



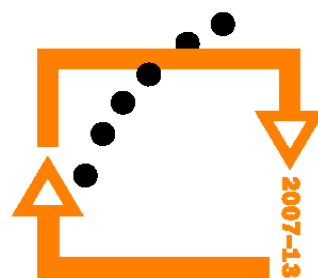
INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

CZECH REPUBLIC

MINISTRY OF EDUCATION, YOUTH AND SPORTS

**Implementation document
for the Operational Programme
EDUCATION
FOR COMPETITIVENESS**

Version on 9 December 2008



**OP Vzdělávání
pro konkurenceschopnost**

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INVESTMENT TO THE EDUCATIONAL DEVELOPMENT

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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 mentioned 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 2007-2013¹ (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 modernizing 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

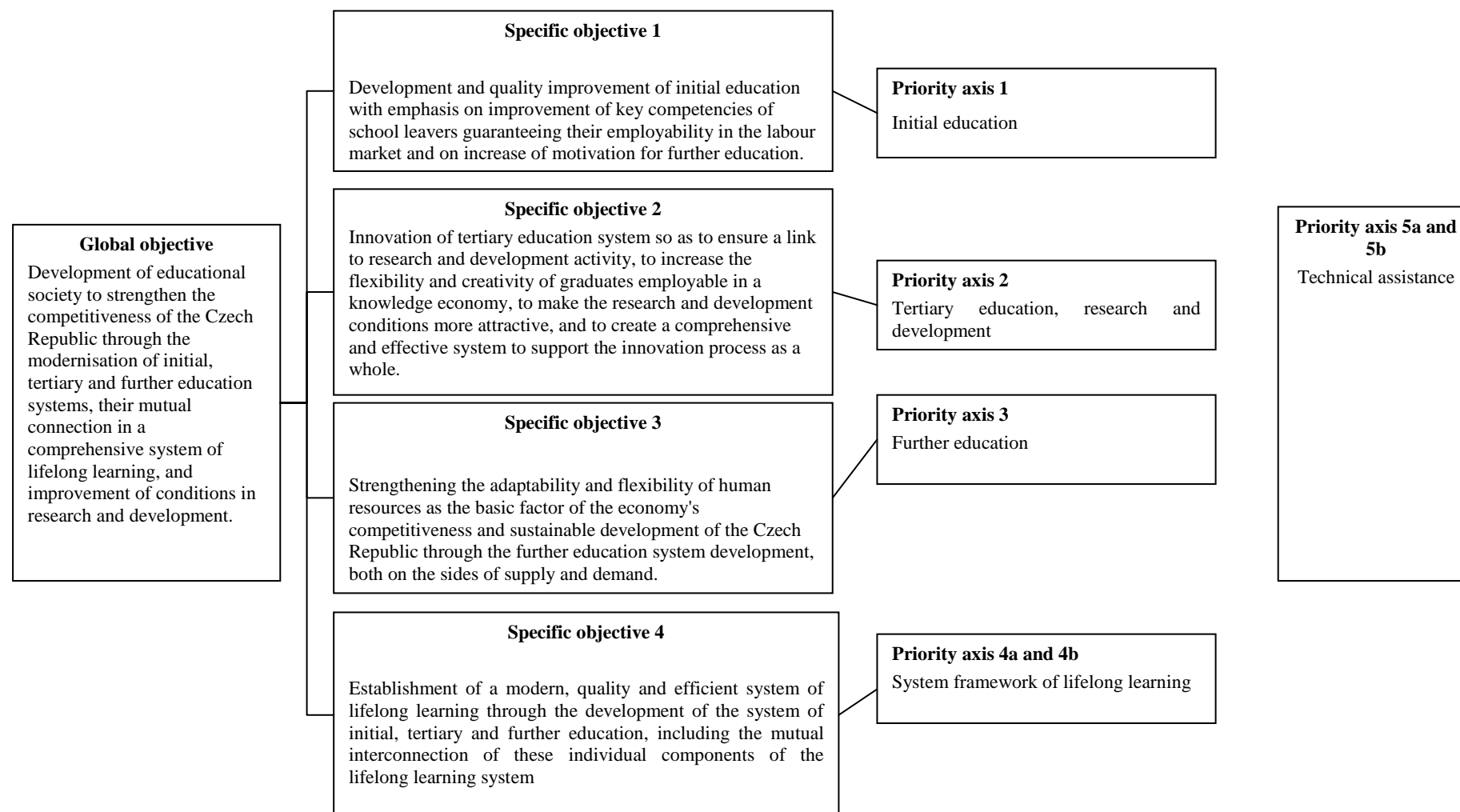
Specific objectives represent the paths leading to the global objective fulfilment.

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



3 Priority axis 1 – Initial Education²

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.

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 Within this priority axis, the term “initial education” shall mean primary and secondary educational systems.

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 three areas of support formulated within the 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.

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

Global objective:

Quality improvement of initial education.

Specific objectives:

- 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 partnership between schools and other entities.

- 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

- Creating conditions for the implementation of school framework programmes at schools and educational institutions, supporting the activities of methodical teams and staff at schools and educational institutions involved in the innovation of SFP.
- Implementation of new curriculum documents at every schools, 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 not-for-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.

Other individual projects

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 providing of good practice examples and development of educational programmes for teachers including their pilot verification.

- Creating conditions for the implementation of school framework programmes at schools and educational institutions, supporting the activities of methodical teams and staff at schools and educational institutions involved in the innovation of SFP.
- Implementation of new curriculum documents at every schools, and educational and information support of the curriculum reform focusing 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).
- Creating conditions for long-term employment of fully qualified guest teachers of foreign languages.
- Development of partnerships and networking - partnerships, cooperation and exchange of experiences between schools and educational institutions and between schools, educational institutions, non-governmental not-for-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.
- Creating an information and communication system in initial education, and development of portal services (valid only for regional IPs).

- Improving quality through data collection, also in an international context.
- Supporting schools in the field of evaluation, providing evaluation tools, and verifying key competencies of pupils in order to improve the quality of education.
- 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 (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.

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 not-for-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 relating acts (the Act on foundations and endowment funds), as amended.

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

- subsidized organisations and organisational parts subordinated to MEY&S;
- 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 not-for-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 relating acts (the Act on foundations and endowment funds), as amended.

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) 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 MEY&S 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).

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	EC OP priority axis – initial education (number of projects)	Number of projects supported in the area of support 1.1	number	0	1 200	IS MONIT7 + EC OP	annually

Ind. type.	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.00	Total number of person supported		Total number of person supported within projects as students in initial and further education.	number	0	584 000	IS MONIT7 + EC OP	annually
	07.41.14	Total number of person (pupils) supported within initial education		Number of persons – 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	580 000	IS MONIT7 + EC OP	Annually
	07.41.15	of which	boys		number	0	290 000	IS MONIT7 + EC OP	Annually
	07.41.16		girls		number	0	290 000	IS MONIT7 + EC OP	Annually
	07.41.65	Total number of persons supported - employees in further education		Total number of persons in further education (employees at schools and educational institutions) supported within the projects as educated persons.	number	0	4 000	IS MONIT7 + EC OP	Annually
	07.41.66	of which	men		number		500	IS MONIT7 + EC OP	Annually
	07.41.67		women		number		3 500	IS MONIT7 + EC OP	Annually
	07.41.20	Total number of persons supported, providing educational services or promoting provision of educational services		Total number of persons supported, providing educational services, i.e. those who educate (developers of newly created innovated products, persons – e.g. educator, trainer, lecturer, teacher, leisure time educator etc.).	number	0	40 000	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	3 200	IS MONIT7 + EC OP	Annually
	06.43.14	of which	A proportion of newly created/innovated products with an environment component in the total number of newly created/innovated products	Total number of new/innovated products, in which there is a thematic complex with at least 15 – 20 % of tuition devoted to environment, measured proportionally to 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	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies, measured proportionally to 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	800	IS MONIT7 + EC OP	Annually
	06.43.13		Number of newly created/innovated products with an ICT component	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies.	number	0	800	IS MONIT7 + EC OP	Annually

Ind. type.	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Results	06.04.01	Proportion of pupils involved in educational activities within projects compared to total number of pupils at schools and educational institutions	Proportion of pupils involved in educational activities within projects compared to 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	52%	318 087 643	56 133 114	374 220 757	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 recognizable 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

Global objective:

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.
- Prevention of premature leavings from education system and building an early care system for children with socio-cultural disadvantages.
- Prevention of racism and xenophobia and education of children of foreigners living in the Czech Republic.

3.2.3 Supported activities

Global grants

- 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.
- 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 the education system and those who wish to 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 not-for-profit organisations and leisure time centres, and creation of educational modules recognizable as a part of further education.

Other individual projects

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 providing of good practice

examples and development of educational programmes for teachers including their pilot verification.

- 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.
- 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.
- 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 not-for-profit organisations and leisure time centres, and creation of educational modules recognizable as a part of further education.
- Prevention of socially-pathological effects (truancy, criminality, violence, addictive drugs taking, HIV/AIDS, etc.) through the programs that are aimed at the development of individuality of a child and a pupil through key competences raising and that 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 programs and principles, whose objective is to increase the social competencies of children and pupils with special educational needs (e.g. principle of therapeutic community, 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.

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 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.

3.2.6 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 not-for-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 relating acts (the Act on foundations and endowment funds), as amended.

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

- subsidized organisations and organisational parts subordinated to MEY&S;
- 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 not-for-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 relating acts (the Act on foundations and endowment funds), as amended.

3.2.7 Target groups

- children from nursery schools and primary school preparatory classes with special educational needs;
- children and youth (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, if the activities of a realized project are focused on creation of inclusive environment at school and in the classroom or on prevention of social-pathological phenomena.
- parents of handicapped or socially disadvantaged children and pupils;

- extraordinarily talented children and pupils³;
- staff at schools and educational institutions;
- managers at schools and educational institutions;
- employees of organisations engaged in the area of education or assistance services and in young people's leisure time.

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 the area in question against payment (private schools and on concrete circumstances for example not-for-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 Within the meaning of regulation No 73/2005 Coll.

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	EC OP priority axis – initial education (number of projects)		Number of projects supported in the area of support 1.2	number	0	357	IS MONIT7 + EC OP	annually
	07.41.00	Total number of person supported		Total number of person supported within projects as students in initial and further education.	number	0	283 000	IS MONIT7 + EC OP	annually
	07.41.14	Total number of person (children, pupils) supported within initial education		Number of persons – pupils/children, parents – directly supported as target groups within the project's implementation (pupils/ children/ parents of schools and educational institutions that were purchasers of the given service).	number	0	280 000	IS MONIT7 + EC OP	annually
	07.41.15	of which	boys		number	0	140 000	IS MONIT7 + EC OP	annually
	07.41.16		girls		number	0	140 000	IS MONIT7 + EC OP	annually
	07.41.65	Total number of persons supported - employees in further education		Total number of persons in further education (employees at schools and educational institutions) supported within the projects as educated persons.	number	0	3 000	IS MONIT7 + EC OP	annually
	07.41.66	of which	men		number		500	IS MONIT7 + EC OP	annually
	07.41.67		women		number		2 500	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.20	Total number of persons supported, providing educational services or promoting provision of educational services		Total number of persons supported, providing educational services, i.e. those who educate (developers of newly created innovated products, persons – e.g. educator, trainer, lecturer, teacher, leisure time educator etc.).	number	0	30 000	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	1 500	IS MONIT7 + EC OP	annually
	06.43.14	of which	A proportion of newly created/innovated products with an environment component in the total number of newly created/innovated products	Total number of new/innovated products, in which there is a thematic complex with at least 15 – 20 % of tuition devoted to environment, measured proportionally to the total number of newly created/innovated products.	%	0	5	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	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies, measured proportionally to the total number of newly created/innovated products.	%	0	15	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator		Definitions	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	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	75	IS MONIT7 + EC OP	annually
	06.43.13		Number of newly created/innovated products with an ICT component	Total number of newly created/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies.	number	0	225	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	300	IS MONIT7 + EC OP	annually
	00.00.01		Number of pupils with special educational needs in integrated classes ⁴	Number of pupils with special educational needs in integrated classes supported within the project's implementation.	number	0	9000	IS MONIT7 + EC OP	annually
Results	06.04.02	A proportion of pupils with special educational needs in integrated classes compared to total number of pupils with special educational needs		A proportion of pupils with special educational needs in integrated classes compared to 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

⁴ This is an additional indicator, not defined in the National Code List of Indicators. It will be used to calculate the indicator code No 06.04.02.

1.2	<i>Equal opportunities for children and pupils, including children and pupils with special educational needs</i>	22%	132 192 268	23 328 047	155 520 315	85%	15%	0	0
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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

Global objective:

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

Specific objectives:

- 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

- 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.

Other individual projects

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 providing of good practice examples and development of educational programmes for teachers including their pilot verification.

- 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.
- International certification of foreign language teachers.
- Increasing the competencies of managerial staff at schools and educational institutions in the area of management and human resource policy.
- Consultancy and information portal on further education (portal service).

- Increasing the availability, quality and attractiveness of the offer of further education for school employees 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.

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.

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;
- non-governmental not-for-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 relating acts (the Act on foundations and endowment funds), as amended.

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

- subsidized organisations and organisational parts subordinated to MEY&S;
- 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;
- non-governmental not-for-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 relating acts (the Act on foundations and endowment funds), as amended.

3.3.7 Target groups

- staff at schools and educational institutions⁵;
- managers at schools and educational institutions⁶;

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

MEY&S, 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. Therefore, it is not taken as state aid, on condition that it will be subject to the commitment of the lecturer who will complete such education paid from the support, to remain for a certain period of time at the same institution, where he/she works as a lecturer, resp. to perform teaching practice within the given area for a certain period of time (to ensure the fulfilment of the support's objective). 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

⁵ According to the resolution of the Monitoring Committee of 9th December 2008 includes teachers at nursery schools as well.

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

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. The requirement to remain in the teaching practice for a certain period of time can be ensured, if the subsidy will be provided subject to the agreement on improvement of qualification (§ 143, Act No 65/1965 Coll., Labour Code; new § 234, Act No 262/2006 Coll. Labour Code).

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	EC OP priority axis – initial education (number of projects)		Number of projects supported in the area of support 1.3	number	0	406	IS MONIT7+ EC OP	annually
	07.41.10	Total number of persons (clients) supported		Number of persons directly supported as target groups within the project's implementation (employees of schools and educational institutions and employees of organisations operating in the area of education or assistance services and in the area of children and youth leisure time activities, that were purchasers of the given service)	number	0	469 000	IS MONIT7+ EC OP	annually
	07.41.11	of which	men		number	0	127 500	IS MONIT7+ EC OP	annually
	07.41.12		women		number	0	341 500	IS MONIT7+ EC OP	annually
	07.41.20	Total number of persons providing educational services or promoting provision of educational services		Total number of persons supported, providing educational services, i.e. those who educate (developers of newly created, innovated products, persons – e.g. educator, trainer, lecturer, teacher, leisure time educator etc.)	number	0	20 000	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	1 600	IS MONIT7+ EC OP	annually
	06.43.14	of which	A proportion of newly created/ innovated products with an environment component in the total number of newly created/innovated products	Total number of new/innovated products, in which there is a thematic complex with at least 15 – 20 % of tuition devoted to environment, measured proportionally to the total number of newly created/ innovated products.	%	0	20	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	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies, measured proportionally to 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	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

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	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	320	IS MONIT7+ EC OP	annually
	06.43.13		Number of newly created/ innovated products with an ICT component	Total number of newly created/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies.	number	0	640	IS MONIT7+ EC OP	annually
	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	80	IS MONIT7+ EC OP	annually
	07.46.00	Number of successfully supported persons		Total number of successfully supported persons (employees of schools and educational institutions) who have received any form of support within a project and completed the course in a prescribed manner.	number	0	368 100	IS MONIT7+ EC OP	annually
	07.46.01	of which	men		number	0	100 000	IS MONIT7+ EC OP	annually
	07.46.02		women		number	0	268 100	IS MONIT7+ EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
							EC OP	
Results	07.41.13	A proportion of successfully supported employees of schools and educational institutions compared to 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 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	ČR	EIB	private
1..3	Further education of employees at schools and educational institutions	26%	161 797 827	28 552 558	190 350 385	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 emphasize 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 tertiary professional schools study programs in order to increase employability of the tertiary professional school graduates in 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 study 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 schools 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 Act No 40/1964 Coll., section 2, § 20f, Civil Code, as amended, that 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;
- 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 categorizes 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	EC OP priority axis – tertiary education, research and development (number of projects)	Number of projects supported in the area of support 2.1	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 courses with an environment component within the education programme	Total number of newly created/innovated products within the education programme, in which there is at least 20 % of tuition or a thematic complex of minimum 20 hours devoted to environment.	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 courses with an ICT component within the education programme	Total number of newly created/innovated products within the education programme, in which there is a thematic complex of minimum 20 hours devoted to ICT.	number	0	20	IS MONIT7 + EC OP	annually
	07.41.20	Total number of persons providing services or promoting provision of services	Total number of persons supported within the project, providing services and promoting provision of services who have received any form of support (persons - trainer, lecturer, employee of an applicant or project partner)	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported	Total number of persons supported within the projects as students in initial and further education.	number	0	7 200	IS MONIT7 + EC OP	annually
	07.41.55	Total number of persons (students) supported	Number of persons – students, who were the purchasers of the given service, supported as target groups within the project's implementation.	number	0	6 500	IS MONIT7 + EC OP	annually
	07.41.50	of which, number of tertiary professional schools students	Total number of persons - tertiary professional schools students supported within the projects (as students in initial education)	number	0	6 500	IS MONIT7 + EC OP	annually
	07.41.51	in which	men	number	0	1 950	IS MONIT7 + EC OP	annually
	07.41.52		women	number	0	4 550	IS MONIT7 + EC OP	annually
	07.41.65	Total number of persons (employees in further education) supported	Total number of persons in further education supported within the projects (as students in further education)	number	0	700	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator		Definition		Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	07.41.80		of which, number of teaching and academic staff	Total number of persons in further education (teaching and academic staff) supported within the projects (as students).		number	0	500	IS MONIT7 + EC OP	annually
	07.41.81		of which	men		number	0	200	IS MONIT7 + EC OP	annually
	07.41.82			women		number	0	300	IS MONIT7 + EC OP	annually
	07.41.90		of which, number of other employees	Total number of persons in further education (other employees) supported within the projects (as students).		number	0	200	IS MONIT7 + EC OP	annually
	07.41.91		of which	men		number	0	100	IS MONIT7 + EC OP	annually
	07.41.92			women		number	0	100	IS MONIT7 + EC OP	annually
	07.46.00	Total number of successfully supported persons		Total number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.		number	0	6 480	IS MONIT7 + EC OP	annually
	07.46.17	Number of successfully supported persons in initial education		Total number of persons (tertiary professional schools students) in initial education who have successfully completed the education programme with support from EC OP in a prescribed manner.		number	0	5 850	IS MONIT7 + EC OP	annually
	07.46.50	of which	of which, number of successfully supported tertiary professional schools students	Total number of persons (tertiary professional schools students) who have successfully completed the education programme with support from EC OP in a prescribed manner.		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
	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
	07.46.93	Total number of successfully supported persons in further education	Total number of persons in further education who have successfully completed the education programme with support from EC OP in a prescribed manner.		number	0	630	IS MONIT7 + EC OP	annually
	07.46.80	of which, number of successfully supported teaching and academic staff	Total number of persons (teaching and academic staff) who have successfully completed the education programme with support from EC OP in a prescribed manner.		number	0	450	IS MONIT7 + EC OP	annually
	07.46.81	of which	men		number	0	180	IS MONIT7 + EC OP	annually
	07.46.82		women		number	0	270	IS MONIT7 + EC OP	annually
	07.46.90	of which, number of other successfully supported employees	Total number of persons (other employees) who have successfully completed the education programme with support from EC OP in a prescribed manner.		number	0	180	IS MONIT7 + EC OP	annually
	07.46.91	of which	men		number	0	90	IS MONIT7 + EC OP	annually
	07.46.92		women		number	0	90	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Results	07.42.20	A proportion of successfully supported persons (tertiary professional schools students) compared to total number of supported tertiary professional schools students.	A proportion of successfully supported tertiary professional schools students in EC OP projects compared to total number of supported tertiary professional schools students.		0	90	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	50	IS MONIT7 + EC OP	annually
	07.42.80	Sustainability of created partnerships	The proportion of partnerships that are working six month after the support is finished.	%	0	20	EC OP MA	2 studies during the program 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 ensure 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, extending the offer of combined and distance learning, 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 cooperation between universities and primary and secondary schools by providing consultancy services and assisting talented pupils.
- 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.

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 and secondary 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	EC OP priority axis – tertiary education, research and development (number of projects)	Number of projects supported in the area of support 2.2	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 courses within the study programme with an environment component	Number of newly created/innovated courses within the study programme, in which there is at least 20 % of tuition or a thematic complex of minimum 20 hours devoted to environment.	number	0	25	IS MONIT7 + EC OP	annually
	06.43.13	Of which, number of newly created/ innovated courses within the study programme with an ICT component	Number of newly created/innovated courses in which there is a thematic complex of minimum 20 hours devoted to ICT.	number	0	25	IS MONIT7 + EC OP	annually
	07.41.20	Number of persons providing services or promoting provision of services	Total number of persons supported, providing services and promoting provision of services who have received any form of support within the projects (persons - trainer, lecturer, employee of an applicant or project partner).	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported	Total number of persons supported within the projects as students in initial and further education.	number	0	127 200	IS MONIT7 + EC OP	annually
	07.41.17	of which	Total number of persons supported in initial education - students	number	0	120 000	IS MONIT7 + EC OP	annually
	07.41.60		Total number of persons supported – university students	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
	07.41.61	of which	men		number	0	58 714	IS MONIT7 + EC OP	annually
	07.41.62		women		number	0	61 286	IS MONIT7 + EC OP	annually
	07.41.65	Total number of persons (employees in further education) supported		Total number of persons in further education supported within the projects (as students in further education)	number	0	6 900	IS MONIT7 + EC OP	annually
	07.41.80	of which, number of teaching and academic staff		Total number of persons in further education (teaching and academic staff) supported within the projects.	number	0	4 000	IS MONIT7 + EC OP	annually
	07.41.81	of which	men		number	0	2 275	IS MONIT7 + EC OP	annually
	07.41.82		women		number	0	1 725	IS MONIT7 + EC OP	annually
	07.41.90	of which, number of other employees		Total number of persons in further education (other employees) supported within the projects.	number	0	2 900	IS MONIT7 + EC OP	annually
	07.41.91	of which	men		number	0	820	IS MONIT7 + EC OP	annually
	07.41.92		women		number	0	2 080	IS MONIT7 + EC OP	annually
	07.46.00	Total number of successfully supported persons		Total number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.	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
	07.46.17	of which	Number of successfully supported persons in initial education	Total number of persons (university students) in initial education who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	108 000	IS MONIT7 + EC OP	annually
	07.46.60		number of successfully supported university students	Total number of persons (university students) who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	108 000	IS MONIT7 + EC OP	annually
	07.46.61		men		number	0	52 843	IS MONIT7 + EC OP	annually
	07.46.62		women		number	0	55 157	IS MONIT7 + EC OP	annually
	07.46.93		Total number of successfully supported persons in further education	Total number of persons in further education who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	6 480	IS MONIT7 + EC OP	annually
	07.46.80		of which, number of successfully supported teaching and academic staff	Total number of persons (teaching and academic staff) who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	3 600	IS MONIT7 + EC OP	annually
	07.46.81		men		number	0	2 048	IS MONIT7 + EC OP	annually
	07.46.82		women		number	0	1 552	IS MONIT7 + EC OP	annually
	07.46.90		of which, number of other successfully supported employees	Total number of persons (other employees) who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	2 610	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	738	IS MONIT7 + EC OP	annually
	07.46.92			women		number	0	1 872	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 total number of supported university students			A proportion of successfully supported university students in EC OP projects compared to total number of supported university students.	%	0	90	IS MONIT7 + EC OP	annually
	07.42.80	Sustainability of created partnerships			The proportion of partnerships that are working six month after the support is finished.	%	0	20	MA EC OP	2 studies during the program 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 initialization 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 familiarization 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 subjects (legal entities) fully satisfying the definition of the Community Framework for state support of research, development and innovation (2006/C 323/01)⁷.

4.3.7 Target groups

- academic and other staff of universities;

⁷ According to the definition of the Community Framework for state support of research, development and innovation (2006/C 323/01), Article 2.2 (d): research organisation means an entity, such as university or research institute, whose primary goal is to conduct fundamental research, industrial research or experimental development and to disseminate their results by way of teaching, publication or technology transfer; all profits are reinvested in these activities, the dissemination of their results or teaching; undertakings that can exert influence upon such an entity, such as shareholders or members, shall enjoy no preferential access to the research capacities of such an entity or to the research results generated by it.

- employees of R&D institutions;
- university students;
- people interested in R&D activities.

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 not-for-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 can not 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 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	EC OP priority axis – tertiary education, research and development (number of projects)	Number of projects supported in the area of support 2.3	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 persons providing services or promoting provision of services		Total number of persons supported within the project, providing services and promoting provision of services who have received any form of support (persons - trainer, lecturer, employee of an applicant or project partner)	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Total number of persons supported		Total number of persons supported within the projects (as students in initial and further education).	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		women		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.14		Number of persons (children, pupils) supported in initial education	Number of persons – 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		boys		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.16		girls		number	0	NA	IS MONIT7 + EC OP	annually
	00.41.04		number of primary school pupils		number	0	NA	IS MONIT7 + EC OP	annually
	00.41.05		of which boys		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
	00.41.06		girls		number	0	NA	IS MONIT7 + EC OP	annually
	00.41.07		number of secondary schools pupils		number	0	NA	IS MONIT7 + EC OP	annually
	00.41.08	of which	boys		number	0	NA	IS MONIT7 + EC OP	annually
	00.41.09		girls		number	0	NA	IS MONIT7 + EC OP	annually
	07.41.55	Total number of persons (student) supported		Number of persons – students, who were the purchasers of the given service, directly supported as target groups within the project's implementation.	number	0	NA	IS MONIT7 + EC OP	annually
	00.41.10	of which	men		number	0	NA	IS MONIT7 + EC OP	Annually
	00.41.11		women		number	0	NA	IS MONIT7 + EC OP	Annually
	07.41.50		number of tertiary professional school students		number	0	NA	IS MONIT7 + EC OP	Annually
	07.41.51		men		number	0	NA	IS MONIT7 + EC OP	Annually
	07.41.52		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
	07.41.60		number of university students		number	0	NA	IS MONIT7 + EC OP	Annually
	07.41.61		men		number	0	NA	IS MONIT7 + EC OP	Annually
	07.41.62		women		number	0	NA	IS MONIT7 + EC OP	Annually
	07.41.70	Number of persons (research and development staff) supported in further education		Number of persons in further education (research and development staff) supported within the projects.	number	0	5 500	IS MONIT7 + EC OP	Annually
	07.41.71	of which	men		number	0	3 500	IS MONIT7 + EC OP	Annually
	07.41.72		women		number	0	2 000	IS MONIT7 + EC OP	Annually
	07.46.00	Total number of successfully supported persons		Total number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.	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		women		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.12		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 EC OP in a prescribed manner.	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
	00.46.13	of which	boys		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.14		girls		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.15		number of primary school pupils		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.16		of which boys		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.17		girls		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.18		number of secondary school pupils		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.19		of which boys		number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.20		girls		number	0	NA	IS MONIT7 + EC OP	Annually
	07.46.17		Total number of successfully supported persons in initial education (students)	Total number of persons (students) in initial education who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	NA	IS MONIT7 + EC OP	Annually
	00.46.21	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		
	0046.22			women		number	0	NA	IS MONIT7 + EC OP	Annually		
	07.46.50			number of tertiary professional school students		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			of which	number of university students		number	0	NA	IS MONIT7 + EC OP	Annually	
	07.46.61				men		number	0	NA	IS MONIT7 + EC OP	Annually	
	07.46.62				women		number	0	NA	IS MONIT7 + EC OP	Annually	
	07.46.70			Total number of successfully supported persons in further education (research and development staff)			Total number of persons (research and development staff) in further education who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	4950	IS MONIT7 + EC OP	Annually
	07.46.71			of which	men		number	0	3 150	IS MONIT7 + EC OP	Annually	
	07.46.72				women		number	0	1 800	IS MONIT7 + EC OP	Annually	

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
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	168	IS MONIT7 + EC OP	Annually
	07.42.50	A proportion of successfully supported persons in further education (research and development staff) compared to total number of persons supported in further education (research and development staff).	A proportion of successfully supported persons in further education (research and development staff) in EC OP projects compared to total number of persons supported in further education (research and development staff).	%	0	90	IS MONIT7 + EC OP	Annually
	07.42.80	Sustainability of created partnerships	The proportion of partnerships that are working six month after the support is finished.	%	0	20	MA EC OP	2 studies during the program 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.
- 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.

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);
- schools and educational institutions (i.e. legal entities carrying on the activities of schools and educational institutions, registered in the schools register);
- other organisations operating in the area of education and career consultancy;
- research and development institutions pursuant to Act No 130/2002 Coll., on aid for research and development from public resources and on amendments to certain related laws, as amended;

- other subjects (legal entities) fully satisfying the definition of the Community Framework for state support of research, development and innovation (2006/C 323/01)⁸;
- 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 Act on public not-for-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 facility pursuant to Act No 160/1992 Coll., on health care in non-state health care facilities, as amended;
- non-governmental not-for-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 relating acts (the Act on foundations and endowment funds), 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.

4.4.7 Target groups

- tertiary professional schools students;
- university students;
- teaching staff of primary and secondary schools (in the case of creation of partnerships of tertiary education institutions or research and development institutions with relevant schools);
- teaching and non-teaching staff of tertiary professional schools;

⁸ According to the definition of the Community Framework for state support of research, development and innovation (2006/C 323/01), Article 2.2 (d): research organisation means an entity, such as university or research institute, whose primary goal is to conduct fundamental research, industrial research or experimental development and to disseminate their results by way of teaching, publication or technology transfer; all profits are reinvested in these activities, the dissemination of their results or teaching; undertakings that can exert influence upon such an entity, such as shareholders or members, shall enjoy no preferential access to the research capacities of such an entity or to the research results generated by it.

- academic staff and other employees of universities;
- other employees dealing with education, research and development;
- people interested in study at tertiary professional schools and universities.

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 effects⁹. 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 competition¹⁰.

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

⁹ Cit. Kincl, Veřejná podpora v Evropské Unii (*State aid in European Union*), Bova Polygon, Prague 2004

¹⁰ 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.

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	EC OP priority axis – tertiary education, research and development (number of projects)		Number of projects supported in the area of support 2.4	number	0	240	IS MONIT7 + EC OP	annually
	07.41.20	Number of persons providing services or promoting provision of services		Total number of persons supported within the project, providing services and promoting provision of services who have received any form of support (persons - trainer, lecturer, employee of an applicant or project partner).	number	0	NA	IS MONIT7 + EC OP	annually
	07.41.00	Number of persons supported		Total number of persons supported within the projects.	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 + EC OP	annually
	07.46.70	Total number of successfully supported persons in further education (research and development staff)		Total number of persons (research and development staff) in further education who have successfully completed the education programme with support from EC OP in a prescribed manner.	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
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 partnerships that are working six month after the support is finished.	%	0	20	MA EC OP	2 studies during the program 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 realized 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. The activities will be focused also on the support of knowledge development in an environmental area. 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, environmental knowledge and 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 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

- 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 not-for-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 relating 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	EC OP priority axis – further education (number of projects)		Number of projects supported in the area of support 3.1	number	0	1	IS MONIT7+ EC OP	annually
	07.46.00	Number of successfully supported persons (participants in individual actions)		Number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	1 792 000	IS MONIT7 +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
	00.00.03	Number of supported persons (participants in individual actions)		Number of participants in individual	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
			actions of further education					
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	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 specialization 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 specialization 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 specialization 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 methodics.

- 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.

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 project submitted within the framework of the global grant is 400.000 CZK. Maximum permissible amount of financial resources 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 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 not-for-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 relating 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:

- MEY&S;
- 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. not-for-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, realized 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	EC OP priority axis – further education (number of projects)	Number of projects supported in the area of support 3.2	number	0	800	IS MONIT7 + EC OP	annually
	07.46.00	Number of successfully supported persons (participants in individual actions)	Number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.	number	0	8 000	IS MONIT7 + EC OP	annually
	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	A proportion of newly created/ innovated products with an environment component in the total number of newly created/innovated products	Total number of new/innovated products, in which there is a thematic complex with at least 15 – 20 % of tuition devoted to environment, measured proportionally to 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	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies, 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	230	IS MONIT7+ EC OP	annually
	06.43.13		Number of newly created/ innovated products with an ICT component	Total number of newly created/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies.	number	0	460	IS MONIT7+ EC OP	annually

	00.00.03	Number of supported persons (participants in individual actions)	Number of participants in individual actions of further education	of in of number	0	8 900	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	ČR	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)

The objective of these priority axes is to implement national system activities related to all above mentioned material priorities at the whole territory of the Czech Republic, including the capital city of Prague. They concern specific multiobjective priority axes created in order to support and finance activities fostering the creation of the system at the level of initial, tertiary and further education.

In the area of initial education, emphasis will be placed on providing selected activities through a systematic approach focusing on curriculum reform, evaluation, further education of teaching staff and the provision of equal opportunities for children and pupils. In the area of tertiary education, research and development, efforts will be directed to the establishment of a system and institutional framework for tertiary education and human resource development in research and development activities. The key activity related to further education concerns the establishment of a system and institutional framework for the provision of further education, including the verification and acknowledgement of its results, and its auxiliary information and consultancy system.

The priority axes 4a and 4b are therefore focused on activities, results of which will form comprehensive part of the educational system in the Czech Republic, irrespective of regional location of the respective institutions. These activities are the so called national system activities.

The priority axis 4a includes the proportion of programme system activities in the Convergence regions. The priority axis 4b includes the proportion of programme system activities in the Regional Competitiveness and Employment regions.

Global objectives of the priority axes 4a and 4b:

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.

Specific objectives of the priority axes 4:

1. Creation of a system to support improvement in the quality of initial education.
2. Creation of a system and institutional framework for tertiary education and the development of human resources in research and development.
3. Completion of a comprehensive concept for the system and institutional framework of further education; ensuring it is linked up with tertiary education.

There are three areas of support formulated in the priority axes 4a and 4b.

4.1 System framework of initial education

4.2 System framework of tertiary education and development of human resources in research and development

4.3 System framework of further education

6.1 Area of support 4.1 - System framework of initial education

6.1.1 Focus of the support

The support of system framework of initial education will focus on implementation and promotion of the curriculum reform through creation and implementation of school framework programmes, increasing the quality of education system through development and support of work with key competencies of pupils and teachers and through the system of monitoring, assessment and self-evaluation of schools and support of a modern approach of teachers to pupils and between pupils.

6.1.2 Objectives of the area of support

Global objective:

Creation of a system to support improvement in the quality of initial education.

Specific objectives:

- Implementation of the curriculum reform through creation and implementation of school framework programmes.
- Creation of education system focused on creation and development of key competencies of pupils.
- Improving the quality of education by supporting changes of approach of teachers to pupils and between pupils.

6.1.3 Supported activities

- Creating and verifying SFPs at pilot schools, including the processing and comprehensive use of the results; methodical, educational and informational support of the curriculum reform.
- Disseminating information on the task and objectives of curriculum reform to general public.
- Creation of a set of criteria and tools to ensure that pupils in initial education achieve the respective level of key competencies (including interest and non-formal education).
- Creation and pilot verification of child development and educational programmes for schooling facilities at children's care homes and juvenile detention centres.
- Development of system level career consultancy at schools, including identifying pupils who are vulnerable to poor career choices or who may leave the education system prematurely. Development of educational and information activities directed at pupils and parents and focused on rationalizing future choices in education path.
- Introducing and pilot verifying the programme and organisational forms of work that will positively influence the school environment.
- Identification of factors affecting the employability of secondary school leavers in the labour market, and formulation of recommendations for educational policy, school founders and schools themselves to eliminate unfavourable factors.
- Creating and introducing a school self-evaluation system.
- Development, implementation and support of centrally controlled evaluation processes for completing secondary school studies.

- Support for dissemination of information through an electronic information system.
- Creation and completion of basic diagnostic and intervention tools for the network of school consultancy facilities in the Czech Republic.
- Development of a system of consultancy services at schools, new approaches in the system of consultancy services for pupils with special educational needs.
- Creating a system of assistance services according to the forms and kinds of aid provided for the Czech Republic's school system.
- Building an early care system for children from socio-culturally disadvantaged environments.
- Creation of a system of further education for teaching staff at schools and educational institutions, and the development of competencies of teachers and employees working with children and youth.
- Further education and support of teaching staff at schools and educational institutions with emphasis placed on the implementation of curriculum reform, including mastering other modern teaching methods associated with a systematic improvement in the quality and effectiveness of education.
- Development of key competencies of children and youth in non-formal and interest education.

6.1.4 Type of support

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

6.1.5 Form and amount of support

The support is provided 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.

Maximum duration of the project is not limited.

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

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

6.1.6 Beneficiaries

- MEY&S.

6.1.7 Target groups

- children with special educational needs from nursery schools and preparatory classes for primary schools;
- children at children's care homes and juvenile detention centres;
- pupils of schools and educational institutions, including those with special educational needs, and pupils at risk of leaving education prematurely;
- parents of socially disadvantaged children and pupils;
- children and youth – participants in interest and non-formal education;
- staff at schools and educational institutions;
- employees of NGO working with children and youth;
- managers of schools and educational institutions;

6.1.8 Territorial focus of the support

The area of support respects multiobjective 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.

6.1.9 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.

6.1.10 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 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 the creation of system and institutional framework for the area of initial education.

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 MEY&S as a beneficiary, it is not considered as state aid. The same is applicable for Intermediate Bodies.

According to the above mentioned reasons, the projects of a system nature are not a state aid within the meaning of the Article 87 section 1 of EC Treaty, which has been confirmed also by the OPC in its opinion of 30 November 2006, ref. No 20538/2006/348.

6.1.12 Indicators

Ind · typ e				Unit of measure ment	Baseli ne data	Target value 2015	Source	Monito ring frequen cy	
	Ind. code	Indicator	Definition						
Outputs	49.11.04	EC OP priority axis – System framework of lifelong learning (number of projects)		Number of projects supported in the area of support 4.1	number	0	21	IS MONIT 7+ EC OP	annually
	06.43.21	Number of newly created/innovated products leading to improvement of the quality in 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, new educational modules, study material, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.).	number	Conver gence 0 RCE 0	Converge nce 100 RCE 8	IS MONIT 7+ EC OP	annually
	06.43.14	of which	A proportion of newly created/innovated products with an environment component in the total number of newly created/innovated products	Total number of new/innovated products, in which there is a thematic complex with at least 15 – 20 % of tuition devoted to environment, measured proportionally to the total number of newly created/ innovated products.	%	Conver gence 0 RCE 0	Converge nce NA RCE NA	IS MONIT 7+ 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	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies, measured proportionally to the total number of newly created/ innovated products.	%	Conver gence 0 RCE 0	Converge nce NA RCE NA	IS MONIT 7+ EC OP	annually

Ind . type	Ind. code	Indicator	Definition	Unit of measure ment	Baseli ne data	Target value 2015	Source	Monito ring frequen cy
	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.	%	Conver gence 0 RCE 0	Converge nce NA RCE NA	IS MONIT 7+ EC OP	annually
	06.43.12	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	Conver gence 0 RCE 0	Converge nce NA RCE NA	IS MONIT 7+ EC OP	annually
	06.43.13	Number of newly created/innovated products with an ICT component	Total number of newly created/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies.	number	Conver gence 0 RCE 0	Converge nce NA RCE NA	IS MONIT 7+ EC OP	annually
	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	Conver gence 0 RCE 0	Converge nce NA RCE NA	IS MONIT 7+ EC OP	annually

Ind . type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Results	06.43.20	Number of new/innovated products with nationwide impact	Number of new/innovated products with nationwide impact (laws, law amendments, by-laws, Government decrees, White Papers, concept documents, National Quality System)	number	Convergence 0 RCE 0	Convergence 50 RCE 4	IS MONIT 7+ EC OP	annually

6.1.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P4a/4b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
4a 1 (Convergence)	System framework of initial education	36%	76 423 655	13 486 527	89 910 182	85%	15%	0	0
4b 1 (RCE)			5 878 743	1 037 425	1 037 425	85%	15%	0	0

6.2 Area of support 4.2 - System framework of tertiary education and development of human resources in research and development

6.2.1 Focus of the area of support

The area of support 4.2 is focused on creating a system framework, by which, the system solutions in the area of tertiary education and research and development in the Czech Republic will be supported. The system framework will support those activities and solutions that are not possible to be implemented effectively by means of individual support of particular institutions or their associations, but the coordination on central level is required.

6.2.2 Objectives of the area of support

Global objective:

Creating a system and institutional framework for the area of tertiary education and development of human resources in research and development.

Specific objectives:

- Implementation of a comprehensive system to evaluate the quality of activities of tertiary education institutions and research and development institutions.
- Implementation of a comprehensive quality management system in tertiary education institutions.
- Improving the management system of tertiary education institutions and R&D institutions.
- Optimization of a system of tertiary education funding.
- Implementation and improvement of a system of project management in tertiary education and research and development institutions.
- Supporting entrepreneurship, an entrepreneurial approach, and innovative solutions in tertiary education and research and development institutions.
- Supporting the natural sciences, including vocational activities of young people.

6.2.3 Supported activities

- Design and implementation of an optimum system of tertiary education funding.
- Innovation of the management system of tertiary education and research and development institutions.
- Design and implementation of a system of project management support in tertiary education and research and development institutions.
- Design and implementation of a system to support entrepreneurship, an entrepreneurial approach, and innovative solutions in tertiary education and research and development institutions.
- Design and implementation of a comprehensive system to evaluate the quality of tertiary education and research and development.
- Design and implementation of a system to effectively support the natural sciences, including vocational and research activities of young people.

6.2.4 Type of support

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

6.2.5 Form and amount of support

The support is provided 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.

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

Minimum permissible amount of the total eligible expenditures for a project is 1.000.000 CZK.

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

6.2.6 Beneficiaries

- MEY&S.

6.2.7 Target groups

- employees of universities, tertiary professional schools and research and development institutions;
- students of universities and tertiary professional schools;
- people interested in study at tertiary professional schools and universities;
- graduates of tertiary professional schools and universities within 10 years after completion of study.

6.2.8 Territorial focus of the support

The area of support respects multiobjective focus of the priority axis 4, which intervenes in both the territory of the Convergence objective and the territory of the Regional competitiveness and employment objective.

6.2.9 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.

6.2.10 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 of training personnel with a view to innovation and a knowledge-based economy.

6.2.11 State aid

The specific objective of system measures is the creation of system and institutional framework for the area of tertiary education and development of human resources in research and development.

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 MEY&S as a beneficiary, it is not considered as a state aid. The same is applicable for Intermediate Bodies.

According to the above mentioned reasons, the projects of a system nature are not a state aid within the meaning of the Article 87 section 1 of EC Treaty, which has been confirmed also by the OPC in its opinion of 30 November 2006, ref. No 20538/2006/348.

6.2.12 Indicators

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.04	EC OP priority axis – System framework of lifelong learning (number of projects)	Number of projects supported in the area of support 4.2	number	0	8	IS MONIT7 + EC OP	annually
	07.41.20	Total number of persons supported, providing educational services or promoting provision of educational services	Total number of persons supported within the project, providing services and promoting provision of services who have received any form of support (persons - trainer, lecturer, employee of an applicant or project partner).	number	0	NA	IS MONIT7 + EC OP	annually
	06.43.22	Number of newly created/ innovated products in the area of tertiary education and development of human resources in research and development	Total number of newly created/innovated products (new educational modules, study material, pilot verification, analyses, studies, syntheses, web portals, innovated education programmes, etc.).	number	Convergence 0 RCE 0	Convergence 81 RCE 6	IS MONIT7 + EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Results	06.43.20	Number of new/innovated products with nationwide impact	Number of new/innovated products with nationwide impact (laws, law amendments, by-laws, Government decrees, White Papers, concept documents, National Quality System)	number	Convergence 0 RCE 0	Convergence 6,5 RCE 0,5	IS MONIT7 + EC OP	annually

6.2.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P4a/4b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
4a 2 (Convergence)	System framework of tertiary education and development of human resources in research and development	29%	61 965 125	10 935 022	72 900 147	85%	15%	0	0
4b 2 (RCE)			4 766 548	841 155	5 607 703	85%	15%	0	0

6.3 Area of support 4.3 - System framework of further education

6.3.1 Focus of the area of support

Creation of a system framework of further education includes wide range of activities with aim to build a comprehensive system where competencies and responsibilities of particular institutions are defined, national policy of further education is formulated and effectively functioning market in this area is created. The consequent objective is developing the link between initial and further education systems and creating a comprehensive system of lifelong learning. It is necessary to prepare conditions enabling the function and use of the opportunities provided by Act No 179/2006 Coll., on verification and recognition of the results of further education. Once this legislation is used, it will be possible to build a transparent and objective system to evaluate competencies also acquired outside the formal education system, i.e. competencies acquired through non-formal education and informal learning.

The main activities within this area of support will be directed to three primary areas:

- a) creating a conception of further education, including lifelong education at universities (as a part of lifelong learning), in relation to the Human Resources Development Strategy, National Education Development Programme in the Czech Republic, Long-term Plan and Lifelong Learning Strategy;
- b) to create links between initial and further education and to support the creation of mechanisms for monitoring, collection and dissemination of information on further education supply and demand;
- c) to create a system of consultancy services in the area of further education.

6.3.2 Objectives of the area of support

Global objective:

Completion of a comprehensive concept for the system and institutional framework of further education and ensuring it is linked up with tertiary education.

Specific objectives:

- Creating a framework for a well functioning further education market.
- Creating policies and define possible forms of further education funding and strengthening the monitoring of efficiency of resources spent on the area of further education.
- Increasing general level of motivation for further education, particularly through verification and recognition of results of further education on both national and regional level and further education, especially in the area of key competencies defined by school framework programmes (e.g. language and information skills and communication technologies), including increasing motivation for further education through financial stimulation.
- Improving the availability of consultancy services and strengthening the information system on education possibilities in the area of further education.
- Enhancing cooperation with social partners in the area of further education.

6.3.3 Supported activities

- Creating a comprehensive system of further education in the Czech Republic.
- Creating support systems of further education at the national level (e.g. consultancy, information and monitoring systems).
- Creation of mechanisms aimed at linking initial education to further education systems.
- Completion and implementation of systems of quality assessment of further education provided.
- Development and utilization of the national qualification system.
- Developing and creating systems for recognising the results of previous learning.
- Completion and implementation of support systems at both regional and national levels, particularly in the form of activation programmes, consultancy, information systems on the existing possibilities for non-formal education.
- Verifying and recognizing the results of further education at both national and regional levels in the school system.
- Analysis of the state of further education at national or regional level and in an international context.

6.3.4 Type of support

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

6.3.5 Form and amount of support

The support is provided 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.

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

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

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

6.3.6 Beneficiaries

- MEY&S.

6.3.7 Target groups

- participants in further education;
- institutions providing further education;
- institutions providing consultancy in the area of further education.

6.3.8 Territorial focus of the support

The area of support contains multiobjective 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.

6.3.9 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.

6.3.10 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.

6.3.11 State aid

The beneficiaries will be only and exclusively MEY&S and its controlled organisations, and it concerns a system (general) measure. The condition is the elimination of selectivity according to the Article 87 section 1 of EC Treaty, i.e. the measures must be applied to all enterprises (schools, R&D institutions) in the whole sector (education system) in the given territory (i.e. without any territorial and sectoral discrimination and discrimination leading to preference of a certain type of business). Furthermore, it should be ensured that the activities carried out on a commercial basis will not be involved. It is necessary to ensure that the public subjects and organisations established by them will not be supported in their activities in competition with other subjects on the market. In such case, it would be necessary to proceed according to one of block exemption rules.

6.3.12 Indicators

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
Outputs	49.11.04	EC OP priority axis – System framework of lifelong learning (number of projects)		Number of projects supported in the area of support 4.3	number	0	4	IS MONIT7 + EC OP	annually
	06.43.11	Number of newly created/innovated products in the area of further education and products supporting provision of 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, new educational modules, study material, pilot verification, analyses, studies, syntheses, teaching aids, e-learning courses, web portals, etc.)	number	Convergence 0 RCE 0	Convergence 1 300 RCE 100	IS MONIT7 + EC OP	annually
	06.43.14	of which	A proportion of newly created/innovated products with an environment component in the total number of newly created/innovated products	Total number of new/innovated products, in which there is a thematic complex with at least 15 – 20 % of tuition devoted to environment, measured proportionally to the total number of newly created/innovated products.	%	Convergence 0 RCE 0	Convergence NA RCE NA	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	Total number of new/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies, measured proportionally to the total number of newly created/innovated products.	%	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
	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	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	06.43.13		Number of newly created/ innovated products with an ICT component	Total number of newly created/innovated products, in which there is a thematic complex with at least 40 hours of tuition devoted to information technologies.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
Results	06.43.20	Number of new/innovated products with nationwide impact		Number of new/innovated products with nationwide impact (laws, law amendments, by-laws, Government decrees, White Papers, concept documents, National Quality System)	number	Convergence 0 RCE 0	Convergence 1,9 RCE 0,1	IS MONIT7 + EC OP	annually

6.3.13 Financial plan

In €

Area of support No	Area of support name	Allocation share in P4a/4b	EU	SR	Total resources	Co-financing proportion		For information	
						EU	ČR	EIB	private
4a 3 (Convergence)	System framework of further education	34%	72 473 831	12 789 500	85 263 331	85%	15%	0	0
4b 3 (RCE)			5 574 910	983 808	6 558 718	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 multiobjective 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	EC OP priority axis – Technical assistance (number of projects)		Number of projects supported in the area of support 5.1	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually
	48.05.00	Number of newly created products (implementation of studies and reports)		Number of created studies (e.g. ongoing, ex-ante, ex-post, ad-hoc) and reports focused on the programme preparation (programme documents) and monitoring and evaluation of its implementation.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.11.00	Number of implemented trainings, seminars, workshops, and conferences		Number of implemented events – training, seminars, workshops, conferences, etc.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.12.00	of which	events with international participation		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT 7+ EC OP	annually

Ind. type	Ind. code	Indicator		Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
	48.16.00	Total number of persons who participated in education courses		Total number of persons – clients who have received any form of support within the projects. Support = for example participation in a course.	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 persons successfully supported within technical assistance priority axis		Number of persons who have successfully completed the education programme with support from 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
	00.00.02	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 MONIT 7+ EC OP	annually

Ind. type	Ind. code	Indicator	Definition	Unit of measurement	Baseline data	Target value 2015	Source	Monitoring frequency
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 % based on processed questionnaires.	%	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 multiobjective 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	EC OP priority axis – Technical assistance (number of projects)		Number of projects supported in the area of support 5.2	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.05.00	Number of newly created products (implementation of studies and reports)		Number of created studies (e.g. ongoing, ex-ante, ex-post, ad-hoc) and reports focused on the programme preparation (programme documents) and monitoring and evaluation of its implementation.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.11.00	Number of implemented trainings, seminars, workshops, and conferences		Number of implemented events – training, seminars, workshops, conferences, etc.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.16.00	Total number of persons who participated in education courses		Total number of persons – clients who have received any form of support within the projects. Support = for example participation in a course.	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
	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 technical assistance priority axis		Number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.	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
	48.18.01	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
	00.00.02	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 in time. The rate of satisfaction is expressed in % based on processed questionnaires.	%	Convergence 0 RCE 0	Convergence 70 RCE 70	MA questionnaire	annually

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 multiobjective 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	EC OP priority axis – Technical assistance (number of projects)		Number of projects supported in the area of support 5.3	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 newly created products (implementation of studies and reports)	Number of created studies (e.g. ongoing, ex-ante, ex-post, ad-hoc) and reports focused on the programme preparation (programme documents) and monitoring and evaluation of its implementation.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.11.00	Number of implemented trainings, seminars, workshops, and conferences	Number of implemented events – training, seminars, workshops, conferences, etc.	number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.12.00	of which events with international participation		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.16.00	Total number of persons who participated in education courses	Total number of persons – clients who have received any form of support within the projects. Support = for example participation in a course.	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
	48.16.02	of which women		number	Convergence 0 RCE 0	Convergence NA RCE NA	IS MONIT7 + EC OP	annually
	48.18.00	Number of successfully supported persons - clients	Number of persons who have successfully completed the education programme with support from EC OP in a prescribed manner.	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
	48.18.01	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 % based on processed questionnaires.	%	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						EU	ČR	EIB	Other resources
					total	SR	regions	municipalities	St. funds					
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	52%	318 087 643	56 133 114	56 133 114	0	0	0	374 220 757	85%	15%	0	0
1.2	Equal opportunities for children and pupils, including children and pupils with special educational needs	ESF	22%	132 192 268	23 328 047	23 328 047	0	0	0	155 520 315	85%	15%	0	0
1.3	Further education of employees at schools and educational institutions	ESF	26%	161 797 827	28 552 558	28 552 558	0	0	0	190 350 385	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
4a	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

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4.1	System framework of initial education	ESF	36%	76 423 655	13 486 527	13 486 527	0	0	0	89 910 182	85%	15%	0	0
4.2	System framework of tertiary education and development of human resources in research and development	ESF	29%	61 965 125	10 935 022	10 935 022	0	0	0	72 900 147	85%	15%	0	0
4.3	System framework of further education	ESF	34%	72 473 831	12 789 500	12 789 500	0	0	0	85 263 331	85%	15%	0	0
4 b	National system activities	ESF / KpZ		16 220 201	2 862 388	2 862 388	0	0	0	19 082 589	85%	15%	0	0
4.1	System framework of initial education	ESF	36%	5 878 743	1 037 425	1 037 425	0	0	0	6 916 168	85%	15%	0	0
4.2	System framework of tertiary education and development of human resources in research and development	ESF	29%	4 766 548	841 155	841 155	0	0	0	5 607 703	85%	15%	0	0
4.3	System framework of further education	ESF	34%	5 574 910	983 808	983 808	0	0	0	6 558 718	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 provided¹¹. 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

¹¹ 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 **can not** be provided, in particular, for the following expenditures:

- a) value added tax with entitlement for deduction¹²;
- 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.

¹² 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 vehicles, 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 subsidized organisations established by public authorities, public authorities themselves and the so called not-for-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.

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, resp. de minimis rule).
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, resp. de minimis rule).
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, resp. de minimis rule).
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.
4.2 System framework of tertiary education and development of human resources in research and development	The resources provided are not of state aid nature within the meaning of the Article 87 of the EC Treaty.
4.3 System framework of further education	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 not-for-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.

There are two types of partners:

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 authorized the Section for Managing the Structural Funds IV/I of MEY&S 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 MEY&S, 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 authorized 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 authorized 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.

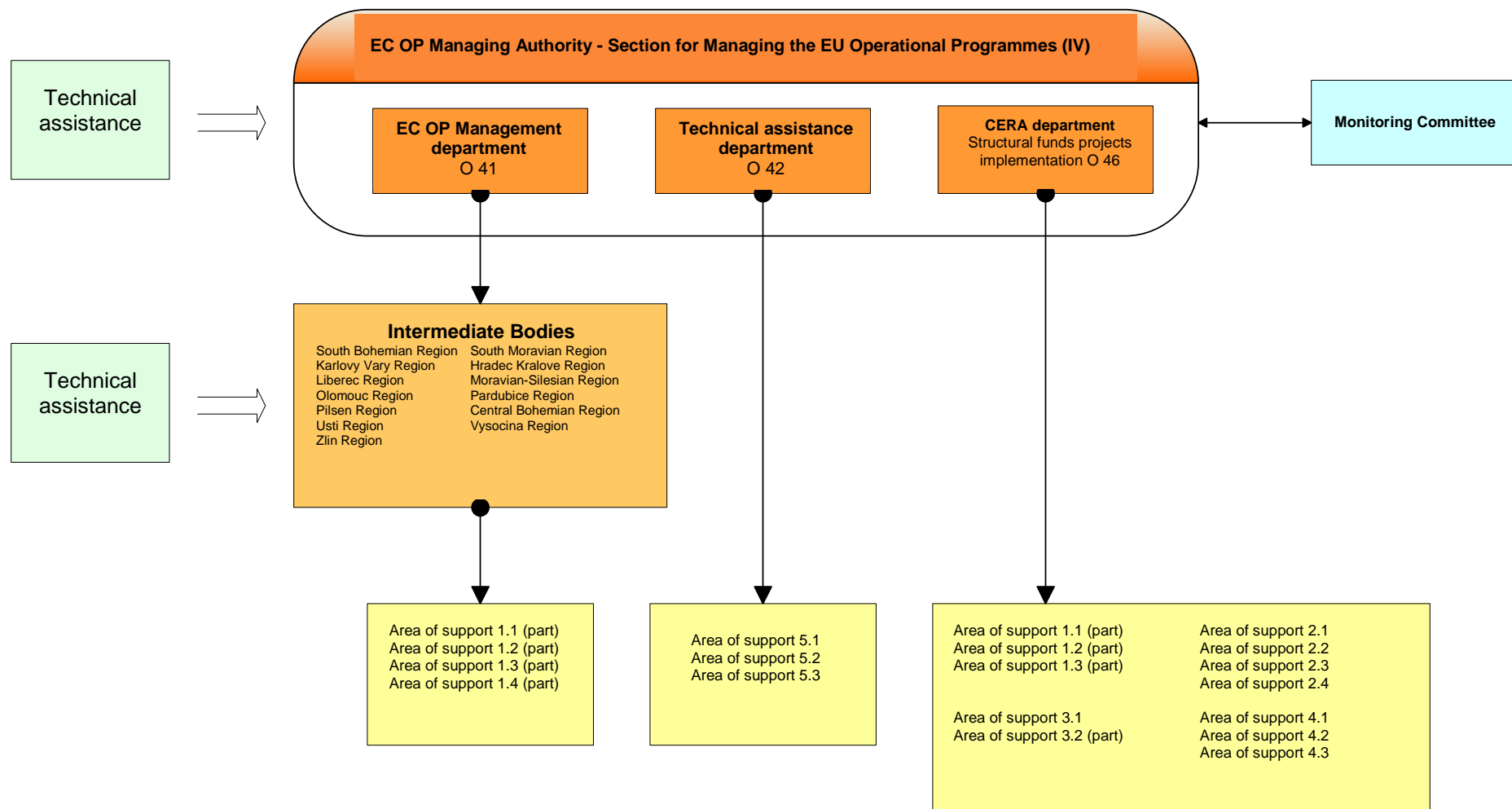
EC OP is implemented on the basis of the principle of partnership. The total responsibility holds MEY&S as the Managing Authority. The responsibility for implementation of particular areas of support will be delegated to Intermediate Bodies on the basis of a written agreement with the Managing Authority. 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 www.msmt.cz/eu/esf 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.

Annex 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
MEY&S	Ministry of Education, Youth and Sports
MoLSA	Ministry of Labour and Social Affairs
NB	National Budget
NGO	Non-governmental Not-for-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

Annex 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 the 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 the 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 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 organizer 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 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.¹³

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

¹³ 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), MEY&S.

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 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. MC is based on the partnership principle and its members are the representatives of MA, partner ministries, regions, social partners, non-governmental not-for-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 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 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 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 recognizable costs of the project. For 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 expenditures statements and payment requests before sending them to the European Commission. The Ministry of Finance has been appointed as the only PAC, according to the Governmental Resolution No 198 of 22 February 2006.

Priority axis – one of the priorities of the strategy in an operational programme, consisting of 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. 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 aim to achieve the required result within the framework of EC OP. It concerns concrete activities implemented by the beneficiary and financed through ESF. There are three types of projects within the EC OP:

- **individual project:**
 - **national individual project** – covers the entire territory of 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 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 the case of Priority axis 2 or in the case of projects of a system nature in Priority axis 1 and 2, prepared by the region for its territory).
- **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 problems 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 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 CR classified under the Convergence objective (all regions with GDP, measured by purchasing power parity per one citizen, lower than 75 % of average GDP of EU-25). For the period 2007-2013, all regions of 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 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 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 EC OP, age group under 18 years.

Annex 3 – List of basic legislation of 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.