loan interests;
- consultancy services, if they are in the form of continuous and regular activities and if they relate to regular operational expenditures of an entrepreneur/organisation (e.g. standard tax consultancy, regular legal advisory, advertising, etc.);
- direct tax, real estate tax, succession tax, gift tax, road tax and customs;
- entertainment expenditures, except the above mentioned (see eligible expenditures, bullet six).

Further details on eligible, resp. non-eligible expenditures will be specified in the Applicant's guideline (Guideline for Applicants of Financial Assistance under the EC OP) and in the Beneficiary´s guideline (Guideline for Beneficiaries of Financial Assistance under the EC OP). Specific requirements, resp. exemptions, will be defined by MA in the calls for the projects submitting.

[11] I.e. value added tax or its part, if there is a legal entitlement for its deduction.

8.2 Cross financing

With regard to the fact that according to the ESF financing rules, it is not possible to finance the expenditures on purchase of furniture, equipment, vehicles, infrastructure, real estates and lands, the cross financing is allowed within the EC OP, i.e. financing the expenditures that are eligible expenditures usually only within the framework of European Fund for Regional Development financing rules, and that are necessary for the implementation of EC OP projects activities.

The cross financing is allowed by the Article 34 section 2 of the Council Regulation (EC) No 1083/2006 of 11 July 2006 laying down general provisions on the European Regional Development Fund, the European Social Fund and the Cohesion Fund and repealing Regulation (EC) No 1260/1999.

During the implementation of the EC OP, it will be proceeded in accordance with the MRD instructions for cross financing for the programme period 2007 – 2013 (hereafter only „Instructions“) that form the basic framework for the application of this complementary way of financing the OP priority axes.

In accordance with the Instructions, maximum limit of 9 % for each Priority axis is defined for the EC OP. At the same time, it is true that particular projects within the scope of a call can have, in exceptional cases, higher limit for cross financing defined; up to 40 %. Maximum limit for cross financing will be specified in a call for the submission of projects.

Maximum limit for cross financing can be used only in appropriately justified cases and only if the activities financed that way are necessary for successful implementation of the project and are directly connected with it. Within the cross financing, it will not be possible to purchase infrastructure, real estates and lands in the EC OP.

Detailed information on cross financing and its use in practice, types of expenditures that can be (or that can not be) covered within it, are specified in the Applicant’s guideline and the Beneficiary’s guideline. Conditions for cross financing use will be defined in the Decision on provision of subsidy or in a similar document that constitutes the agreement on project funding between the applicant and the provider of the subsidy, resp. contribution from the EC OP.

8.3 State aid

State aid is any support provided from the EC OP in the form of non-returnable financial relief or direct allocation of resources that affects trading between member states and distorts or threatens to distort economic competition by preferring certain enterprises or certain sectors. The beneficiary of the state aid is an enterprise within the meaning of the Article 87 of the EC Treaty, or physical or legal entity, for the benefit of which, the decision on provision of the state aid has been made. The beneficiary, i.e. the preferential enterprise can be not only a business company, cooperative or an entrepreneur (physical entity), but also subsidised organisations established by public authorities, public authorities themselves and the so called non-profit organisation, if they participate in activities that are provided in the market with full and free competition.

The support from the EC OP that fulfils the above mentioned criteria is not compatible with the common market and can be permitted only on the basis of the so called General block exemption Regulation or on the basis of the European Commission decision.

The Commission Regulation (EC) No 800/2008 declaring certain categories of aid compatible with the common market in application of Articles 87 and 88 of the Treaty (General block exemption Regulation) allows to provide state aid (on defined conditions), among other things, for education, state aid intended for small and medium enterprises, and research and development and innovation. Within the framework of this regulation, following categories will be used for the Education for Competitiveness Operational Programme purposes:

- Training aid, specified in the chapter II, section 8 of the General regulation on block exemptions;
- Aid for research and development and innovation, specified in the chapter II section 7 of the General regulation on block exemptions;
- resp. Aid for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs, specified in the chapter II section 5.

In the case of supported activities that forms the preference of an enterprise or sector, but which, at the same time, do not fall under the sphere of action of the above mentioned block exemptions, the support can be provided only in accordance with the Commission Regulation (EC) No 1998/2006, on de-minimis support. De-minimis support is the so called support of a short-range that can be provided during the period of three years to one enterprise in the maximum amount of 200.000 EUR. The three years period means fiscal years used for tax purposes in the relevant member state.

Furthermore, state aid can be provided according to the approved support regime for the Czech Republic of 7 May 2009 (Ref. No N236/2009) – the 'Czech Temporary Framework'.

For conversion of the amount of support from EUR to CZK, the rate of exchange of the European Central Bank valid for the actual month according to the date of issuance of the decision on provision of the support will be used, which is the rate announced in section C of the Official Journal of the European Communities on the day before the last working day in the previous month.

The provider is obliged to keep the records on provided support for 10 years after its provision.

In disputable cases, it is appropriate to consider the proceeding according to the rules for state aid notification to the European Commission.

The provider of the state aid in the EC OP is the one, who makes decisions on provision of the state aid.

More detailed information on state aid are specified below, in the description of the particular areas of support:

Area of support	State aid
1.1 Quality improvement in education	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
1.2 Equal opportunities for children and pupils, including children and pupils with special educational needs	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.

1.3 Further education of employees at schools and educational institutions	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
2.1 Tertiary professional education	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
2.2 Higher education	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
2.3 Human resources in research and development	The resources provided for education of employees in non-economic activities are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
	The resources provided for education of employees in the activities with economic importance that are carried out as a part of economic competition with other subjects in the market, form the state aid (General block exemption Regulation – aid for training; research and development and innovation; and for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs, de minimis rule or according to the Czech Temporary Framework).
2.4 Partnership and networks	The resources provided, especially in the case of private business subjects, form the state aid (General block exemption Regulation – aid for training; research and development and innovation; and for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs, de minimis rule or according to the Czech Temporary Framework).
3.1 Individual further education	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
3.2 Support of further education supply	The resources provided, especially in the case of private business subjects, form the state aid (General block exemption Regulation – aid for training; research and development and innovation; and for consultancy in favour of small and medium enterprises (SME) and SME participation in fairs, de minimis rule or according to the Czech Temporary Framework).
4.1 System framework of lifelong learning	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
5.1 Programme management, control, monitoring and evaluation	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
5.2 Programme information and	The resources provided are not of state aid nature

publicity	within the meaning of the Article 87 of the EC Treaty.
5.3 Absorption capacity of entities implementing the programme	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.

9 Partnership

On the level of supported projects, it is possible to fulfil the principle of partnership through goal-directed grouping of various subjects (e.g. social partners, scientific and educational institutions, public and municipal authorities, non-governmental non-profit organisations, business subjects, etc.) into the formations that are called „partnerships“. Partnerships can consist of two or more cooperating organisations, called sometimes also „partners“. The partners create and coordinate the project together and assess whether the objective is really being fulfilled. Should it be the partnership, it would not be possible to ensure appropriate functioning and fulfilment of the objectives of the joint project without activities specified above, and therefore, the participation of all the partners in the project is essential and unsubstitutable.

The purpose of creation of the partnerships is to ensure close mutual cooperation of various types of organisations with different experiences with problems solving in the given area (defined both regionally and thematically) during the implementation of projects or their parts financed from the EC OP. The partnership can be established both on the basis of regional cooperation and on the basis of problems solving by all partners involved, or on the basis of cooperation during definition and implementation of activities focused on the concrete target group. Through the principle of partnership, the whole partnership cooperation networks can be created within the EC OP.

The partners, together with the beneficiary, participate in preparation of the project application and consequently in implementation of material project activities. The partnership must not substitute provision of standard project administration, provision of standard services (project publicity, IT services, accounting services, audit, etc.) or delivery of goods. The partnership is not a relation, where the beneficiary or the partner provides such activities within the project, which can be regularly provided as services by other subjects (language courses, IT education, communication skills, etc.). The nature of legal relations between the applicant and the partners must not be based on the provision of services. Therefore, the implementation of the principle of partnership must not be inconsistent with relevant Czech Republic regulations; in particular, the principle of partnership must not be misused for evasion of Act No 137/2006 Coll., on public contracts.

<u>There are two types of partners:</u>

Partner with financial contribution – this type of partner receives part of the financial support for the implementation of material project activities through the beneficiary.

Partner without financial contribution – this type of partner participates in implementation of material activities of the project, e.g. through consultations, professional guarantees, etc. but there is no financial contribution provided to the partner for the participation in the project implementation.

10 EC OP Management and implementation

The main principle when using the resources from the European Social Fund for achievement of the EC OP objectives is a strict separation of implementation, payment and control line.

Based on the Czech Republic Government Resolution No 175/2006 of 22 February 2006, in which the Ministry of Education, Youth and Sports has been appointed as **Managing Authority** of EC OP, the minister of education, youth and sports has authorised the Section for Managing the Structural Funds IV/I of MEYS to ensure the function of the EC OP Managing Authority by the decision from the Minister of Education, Youth and Sports on implementation of structural funds at MEYS, ref. No 21 951/2007-4 of 12 September 2007. Pursuant to Order of the Minister of Education, Youth and Sports No 40/2007, ref. No 26 927/2007-K1 of 22 November, the name of the Section for Managing the Structural Funds has been changed to the Section for Managing the EU Operational Programmes (IV).

On the basis of the Czech Republic Government Resolution No 198/2006 of 22 February 2006, the Ministry of Finance has been appointed as the only Paying Authority and Certifying Authority (PACA) of the Education for Competitiveness OP for implementation of aid from structural funds and from the Cohesion Fund in the Czech Republic. The National Fund Department of the Ministry of Finance has been authorised to act as the Paying Authority and Certifying Authority of the Education for Competitiveness OP by a decision from the Minister of Finance.

The **Audit Authority** is established in the sense of Article 59 of the Council Regulation (EC) No 1083/2006. The Ministry of Finance has been authorised to act as the Audit Authority by the Government Resolution No 198/2006 of 22 February 2006. The Minister for Finance has decided to entrust this function to the Audit Authority – Central Harmonisation Unit Section, which is functionally independent of the EC OP Managing Authority and the Payment Authority and Certifying Authority.

EC OP implementation is designed so that the EC OP Managing Authority will focus its capacity on programming functions (observance of strategic plans and policies during preparation and implementation of programmes), coordination functions (HRD and ESF sectors), controlling, monitoring and evaluation functions (adherence to defined rules and procedures for handling of the financial resources from ESF), and the MA itself directly implements a significant part of the EC OP.

Implementation of some part of areas of support will be delegated by the MA to competent subjects (13 regions), which will act as Intermediate Bodies for the given part of the programme.

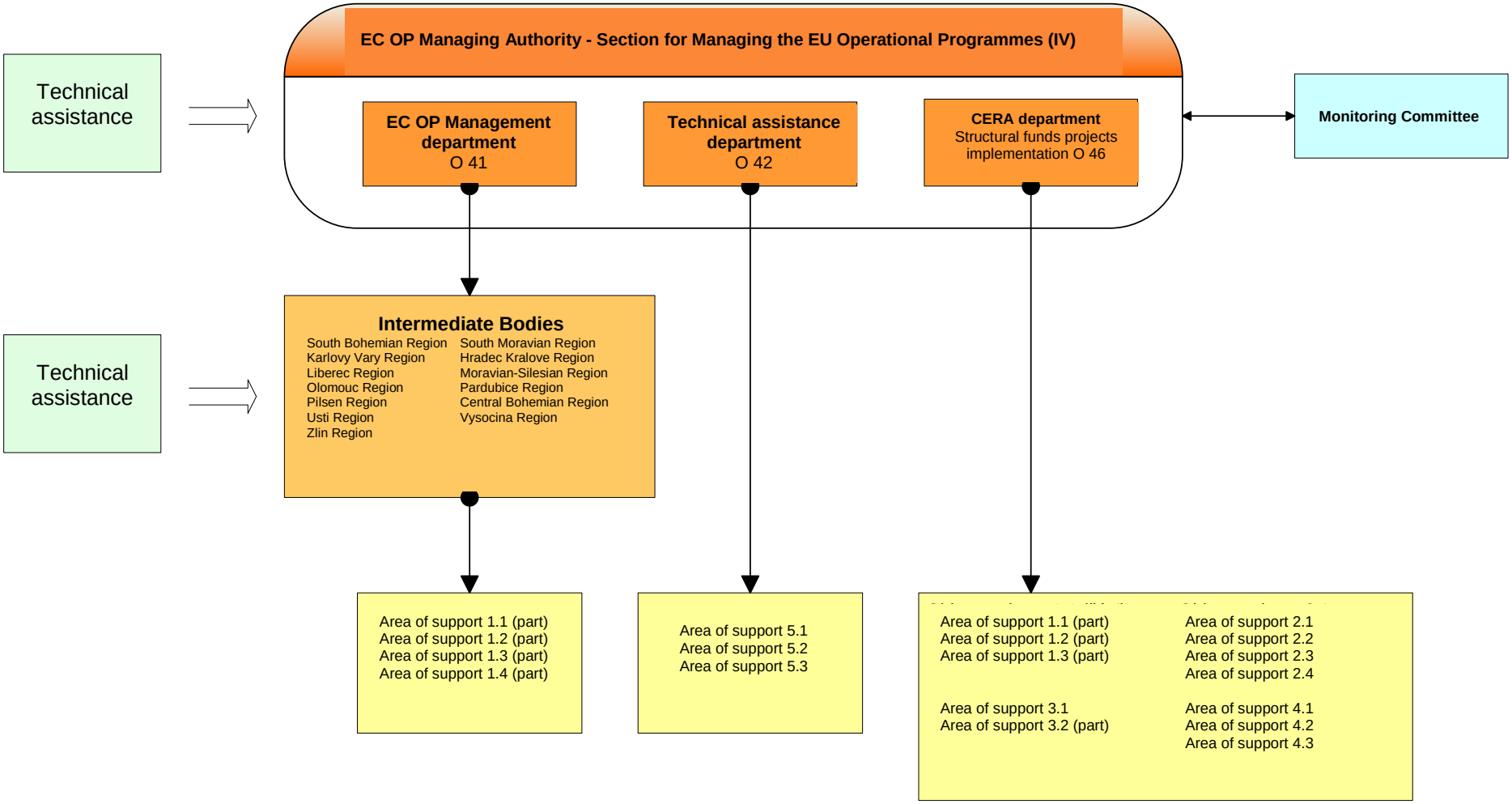
EC OP is implemented on the basis of the principle of partnership. The total responsibility holds MEYS as the Managing Authority. The responsibility for implementation of particular areas of support will be delegated to Intermediate Bodies on the basis of a written agreement with the Managing Authority. Delegation of activities during the implementation of particular EC OP areas of support is designed in accordance with the European Commission recommendation and is based on experiences of EU countries during management of ESF type programmes and experiences of CR during HRD OP implementation.

The implementation structure and division of competencies and activities is outlined transparently and so that it allows creating a room and guarantees for application of the mechanism of follow-up control by the MA against Intermediate Bodies. The follow-up control mechanism means the delegation of activities during selection of projects, making

decisions on amount of allocation for projects and conclusion of an agreement with Intermediate Body.

The MA carries out checking of validity of liabilities until their conclusion by Intermediate Body. The fundamental preconditions for application of this mechanisms are: (1) binding guidelines and procedures issued by the MA for the whole project cycle (information and publicity – calls – projects selection – conclusion of liabilities – monitoring – payments – control – evaluation); (2) written internal procedures for managing and controlling the activities, elaborated by individual Intermediate Bodies and beneficiaries; (3) conformity audit confirms the ability and capacity of Intermediate Bodies to perform delegated activities in accordance with rules defined by the MA.

SIMPLIFIED DIAGRAM OF EC OP IMPLEMENTATION STRUCTURE



11 Publicity and information

In accordance with the Article 69 of the Council Regulation (EC) No 1083/2006, the EC OP Managing Authority shall assume the responsibility for publicity, i.e. in accordance with the implementation rules of the Commission Regulation (EC) No 1828/2006 of 8 December 2006.

In the area of publicity it shall proceed as follows:

- Within four months of approval of the EC OP, the Managing Authority will prepare and submit to the European Commission a Communication Plan (CoP) for the given programming period or a specification of the Communication Plan for individual years, including the related methodology to ensure publicity and public awareness (will be part of the CoP);
- The Monitoring Committee will be informed about the progress in the Communication Plan implementation and the same will be also indicated in the EC OP Annual Report;
- Fulfilment, efficiency, objectivity, effectiveness and relevance of the Communication Plan of the Operational Programme will be evaluated (external interim evaluation);
- The results of evaluation of information and promotion activities will be indicated in accordance with the Article 4 section 2 of the Commission Regulation (EC) No 1828/2006 in the Annual Report for 2010 and in the EC OP Final Report.

Communication activities and public awareness are ensured, within the framework of EC OP, on the level of:

- Managing Authority, which is responsible for execution of the communication, including related creation and fulfilment of the Communication Plan. Within the EC OP Managing Authority, the communication officer is the responsible and contact person for execution of communication, information and promotion measures of the operational programme. The MA administers the central websites http://www.msmt.cz/ where it updates information on EC OP programme and projects;
- Intermediate Bodies, which are authorised by the Managing Authority to implement information and promotion measures on the level of individual EC OP areas of support in its competence. Information and promotion measures implemented by the Intermediate Body will be specified in a methodical document of the operational programme. The Intermediate Body is obliged to appoint the responsible and contact person who will cooperate with the EC OP Managing Authority on implementation of information and promotion measures;
- Beneficiaries, which ensure information and publicity based on the methodical instructions on ensuring publicity and information on the level of individual projects, and provide information on the project to the Managing Authority.

For achievement of comprehensive and linked perception of promotion of the Community, ESF, EC OP and the projects, it is necessary to adhere to uniform visual identity, which is specified in the Visual Identity of ESF in the CR Manual and the EC OP Visual Identity Manual, by all the subjects of the EC OP implementation structure.

Implementation of the communication measures on the programme level will be paid from the EC OP Technical assistance resources. Implementation of the communication measures on the project level will be paid from resources of the project itself.

Annexe 1 - Abbreviations Used

CCSG	Community for Cohesion Strategic Guidelines 2007-2013
CF	Cohesion Fund
CR	Czech Republic
CSI	Czech School Inspection
EC	European Commission
EC	European Communities
EC OP	Education for Competitiveness Operational Programme
EGS	Economic Growth Strategy
ERDF	European Regional Development Fund
ESF	European Social Fund
EU	European Union
EUR	Euro
GG	Global Grant
GP	Grant project
HR&E OP	Human Resources and Employment Operational Programme
IB	Intermediate Body
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
IP	Individual project
MA	Managing Authority
MC	Monitoring Committee
MF	Ministry of Finance
MEYS	Ministry of Education, Youth and Sports
MoLSA	Ministry of Labour and Social Affairs
NB	National Budget
NGO	Non-governmental Non-profit Organisation
NRP	Czech National Reform Programme (National Lisbon Programme 2005-2008)
NSRF	Czech Republic National Strategic Reference Framework 2007-2013
PAC	Paying Authority and Certifying Authority
SF	Structural Funds
STS	Secondary Technical School
R&D	Research and development
Uni	University

Annexe 2 – Explanation of Terms Used

Audit authority – central state administration authority responsible for ensurance of execution of audits for the purpose of verification of effective functioning of the managing and controlling system. This authority is functionally independent of the Managing Authority and the Paying Authority and Certifying Authority. In accordance with the Czech Republic Government Resolution No 198 of 22 February 2006, the Ministry of Finance has been authorised to act as the Audit Authority.

Beneficiary – subject (legal entity), authority or enterprise, private or public, responsible for initiation or for initiation and execution of operations. Within the framework of the rules of support according to Article 87 of the EC Treaty, the beneficiaries are public or private enterprises, which execute particular projects and receive state aid.

Children, pupils and students with special educational needs – According to Act No 561/2004 Coll. on pre-school, primary, secondary and post-secondary vocational and other education (School Act), section 16 stipulates that a child, a pupil or a student with special educational needs shall mean an individual with a health impairment, health disadvantages or social disadvantages.

Eligible expenditures – project expenditures that can be paid from ESF financial resources.

Global grant – type of "group project", which incorporates numerous grant projects. The organiser and administrator of the global grant is a region, as the EC OP Intermediate Body, which, on the basis of a call with clearly defined conditions, receives and evaluates grant projects submitted by the beneficiaries.

Inclusion – creating different conditions for diverse children so that all children – even though their abilities may differentiate considerably – get an environment that optimally develops them and, at the same time, can work in a common, achievementally heterogeneous social group. The purpose of an inclusion school is to remove unnecessary social barriers and to grant an education in a common educational environment, which will fulfil pupils' individual needs, to all pupils.[12]

Intermediate Body – public or private entity that acts in responsibility of the MA or that carries out activities relating the beneficiaries on behalf of the Managing Authority. In practise, it becomes the partner of the project applications submitters, especially in communication regarding the selection and consequent implementation of the project.

Key competencies – Summary of knowledge, skills, capabilities, standpoints and values important for the personal development and application of each member of society. In the General Educational Programme for primary education, the key competencies are defined at the level that should be achieved by all pupils at the end of primary education; the following are considered to be the key ones in the primary education stage: competence to learn, competence to solve problems, communication competence, social and personal competence, civil competence, working competence.

Managing Authority (MA) – Managing Authority is fully responsible for proper and effective management of the programme and implementation of aid from ESF in accordance with EU regulations and national standards. EC OP MA is the Ministry of Education, Youth

[12] Definition by Tomáš Houška.

and Sports which is, within the framework of this programme, responsible for ensuring information, publicity, programming, coordination, management and monitoring, evaluation and control. The functions of EC OP MA are executed by the Section for Managing the EU Operational Programmes (IV), MEYS.

Monitoring – monitoring of the results and outputs of the projects by EC OP implementation structure authorities (e.g. Intermediate Bodies, EC OP Managing Authority) in terms of achievement of defined objectives. Furthermore, monitoring consists in presentation of regular reports to the Monitoring Committee on implementation procedures of the whole programme, in particular, on the range of fulfilment of the programme objectives.

Monitoring Committee (MC) – monitors the fulfilment of the programme and its effectiveness and proper implementation of aid from the European Social Fund. It participates also in evaluating and approving the drafts regarding the EC OP Implementation Document, fulfilment and implementation of the programme. The MC is based on the partnership principle and its members are representatives of the MA, partner ministries, regions, social partners, non-governmental non-profit organisations, Paying Authority and Certifying Authority. The EC representatives participate in the MC meetings as consultants, other persons can be invited when required.

National public resources – national public resources are the national budget, national financial assets, national funds, regional budgets, budgets of national public entities or associations of one or more regional or local authorities or public entities acting in accordance with the European Parliament and European Council Directive 2004/18/EC of 31 March 2004 on the coordination of procedures for the award of public works contracts, public supply contracts and public service contracts.

Operation – in accordance with the Article 2 of General Regulation, an operation is defined as a project or a group of projects, which have been selected by the EC OP Managing Authority or on the authority of the EC OP MA in accordance with the criteria defined by the Monitoring Committee and that are carried out by one or more beneficiaries and allows the achievement of the respective Priority axis objectives.

Operational programme (OP) – document submitted by a member state and accepted by the EC, which defines the strategy of development with integrated set of priorities that shall be carried out with support from one of the structural funds.

Partnership – relation between two or more subjects that is based on joint responsibility and cooperation during preparation and implementation of the project (in the case of EC OP, financed from the ESF). In the case of grant projects and individual projects (submitted by the entities that are allowed to establish financial partnership by legal regulations), the participation of partners with financial contribution is possible, on fulfilment of defined criteria, i.e. the expenditures that incur to the partners of the applicant, which participate in creation and implementation of material activities of projects, are part of recognisable costs of the project. For the purpose of the definition of the partners' share in the project implementation, it is necessary to conclude an agreement between the applicant and the partners.

Paying Authority and Certifying Authority (PAC) – public authority appointed by a member state for verification of expenditure statements and payment requests before sending them to the European Commission. The Ministry of Finance has been appointed as the only PAC, according to Governmental Resolution No 198 of 22 February 2006.

Priority axis – one of the priorities of the strategy in an operational programme, consisting of a group of operations, which are mutually connected and with concrete measurable objectives.

Procurement procedures – procedures of a procurement entity, whose purpose is to commission a public procurement till the contract conclusion or procurement procedures abolition. The process of procurement procedures is subject to binding Procedures of goods and services procurement from the EC OP financial means, which are a part of the Guideline for Applicants of Financial Assistance under the EC OP and the Guideline for Beneficiaries of Financial Assistance under the EC OP.

Project – goal-directed activity limited in time, carried out by the beneficiary for the target groups with the aim to achieve the required result within the framework of the EC OP. It concerns concrete activities implemented by the beneficiary and financed through the ESF. There are three types of projects within the EC OP:

- **individual project:**
  - **national individual project** – covers the entire territory of the CR and is submitted from the central level. It is focused particularly on implementation or completion of national policies and programmes. The exemptions are the national individual projects in the area of support 3.2, the effect of which covers the entire territory of the CR except the capital city of Prague.
  - **other individual projects** – focused on the development of national policies and programmes and their modernisation (e.g. increase of capacity or quality improvement of supply) or covering a specific area with over-regional, resp. regional nature (e.g. in case of Priority axis 2, in case of projects of a system nature in Priority axis 1 and 2 that the region prepares for its territory or in case of projects applying a simplified reporting of costs through unit prices).

- **grant project** – usually a project of a smaller extent submitted on the basis of the call for submission of application within the framework of global grants. These projects are focused mainly on implementation of services for target groups of individuals and organisations on the basis of demand specified by the beneficiaries and resulting from the analysis of the target group needs. They enable the application of innovative approaches to problem solving and to the target group needs and also involving of local initiatives. The grant project is implemented on the territory of the respective region. In the case of Priority axis 1, the grant project is focused only on the target group belonging to this territory.

Public expenditures – are expenditures from the national budget, national financial assets, national funds, regional budgets, EU budget, budget of international organisations established by international public agreement, or any other similar expenditures. Similar expenditures are expenditures that come from the budget of public subjects or association of one or more regional or local authorities or public entities acting in accordance with the European Parliament and European Council Directive 2004/18/EC of 31 March 2004 on the coordination of procedures for the award of public works contracts, public supply contracts and public service contracts.

Regions with allowed support – cohesion regions NUTS II in the territory of the CR classified under the Convergence objective (all regions with GDP, measured by purchasing power parity per one citizen, lower than 75% of the average GDP of EU-25). For the period 2007-2013, all regions of the CR, except the capital city of Prague, come under the Convergence objective. In particular, the regions are as follows: Central Bohemia, Southwest, Northwest, Northeast, Southeast, Central Moravia and Moravia-Silesia.

Social partners – employers and employees represented mainly in associations (entrepreneurs or employers' associations and trade unions) on a national, regional and local level.

State aid – form of support provided in a manner that distorts or threatens to distort economic competition by the fact that certain enterprises or sectors are preferred in extent that could affect trade between the CR and EU member states. In the EU, the basic rules on provision of state aid are defined in Articles 87-89 of the EC Treaty. General restriction of provision of the state aid is valid, if not otherwise stated by relevant legislation.

Target groups – groups of people or organisations, on which the activities of the given area of support are focused.

Youth – for the purpose of the EC OP, age group under 18 years.

Annexe 3 – List of basic legislation of the CR and EC

CR legislation

- Act No 137/2006 Coll., on public contracts.
- Act No 320/2001 Coll., on financial control in public administration and amendment to certain acts.
- Decree of the Ministry of Finance No 416/2004 Coll., implementing Act No 320/2001 Coll., on financial control.
- Act No 552/1991 Coll., on state control.
- Act No 218/2000 Coll., on budgetary rules and amending certain related laws.
- Act No 250/2000 Coll., on the budgetary rules of district budgets.

EC legislation

- Council Regulation (EC) No 1083/2006 of 11 June 2006 laying down general provisions on the European Regional Development Fund, the European Social Fund and the Cohesion Fund and repealing Regulation (EC) No 1260/1990.
- Council Regulation (EC) No 1081/2006 of 5 July 2006 on the European Social Fund and repealing Regulation (EC) No 1784/1999
- Council Regulation (EC) No 1080/2006 of 5 July 2006 on the European Regional Development Fund and repealing Regulation (EC) No 1783/1999.
- Commission Regulation (EC) No 1828/2006, setting out rules for the implementation of Council Regulation (EC) No 1083/2006 laying down general provisions on the European Regional Development Fund, the European Social Fund and the Cohesion Fund and of Regulation (EC) No 1080/2006 of the European Parliament and of the Council on the European Regional Development Fund.

Annexe 4 – Explanation of certain eligible and ineligible processes and activities within the framework of Priority axis 1 – Initial Education

1. Creation of School Framework Programmes

If the implementation of curriculum reform, i.e., moving over to teaching according to a school framework programme (SFP), is considered as an **innovative process**, then it is possible to provide support from EC OP resources for the specific activities associated with the implementation of curriculum reform.

SFPs are mandatory documents, as required by the School Act and each school director is responsible for the preparation and implementation of an SFP. This requirement assigns the obligation to create an individual education programme for the applicable school within the framework of the regulations established by the state. It is therefore not possible to consider any approach, the output of which is the creation of an SFP, as innovative. In those cases, the creation of an SFP is not an activity that is eligible to receive support from the EC OP.

Activities supporting an innovative process during SFP implementation

Projects focused on the implementation of an SFP can include some of the following activities:

- Performing self-evaluations and creating tools for assessing the school in order to further disseminate information;
- Supporting teamwork (teambuilding);
- Creating social partnerships and preparing studies which address the needs of the regional labour market in relation to the field of study;
- Overhauling school curriculum documents;
- Supporting processes that incorporate cross-sectional themes and other areas (financial literacy, ICT literacy) into the SFP;
- Pilot verification of the curriculum documents that are prepared within the real teaching environment or possibly at a partner school (the outputs will consist of reports from the verification process, however the teaching hours cannot be paid);
- Cooperating with other schools in the region to create methodology, mutual class inspections, creation of projects;
- The methodology of working with school parliaments;
- The school as a community centre;
- Creating teaching materials and teaching aids;
- The further education of teaching staff to support the innovation of the SFP, teamwork, contemporary teaching methods; and
- Training and experience exchange for individual fields of study (work methods and forms, such as modelling experiments for natural science subjects, financial literacy, ICT literacy) and cross-sectional topics.

This list is neither exhaustive nor obligatory.

2. Issues associated with the accreditation of educational courses within the framework of further education of teaching staff

The terms and conditions of accreditation are always specified in the relevant call.

3. Issues associated with support for volunteers

In area of support 1.2. – Equal opportunities for children and pupils, including children and pupils with special educational needs, one of the target groups includes **'employees of organisations involved in the area of education or assistance services and in the area of leisure time activities of children and young people' .**

For the purposes of the EC OP, the term 'employee' is understood to be an employee of any such organisation who, within the framework of his/her employment relationship, has specifically defined rights and obligations (a contract; the contract also includes a negotiated wage or salary). A natural person becomes legally competent to personally assume these rights and obligations at the age of fifteen. An employer cannot however agree on an employment start date with the person, which precedes the date on which the person completes mandatory school attendance.

The target group of *'employees of organisations involved in the area of education or assistance services and in the area of leisure time activities of children and young people'* includes the target group of 'volunteer workers of organisations engaged in the area of education or assistance services and in the area of leisure time activities for children and youth (hereinafter referred to as "volunteers").'

For the purposes of the EC OP, a volunteer is understood to be a person who, in particular, provides:

a. assistance to the unemployed, the socially disadvantaged, people with disabilities, seniors, minorities, immigrants, parolees, drug addicts, and victims of domestic abuse in addition to assistance with the care of children, youth and families and including their education during leisure time;
b. assistance during natural, ecological or humanitarian catastrophes, for the purpose of protecting and improving the environment, with the care and protection of cultural heritage, with organising cultural or charitable collections for any of the groups specified in point a) above; or
c. assistance with the implementation of development programmes and within the framework of the operations, projects or programmes of international organisations and institutions, including international non-governmental organisations.

For the purposes of the EC OP, volunteer services are not considered to include any activities associated with satisfying personal interests if an activity is performed within the framework of entrepreneurial or other gainful activities, or if an activity is performed as an employee, servant or member.

It is not possible to provide volunteers within the framework of EC OP projects with financial resources in return for project activities performed as volunteer activities.

Conclusion:

With regard to volunteers, within the framework of EC OP projects it is possible to:

- provide education which is directly associated with and will be used for working with the target group of children/pupils in a project;

- provide direct support, i.e., a contribution towards the travel expenses incurred to reach a target group (for example, for tutoring activities); and
- reimburse expenses associated with an internship/tour abroad if it is closely linked with project activities when working with children/pupils and it is not possible to implement the internship/tour within the Youth in Action programme.

With regard to volunteers, within the framework of EC OP projects it is not possible to:

- pay financial compensation/wages for work performed with the target group or working on the project; or
- reimburse expenses associated with an internship/tour abroad if it is possible to implement the internship/tour within the Youth in Action programme.

4. Support for teacher assistants out of EC OP resources

I. The position of a teacher assistant in the school system

The position of a teacher assistant is firmly embedded in the educational system in the Czech Republic. The conditions for establishing the position of a teacher assistant are included in Section 16 of Act No 561/2004 Coll., on pre-school, primary, secondary and post-secondary vocational and other education (the School Act), as amended, and in Act No 563/2004 Coll., on teachers and amendments to some acts, as amended, whereby teacher assistants are included amongst pedagogical employees (Section 2 (2) of the act and the conditions for their qualifications are defined (Section 20 of the Act).

The position of teacher assistant is therefore a ‘balancing/supportive measure’ in the system, which has the objective of providing children, pupils and students who have special educational needs with effective and efficient support as required, which is specifically focused on improving their success at school within ‘mainstream education’ or in special schools.

II. Financing for teacher assistants

Currently, the financing for the expenses associated with teacher assistants for children, pupils and students who are socially disadvantaged is provided from multiple sources:

- The first source for financing the expenses associated with teacher assistants is the regional budget. The Ministry of Education, Youth and Sports Directive 28768/2005-45, as amended by Directive 27985/2007-26, defines the binding principles used by the regional authorities to detail the specifications for the state budget resources that are allocated according to Section 161 (6) of Act No 561/02004 Coll., on pre-school, primary, secondary and post-secondary vocational and other education (the School Act), as amended, and by the authorities of municipalities with extended competence to detail the specifications of their proposed budgeting of financial resources allocated from the state budget in accordance with Section 161 (7)(a) of Act No 561/02004 Coll. (specifically Article II (c)). In accordance with this Ministry Directive, the regional authorities are required to allocate financial resources to a reserve fund

whilst, at the same time, devoting special attention to the position of teacher assistant in accordance with Section 16 (9) of the School Act.

- It has been shown in practice that financing the salary expenses for teacher assistants from the regional budgets is accompanied by certain difficulties. For this reason, the MEYS is also announcing two development programmes, which aim to assist regions and schools in financing these particular expenses. These are:
    - the development programme 'Financing teacher assistants for socially disadvantaged children, pupils and students'; and
    - the development programme 'Financing teacher assistants for children, pupils and students with physical disabilities in private and parochial schools'.

III. Support for teacher assistants from EC OP resources

Creating a new teacher assistant position can be only a complementary activity for a project. We recommend that projects which rely on creating a teacher assistant position be consulted with the provider of the support (MEYS/PS).

It is possible to use the EC OP to support teacher assistants (as a target group), in particular in relation to their education, methodological management, supervision, the creation of new work methods and forms within the framework of the following supported activities:

- Increasing competencies of the teaching staff to eliminate barriers preventing equal access for all individuals to education;
- Development of consultancy, elaboration and extension of the offer of assistance, special pedagogical and psychological services for students with special educational needs; and
- Application and improvement of organisational forms and tuition and teaching methods supporting an equal access to education, including the creation of individual school framework programmes, use of ICT and e-learning applications.

5. Support for nursery schools and nursery school staff

Within the EC OP framework, support for nursery schools is eligible within area of support 1.2 – Equal opportunities for children and pupils, including children and pupils with special educational needs. Support can be directed at children with special education needs at nursery schools and the nursery schools staff who work with these children. The education of nursery school staff must aim to develop their competencies for teaching children with special educational needs. This means that such things as training in fundraising, project management, foreign languages, and other comparable areas are, in this case, not eligible to receive support from the EC OP.

If the target group for a specific call specifies nursery school staff, it will also be necessary to ensure that one of the specific criteria be a criterion approved by the Monitoring Committee on 9 December 2008.

Nursery school staff can also participate in education which is implemented within area of support 1.3.

6. Distance education

In relation to Section 25 (2)(d) of Act No 561/2004 Coll., distance education is understood to consist of independent studies combined with consultancy in the range of 200 to 220 consulting hours. Taking into account Section 2 of Act No 179/2006 Coll., on the verification and recognition of results of further education and amendments to certain other legislation (the act on recognising the results of further education), distance education falls into the category of initial education. The eligible target groups within area of support 1.1 – Quality improvement in education, also include pupils younger than eighteen. Distance education is provided free of charge, however pupils are not eligible for any student advantages, i.e., social security and health insurance are not paid by the state. Distance education studies are eligible to receive support from the EC OP.

7. Further education of teaching staff

All educational programmes according to Decree No 317/2005 Coll., on the further education of pedagogical employees, the accreditation committee and the pedagogical careers system (hereinafter the DFEP), may be supported but they have to contain an innovative contribution.

8. Diagnosis of socio-culturally disadvantaged children

Paragraph 4 of Section 16 (Education of children, pupils and students with special educational needs) of Act No 561/02004 Coll., on pre-school, primary, secondary and post-secondary vocational and other education (the School Act), unambiguously defines the term 'social disadvantage' for the purpose of legal school regulations.

<u>'Social disadvantage' can include:</u>

a) a family environment with a low socio-cultural position that faces the risk of socio-pathological phenomena;

b) compulsory institutional care or juvenile detention;

c) the position of an asylum seeker or a participant in asylum proceedings.

For the purposes of the EC OP, a socially disadvantaged pupil is understood to mean in particular a pupil:

a) who lives in an environment that does not provide enough support for education or towards preparation for education (e.g., due to an insufficient material environment, unsatisfactory living conditions, time demands for transport to school, no interest on the part of legal guardians, family conflicts);
b) whose legal guardians do not cooperate with the school over the long-term to the disadvantage of the pupil's justifiable interests;
c) who lives in a socially excluded area or in an area at risk of social exclusion; or
d) who is at a disadvantage in the education system due to race, nationality or specific social environment, in particular if this disadvantage is associated with insufficient knowledge of the teaching language in comparison with other pupils in the class because a different language or specific dialect of the teaching language is used in the pupil's home

environment.

For the purposes of the EC OP, we use more contemporary terminology, specifically: 'Children and pupils who are socio-culturally disadvantaged'.

Section 16 defines the responsibility to diagnose a pupil who is socially (socio-culturally) disadvantaged for purposes not regulated by legal school regulations. This is inappropriate primarily due to the potential stigmatisation of the child/pupil. Only the educational needs of these children/pupils are diagnosed, on the basis of which the consultancy office recommends supportive measures (e.g., inclusion of a class/school in a programme for improving the social climate through eliminating prejudices and stereotypes, supplementary tutoring in Czech, the need for a teacher's assistant, and individual teaching plan for certain subjects, inclusion in a programme for pupils with specific behavioural problems, and so on).

A decision as to which child or pupil will be included in the target group consisting of the socio-culturally disadvantaged is within the competency of the school director or implementers of the project. The reasoning behind this decision should be a combination of the following circumstances (whereby this is not a complete list):

- The child/pupil is from a family with low social status.
- The child/pupil is from a low-income family.
- The child/pupil is from a broken family.
- The child/pupil is from a large family.
- The child/pupil comes from a low initiative family environment.
- The child/pupil is from a family that faces the risk of socio-pathological phenomena.
- The family lives in a socially excluded area.
- Ethnicity.
- Religious minority.

The fact that a child/pupil meets only one of the criteria listed above (e.g., is a member of an ethnic minority) does not automatically mean that he/she is socio-culturally disadvantaged. This target group can however include a child/pupil who comes from a large low-income family, which faces the risk of socio-pathological phenomena.

9. Leisure time activities

Support for leisure time activities within area of support 1.1 should be implemented primarily through supporting activities, the contents of which are associated with a school educational programme. Leisure time activities must always coincide with the specific focus of the area of support and the priority axes. It must fully contribute to the specified objectives of the EC OP. In the case of support for leisure time activities, it is also necessary to consider their sustainability after the project stops receiving financing from the EC OP.

10. Definition of the target group of gifted children and pupils – applicable to field of interest education

Gifted children and pupils are those who place highest (first through third place) in the regional subject competitions announced by the Ministry of Education, Youth and Sports of the Czech Republic, specifically competitions in mathematics; physics; chemistry; biology;

programming; Czech language; geography; history; or a foreign language – English, German or French, and competitions for pupils from primary schools for the performing arts (playing the piano, violin, accordion or guitar).

11. Supporting the prevention of socio-pathological phenomena

Within area of support 1.2., solutions to the issues associated with preventing socio-pathological phenomena must be primarily focused on prevention and on improving the social climate at schools, including the development of pupils' social skills.

It is also possible to address solutions to symptoms of socio-pathological phenomena (e.g., bullying) within the framework of Priority axis 1, specifically area of support 1.1 – Quality improvement in education, by means of the activity 'Introducing teaching methods, organisational forms and teaching activities, including the creation of modular teaching programmes, with emphasis on inter-subject links, which lead to the development of key competencies'.

12. Education of foreigners

The education of foreigners (i.e., Czech language classes) can be supported through the EC OP only for children and pupils if both their parents are foreign nationals and their mother tongue is not Czech. It is not possible to provide support to parents (foreigners) from the EC OP. Activities aimed at this group of persons need to be addressed through other subsidy programmes (e.g., OP Human Resources and Employment).

In the case of children/pupils from mixed marriages (i.e., one parent is a Czech national or Czech is their mother tongue), teaching of the Czech language is not an eligible activity, as it is teaching guaranteed by the state.

13. Foreign language lecturers – native speakers

The regulations for employing foreigners and arranging related formalities are stated at www.msmt.cz (Education/Language education).

If a native speaker teaches a foreign language or conversation in a foreign language, he or she does not have to prove knowledge of Czech (Act No. 563/2004 Coll., on teaching staff and on amendments to some acts, Section 4, Art. 4c.

It is possible to employ a native speaker as a cooperating teacher as a pedagogical worker – pursuant to Act No. 563/2004 Coll., on teaching staff. If they meet the qualification, they are qualified teachers at this position. The evaluation of whether or not they meet the qualification is subject to Act No. 563/2004 Coll., on teaching staff, and to Act No. 18/2004 Coll., on acknowledgement of professional qualifications; the evaluation depends on the citizenship of the native speaker. If they are EU citizens, their qualification is acknowledged almost automatically; if they come from outside the EU, they have to go through validation.

In the case of including a native speaker in teaching activities, eligible personal expenses are those that correspond to the standard levels for the applicable location, time and field (i.e., the

pay tables binding for schools and educational institutions will not be applied). Expenses for accommodation and meals for native speakers must be paid from their personal resources.

14. Outdoor schools

In the event that a project focused on such things as the innovation of school educational programmes or environmental education includes activities such as 'outdoor schools or stays at ecological education centres', these stays for pupils must always be aimed at education within the framework of certain themes, such as 'Humans and nature'. If it is not obvious from the project that the stay is aimed at educational activities that are directly associated with the project, then it is not an eligible activity and cannot be financed from the EC OP.

15. Technical equipment for schools – acquisition of assets (furnishings, equipment, teaching aids)

In the case of financial partnerships, assets acquired with the use of project resources are transferred into the ownership of the financial partner immediately at the time they are acquired. In the case of non-financial partnerships, assets that are the property of the beneficiary of the support are loaned out to the partner on the basis of a bailment agreement for the period of implementation and sustainability. After the period of sustainability for the projects has ended, the assets can be transferred into the ownership of the project's non-financial partner free of charge.

16. Support for tertiary professional schools

Tertiary school students and teaching staff are not an eligible target group within the framework of Priority axis 1 – Initial education. If projects are aimed at supporting this particular target group, they must be excluded from the further evaluation process at the time that the eligibility of the project is assessed. Tertiary school students and teaching staff are an eligible target group within the framework of Priority axis 2 – Tertiary education, specifically area of support 2.1 – Tertiary professional education.

17. Parents and the General Public

Taking into account the text of the Implementation Document for the Education for Competitiveness Operational Programme, parents and the general public are not included in the eligible target groups for area of support 1.1. In the event that financial support from the EC OP is aimed directly at the target group of parents or the general public, the project must be excluded from the further evaluation process at the time that the eligibility of the project is assessed. This procedure will not apply in the case of projects submitted within the framework of area of support 1.2 – Equal opportunities for children and pupils, including children and pupils with special educational needs, within which *the parents of children and pupils with special educational needs* are an eligible target group.

In the event that a project does contain the target group of parents or general public but this group does not directly use EC OP resources (i.e., none of the key activities is directly aimed at this group), but can be familiarised with the results and outputs of the project or use these results or outputs, then the project is suitable as far as eligibility on the basis of the target group is concerned.

Example for area of support 1.1:

An eligible activity can include the participation of parents or their familiarisation with the results of projects within the framework of activities focused on career guidance and the choice of a future profession.

An example of ineligible activities is the creation of a web portal that has the objective of teaching pupils or teachers but, at the same time, access is enabled for parents or the general public with the use of EC OP resources.

18. Internships abroad

Internships abroad can be supported from the EC OP only if the internship is directly related to project activities and the outputs from the internship will be applied further, i.e., for the creation of methods, educational modules, etc.

Internships abroad can only take place in EU countries or other countries of the European continent. The projects must include proper justification for an internship abroad, including specification of more details pertaining to the number of persons, the location and length of the internship, and, in particular, the subject and educational contents, including the anticipated benefits the internship will bring to the project. The applicant is also required to specify the system that will be used to select project participants, including justification of the reasons why implementation team members, with the exception of the target group, e.g., teachers, will participate in the internship (only if this is relevant).

In the case of language stays organised for pupils, it is not possible to focus the stay only on learning about the country in question, i.e., the organisation of 'recognition trips'. Language stays must include language courses at a partner school, which is of a comparable type/focus as the school that is sending its students. Learning about the foreign country is possible only as a supplementary activity to the language learning component, which should make up the majority of the language stay.

For EC OP requirements, time limits have been defined for short-term and long-term internships:

Short-term internship – one to two weeks; and

Long-term internships – two to eight weeks.

19. Exchange stays/practice stays in the Czech Republic and abroad

When implementing exchange stays for pupils, it is possible to use EC OP resources for students from the Czech Republic. It is not possible to use the financial support for pupils from the partner school abroad with which the exchange stay is organised. The pupils from abroad or the foreign partner school should finance the exchange stay in the Czech Republic from their own resources.

In the case of organising professional practice stays for pupils in the Czech Republic or abroad, the primary objective of these educational stays is to familiarise the pupils with the modern technologies that are used in daily practice. In these cases, the pupils can obtain financial support in the form of reimbursement for travel expenses, accommodation and meals. It is not possible to provide pupils with pocket money or daily expense money from the financial support provided by the EC OP. Paying the pupils any sort of financial

compensation/wages for the work they perform is also not an expense eligible to be paid out of EC OP resources.

In the event that the practice stay takes place abroad, the applicant must prove and justify that it is not possible to implement the activity in the Czech Republic and that it is not possible to obtain funding for it from any other grant mechanism of the European Union, specifically in order to avoid the possibility of double financing.

20. Interactive boards

In general, for the purpose of evaluating whether the acquisition price for assets is the sum of the market prices for individual items of equipment or if the prices for individual items should be listed separately, it is essential to proceed in accordance with the Income Tax Act (Act No 586/1992 Coll.) and determine whether the item in question is an independent movable asset or a set of movable assets as defined in Section 26 of the specified legislation: a set of movable assets with an independent technical and economic designation is understood to be an individual part of an entire production or other unit.

In the case of the acquisition of an interactive board, all other equipment that serves to ensure the functionality of the interactive board will be considered to be a part of the set of movable assets with an independent technical and economic designation. If the price calculated in this manner exceeds CZK 40,000, the asset falls into the area of cross-financing (if the asset is not subject to tax depreciation). This means that:

1) If the acquisition price for a set of independent movable assets, i.e., interactive board, data projector, PC, etc., exceeds CZK 40,000, the item falls into the cross-financing category (according to CF rules) under the condition that the assets will not be depreciated for tax purposes;
2) If the purchase consists of just the board (with the assumption that the support beneficiary is already equipped with the remaining items that are required to ensure functionality) and the acquisition price does not exceed CZK 40,000, the item does not fall into the cross-financing category.

An applicant/partner who depreciates the assets in question for tax purposes does not have the option of using cross-financing. However, if the price of acquired equipment exceeds CZK 40,000, tax depreciation is applied in the individual applicable years.

Applicants can use support from regional operational programmes or purchasing equipment, including interactive boards.

21. Prizes for competitions

If knowledge competitions or ‘Olympics’ are organised within the framework of projects as supplementary activities to the key educational activities of the project, then it is possible to finance such things as the travel and meal expenses for the target group (children/pupils) from the project. The purchase of any sort of prizes/medals/diplomas/souvenirs for the competition winners or participants is not an eligible expense.

It is possible to use sundry promotional materials prepared by the applicant/beneficiary for the purpose of promoting the project as a motivational element for the competition winners and

participants. The intentional acquisition of prizes and rewards within the framework of project publicity will be considered as circumvention of the defined rules and any such expenses will be considered ineligible.

Annexe 5 – Implementation of educational activities in Priority axis 3 – area of support 3.2 Supporting the offer of further education within Global Grants

1. Accreditation, exams and individual qualifications

Accreditation - With regard to the fact that accreditation is not required in EC OP area of support 3.2, the preparation for accreditation and accreditation are possible, but not obligatory. Pilot verification is possible within this course; however, accreditation cannot be an independent key activity of the project.

Exams – it is possible to support preparation for language, ICT or professional exams/certificates/licences (such as FCE, ECDL) by EC OP. Education leading to passing these exams is an eligible activity that can be supported by the EC OP, **however,** the purchase of tests, test tasks and taking exams including the issuance of certificates is not an eligible activity – it must be paid from the applicant's/beneficiary's resources. It does not concern lecturers and acquisition of the Certificate on Earning Individual Qualification as described below.

The costs of the aforementioned exams in area of support 3.2 are an approvable expense only when the following terms and conditions are fulfilled:

Lecturers:

- expansion of the qualification of lecturers in further education (hereinafter FE), i.e. the lecturers in further education will take the exams
- the exams of FE lecturers will follow the previous educational activity of the project (they will be the final completion within the project)
- the exams of FE lecturers will take place in the territory of the Czech Republic
- it is only possible to cover one attempt to acquire the required certificate within the exams of FE lecturers

Generally in case of PFEs

This will concern the acquisition of a certificate on earning individual qualification – (passing the exams in relation to the National Qualification System verifying the accomplishment of actual individual qualification (hereinafter the NQS) and issuance of the "Certificate on Earning Individual Qualification" is **an eligible expense** (pursuant to Act No. 179/2006 Coll.); it must be preceded by elaboration of an educational programme and its potential pilot verification within the project. The certificate on earning individual qualification in relation to the NQS can only be issued by an authorised person stated in the catalogue at www.narodni-kvalifikace.cz). The exam verifying the accomplishment of the actual individual qualification may only be executed as an output of the pilot verification.

Other costs of the exam are not eligible expenses.

2. Pilot verification

Pilot verification of all newly created/innovated modules is recommended for all projects representing a new or innovated product.

The pilot course must take place in the particular region and it is not possible to charge for it. The territorial exception is only possible in Central Bohemia where it is possible to implement pilot courses in the territory of the capital city of Prague in legitimate and duly substantiated cases.

The maximal number of participants in the pilot run is 30 persons. The pilot run must not substitute regular courses and it is excluded to verify one module in the same version more than one time.

If the project plan includes more pilot run phases, it is necessary to specify the output from individual pilot runs. Such expenses are not eligible if these are repeated pilot runs that are practically "training".

It is not possible to issue certificates on passing the tests within the pilot run. It is only possible to issue a confirmation on completing a pilot course to its participants.

The pilot run may be stated as the key activity. The applicant shall determine the scope of the lecturer's work and the extent of the pilot run in the project application.

3. Educating teachers, lecturers, managing and organisational employees of schools and other educational and consulting centres operating in the field of further/specialised education and education for sustainable development

Educating teachers, lecturers and others must be understood at two levels:

a) *Teachers, lecturers and others participate in the project implementation (They are members of the implementation team and they are paid within Chapter 1. Personnel Costs). These persons may participate in various educational courses that they need for broadening their knowledge. However, they shall use this knowledge for the creation of educational programmes that are created within the project implementation.*
b) *Teachers, lecturers and others will be participants of already existing educational courses or courses that will be created within the project implementation. In this case, these persons must operate in the field of further education within their teaching activity.*

Teaching staff may only be further educated if their qualification for the field of further education is expanded.

Only the education of FE lecturers/advisors may take place in already existing courses (for this purpose, it is not necessary to create a new educational module if such already exists).

The education of advisors in the field of further education is only possible for the purpose of expanding the education in the field of further professional education.

4. Target group – foreigners

Foreigners – EU citizens may be a target group, other foreigners may only be a target group if their permanent residence is in the territory of the particular region or if their regular workplace is there (the place of their job performance is there) **and their proportion in the total number of participants in the course/pilot verification does not exceed 49%.**

5. Corporate/company (specific) education

Corporate/company (specific) education or the creation of educational programmes for this type of education is not supported by PA 3, area of support 3.2.

6. Consultancy, development of networks and partnerships of subjects

Analysis related to consultancy or methodology, consultancy as such or methodical assistance may only be one of the key activities of the project connected to another main supported activity within the supported activity Development of Networks and Partnerships of Subjects in the field of further education and consultancy of area of support 3.2. On the contrary, **the creation of an entire consulting centre including the consulting activity** is an approvable project activity and output (unless the call determines otherwise).

7. International internships and trips abroad

International trips or internships may be included in the project only under the condition that the particular information/knowledge cannot be obtained in another way. The applicant must describe precisely where, for how long, who and why has to participate in the event, including the contribution of the international trip/internship for the project outputs. The description shall be included in the key project activities.

The working activities during a stay abroad (education/seminar/exchange of experience etc.) must last at least for 6 hours per day. This condition does not apply to the day of arrival and departure. The description of the actual professional activities that the participant carries out on the particular international trip/internship is also necessary.

Additional activities (cultural, social, learning etc.) are not allowed.

Only the representatives of the target group and the members of the implementation team with relation to the target group or to the creation of outputs (methodology, programmes etc.) may participate in international trips.

The members of the implementation team who are only involved in the administrative management of the project cannot participate in international trips.

8. Specification of terms

Lifelong learning – this term is used by universities in the sense of further education at universities pursuant to Section 60 of Act No. 111/1998 Coll.

Further education – educational activities that are not initial education, i.e. preschool education, primary education, secondary education, education at conservatories and higher vocational education, performed at kindergartens, elementary schools, secondary schools, conservatories and higher vocational schools, and through studies in accredited study programmes performed by universities or their divisions.

Individual qualification – professional eligibility of a physical person to duly perform an actual work activity. It is proven by a standardised exam that is taken before an authorised person pursuant to Act No. 179/2006 Coll. When the exam is successfully passed, a certificate on earning individual qualification is issued. The list of approved individual qualifications

and authorised persons is stated in the National Qualification System at www.narodnikvalifikace.cz.

Lecturer in further education – an educator who manages the educational process of a participant in further education.

Module – is an independent, integrated, monothematic study/educational unit with an integrated study/educational topic and with independent outputs (teaching objectives)**.** It is mainly a thematically closed number of lessons for a course. These modules may be variously joined into larger (higher) units with the aim to create an individual or integrated study/educational programme. This module structure may also represent an extensive and compatible complex. A module is a part (unit) of a study/educational programme (course).

National Qualification System (NQS) – the National Qualification System is a publicly accessible register of all complete and individual qualifications confirmed, distinguished and acknowledged in the territory of the Czech Republic, published at www.narodni-kvalifikace.cz. It follows up the National System of Professions.

Civil education – creates wider prerequisites for cultivation of people as citizens, for their adaptation to the changing social and political conditions, serves for acceleration and completion of socialisation and civil value orientation. It includes ethical, aesthetic, legal, ecological, generally educational, medical, physical, philosophical, religious, political, civil and social issues. Civil education is a supported activity under area of support 3.2.

Initial education – includes preschool, primary, secondary and tertiary education (ISCED 0-6)[13].

Corporate/Company (specific) education – education that includes education with a direct and fundamental relation to the existing or future position of employees in the company and that provides qualifications that are non-transferable or that are transferable only to a limited extent to other companies and branches. Corporate/Company (specific) education is not a supported activity within area of support 3.2.

Advisor in further education – provides consultancy for orientation in the field of further professional education for the participants in further education.

Employee of an educational institution – teacher, lecturer, managing and organisational employee of a school or another educational and consulting centre operating in the field of further education.

Professional education – is further education leading to an increase in skills, deepening and broadening the qualification for the performance of a particular profession.

Specialisation study – is education that deepens the acquired knowledge and skills with focus on the performance of a particular activity (job).

[13] ISCED – International Standard Classification of Education

Technology of education – formation and application of the most suitable forms, methods, instruments and technical means to accomplish educational objectives.

Participant in further education (PFE) – is a person participating in further education (according to the definition of further education). It is a person aged between 16 and 64.

The following are not considered to be participants in further education in area of support 3.2:

- participant in civil education,
- participant in an interest (socio-cultural) education,
- participant in further education of teaching staff[14]

Educational programme

Is understood as an organised sequence of educational events. The preparation of an educational programme may be divided into the following steps:

1. Analysis of the needs of the organisation/individuals
   - must precede the entire project and the project must be created on its basis
   - is included in the application text or attached as an annexe to the project
   - costs of this activity do not represent an eligible expense
2. Wording of objectives
   - must precede the entire project and the project must be created on its basis
   - costs of this activity do not represent an eligible expense
3. Preparation of the educational programme draft
   - must contain the title, brief contents, outline of the scope (number of modules, number of lessons for individual topics etc.)
   - is included in the application text (in the description of key activities) or attached as an annexe to the project
   - costs of this activity do not represent an eligible expense
4. Preparation of the educational programme
   - analysis of participants (skills, prerequisites, intellectual eligibility)
   - preparation of curriculum for the individual events (selection of the content, lesson preparation, selection of forms, methods and means, hour grant for the course)
   - time schedule for the creation of the educational programme (hour grant for individual job positions)
   - financial budget (training lecturers, salary of the training lecturers, salary of the creators of the educational programme, equipment, material, costs of pilot verification)
   - selection of the creators of the educational programme
   - selection of lecturers
   - costs of this activity represent an eligible expense
5. Pilot verification/implementation of educational events for lecturers/consultants

[14] Education *pursuant to Act No. 563/2004 Coll. and Decree No. 317/2005 Coll. is excluded. Area of support 1.3 of EC OP is determined for the purpose of further education of teaching staff (FETS). Teaching staff (defined according to the aforementioned Act) may only be educated within the intentions of the measures of Call 4.3.*

- **pilot verification** of the created/innovated educational programme both for lecturers in further education and the participants in further education may take place within the project implementation
- **only the training of lecturers** may be **executed within the project** implementation; the proposal for the synopsis of the training or reference to an existing educational programme must be included in the description of the key activity in the project application
- implementation of the educational programme for the participants in further education will take place in the time of sustainability and thus it is not an eligible expense within the EC OP

Projects that will include an analysis of the needs of the organisation or individuals (according to Item 1 of the definition of the educational programme) on whose basis the focus or content of the created/innovated educational programmes in the project is determined will not be supported. This analysis does not mean evaluation and verification of created/innovated educational programmes.

Interest education – creates wider prerequisites for the cultivation of personality on the basis of his or her interests, satisfies the educational needs in accordance with personal interest. It makes up the personality and its value orientation and allows self-actualisation in leisure time. Interest education is not a supported activity in area of support 3.2.